THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION PUBLIC MEETING AGENDA

MARCH 24, 2022

Call to Order - Joyce S. Wilkerson, President

Roll Call - Lynn Rauch, Esq., General Counsel

Approval of Minutes - February 24, 2022 and March 3, 2022

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

- Board of Education - Other
  Opening Remarks - Presentations

Presentation - Lump Sum Statement FY23 - Uri Monson, Chief Financial Officer and William R. Hite, Jr., Ed.D., Superintendent

- FY23 Lump Sum Presentation
  Board of Education - Other

Written Testimony

- Written Testimony
  Board of Education - Other

Registered Student Speakers

- Student Speakers List
  Board of Education - Other

Registered Elected Officials

- Registered Elected Officials

Registered Speakers on General Topics

- Registered Speakers List

Goals and Guardrails

- Reading Goal 2 - Progress Monitoring Report
  Board of Education - Other
- Reading Goal 2 - Presentation
  Board of Education - Other

Responses to Questions on Action Items

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

Action Item

1. Acceptance of Donation from Philadelphia Eagles Annual Day of Service- James Rhodes Elementary School

   Operations - Capital Programs - Other
2. Acceptance of Services from and Memorandum of Understanding with Philadelphia Youth Network ($115,000)

   Schools - Memorandum of Understanding
3. Approval of Personnel Hires - Updated 03.17.2022

   Talent - Other
4. Administration's Recommendation for Termination of Professional Employees - Updated 3.24.2022

   Talent - Other
5. Approval of Personnel Terminations - Updated 3.24.2022

   Talent - Other
6. Approval of Retirements and Resignations - Updated 3.24.2022

   Talent - Other
7. Contract with Corporate Cost Control, Inc. a part of Experian - Unemployment Compensation Third Party Administrator ($72,807)

   Talent - Contracts
8. Ratification of Contract with Conner Strong & Buckelew for Fiduciary Liability Insurance for for 403 b & 457b Savings Plans

   Talent - Other
9. Contract with Teaching and Learning Solutions ($353,275)

   Talent - Contracts
10. Ratification of LCA with FS Solutions, Inc. - Health Services Drug Testing ($20,000)

    Talent - Other
11. Authorization of Education Payments to Other Educational Entities ($21,100,000)

    Finance - Other
12. Contracts with Various Vendors - Use of Title I, Title II, Title III and CARES Act Grants for Non-Public Schools ($40,000,000)

    Finance - Contracts
13. Authorization of Increased Outside Counsel Fees for FY22 ($950,000) and to Extend Authorization for FY23 ($5,000,000)

    General Counsel - Other
14. Change Orders With Various Vendors ($551,178)

    Operations - Capital Programs - Other
15. Contract with Institute for the Development of African American Youth, Inc. for Safe Path School and Community Safety Corridor Program

    Operations - School Safety - Contracts

16. Contracts with Various Vendors for Electrical Repairs and Service ($6,500,000)

    Operations - Procurement - Contracts

17. Contract with School Specialty Inc.and MeTEOR Education - Classroom Improvements-Early Literacy Initiative ($3,535,000)

    Operations - Capital Programs - Contracts

18. Contract with MeTEOR Educaton for Furniture and Equipment at Mary M Bethune Elementary School ($1,400,000)

    Operations - Capital Programs - Contracts

19. Authorization to Enter into Agreements and Leases with the Philadelphia Authority for Industrial Development (PAID) to Fund, Contract and Sublease with one or more Developers or Construction Managers for the Development, Construction and Equipping of one or more Capital Projects for the School District ($145,000,000) - Added 3.3.2022 (Updated 3.22.2022)

    Operations - Capital Programs - Other

20. Capital Award for Wright, Richard R. School, Bryant , W.C. School, Taylor, Bayard School ($11,967,525) - Added 3.4.2022 [Updated 3.18.2022]

    Operations - Capital Programs - Capital Awards

21. Contract Award with Weatherproofing Technologies (WTI), Inc for Roof Replacement at Various Locations ($9,639,311) - Added 3.4.2022 - Updated 3.22.2022

    Operations - Capital Programs - Contracts

22. Acceptance of services from and Memorandum of Understanding with the Lewis Katz School of Medicine at Temple University and Neubauer Family Foundation - Added 3.11.2022

    Operations - School Safety - Other

23. Amendment of 2022 Board of Education Public Meeting Schedule - Added 3.11.2022

    Board of Education - Other

24. Contribution Agreement for Design and Construction of Dental Clinic Build Out and License Agreement with Temple University Kornberg School of Dentistry ($390,000) - Added 3.14.2022

    Operations - Capital Programs - Other

25. Request For Excusal of Compulsory Education - Added 3.16.2022

    Student Support Services - Other

26. Adoption of the Lump Sum Statement - Updated 3.22.2022

    Board of Education - Other

27. Contract with Tetra Tech Inc for AHERA Program Development Management - Added 3.18.2022

    Operations - Facilities - Contracts

28. Adoption of Academic Calendar SY22-23 (As Amended) - Added 3.22.2022

    Schools - Other

Adjourn

Call to Order - Intermediate Unit Board of Directors

Roll Call - Board of Directors

Approval of Minutes - October 28, 2021

Action Items - Intermediate Unit

1. Contracts with Various Vendors - Use of Act 89 Grant for Non-Public Schools ($19,000,000)

   Finance - Other
2. Contracts with Various Vendors - Use of the Emergency Assistance for Non-Public Schools (EANS II) Grant authorized by the American Rescue Plan (ARP) Act of 2021 ($80,000,000).

   Finance - Other

Adjourn - Intermediate Unit Board of Directors

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

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

Title: Opening Remarks - Presentations

Board of Education Meeting Date: 3/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Opening Remarks Presentation	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

2022-2023 Academic Calendar Preview

Calendar Requirements

- ❑ Pennsylvania Department of Education (PDE) Instructional Hours Requirements
- ❑ Five (5) National Holidays
- ❑ 181 student days, 188 teacher work days within July 1st and June 30th
- ❑ Minimum of 28 professional development hours

Prioritizing Time for Professional Learning

The proposed 2022-2023 Academic Calendar Adjustment:

- incorporates feedback from internal and external stakeholders
- allows for evidence-based professional learning cycles and meeting structures in support of achieving Board Goals and Guardrails
- balances approach of District-wide topics and school-coordinated topics
- meets State and local contractual requirements

Proposed Academic Calendar (August - December)

THE SCHOOL DISTRICT OF PHILADELPHIA

Aug	1	Principal PD	2	Principal PD	3	Principal PD	4	Principal PD	5	Principal PD
	8	Summer Recess	9	Summer Recess	10	Summer Recess	11	Summer Recess	12	Summer Recess
	15	Summer Recess	16	Summer Recess	17	Summer Recess	18	Summer Recess	19	Summer Recess
	22	Summer Recess	23	PD Day	24	Reorganization	25	PD Day	26	PD Day
Sep	29	***First Student Day (Gr. pre-K-12)*** *Kdgr. interview day (3hr early dismissal K only)*	30	*Kindergarten interview day (3hr early dismissal K only)*	31	*Kindergarten interview day (3hr early dismissal K only)*	1	*Kindergarten interview day (3hr early dismissal K only)*	2	*Kindergarten interview day (3hr early dismissal K only)*
	5	Labor Day	6		7		8		9	
	12		13		14		15		16	PD Day
	19	*School Selection Process Begins*	20		21		22		23	
	26	Rosh Hashanah	27		28		29		30	
Oct	3		4		5	Yom Kippur	6		7	PD Early Dismiss
	10	Indigenous Peoples Day	11		12	*Interim Reports*	13	*Interim Reports*	14	*Interim Reports*
	17		18		19		20		21	
	24		25		26		27		28	
Nov	31		1		2		3		4	PD Early Dismiss School Selection Ends
	7		8	Election Day	9		10		11	Veterans Day
	14		15	*End Term 1*	16		17		18	
	21	K-8 Report Card Conf	22	K-12 Report Card Conf	23	K-12 Report Card Conf	24	Thanksgiving	25	Thanksgiving
Dec	28		29		30		1		2	PD Day
	5		6		7		8		9	
	12		13		14		15		16	PD Early Dismiss
	19		20		21	*Interim Reports*	22	*Interim Reports*	23	*Interim Reports*
	26	Christmas (obs)	27	Winter Recess	28	Winter Recess	29	Winter Recess	30	Winter Recess

Key: Color Coding

Schools / Administrative Offices Closed	Students / 10 Month Employee Off	Professional Development (PD) Day - No Students	Report Card Early Dismiss (3 hr)	PD Early Dismiss

Proposed Academic Calendar (January - June)

THE SCHOOL DISTRICT OF PHILADELPHIA

Jan	2	New Year's Day (obs)	3	PD Day	4		5		6	
	9		10		11		12		13	
	16	M.L King Day	17		18		19		20	PD Early Dismiss
	23		24		25	*End Term 2*	26		27	
Feb	30		31		1	K-8 Report Card Conf	2	K-12 Report Card Conf	3	K-12 Report Card Conf
	6		7		8		9		10	
	13		14		15		16		17	PD Early Dismiss
	20	Presidents' Day	21		22		23		24	
Mar	27	*Interim Reports*	28	*Interim Reports*	1	*Interim Reports*	2		3	PD Early Dismiss
	6		7		8		9		10	
	13		14		15		16		17	PD Early Dismiss
	20		21		22		23		24	*End Term 3*
	27		28		29	K-8 Report Card Conf	30	K-12 Report Card Conf	31	K-12 Report Card Conf
Apr	3	Spring Recess	4	Spring Recess	5	Spring Recess	6	Spring Recess	7	Good Friday
	10		11		12		13		14	PD Early Dismiss
	17		18		19		20		21	Eid al-Fitr
	24		25		26		27		28	
May	1		2		3		4		5	PD Early Dismiss
	8	*Interim Reports*	9	*Interim Reports*	10	*Interim Reports*	11		12	
	15		16	Election Day (tent.)	17		18		19	PD Early Dismiss
	22		23		24		25		26	
Jun	29	Memorial Day	30		31		1		2	
	5		6		7		8		9	*Grad Window*
	12		13	*End Term 4 / Grad Window* ***Last Student Day Gr. K-12***	14	PD Day (staff last day)	15	Summer Recess	16	Summer Recess
	19	Juneteenth (obs)	20	Summer Recess	21	Summer Recess	22	Summer Recess	23	Summer Recess
	26	Summer Recess	27	Summer Programming	28	Summer Programming	29	Summer Programming	30	Summer Programming

In the case of inclement weather where there is no school for students and staff, the last day for students will be June 14, 2023 and the last day for staff will be June 15, 2023.

Key: Color Coding

Schools / Administrative Offices Closed	Students / 10 Month Employee Off	Professional Development (PD) Day - No Students	Report Card Early Dismiss (3 hr)	PD Early Dismiss

After-School Care on Early Dismissal Days

THE SCHOOL DISTRICT OF PHILADELPHIA

Actions to Support Families for Childcare and Enrichment Needs:

- Review after-school programs currently in place and anticipated programming available
- Survey of Family Needs
- Connecting with school leader and partners to see where gaps can be filled

Transitioning to the Three-Tiers; Historical Perspective

THE SCHOOL DISTRICT OF PHILADELPHIA

Exploration/Preparation

- District discussion regarding transition to standardized bell schedule based on data
- Conversations with various stakeholders
- Prepare for the phase of a three-tiered bell schedule

Beginning Implementation

- First phase of transitioning schools to three-tiers
- Major shifts for Kindergarten-Grade 8
- Minimal shifts for High Schools (despite research)



Transition Pause

- Phase-in Bell Schedule paused due to COVID-19
- Shift to Virtual/Hybrid Learning

Full Implementation

- Three-tiered bell schedule District-wide inclusive of high schools

District Proposed 2022-2023 Bell Schedules

THE SCHOOL DISTRICT OF PHILADELPHIA

- Three-Tiers for School Start Times: 7:30 am; 8:30 am; 9:00 am
- All Prek-8 Schools will remain in the current bell schedule
- All District High Schools, except four schools whose schedules must align with partner institutions, will move to a 9:00 AM start time
- Upcoming community forums and an online surveys will be available to support planning and preparation

Presentation - Lump Sum Statement FY23 - Uri Monson, Chief Financial Officer and William R. Hite, Jr., Ed.D., Superintendent - •

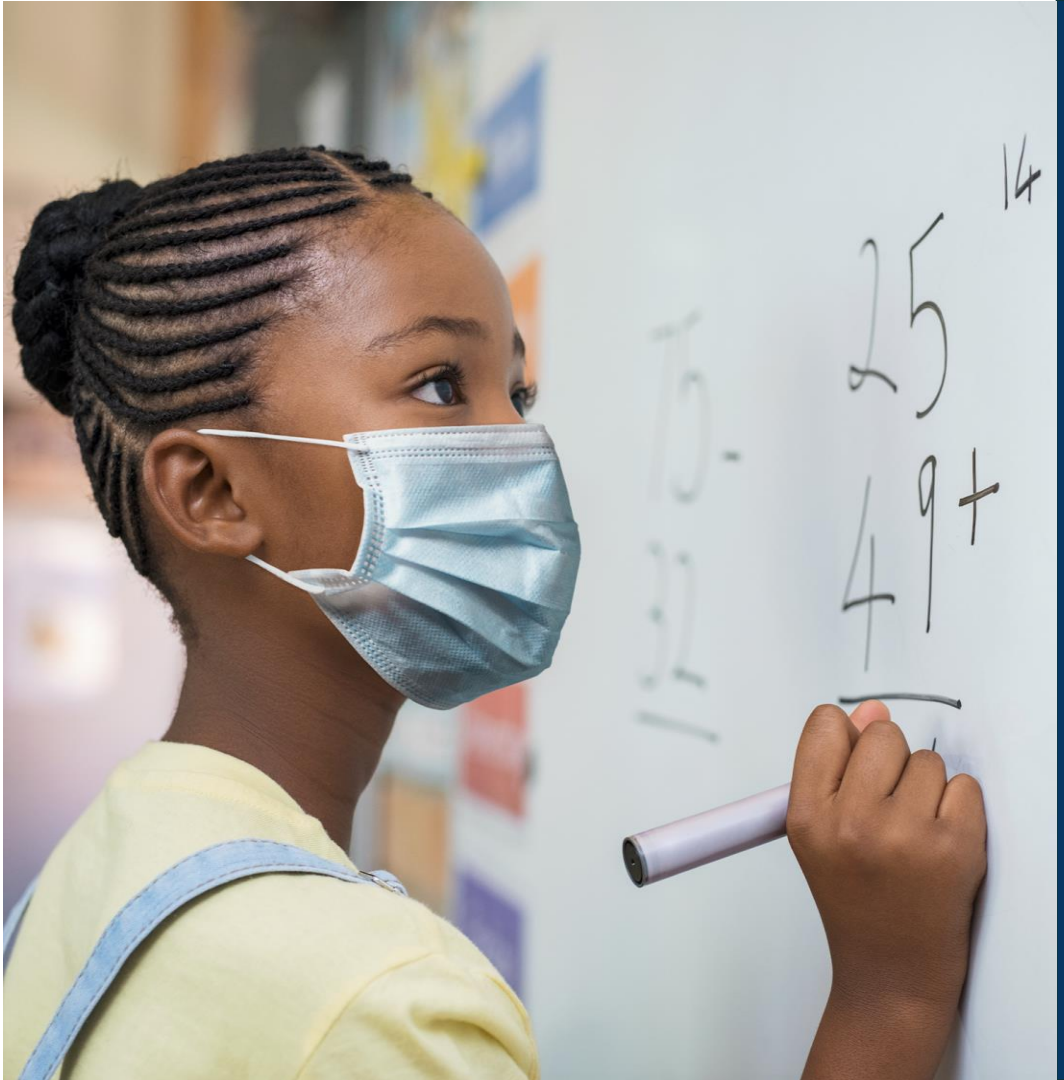
Title: FY23 Lump Sum Presentation

Board of Education Meeting Date: 3/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
FY23 Lump Sum Presentation	Supporting Document



THE SCHOOL DISTRICT OF PHILADELPHIA

Moving Forward : Returning & Learning with Care

Lump Sum Presentation
(FY21-22)

Five-Year Plan
(FY22-26)

March 25, 2021

The School District of Philadelphia's Presentation of the Preliminary Five-Year Plan for FY22-26 and Fiscal Year 2022 Lump Sum Statement of Anticipated Receipts and Expenditures represents forward-looking statements and any such statements inherently are subject to a variety of risks and uncertainties that could cause actual results to differ materially from those that have been projected. Such risks and uncertainties which could affect the revenues and obligations of the School District include, among others, reduced governmental allocations, changes in economic conditions, mandates from other governments, and various other events, conditions and circumstances, many of which are beyond the control of the School District. Such forward-looking statements speak only as of the date of this presentation, **March 25, 2021**. The School District disclaims any obligation or undertaking to release publicly any updates or revisions to any forward-looking statement contained herein to reflect any changes in the School District's expectations with regard thereto or any change in events, conditions or circumstances on which any such statement is based.

Where We Are Now: Some Positive Progress On Which We Can Build





✓ **Greater Virtual Teaching & Learning Capacity**

- 1:1 Chromebook ratios *for 1st time!*
- 7,000+ Internet connections via PHLConnectED
- Extensive PD to strengthen virtual teaching skills
- New classroom technology to support teaching students who are in person and virtual *at the same time*

✓ **Expanded Social-Emotional Supports**

- Philly Hopeline
- Healing Together

✓ **$250 Million in Facility Improvements in 2020**

- 28 schools Certified Lead Safe. Total = 100
- Removed 229,000 sq. ft. (5 acres) of asbestos
- Modernized early literacy classrooms in 11 more schools

And Some Significant Challenges That Must Be Addressed as We Move Forward

- **An Unprecedented Year of Social-Emotional Trauma**
  - Physical separation from friends, teachers, and many family members.
  - Loss of loved ones.
  - Ongoing impacts of increasing gun and domestic violence, systemic racism and social injustices.

- **Learning Loss, Especially Among Youngest Learners**
  - Overall aimswebPlus Reading scores for students in grades 1-5 declined six percentage points from 2019-20 Winter (in-person instruction) to 2020-21 Fall (virtual instruction).



Where We're Headed: Our Plan to Emerge Stronger Over Time

The FY22 Budget will **focus on post-pandemic assistance** and **support new priorities** based on lessons learned and the new Board Goals and Guardrails to support positive academic outcomes for students



New One-Time Federal Funding & Our Investment Approach

- Imperative to use one-time funding on one-time expenses that maximize short-term pandemic response and achieve long-term impact.

- Commitment to using the vast majority of the new relief funds for new investments to meet those goals.

- Maintain District approach to achieving long-term fiscal stability.

Focus Area One

Support Educational Recovery and Accelerate Learning



- We will commit **$350 million** of stimulus funds over the next four years, focused on an array of to-be-determined programs such as:
  - enhanced summer learning programs,
  - after-school programs,
  - before-care/school programs
  - tutoring, and
  - other evidence-based interventions.

Focus Area Two

Dramatically Expand Facilities Improvements to Provide Safe, Healthy and Modernized Schools

- We will commit **$325 million** of stimulus funds over the next four years to improve facilities conditions across the District.

- These funds will supplement -- *not supplant* -- previously dedicated capital and operating funds, allowing for a **total planned Capital investment over the next 6 years in excess of $2 billion.**

Focus Area Three

Support the Significant Social and Emotional Needs of Our Students

- We will commit **over $150 million** of stimulus funds over the next four years to:
  - **invest in social services** to provide case management, resource coordination, home visits, family involvement to students at 50 additional schools.
  - **increase the number of counselors** across the District, reducing the projected student-counselor ratio from 371:1 in FY21 to 357:1 in FY22. (National Average = 430:1)*
  - significantly **increase discretionary funds for schools**
    - weighted for our schools of greatest need
    - allow for school leaders to identify needed supports
  - **Targeted Professional Development** for school-based climate support staff

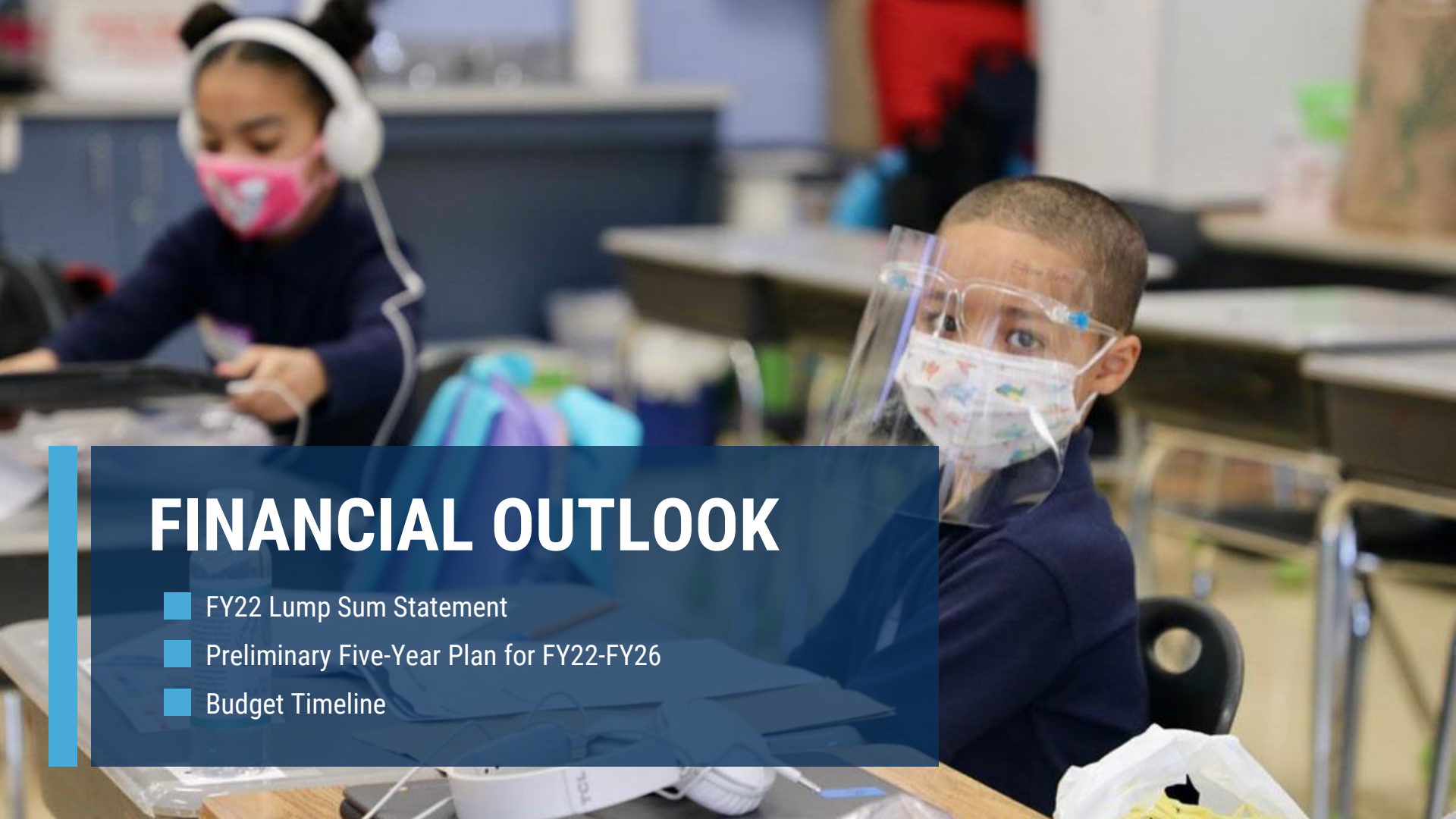


*Source: American School Counselor Association

Focus Area Four

More Supports in Schools to Help All Learners and Educators Succeed Going Forward

- **Eliminate "leveling down"** for all schools in FY22 and for all off-track schools in FY23 and FY24
- $80 million set aside over the next five years to address **Goals and Guardrail investments**
- **Additional supports** for English Language Learner Students and Families
- **Additional administrators for schools,** including those with multiple buildings
- **Doubling the reimbursement** for teacher purchased classroom materials for FY22
- **Centralized Technology investments** to maintain 1:1 student to device ratio, and provide additional tech support and repair services for students and families
- **Accelerating the rewriting of our curriculum and selection of aligned resources to:**
  - reflect the latest insights on how students learn
  - be more culturally and linguistically relevant
- **Increase the number of Career Immersion** opportunities for students



FINANCIAL OUTLOOK

- FY22 Lump Sum Statement
- Preliminary Five-Year Plan for FY22-FY26
- Budget Timeline



Our five-year plan focuses on maintaining fiscal stability while advancing academic supports for all children

Key Assumptions

- **Use reasonable projections and assumptions for revenues and expenditures, based on:**
  - Actual revenues and expenditures, current law, and historical spending and enrollment trends (SDP and charter)

- **The plan does not include any proposed budget changes from the City or Commonwealth**

- **Primary objectives:**
  - Identify sufficient revenues to meet the anticipated obligations of the first 24 months
  - Establish baseline financial projections to enable dialogue among all School District funders (City, State, Private), identifying pathways to achieving long-term structural balance
  - Allow for continuing discussion on how to best leverage one-time federal funding to achieve significant impacts

The Proposed FY21-22 Lump Sum Budget

	FY21 Projected	FY22 Proposed
REVENUES & OTHER FINANCING SOURCES		
Local Tax Revenues	$1,239,511	$1,301,548
Local Non-Tax Revenues	$271,612	$293,902
State Revenues	$1,647,266	$1,567,706
Federal Revenues	$16,793	$16,636
Other Financing Sources	$18,131	$2,049
TOTAL REVENUES & OTHER SOURCES	**$3,193,312**	**$3,181,841**
EXPENDITURES		
Total District Operated Schools	$1,566,304	$1,254,231
Total Debt	$333,393	$338,304
Charter Schools, includng Transportation	$1,194,247	$1,245,893
Other Non-District Operated Schools, including Transportation	$93,965	$113,781
Non-District Operated Schools Transportation	$13,045	$25,925
Administrative Support Operations	$126,017	$113,031
Undistributed Budgetary Adjustments	($19,135)	($17,135)
Other Financing Uses	$1,888	$1,835
TOTAL EXPENDITURES & OTHER USES	**$3,296,679**	**$3,049,940**
OPERATING/FUND BALANCE		
Transfers from Reserves	($13,321)	($13,321)
Reserve for Facilities	$12,500	$12,500
Operating Surplus/(Deficit) incl. Change in Reserves	**($104,188)**	**$131,080**
Fund Balance at Beginning of Year - July 1	**$172,828**	**$68,640**
ENDING FUND BALANCE		
Fund Balance at End of Year - June 30	**$68,640**	**$199,720**

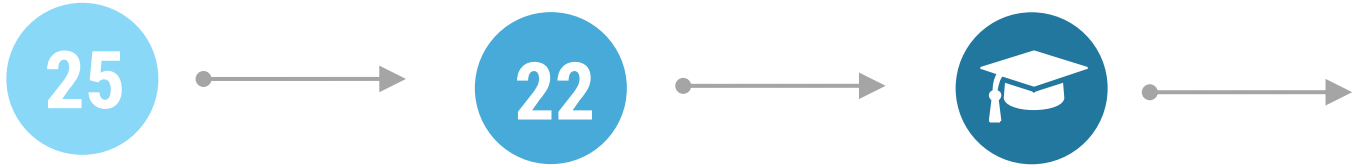
Preliminary Five-Year Plan Projections
Operating Funds Only - Lump Sum Budget

	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected	FY25 Projected	FY26 Projected	CAGR FY22 to FY26
REVENUES & OTHER FINANCING SOURCES							
Local Tax Revenues	$1,239,511	$1,301,548	$1,361,578	$1,418,129	$1,478,164	$1,520,122	4.0%
Local Non-Tax Revenues	$271,612	$293,902	$314,629	$320,768	$320,692	$320,127	2.2%
State Revenues	$1,647,266	$1,567,706	$1,625,847	$1,714,051	$1,766,021	$1,784,508	3.3%
Federal Revenues	$16,793	$16,636	$16,508	$16,370	$16,224	$16,069	-0.9%
Other Financing Sources	$18,131	$2,049	$289	$2,049	$289	$2,049	0.0%
TOTAL REVENUES & OTHER SOURCES	**$3,193,312**	**$3,181,841**	**$3,318,851**	**$3,471,367**	**$3,581,390**	**$3,642,874**	**3.4%**
EXPENDITURES							
District Operated Schools	$1,566,304	$1,254,231	$1,415,789	$1,702,393	$1,916,684	$1,913,192	11.1%
Debt	$333,393	$338,304	$375,339	$344,980	$347,003	$355,459	1.2%
Charter Schools, includng Transportation	$1,194,247	$1,245,893	$1,102,765	$1,138,788	$1,299,747	$1,479,269	4.4%
Other Non-District Operated Schools, including Transportation	$93,965	$113,781	$114,911	$118,015	$121,130	$124,257	2.2%
Administrative Support Operations	$126,017	$113,031	$108,220	$125,777	$140,242	$141,115	5.7%
Undistributed Budgetary Adjustments	($19,135)	($17,135)	($17,075)	($17,014)	($16,951)	($16,888)	-0.4%
Other Financing Uses	$1,888	$1,835	$1,835	$1,835	$1,835	$1,835	0.0%
TOTAL EXPENDITURES & OTHER USES	**$3,296,679**	**$3,049,940**	**$3,101,784**	**$3,414,774**	**$3,809,690**	**$3,998,240**	**7.0%**
OPERATING/FUND BALANCE							
Transfers from Reserves	($13,321)	($13,321)	$28,259	($9,395)	($9,395)	($9,395)	
Reserve for Facilities	$12,500	$12,500	$0	$0	$0	$0	
Operating Surplus/(Deficit) incl. Change in Reserve	**($104,188)**	**$131,080**	**$245,326**	**$47,198**	**($237,695)**	**($364,761)**	
Fund Balance at Beginning of Year - July 1	**$172,828**	**$68,640**	**$199,720**	**$445,046**	**$492,244**	**$254,549**	
ENDING FUND BALANCE							
Fund Balance at End of Year - June 30	**$68,640**	**$199,720**	**$445,046**	**$492,244**	**$254,549**	**($110,212)**	

Preliminary Five-Year Plan Projections
Operating & Federal Stimulus Funds

	FY21 Projected	FY22 Projected	FY23 Projected	FY24 Projected	FY25 Projected	FY26 Projected	CAGR FY22 to FY26
REVENUES & OTHER FINANCING SOURCES							
Local Tax Revenues	$1,239,511	$1,301,548	$1,361,578	$1,418,129	$1,478,164	$1,520,122	4.0%
Local Non-Tax Revenues	$271,612	$293,902	$314,629	$320,768	$320,692	$320,127	2.2%
State Revenues	$1,647,266	$1,567,706	$1,625,847	$1,714,051	$1,766,021	$1,784,508	3.3%
Federal Revenues	$16,793	$16,636	$16,508	$16,370	$16,224	$16,069	-0.9%
Federal Grant Stimulus Revenues	$201,381	$855,374	$722,841	$370,315	$31,019	$0	-100.0%
Other Financing Sources	$18,131	$2,049	$289	$2,049	$289	$2,049	0.0%
TOTAL REVENUES & OTHER SOURCES	**$3,394,693**	**$4,037,215**	**$4,041,691**	**$3,841,682**	**$3,612,409**	**$3,642,874**	**-2.5%**
EXPENDITURES							
District Operated Schools	$1,759,019	$2,079,299	$2,108,102	$2,059,138	$1,947,703	$1,913,192	-2.1%
Debt	$333,393	$338,304	$375,339	$344,980	$347,003	$355,459	1.2%
Charter Schools, includng Transportation	$1,194,247	$1,245,893	$1,102,765	$1,138,788	$1,299,747	$1,479,269	4.4%
Other Non-District Operated Schools, including Transportation	$93,965	$113,781	$114,911	$118,015	$121,130	$124,257	2.2%
Administrative Support Operations	$134,683	$143,338	$138,747	$139,346	$140,242	$141,115	-0.4%
Undistributed Budgetary Adjustments	($19,135)	($17,135)	($17,075)	($17,014)	($16,951)	($16,888)	-0.4%
Other Financing Uses	$1,888	$1,835	$1,835	$1,835	$1,835	$1,835	0.0%
TOTAL EXPENDITURES & OTHER USES	**$3,498,060**	**$3,905,315**	**$3,824,625**	**$3,785,089**	**$3,840,709**	**$3,998,240**	**0.6%**
OPERATING/FUND BALANCE							
Transfers from Reserves	($13,321)	($13,321)	$28,259	($9,395)	($9,395)	($9,395)	
Reserve for Facilities	$12,500	$12,500	$0	$0	$0	$0	
Operating Surplus/(Deficit) incl. Change in Reserve	**($104,188)**	**$131,080**	**$245,326**	**$47,198**	**($237,695)**	**($364,761)**	
Fund Balance at Beginning of Year - July 1	**$172,828**	**$68,640**	**$199,720**	**$445,046**	**$492,244**	**$254,549**	
ENDING FUND BALANCE							
Fund Balance at End of Year - June 30	**$68,640**	**$199,720**	**$445,046**	**$492,244**	**$254,549**	**($110,212)**	

TIMELINE



March
Board of Education
Lump Sum Vote

April
Board of Education
Budget Hearing

May
City Council
Budget Hearing



May
Board of Education
Budget Vote

May
City Adoption of Tax
Measures for School District

June
State Budget
Adoption

A CITYWIDE CALL TO ACTION:
BE A PART OF OUR CONTINUED PROGRESS



VOLUNTEER IN A SCHOOL

ADOPT A SCHOOL

MAKE A DONATION THROUGH THE FUND FOR THE SCHOOL DISTRICT OF PHILADELPHIA

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 3/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Written Testimony	Supporting Document

Zimbra [redacted]@philasd.org

Written Testimony - Board Comments - Devastating Budget Cuts for the 2022-2023 School Year

From : Sarah Kloss [redacted] Tue, Mar 22, 2022 12:10 PM

Subject : Written Testimony - Board Comments - Devastating Budget Cuts for the 2022-2023 School Year

To : schoolboard@philasd.org

Cc : mark squilla <Mark.squilla@phila.gov>, Helen gym <Helen.gym@phila.gov>, Kendra Brooks <Kendra.Brooks@phila.gov>, Fiedler, Elizabeth <EFiedler@pahouse.net>

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

Attention School Board Members:

I am a parent at Coppin Elementary. Two weeks ago I emailed the board to specifically ask that the 5 classroom teachers slated to be cut in our budget for next year are allowed to stay. We were set to lose a 2nd, 3rd and 5th grade classroom based on flawed enrollment projections at a school where just two years ago we were being evaluated for overflowing classrooms. Our community will bounce back from this pandemic, and I am imploring you in the meantime to put a moratorium on all staff cuts while our children still recover from a devastating two years. Children across Philadelphia have already sacrificed so much even at "on-track" schools, and all our children need the feeling of stable school spaces right now. The pandemic isn't over, and now is not the time to be maximizing the number of students in our classrooms, especially in cases where the margins are so tight. It is also disingenuous to avoid the controversial practice of levelling in the Fall by using the Spring budget process to pre-level. This method of cuts is less transparent because families may not even realize a teacher is being cut until it's too late to provide meaningful input.

Please use your power to put a moratorium on all staff cuts in this Spring budget process.

Sincerely,

Sarah Kloss
she/her
Coppin Elementary Parent

Zimbra [redacted]@philasd.org

Written input for 3/24 meeting

From : Kelsey Romano [redacted] Mon, Mar 21, 2022 04:55 PM
Subject : Written input for 3/24 meeting
To : schoolboard@philasd.org

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

To the Members of the School Board,

My name is Kelsey Romano. I'm a special education teacher at WB Saul High School and am a member of the Racial Justice Organizing Committee as well as the Philadelphia Democratic Socialists of America. After being made aware of PennPIRG's recently released report, I am horrified how far behind schedule our school district is on testing for lead in students' drinking water. Were you aware that 98% of schools tested still have lead levels that are considered unsafe by the American Academy of Pediatrics? This is both astounding and unacceptable.

What was almost equally disheartening and disturbing is that upon the release of this report the district chose to criticize the report. In fact, the district went so far as to call the findings in the report "inaccurate." What makes this response even more illogical is that the data used to generate PennPIRG's report was taken from the school district's website. It seems clear that the district is choosing to disparage the report to save its own image and money at the expense of the children and staff who work and learn in these toxic facilities.

The negative effects of lead at any level can be tremendous with long-lasting impacts. Having worked with children who have intellectual and behavioral disabilities due to lead poisoning, I understand the lifelong negative effects that lead poisoning can have, especially on our most vulnerable populations. Given this firsthand experience, I implore you to prioritize this critical issue.

Instead of continuing to ignore student safety, you must take action by replacing all drinking fountains with lead filtering hydration stations by 2024. This goal could be easily accomplished with an estimated 1% of the $1 billion in federal funds recently allocated to the District. Philadelphia schools have many priorities, but surely ensuring that we do not continue to poison our children with lead must be at the top of the list.

Thank you for your time and attention to the critically important issue.

Sincerely,
Kelsey Romano

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

Written Testimony for the School Board Mtg. 3.24.22--Lead in schools drinking water

From : Lynn Schwartz [redacted] Wed, Mar 23, 2022 10:51 AM
Subject : Written Testimony for the School Board Mtg. 3.24.22--Lead in schools drinking water
To : schoolboard@philasd.org

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

Good evening, my name is Lynn Schwartz. I am a Center City resident and a member of the Educational Justice Committee of Philly DSA. In the report recently released by PennPIRG, the school district is significantly behind schedule on testing for lead in students' drinking water, and 98 percent of schools tested still have lead levels that are considered unsafe by the American Academy of Pediatrics. When the report was released, the District should have immediately issued a statement acknowledging the results along with a plan on how each school would be tested and the lead remediated immediately.

As stated in PennPIRG's report, and as corroborated by years of data collected, **there is no safe level of lead in drinking water**. The District's response cited a discrepancy between the report's 1ppb threshold and the city's own 10ppb requirements, yet school outlets tested as high as 8,768 ppb! For the District to challenge the levels of lead cited in the report is completely misguided if not heinous.

Simply on a humane level, people cannot learn if they are not hydrated and fed with clean, fresh water and healthy food. A case can be made that withholding access to clean, filtered water) in many locations throughout a school building) borders on abuse. Dehydration can lead to headaches, confusion, fainint, tiredness, and disorientation. Higher levels of lead can lead to brain damage.

Everyone knows that the drinking fountain issue is just the "tip of the iceberg" when examining the school facilities crisis. However, harming our students' health, which is a daily occurrence, has to stop. This is a problem that the District can fix quickly and economically. It's a Win-Win-Win!!

We demand that the District take action by replacing all drinking fountains with lead filtering hydration stations by 2024, a goal that could be easily accomplished with an estimated 1% of the $1 billion in federal funds recently allocated to the District.
Philadelphia schools have many priorities, but surely ensuring that we do not continue to poison our children with lead must be at the top of the list!

Thank you!
Lynn Schwartz--

--
Lynn Schwartz
Principle, H3 Philanthropy Partners
Bringing our heads, hands and hearts to serve your nonprofit!
C. [redacted]

H3 Philanthropy Partners provides expertise for not-for-profit organizations with emphasis on building organizational capacity for fundraising and long-term sustainability. We offer personal, customized approaches for your major gift fundraising, annual fund, targeted events, data management, stewardship, and planned giving programs. H3 Philanthropy Partners intentionally seeks to work with organizations whose practices reflect a commitment to racial and gender equity and work in support of social justice.

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

Written Tstimpony for March 24/ Please confirm you have received

From : karel kilimnik [redacted] Wed, Mar 23, 2022 02:14 PM

Subject : Written Tstimpony for March 24/ Please confirm you have received

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

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

Written Testimony for March 24th Board Meeting- Karel Kilimnik

There is the Board's Goals & Guardrails and then there is CASA's demand for the following staff to be placed in every school in the District:
Assistant Principal
Climate Manager
School Based Literacy Leader
School Based Math Leader
Special Education Compliance Monitor

Which can have the greatest impact on the students in the District? Additional staff in each school to support students during this incredible time of trauma developed by leaders in schools or a lot of words designed to create an illusion of taking action? Last year the District allocated ONE position for "on track schools" and TWO for "off track schools". The current budget does not allow for ANY of these positions due to inaccurate enrollment numbers and actually strips schools of teachers and other staff. As PFT president Jerry Jordan continues to point out "A budget is a reflection of our own priorities." One has to wonder what the District's priorities are as money disappears. What happened to the money allocated for those paltry staff positions? Somehow District leadership finds funds for consultants , vendors, and public relations firms to create an image of whatever campaign they are working on but the money to fund actual staff evaporates into the atmosphere. Where did the money go?

Zimbra [redacted]@philasd.org

New submission from Contact Us

From : [redacted] Wed, Mar 23, 2022 02:59 PM

Subject : New submission from Contact Us

To : schoolboard@philasd.org

Name

Barbara Dowdall

Date

03/23/2022

Phone

[redacted]

Email

[redacted]

Message

Written Testimony for Board of Education Action Meeting
Thursday, March 24th, 2022
Barbara McDowell Dowdall
“Every School a Magnet School”
Recent changes in applications process for district magnet schools, hurriedly implemented last fall, have yielded predictably mixed results. While maintaining entrance requirements, a wider variety of students seems to have gained acceptance--one aim achieved. Our dream, however, should be not only larger numbers of students going to a limited set of schools, but for every school to achieve its own magnet status. Only two of the schools sought after actually have a functioning library with a Certified Teacher Librarian, the rest do not. District-wide 216 schools sit with their Certified Teacher Librarian (CTL) position and once (if lucky) overflowing shelves of myriad books empty. Empty even of mention of this key resource are the board’s Goals and Guidelines. Absent then, from our three superintendent candidates’ (all clearly familiar with SDP G’s & G’s) promises. Omnipresent in both, however, is praise for data. Data identifying challenges and data defining success. As an important resource for both board (including 9th member coming soon we hope) and new superintendent here is one link of several provided to the 80+ public education advocates who recently gathered on zoom to share their “interest in and passion about getting functioning school libraries staffed by certified teacher librarians (CTLs) back up and running in all schools in the School District of Philadelphia.” We are counting on you and our new leader, whoever he may be, to welcome these efforts with the enthusiasm and commitment that our youngsters deserve.

https://www.lrs.org/data-tools/school-libraries/impact-studies/

Zimbra [redacted]@philasd.org

Board Comments - Jenny Aiello (pronounced i-ello) [redacted]

From : Jennifer Aiello [redacted] Wed, Mar 23, 2022 02:51 PM

Subject : Board Comments - Jenny Aiello (pronounced i-ello) [redacted]

To : schoolboard@philasd.org

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

Dear Members of the Board,

The District continues to make changes without involving stakeholders and without transparency so that the full effect of their decisions on our students can be known.

Why are we (parents, teachers, students and school administrators) continually subjected to announcements of significant changes that have a great impact on our lives without being engaged from the start? Imagine the trust that could be rebuilt if for once, the District says to all stakeholders, “We are considering this idea and would like your involvement to work out the best possible approach for its implementation”, before time, money and anger are spent on a decision with poor outcomes for those involved.

On March 17, 2022, Dr. Nunez, Chief of Schools, sent families a letter announcing that the District will change the bell schedule this fall and high schools will be moving to a 9:00am start time (with a 4:04pm dismissal time).

At a community forum on March 22 to discuss the bell changes, Dr. Nunez and Dr. Kolsky stressed the importance of making the changes in order to ensure maximum instructional minutes for students.

If the maximum number of instructional hours are now so important, why were we recently asked to support changes to the school calendar to bring in more half days of professional development, thereby further reducing the instructional time our children have with their teachers? The number of PDs have increased significantly over the last 10 years, where is the data to support its translation to student success? This District continues to have an alarming number of students below grade level in math and English - perhaps a novel but very old-school approach would be to allow teachers to actually teach instead of giving endless assessments, completing paperwork and attending bi-monthly PDs, all of which take away from actual instructional time.

What Dr. Nunez did not share in her letter to families but was highlighted last night, is that sports will continue on the current schedule so that any student participating in athletics programs will lose even more instructional time on game days. Student athletes will leave their schools at 1:45pm missing over 2 hours of instructional time.

Also, Dr. Nunez has not broadly shared with families that even though the announcement for later start times was made, the District is still working to define the bell schedule to see if they even have the capacity to change it.

Moving the high school start time to 9:00 am has implications for families across this District and the highest priority should be ensuring the safety of our children. Dr. Nunez claims studies show students are safer when students are in schools later. How does that relate to teenagers making their way home after clubs and activities in early evening hours through a city that has experienced a steep rise in violence? Does the Philadelphia Police Department have the ability to support the District in extending its Safe Corridors for our children? According to Dr. Nunez, that is something the District still needs to look into.

My children and I look forward to providing more feedback on these changes by completing the survey that will be sent to all stakeholders at an undisclosed future date.

Isn't this all a bit backward to the way good decisions should be made?

Jenny Aiello
Carver E & S Parent

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 3/24/2022

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
MARCH 24, 2022

Registered Student Speakers

1. Dayciana Selby, Student - Mastery Charter School
   Topic: Cleveland Charter Renewal

2. Emely Seda, Student - Franklin Learning Center
   Topic: Air Quality at Franklin Learning Center

3. Cianni Craig, Student - Franklin Learning Center
   Topic: Air Quality at Franklin Learning Center

4. Dasmil Shantal, Student - Franklin Learning Center
   Topic: Air Quality at Franklin Learning Center

Registered Elected Officials - •

Title: Registered Elected Officials

Board of Education Meeting Date: 3/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Registered Elected Officials	Supporting Document

Registered Elected Officials

1. Councilmember Helen Gym,
   Topic: Budget

Registered Speakers on General Topics - •

Title: Registered Speakers List

Board of Education Meeting Date: 3/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Registered Speakers List	Supporting Document

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

Registered Speakers

1. Robin Cooper, District Staff Member
   Topic: School Budgets

2. Lynda Rubin, Community Member
   Topic: Action Item 27, Contract with Tetra Tech Inc for AHERA Program Development Management

3. Lauren Overton, District Staff Member
   Topic: School Budgets

4. Laura Johnson, Community Member
   Topic: Professional Development

5. Julian Graham, District Staff Member
   Topic: Staffing Cuts

6. Julio Nuñez, District Staff Member
   Topic: Equity in Assessments

7. Maurice Jenkins, Parent/Guardian
   Topic: Cleveland Charter Renewal

8. Amara Rockar, Parent/Guardian
   Topic: Leveling

9. Rochelle Nichols-Solomon, Community Member
   Topic: School Budgets

10. Reverend McKinley Sims, Community Member
    Topic: School Budgets

11. Greg Windle, Community Member
    Topic: Installing New Hydration Stations

12. Rob Beretta, District Staff Member
    Topic: Understaffing & School Budgets

13. Lizzie Rothwell, Parent/Guardian
    Topic: Building Conditions

14. Tangela McClam, District Staff Member
    Topic: School Budgets

15. Meredith Foote, District Staff Member
    Topic: School Budgets

16. Mitch Chanin, Community Member
    Topic: Installing New Hydration Stations

17. Angela Ryans, District Staff Member
    Topic: School Budgets

18. Kahlia Lee, District Staff Member
    Topic: School Budgets

19. Ivey Welshans, District Staff Member
    Topic: School Budgets

20. Alison Slate, District Staff Member
    Topic: School Budgets

The School District of Philadelphia
Board of Education
Action Meeting
Speakers List
March 24, 2022

21. Jamal Ferguson , District Staff Member
    Topic: School Budgets

22. Alison Dilworth, Parent/Guardian
    Topic: Water Filtration/Lead in School Drinking Water

23. Molly Rose Post, Parent/Guardian
    Topic: Installing New Hydration Stations

24. Alexi Petit, Community Member
    Topic: Installing New Hydration Stations

25. Heidi Allen, Parent/Guardian
    Topic: IU Funding & Student Services

26. Stephanie King, Parent/Guardian
    Topic: Teacher Budget Cuts

27. Rebecca Mackin, Community Member
    Topic: Guardrail 2: Enriching and Well-rounded School Experiences

28. Robin Lowry, District Staff Member
    Topic: School Conditions & Action Item 10, Ratification of LCA with FS Solutions, Inc. - Health Services Drug Testing

29. Phillip DeLuca, District Staff Member
    Topic: Adequate Staffing & School Budgets

30. Cassandra Lee, Community Member
    Topic: Reasons Why Junior High Schools Need to be In-person

Goals and Guardrails - •

Title: Reading Goal 2 - Progress Monitoring Report

Board of Education Meeting Date: 3/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Progress Monitoring Report: Reading Goal 2	Supporting Document

Reading Goal 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.

Leading Indicator 2.1:
The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Leading Indicator 2.2:
Closing the Gap: The percentage of students, by student group, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Contents

Page 2	Leading Indicator Performance: Overview
Page 3	Leading Indicator Performance: Participation and Performance by Student Group
Page 4	Leading Indicator Performance: Participation and Performance by Grade Level
Page 5	Implementation Report: Literacy Academic Frameworks and Curriculum
Page 6	Endnotes

Performance Color Legend

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

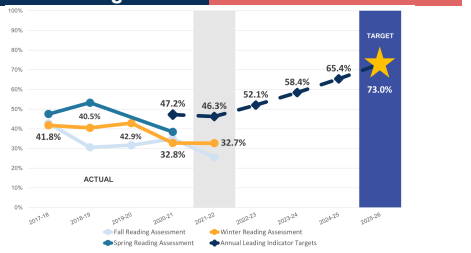
Reading Goal 2

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.

Leading Indicator 2.1

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

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



Leading Indicator: District-Wide % At/Above Grade Level Grades K-3, Star Early Literacy & Star Reading

Assessment Period	2018-19[1]	2019-20[2]	2020-21[3]	2021-22[4]	2021-22 Annual Leading Indicator Target[5]	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
Fall	30.6%	31.7%	34.9%	25.6%	46.3%	-20.7	-26.5	73.0%
Winter	**40.5%**	**42.9%**	**32.8%**	**32.7%**	**46.3%**	**-13.6**	**-19.4**	**73.0%**
Spring	53.3%	N/A	38.4%	*Forthcoming*	46.3%	-	-	73.0%

Leading Indicator Performance (Annual Targets were adjusted for 2021-22 through 2025-26)[6]

Student Group	2021-22 Fall		2021-22 Winter		2021-22 Annual Leading Indicator Target[5]	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	% Participating[7]	% At/Above Grade Level[4]	% Participating[7]	% At/Above Grade Level[4]				
Black / African American	89.7%	19.4%	89.8%	**25.4%**	**46.3%**	**-20.9**	**-26.7**	**73.0%**
Hispanic / Latinx	89.2%	14.7%	91.3%	**21.5%**	**46.3%**	**-24.8**	**-30.6**	**73.0%**
White	94.0%	46.5%	93.9%	**56.3%**	**46.3%**	**+10.0**	**+4.2**	**73.0%**
Asian	93.3%	39.5%	94.7%	**50.2%**	**46.3%**	**+3.9**	**-1.9**	**73.0%**
Multi Racial / Other	91.4%	41.3%	92.8%	**46.1%**	**46.3%**	**-0.2**	**-6.0**	**73.0%**
American Indian / Alaskan Native	92.8%	19.0%	94.0%	**19.4%**	**46.3%**	**-26.9**	**-32.7**	**73.0%**
Native Hawaiian / Pacific Islander	88.6%	30.8%	82.6%	**42.1%**	**46.3%**	**-4.2**	**-10.0**	**73.0%**
English Learners	89.6%	11.2%	92.7%	**18.0%**	**46.3%**	**-28.3**	**-34.1**	**73.0%**
Special Education[8]	73.4%	10.8%	69.9%	**14.0%**	**46.3%**	**-32.3**	**-38.1**	**73.0%**
Economically Disadvantaged	91.0%	19.1%	91.0%	**26.4%**	**46.3%**	**-19.9**	**-25.7**	**73.0%**

Reading Goal 2: Participation & Performance
Grades K-3, Star Early Literacy & Star Reading

	Fall 2021-22[4] (All Students took either Star Early Literacy or Star Reading)					Winter 2021-22[4] (All Students took either Star Early Literacy or Star Reading)					% Students Participating: Change From Fall 2021-22 to Winter 2021-22[9]	% At/Above Grade Level: Change From Fall 2021-22 to Winter 2021-22[9]
	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[3]	% At/Above Grade Level[3]	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Overall	**34,910**	**31,658**	**90.7%**	**8,039**	**25.6%**	**35,109**	**32,109**	**91.5%**	**10,482**	**32.7%**	**+0.8**	**+7.1**
Black / African American	14,838	13,309	**89.7%**	2,574	**19.4%**	15,010	13,480	**89.8%**	3,421	**25.4%**	**+0.1**	**+6.0**
Hispanic / Latinx	9,617	8,582	**89.2%**	1,250	**14.7%**	9,693	8,852	**91.3%**	1,899	**21.5%**	**+2.1**	**+6.8**
White	5,821	5,470	**94.0%**	2,535	**46.5%**	5,822	5,465	**93.9%**	3,069	**56.3%**	**-0.1**	**+9.8**
Asian	3,327	3,105	**93.3%**	1,212	**39.5%**	3,313	3,136	**94.7%**	1,571	**50.2%**	**+1.3**	**+10.7**
Multi Racial/Other	1,194	1,089	**91.2%**	444	**40.9%**	1,158	1,075	**92.8%**	494	**46.1%**	**+1.6**	**+5.2**
American Indian / Alaskan Native	69	64	**92.8%**	12	**19.0%**	67	63	**94.0%**	12	**19.4%**	**+1.3**	**+0.4**
Native Hawaiian / Pacific Islander	44	39	**88.6%**	12	**30.8%**	46	38	**82.6%**	16	**42.1%**	**-6.0**	**+11.3**
English Learners	5,881	5,272	**89.6%**	577	**11.2%**	6,103	5,657	**92.7%**	1,017	**18.0%**	**+3.0**	**+6.8**
Non-English Learners	29,029	26,386	**90.9%**	7,462	**28.4%**	29,006	26,452	**91.2%**	9,465	**35.9%**	**+0.3**	**+7.5**
Special Education[8]	3,522	2,586	**73.4%**	279	**10.8%**	4,002	2,798	**69.9%**	391	**14.0%**	**-3.5**	**+3.2**
Non-Special Education	31,388	29,072	**92.6%**	7,760	**26.9%**	31,107	29,311	**94.2%**	10,091	**34.5%**	**+1.6**	**+7.6**
Economically Disadvantaged	25,802	23,469	**91.0%**	4,465	**19.1%**	26,273	23,918	**91.0%**	6,313	**26.4%**	**+0.1**	**+7.3**
Non-Economically Disadvantaged	9,108	8,189	**89.9%**	3,574	**44.1%**	8,836	8,191	**92.7%**	4,169	**51.1%**	**+2.8**	**+7.0**
Off Track[10] (62 Schools)	12,698	11,360	**89.5%**	1,541	**13.6%**	12,864	11,439	**88.9%**	2,203	**19.3%**	**-0.5**	**+5.7**
Near Track[10] (65 Schools)	15,732	14,341	**91.2%**	3,390	**23.8%**	15,814	14,584	**92.2%**	4,558	**31.3%**	**+1.1**	**+7.5**
On Track[10] (21 Schools)	5,519	5,234	**94.8%**	2,851	**54.6%**	5,549	5,282	**95.2%**	3,352	**63.7%**	**+0.4**	**+9.1**

Reading Goal 2: Participation & Performance by Grade Level
Grades K-3, Star Early Literacy & Star Reading

	Fall 2021-22[4] (All Students took either Star Early Literacy or Star Reading)					Winter 2021-22[4] (All Students took either Star Early Literacy or Star Reading)					% Students Participating: Change From Fall 2021-22 to Winter 2021-22[9]	% At/Above Grade Level: Change From Fall 2021-22 to Winter 2021-22[9]
	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[3]	% At/Above Grade Level[3]	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Overall	**34,910**	**31,658**	**90.7%**	**8,039**	**25.6%**	**35,109**	**32,109**	**91.5%**	**10,482**	**32.7%**	**+0.8**	**+7.1**
Kindergarten	8,445	7,506	**88.9%**	2,081	**28.0%**	8,735	7,884	**90.3%**	3,184	**40.8%**	**+1.4**	**+12.8**
Grade 1	8,489	7,884	**92.9%**	2,079	**26.4%**	8,609	7,978	**92.7%**	2,622	**32.9%**	**-0.2**	**+6.5**
Grade 2	8,900	8,297	**93.2%**	1,759	**21.2%**	8,917	8,204	**92.0%**	2,276	**27.7%**	**-1.2**	**+6.5**
Grade 3	9,076	7,971	**87.8%**	2,120	**27.0%**	8,848	8,043	**90.9%**	2,400	**29.8%**	**+3.1**	**+2.8**

LITERACY ACADEMIC FRAMEWORKS AND CURRICULUM

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

Implementation Report Color Legend			
Achieved - Completed	In Progress - On Track	Fell Short - Incomplete	Not Started

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

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

[2] In Spring 2019-20, assessments were not administered to students in grades K-8 due to COVID-19 school closures.

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

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

[5] In 2021-22, Annual Targets for Leading Indicator 2.1 were adjusted. Annual Targets for Leading Indicator 2.1 are set based on the likelihood of a student scoring Proficient/Advanced on the PSSA ELA exam when scoring At/Above Grade Level on the within-year assessments. Between 2019-20 and 2020-21, this relationship was based on both AimswebPlus Reading and Star Reading's correlations to the PSSA ELA exam. Starting in 2021-22 and onward, this relationship is based only on Star Reading's correlations to the PSSA ELA exam. For more information on the relationship between a student's performance on Star Reading and the PSSA ELA exam, please see [http://doc.renlearn.com/kmnet/r005379488c3817f.pdf.](http://doc.renlearn.com/kmnet/r005379488c3817f.pdf)

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

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

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

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

[10] School groups are based on Winter 2020-21 performance data.

Goals and Guardrails - •

Title: Reading Goal 2 - Presentation

Board of Education Meeting Date: 3/24/2022

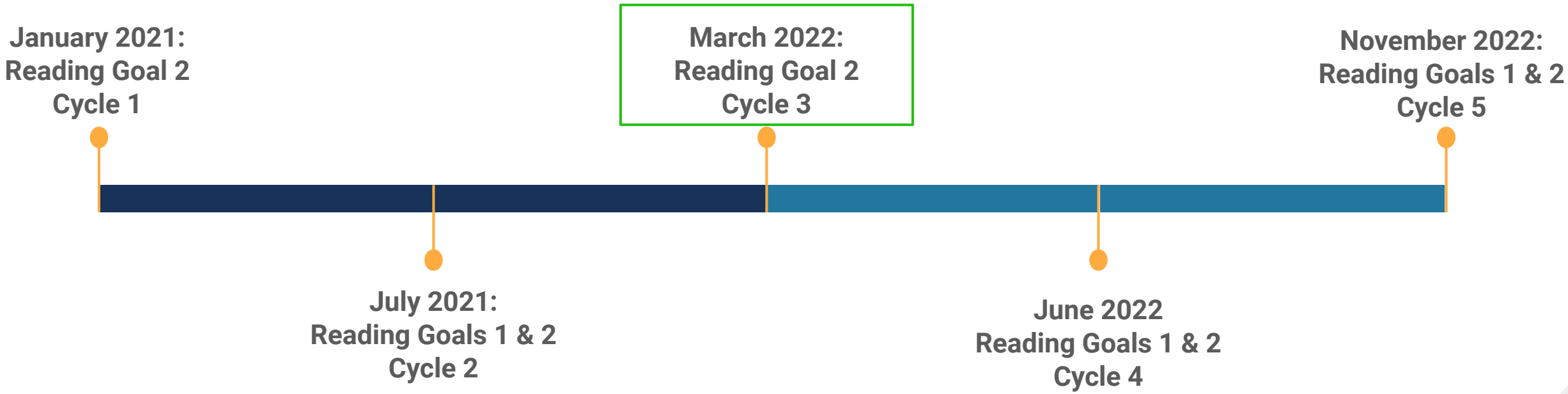
Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Reading Goal 2 - Presentation	Supporting Document

Progress Monitoring: Reading Goal 2

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



Change in Annual Within-Year Targets

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

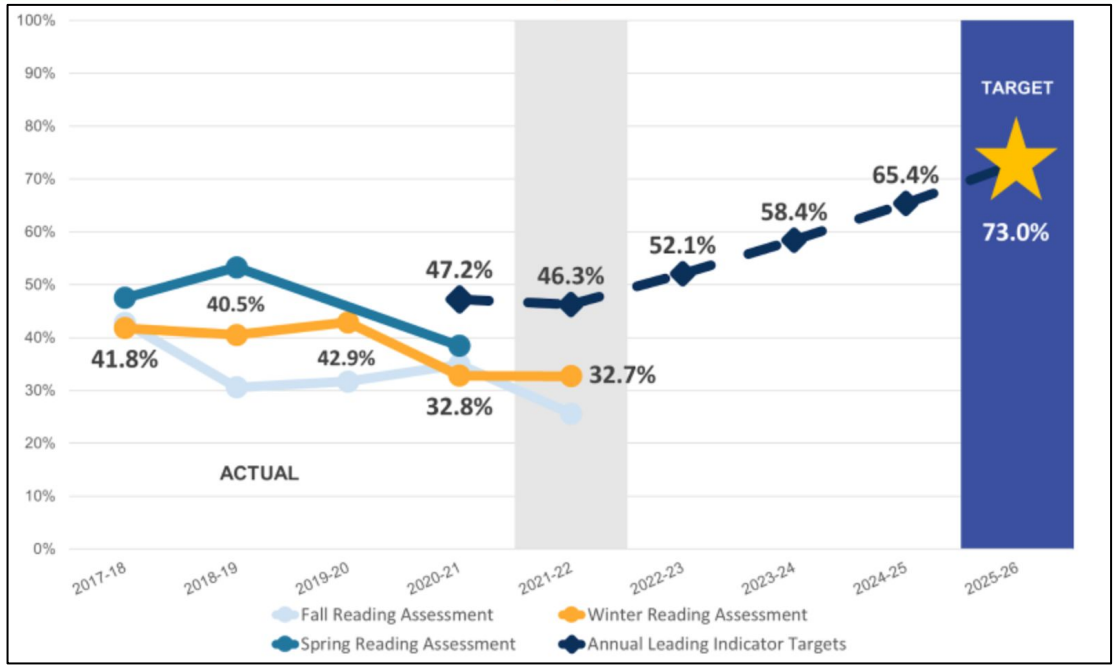
- aimswebPlus Reading: ~68% of Tier 1 students
- Star Reading: ~85% of At/Above Benchmark students

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

	PSSA Reading Target 2021-2022	Previous LI Target 2021-2022 (75% Correlation)	Current LI Target 2021-2022 (85% Correlation)
Goal 2 (Grade 3 ELA)	39.3%	52.4%	46.3%

Reading Goal 2: Grade K-3 Reading At/Above Grade Level

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



- Overall, the District continues to be **Off-Track** towards meeting its 2021-22 Reading Goal 2 Leading Indicator Annual Target.
- A higher percentage of students scored At/ Above Grade Level in Winter than Fall, but we are still short of our 2021-22 Annual Target (46.3%).
- Kindergarten students saw the largest increase in performance from Winter 2020-21, followed by Grade 1 students.

Assessment Period	2018-19[1]	2019-20[2]	2020-21[3]	2021-22[4]	2021-22 Annual Leading Indicator Target[5]	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
Fall	30.6%	31.7%	34.9%	25.6%	46.3%	-20.7	-26.5	73.0%
Winter	**40.5%**	**42.9%**	**32.8%**	**32.7%**	**46.3%**	**-13.6**	**-19.4**	**73.0%**
Spring	53.3%	N/A	38.4%	*Forthcoming*	46.3%	-	-	73.0%

	Fall 2021-22[4] (All Students took either Star Early Literacy or Star Reading)					Winter 2021-22[4] (All Students took either Star Early Literacy or Star Reading)					% Students Participating: Change From Fall 2021-22 to Winter 2021-22[8]	% At/Above Grade Level: Change From Fall 2021-22 to Winter 2021-22[8]
	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[5]	% At/Above Grade Level[5]	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Overall	**34,910**	**31,658**	**90.7%**	**8,039**	**25.6%**	**35,109**	**32,109**	**91.5%**	**10,482**	**32.7%**	**+0.8**	**+7.1**
Black / African American	14,838	13,309	**89.7%**	2,574	**19.4%**	15,010	13,480	**89.8%**	3,421	**25.4%**	**+0.1**	**+6.0**
Hispanic / Latinx	9,617	8,582	**89.2%**	1,250	**14.7%**	9,693	8,852	**91.3%**	1,899	**21.5%**	**+2.1**	**+6.8**
White	5,821	5,470	**94.0%**	2,535	**46.5%**	5,822	5,465	**93.9%**	3,069	**56.3%**	**-0.1**	**+9.8**
Asian	3,327	3,105	**93.3%**	1,212	**39.5%**	3,313	3,136	**94.7%**	1,571	**50.2%**	**+1.3**	**+10.7**
Multi Racial/Other	1,194	1,089	**91.2%**	444	**40.9%**	1,158	1,075	**92.8%**	494	**46.1%**	**+1.6**	**+5.2**
American Indian / Alaskan Native	69	64	**92.8%**	12	**19.0%**	67	63	**94.0%**	12	**19.4%**	**+1.3**	**+0.4**
Native Hawaiian / Pacific Islander	44	39	**88.6%**	12	**30.8%**	46	38	**82.6%**	16	**42.1%**	**-6.0**	**+11.3**
English Learners	5,881	5,272	**89.6%**	577	**11.2%**	6,103	5,657	**92.7%**	1,017	**18.0%**	**+3.0**	**+6.8**
Non-English Learners	29,029	26,386	**90.9%**	7,462	**28.4%**	29,006	26,452	**91.2%**	9,465	**35.9%**	**+0.3**	**+7.5**
Special Education[9]	3,522	2,586	**73.4%**	279	**10.8%**	4,002	2,798	**69.9%**	391	**14.0%**	**-3.5**	**+3.2**
Non-Special Education	31,388	29,072	**92.6%**	7,760	**26.9%**	31,107	29,311	**94.2%**	10,091	**34.5%**	**+1.6**	**+7.6**
Economically Disadvantaged	25,802	23,469	**91.0%**	4,465	**19.1%**	26,273	23,918	**91.0%**	6,313	**26.4%**	**+0.1**	**+7.3**
Non-Economically Disadvantaged	9,108	8,189	**89.9%**	3,574	**44.1%**	8,836	8,191	**92.7%**	4,169	**51.1%**	**+2.8**	**+7.0**
Off Track[10] (62 Schools)	12,698	11,360	**89.5%**	1,541	**13.6%**	12,864	11,439	**88.9%**	2,203	**19.3%**	**-0.5**	**+5.7**
Near Track[10] (65 Schools)	15,732	14,341	**91.2%**	3,390	**23.8%**	15,814	14,584	**92.2%**	4,558	**31.3%**	**+1.1**	**+7.5**
On Track[10] (21 Schools)	5,519	5,234	**94.8%**	2,851	**54.6%**	5,549	5,282	**95.2%**	3,352	**63.7%**	**+0.4**	**+9.1**

Goal 2: Reading Performance by Grade Level

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	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[5]	% At/Above Grade Level[5]	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[5]	% At/Above Grade Level[5]		
Overall	**34,910**	**31,658**	**90.7%**	**8,039**	**25.6%**	**35,109**	**32,109**	**91.5%**	**10,482**	**32.7%**	**+0.8**	**+7.1**
Kindergarten	8,445	7,506	**88.9%**	2,081	**28.0%**	8,735	7,884	**90.3%**	3,184	**40.8%**	**+1.4**	**+12.8**
Grade 1	8,489	7,884	**92.9%**	2,079	**26.4%**	8,609	7,978	**92.7%**	2,622	**32.9%**	**-0.2**	**+6.5**
Grade 2	8,900	8,297	**93.2%**	1,759	**21.2%**	8,917	8,204	**92.0%**	2,276	**27.7%**	**-1.2**	**+6.5**
Grade 3	9,076	7,971	**87.8%**	2,120	**27.0%**	8,848	8,043	**90.9%**	2,400	**29.8%**	**+3.1**	**+2.8**

Implementation Monitoring

Academic Framework: ELA Curriculum Professional Learning

What the Research says:

District curriculum is "**the central guide for teachers and all instructional personnel about what is essential to teach** and how deeply to teach it throughout the district **so that every child has access to rigorous academic experiences** and instructional support in meeting academic standards" (Council of the Great City Schools, 2017).

High-quality curriculum:

1. **Is a critical factor in student academic success:** One of the greatest indicators of student success is whether students are consistently engaging in grade-appropriate curriculum and assignments, resulting in a reduction in the achievement gap, especially for students of color. Students who spend their time primarily engaged in below grade level content or remediation never have the opportunity to accelerate their learning, resulting in a widening achievement gap (The New Teacher Project, 2018; Swanson et al. 2017; Rollins, 2014).
2. **Ensures equity across schools and classrooms** by providing clarity of expectations regarding how to differentiate instruction to maintain access to rigorous standards aligned instruction for all students (Council of the Great City Schools, 2017).
3. **Reduces the burden on teachers** to develop and create their own resources, allowing them to focus on developing content knowledge, improving their pedagogy, building relationships, and using data (Partelow and Shapiro, 2018; Short and Hirsh, 2020).

What is the goal of the Academic Framework and Curriculum?

Developing and implementing a **high-quality, culturally and linguistically relevant, standards-aligned curriculum** for core subjects, beginning with ELA and Math was identified as a strategy in response to the following root causes:

Lack of…

- clear expectations for how teachers are to craft and collaborate on Tier 1 instruction
- district-wide plan to ensure vulnerable students can access standard-based instruction
- consistent and appropriate scaffolds to ensure students receive grade level instruction
- emphasis on all the core aspects of becoming literate
- equitable and consistent access to high quality instructional materials, resources, and content
- emphasis on middle and high school instruction resulting in instructional inconsistencies across schools and misalignment to common core standards

Implementation Monitoring

What is the goal of the Implementation Monitoring Report?

1. The goal of the Board Monitoring Report is to provide a succinct, high-level visual assessment of the implementation status of each strategy.
2. The Report is also designed to make it easy to identify areas of implementation success and areas for improvement.

LITERACY ACADEMIC FRAMEWORKS AND CURRICULUM

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

Implementation Report Color Legend

Achieved - Completed	In Progress - On Track	Fell Short - Incomplete	Not Started

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

Overview of the Stages of Implementation

Stages of implementation	**Pre-Implementation**	**Initial Implementation**	**Full Implementation**	**Sustained Implementation**
Key components of each stage	**Foundational Elements**	**Training and Support** / **Buy-In**	**Delivery**	**Outcomes**
Guiding questions for each stage and element	*Are we prepared to begin implementation? Are all of the required inputs in place?*	*Have stakeholders been trained to implement and/or support implementation?* / *Do stakeholders understand and believe in the approach?*	*Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?*	*Is the strategy having the desired effects or impacts?*

Overview of the Stages of Implementation

Stages of implementation	Pre-Implementation	Initial Implementation		Full Implementation	Sustained Implementation
Key components of each stage	Foundational Elements	Training and Support	Buy-In	Delivery	Outcomes
Guiding questions for each stage and element	*Are we prepared to begin implementation? Are all of the required inputs in place?*	*Have stakeholders been trained to implement and/or support implementation?*	*Do stakeholders understand and believe in the approach?*	*Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?*	*Is the strategy having the desired effects or impacts?*

Years 1-3 **Years 2-3** **Years 3+**

Pre-Implementation	Initial Implementation	Full Implementation	Sustained Implementation



Before a strategy can be fully implemented, there are a number of foundational steps that need to be taken in order to set the stage for success.

Key Components: Foundational elements such as communication, time, and staffing

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

Pre-Implementation

Foundational Elements

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

1a. District communication of the What and Why

1b. Availability of written guidelines and resources

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

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

1e. Adequate time for Professional Learning Cycles

1f. Adequate time for implementation



Read vertically: Each numbered and lettered box (i.e., 1a, 1b) represents an indicator (or metric) that is aligned to the key components of that stage of implementation.

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

Implementation Report Color Legend

Green	Completed
Blue	In Progress
Gold	Incomplete

Year 1 Implementation of Academic Framework + English Language Arts (ELA) Curriculum

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

Focus for Year 2

Focus for Years 3+

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

Pre-Implementation: Foundational Elements

Communication, Time, and Staffing

Pre-Implementation

Foundational Elements

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

1a. District communication of the What and Why

1b. Availability of written guidelines and resources

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

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

1e. Adequate time for Professional Learning Cycles

1f. Adequate time for implementation

Why Green?

- School schedules support the required number of hours for ELA instruction (1f).

Why Blue?

- The What and Why were communicated during the limited number of professional development opportunities but there were missed opportunities to communicate the importance of the Framework and curriculum District-wide (1a).
- The ELA curriculum is available on OCI's website; however, 48% of teachers who responded to the survey reported that it was difficult to navigate the website and find available resources (1b).

Why Gold?

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

Initial Implementation: Training and Support

Participation In and Efficacy of Professional Development and Training

Initial Implementation

Training and Support

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

2a. Teachers participate in PD

2b. Support staff participate in PD

2c. School Leaders participate in PD

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

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

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

Why Blue?

- **Almost all eligible teachers participated in required ELA PDs and those who attended were generally satisfied**:
  - On average, 82% of eligible teachers attended the required PD sessions on the ELA Framework + Curriculum. However, because of the overall lack of PD time this school year, it is unlikely that teachers were sufficiently trained (2a).
  - The majority of teachers (85%) who attended the ELA curriculum PD sessions and responded to the PD surveys agreed or strongly agreed that the content of the PD supported their implementation of their curriculum (2d).
- **Almost all eligible School Leaders participated in required ELA PDs and those who participated were generally satisfied.**
  - Based on survey results, nearly all eligible School Leaders attended the required PD sessions on the ELA Framework + Curriculum. However, because of the overall lack of PD time this school year, it is unlikely that School Leaders were sufficiently trained (2c).
  - Most School Leaders (83%) who attended the ELA curriculum PD sessions and responded to the PD surveys reported that the content of the PD supported their implementation of their curriculum (2f).
- **Almost all academic support staff (Early Literacy Directors, Academic Coaches, Consulting Teachers and Professional Learning Specialists) reported that they feel either very confident (42%) or somewhat confident (53%) in supporting teachers with implementing the ELA curriculum.**
  - Most (86%) academic support staff reported receiving adequate PD to effectively execute their job.

Full Implementation: Delivery
Implementation of Key Practices

Full Implementation

Delivery

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

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

4b School Leaders participate in key activities or use key resources

4c. Support staff are providing support for implementation activities

4d. Key activities are taking place with fidelity (e.g., frequency, duration, content)

Why Blue?

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

- 82% of K-3 ELA teachers who responded to the survey reported that they've used the modules as scheduled within the curriculum (4a).
- 90% K-3 ELA teachers who responded to the survey reported that they've used the Instructional Guide to select instructional practices. Of teachers who have used the Instructional Guide, 78% reported that it was somewhat or very useful (4a).
- 75% of K-3 ELA teachers who responded to the survey reported that they used the embedded pre-/post-assessments; over half of teachers indicated that the assessments could be better aligned to the content of the units (4a).
- About half of teachers who responded to the survey reported that they have used the Foundational Skills integration resources that are provided on the District's Curriculum website (4a).

How are we responding?

What is the goal of the Professional Learning Cycle?

Developing and implementing a **evidence-based professional learning cycle** was identified as a strategy in response to the following root causes:

Lack of…

- professional development that consistently model best practices of teaching and learning
- time for teachers to engage in high-quality professional development and translate feedback into quality instruction
- time to build teacher capacity and accelerate student learning
- consistent and comprehensive support and time for teachers and leaders to learn and apply knowledge, skills, and feedback that supports delivery of high quality instruction

Characteristics of The Professional Learning Cycle (PL Cycle)

Professional Learning Cycles…

- are **ongoing**, so the content builds across sessions and cycles, allowing for multiple opportunities to engage
- prioritize development time on **high-leverage practices**, strategies, or skills that align to District “how” strategies
- are **nested** to ensure that District leaders, school leaders, and teachers are receiving aligned learning that is also role-specific
- are **driven by data** that reflects both educator practices and student outcomes

What the Research says:

Although the provision of a robust, high-quality, academic framework and curriculum are essential to student learning, without adequate **time for teachers to learn, practice, implement and reflect**, these strategies may fail to raise achievement (Hirsh and Short, 2020).

Professional Learning Cycles:

- **Promote continuous improvement in classroom instruction** and are designed to allow changes to occur and to stick with the teachers (Park et al., 2013; Fisher & Frey, 2019).
- **Ensures consistency and continuation of learning over longer period of time**, which has been found to have a much have a "stronger impact on teaching practice and is more consistent with systemic reform efforts than professional development of a more limited duration" (Boyle, While, & Boyle, 2004)
- **Develops "collaboration and collective responsibility"** among teachers and provides them with a clear direction as they work together to improve classroom instruction (Hirsh, 2017; Tobia, 2007).
- **Provides opportunities for differentiation** that cannot be provided in one-off sessions by responding the needs of teachers, schools, and professional learning communities (Hirsh and Short, 2020).

Planning Professional Learning Cycles for 2022-23

Refresher: The Professional Learning Cycle (PL Cycle)

Full days for PD	Early Dismissal Days (3-hour)	
Foundational Sessions for Professional Learning Cycles Content is driven by central office and is aligned to the Goals and Guardrails.	🌐 **District-coordinated Professional Learning** Central office coordinates sessions aligned to professional learning cycles, often building on or applying learning from the previous full PD day.	🏫 **School-coordinated Professional Learning** Principal coordinates based on school needs (PL responding to observations, equity pathways/circles, pilot program PD, staff culture building, new teacher mentoring, CPT or MTSS meetings, tactical meetings, etc.).

Proposed 2022-2023 Professional Learning Schedule

THE SCHOOL DISTRICT OF PHILADELPHIA

PL Cycle 1 Schedule		PL Cycle 2 Schedule		PL Cycle 3 Schedule	
8/23/2022	School-Coordinated Time	**12/2/2022**	District-Wide	**3/3/2023**	District-Wide
8/24/2022	Reorganization Day	**12/16/2022**	School-Coordinated Time	**3/17/2023**	Keystone/PSSA Prep
8/25/2022	District-Wide	**1/3/2023**	District-Wide & School-Coordinated Time	**4/14/2023**	School-Coordinated Time
8/26/2022	School-Coordinated Time	**1/20/2023**	School-Coordinated Time	**5/5/2023**	District-Wide
9/16/2022	District-Wide & School-Coordinated Time	**2/17/2023**	District-Wide	**5/19/2023**	School-Coordinated Time
10/7/2022	School-Coordinated Time			**6/14/23**	School-Coordinated Time
11/4/2022	District-Wide				

This calendar moves us closer (39 hours) to the 49 PL hours on a specific focus area that is needed to show an impact on student learning.

Key: Gold = Schools closed; Full Day professional learning
Green = 3-hour Early Dismissal for professional learning

Professional Learning Cycle: Areas of Focus

Priority Content →

1. Implementing **quality Tier I K-12 ELA and Math instruction** that promotes Culturally and Linguistically Inclusive Environments, Instruction, and Learning.

2. Leveraging Social Emotional Learning & Equity to establish a **trauma-informed schoolwide Tier 1 climate.**

Integrated Content →

- **Using data** to support instruction, scaffolding, and differentiation.

- Practices that support **adult well-being** and creative, collaborative, supportive workplaces.

Example PL Cycle 1: First Grade	
8/23	**School-based development (5 hrs)** Engage with school-based peers in sessions aligned to school plan
8/24	**Reorganization day** Set up classroom
8/25	**District-wide development (5 hrs)** Session 1: ELA Curriculum (2.5 hours) Session 2: Tier 1 Climate Programming (2.5 hours)
8/26	**School-based development (5 hrs)** Engage with school-based peers in sessions aligned to school plans. Collaborate with grade/content similar peers to synthesize learning from DWPD day and apply it in a local context.
9/16	**School-based development (2.5 hrs)** Reflection & action planning: Leaders convene teams to debrief and make adjustments based on first few weeks of school **District-wide development (2.5 hrs)** Session 1: ELA Curriculum
10/7	**School-based development (2 hrs)** Engage in session with grade/content similar peers to build on learning from DWPD day and apply it in a local context using school level data (student and classroom practice).
11/4	**District-wide development (2 hrs)** Differentiated sessions offered that the teacher chooses or is directed to attend by the leader. Option 1: reinforcement of learning, option 2: extension of learning. Close out the cycle with peers across the district.

What’s Next?

Overview of upcoming implementation presentations

Goal	Date	Implementation Monitoring Topic
Goal 3	April	Academic Framework: Math Curriculum Common Planning Time
Goal 4/5	May	MTSS Focus on Climate Programming + Tier 1 Meetings

Responses to Questions on Action Items - •

Title: Responses to Questions on Action Items

Board of Education Meeting Date: 3/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Responses to Questions on Action Items	Supporting Document

The School District of Philadelphia

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

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Action Item Questions	Response
1) Acceptance of Donation from Philadelphia Eagles Annual Day of Service- James Rhodes Elementary School 1. How was Rhodes selected? 2. Where does this fit into the bigger facilities plan?	1. The Philadelphia Eagles selection committee reviewed three school sites and interviewed multiple administrators in various schools resulting in the selection of the James Rhodes Elementary School as the 2022 playground build site. Their assessment for the final selection included: a previously expressed desire for a playground by the principal, lot size, school leadership tenure, greater than 80% economically disadvantaged, lack of functional playground equipment, and quality of exterior walls to accept murals. 2. A bigger facilities plan is not available at this time.

2) Acceptance of Services from and Memorandum of Understanding with Philadelphia Youth Network ($115,000) 1. Given the somewhat transient and unpredictable nature of admittance to and transfer from PJJSCS, how will the District ensure success of the program? 2. How has Philadelphia Youth Network planned to measure success? 3. Do they follow the students that transition out of the Juvenile Justice Center?	1. Success of this MOU will continue to be measured by student participation in career exploration activities. Activities completed will be used to create a Career Exploration Portfolio. PYN's monetary incentives are based on the number of artifacts completed in the portfolio. During the MOU for the 2020-21 school year, students were able to earn incentive pay for completed college/career activities. One hundred eighty-four (184) students received the PYN incentive. 2. The success of the partnership between PYN and the Philadelphia Juvenile Justice Services Center School will be determined by tasks completed that align with the PA Department of Education's Future Ready PA Index. All students who complete tasks will receive a stipend based on the designated wage per activity. Moreover, quantitatively, success is measured by: a. Activity: Number of participants who complete at least one milestone and are paid

	b. Retention: Number of participants who complete at least 85% of milestones and are paid 3. Students are able to apply for various PYN opportunities throughout the city once they transition from the PJJSC with assistance from PJJSCS case managers. PYN provides opportunities for employment, reengagement, skilled-trade training, and college access. In order to ensure a smooth transition, PJJSCS case managers assist students upon release by connecting them to PYN opportunities in their community programs such as Work Ready. PJJSCS case managers use Personalized Learning Plans as well as a tracker in the form of a spreadsheet to track/monitor transition. This also includes connecting to PYN partners such as CareerLink and E3 centers, which assist students with completing their educational goals and exploring career options.
7) Contract with Corporate Cost Control, Inc. a part of Experian - Unemployment Compensation Third Party Administrator ($72,807)	1. We have typically used an external company to support this work but for the past three months we

1. How does the District normally handle this work? 2. Did Covid make this a permanent or temporary need? If it's Covid related, please add to the description.	have been managing the work internally. We are looking to return to this being a function of a third-party administrator, which is much more effective and efficient than performing this in house. 2. This is not COVID-related. While the number of unemployment claims spiked during the pandemic, a third-party administrator was utilized in the past for this function.
8) Ratification of Contract with Conner Strong & Buckelew for Fiduciary Liability Insurance for for 403 b & 457b Savings Plans 1. Why is this item a ratification? 2. What is the anticipated timeline for this contract and work?	1. This action item is submitted for ratification authorization in view of needs and timing. In order to provide proper oversight of the performance of the 403 and 457 plans offered by the District, the District established a formal committee to be compliant with IRS regulations. The Committee is required to obtain this type of liability insurance so the District acted in order to meet those requirements and to lock in reasonable rates at a time of quickly increasing insurance rates. 2. The contract ends February 2023 with an option to extend.

9) Contract with Teaching and Learning Solutions ($353,275) 1. Please identify which stakeholders will be engaged for feedback. 2. Is this required by state law? Just educators or 440 staff as well? 3. How will this tool be used? What tool is being used now? What's being improved? 4. What skills does this company have that our internal staff that handles this work does not have? Why can't we do this ourselves? 5. Do we anticipate needing to renew this contract at a later time?	1. The process we are laying out will take place over a year to ensure stakeholder feedback from educators, administrators, and union partners. 2. The evaluation of educators is required under state law (specifically Act 13). The work with this organization would be focused only on teacher evaluation. There will be separate plans to engage with the development of a central office evaluation tool. 3. The tool would be the framework and supporting materials used to evaluate all teachers in the District, as required by Act 13. We currently use the Danielson model and would like to review and update our evaluation approach in general for educators including the evaluation tool that is used, to ensure the evaluation is in alignment with the priorities from our Goals and Guardrails. 4. The current Educator Effectiveness team consists of four team members and requires additional short-term capacity to develop and execute effectively a large scale scope of work that is required to update our current teacher framework. Additionally, the outside organization can bring in

	knowledge and expertise regarding how other districts and educational entities have approached this topic. Finally, the selected company has over a decade of experience working on the development and implementation of research-based rubrics, training materials, and sustainability plans that support districts in building their internal capacity to continue the work after the contract is complete. 5. No, we view this as a one-time contract to support the revision and implementation of a new teacher evaluation system in the District.
10) Ratification of LCA with FS Solutions, Inc. - Health Services Drug Testing ($20,000) 1. Why is this item a ratification?	1. The services of this contract are typically processed each year through the Limited Contract Authorization (LCA) process given that the contract does not exceed $20,000. As noted in the Action Item language, due to a transition of specific staff who oversaw the LCA process for this office last summer, there was an error in completing the processing of the standard LCA that the District engages in each year. As a result, drug testing services proceeded with the previous vendor without approval, thus requiring a ratification.

11) Authorization of Education Payments to Other Educational Entities ($21,100,000) 1. What's the pattern behind the 800 SPED Students? Is there something local we should be setting up? 2. How has COVID-19 impacted our ability to process these payments? 3. What informs the blueprint of services?	1. Education Payments to Other Educational Entities reflects all students, including students with IEPs, who are placed with other educational entities which includes other school districts, other intermediate units, or a hospital setting. These placements are made by the courts (typically these students are DHS-involved), community behavioral health, or through hospitalization. They fall under Section 1306 of the Pennsylvania School Code. Under the school code, the "Resident" school district, which is Philadelphia in this case, is responsible for making direct payment to the other educational entity known as the "Host" for the provision of an educational program and associated services (if the student has an IEP). The 800 special education students reflects an estimated number of students who will be in these types of placements in the 2022-2023 school year based on prior year trends. 2. COVID-19 has not had an impact on our ability to process payments for these students; payments are managed by our Finance Office and everything has

	been transitioned to electronic submission of invoices and payments. 3. Philadelphia students in these placements receive services based on their educational needs and based on what is required in their IEPs (as applicable). Each "Host" has its own individual structure for providing these students with their appropriate educational program, based on the determination of the court or community behavioral health, and as appropriate for the students' needs. Students may be educated by another school district or intermediate unit, but may also be receiving their education in a hospital setting or other on-site school setting as determined by the placement.
12) Contracts with Various Vendors - Use of Title I, Title II, Title III and CARES Act Grants for Non-Public Schools ($40,000,000) 1. Request for the list of vendors. 2. What areas will the vendors serve? 3. How many vendors are included in this item? 4. Request for a breakdown of new vendors and repeat vendors who will receive contracts 5. Request for a list of Non-Public Schools included in this action item	1. Catapult Learning, Learn-It, CORA Services and FACTS Education Solutions. 2. The contractors serve non-public school students attending non-public schools in Philadelphia county, and may also serve Philadelphia resident students attending non-public schools in surrounding counties 3. Four contractors are included (the contractors listed in the response to the first question).

	4. The contractors were selected via an RFP process to qualify contractors to provide services. Services began with contractors in FY19. Representatives from non-public schools were voting members in the RFP process to qualify contractors. Non-public schools select, from the pool of qualified contractors, which contractor they prefer to provide service each year. Contractors are able to select a different qualified contractor each year. The same contractor pool is available for selection for 5 years. This coming fall, a new RFP process will qualify a new pool of contractors for selection beginning in FY24. 5. A full list (147 schools) is provided separately (Link).
14) Change Orders With Various Vendors ($551,178) 1. Request for information on how much the vendors have collected due to design errors. 2. How much is the District recouping? 3. How is the District tracking who is responsible for the need for a change order? How often is this a District error? Is there an interactive process to determine fault?	1. The design consultants do not get compensated for change orders. 2. Currently, the District is developing an Errors & Omissions claim process to guide the District's Office of Capital Programs and Legal department in pursuing reimbursements from Design Consultants through their insurance carriers.

	3. Currently, the District tracks each individual change order based on design error, design omission, unforeseen condition, and owner requests. The construction and design project managers review a change order request to determine its classification. The District is usually not the generator of errors but rather added scope of work during construction to be responsive to stakeholders. Yes. The District has an internal process to determine fault.
15) Contract with Institute for the Development of African American Youth, Inc. for Safe Path School and Community Safety Corridor Program 1. How is this program going to be measured for success? 2. Is this a pass through of funds for the smaller organization? a. How will the funds be managed?	1. The Office of School Safety Safe Path program, which will be launched with the Institute for the Development of African American Youth, Inc. (IDAAY) as an SDP contracted vendor and partner will provide extra supervision and support for students traveling home at the end of the school day. Safe Path staff will monitor routes in the areas near select schools at the end of the school day. They will observe and report student safety issues along specified routes. The measures of program success are: reduction of serious incidents, improved attendance, and increased perceptions of safety per the District-wide survey. The Office of

	School Safety will work with the Office of Research and Evaluation to identify another measure (survey and/or interviews) to assess program effectiveness on perceptions of safety and the impact of the safe path program. Additionally, the Office of School Safety will work with the Philadelphia Police Department's Data Analysis Team, who will conduct a pre and post analysis of crime incidents in the selected corridors, providing us with another valuable measurable set of data. The Office of School Safety's Serious Incident Unit will continue to provide reports of incidents occurring in the identified corridors so a daily analysis of trends and changes can be made in order to gauge the program's effectiveness. 2. The Office of School Safety worked with the Office of Procurement to publish an RFP in order to identify a contracted partner to hire part-time Safe Path staff. The identified vendor, Institute for the Development of African American Youth, Inc. (IDAAY), will employ part-time staff that will monitor routes in the areas near selected schools at the end

	of the school day. Safe Path staff will work in close collaboration with Office of School Safety personnel. a. IDAAY will invoice School Safety on a monthly basis for services and be paid per normal SDP Accounts Payable processes. IDAAY will provide attendance records as part of the administration of the program, and Office of School Safety supervisory staff who will be working in collaboration with IDAAY staff regularly will be completing checks to ensure contracted services are being provided as scheduled.
17) Contract with School Specialty Inc.and MeTEOR Education - Classroom Improvements-Early Literacy Initiative ($3,535,000) 1. How do we know that facility improvements have an impact on or support improvement in literacy? 2. How does this work fit into the capital budget?	1. The classroom modernization work began as a pilot with treatment and control classrooms in SY 2016-17 to support early literacy instruction. Key findings from that pilot showed positive impacts/improvements in literacy and instructional practice. (See Key Findings from the Literacy and Learning Centers Project, 2016-17 to 2017-18 for more details.)

	2. Every year, the planned classroom improvement budget carries a 10% allowance for furnishing the classrooms from Pre-K to 3rd Grade.
18) Contract with MeTEOR Education for Furniture and Equipment at Mary M Bethune Elementary School ($1,400,000) 1. How do we know that facility improvements amount to improvement in literacy? 2. Why was Bethune separated out from the other schools?	1. The classroom modernization work began as a pilot with treatment and control classrooms in SY 2016-17 to support early literacy instruction. Key findings from that pilot showed positive impacts/improvements in literacy and instructional practice. (See Key Findings from the Literacy and Learning Centers Project, 2016-17 to 2017-18 for more details.) 2. Bethune is a major renovation project and not an early literacy classroom improvements project and therefore was separated from the rest of them.

Intermediate Unit Questions	Response
1) Contracts with Various Vendors - Use of Act 89 Grant for Non-Public Schools ($19,000,000) 1. Request for specific information on each vendor 2. Charter Schools get their own Covid funds, why did these schools not receive COVID funds? 3. Is this a pass-thru or do we have to submit our monies to the non publics? 4. Do the Non-Public Schools select their own vendors? If so, what is their process? 5. How does the District ensure that the contractors are providing the services?	1. The contractors were selected via an RFP process to qualify contractors to provide services. Services began with contractors in FY19. Representatives from non-public schools were voting members in the RFP process to qualify contractors. Non-public schools select, from the pool of qualified contractors, which contractor they prefer to provide services each year. Contractors are able to select a different qualified contractor each year. The same contractor pool is available for selection for 5 years. This coming fall, a new RFP process will qualify a new pool of contractors for selection beginning in FY24. The group of contractors include Catapult Learning, Learn It and CORA Services. 2. Charter schools are public schools, and are not recipients of these services. Under the CARES Act, the District was required to provide an Equitable Share of its award with non-public

	schools, the same as with Title funds. The District is prohibited by Supreme Court decision to provide direct dollars to non-public schools; rather, services must be rendered which is the purpose of the contractors. For the CRSSA and ARPA rescue bills, additional dollars were made available directly to non-public schools. 3. As indicated, we cannot provide dollars to non-public schools. We are required under Title and federal rescue funds to provide services to non-public schools. 4. Per federal guidelines, the District conducts an RFP every 4-5 years to qualify vendors who can perform the services. The non-public schools are then free to select from the available vendor pool who they wish to perform the services. They have the opportunity to switch vendors from among the qualified pool each year. 5. The District performs random drop-ins to review vendor performance and also collects reports from the schools themselves in accordance with federal guidelines.

Action Item - 1.

Title: Acceptance of Donation from Philadelphia Eagles Annual Day of Service- James Rhodes Elementary School

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to (i) accept a Donation and enter into a Letter of Understanding, (ii) execute and perform a license and right of entry agreement, and (iii) execute and perform a contract, subject to funding, as follows:

Purpose: To support playground space and equipment, labor and installation, and outdoor and indoor mural project

Donation from and letter of understanding with: The Philadelphia Eagles

Donation of: Playground equipment, materials, supplies, and installation

Value of Donation of an amount up to: $180,000

License and right of entry with: FieldTurf, Inc. and George Ely and Associates, Inc.

Compensation: There will be no cost to the School District. The Philadelphia Eagles will contract directly for installation and supervision of the installation of a synthetic turf field with FieldTurf, and for installation and supervision of the installation of playground equipment and play surface with George Ely and Associates.

Contract with: Philadelphia Mural Arts Advocates

Compensation not to exceed: $100,000

Purpose: Design and installation of indoor and outdoor murals and mosaics

Donation, letter of agreement, license and right of entry, and contract start date: 3/25/2022

Donation, letter of agreement, license and right of entry, and contract end date: 12/31/2022

Location:
Rhoads, James School

Description:
The adopted Capital Improvement Plan (CIP) FY22 includes funding for site improvements at the James Rhodes Elementary School. The project scope of work includes play equipment installed over a rubber safety surface, a basketball hoop, an artificial turf playing

field, and a number of colorful, vibrant murals. The donation from the Philadelphia Eagles, valued at $180,000, includes all costs of purchasing and installation of the new playground equipment and site improvements. The Capital Budget includes funding of $100,000 for Philadelphia Mural Arts to hire mural artists as a part of the project to work with the students and staff at James Rhodes Elementary to design the murals and mosaics. Mural Arts will supervise the installation and creation of the murals and mosaics. The total value is $280,000 for the site improvement project.

The Philadelphia Eagles selection committee reviewed three school sites and interviewed multiple administrators in various schools resulting in the selection of the James Rhodes Elementary School as the 2022 playground build site. Their assessment for the final selection included: a previously expressed desire for a playground by the principal, lot size, school leadership tenure, greater than 80% economically disadvantaged, lack of functional playground equipment, and quality of exterior walls to accept murals.

The kick off date for this project is planned for June 2022, in conjunction with the Philadelphia Eagles Annual Day of Service. The playground and related site improvements will be under the direction and supervision of George Ely and Associates, Inc. Teams of volunteers will support the installation of non-technical play equipment and painting projects.

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

School Funding Source(s):
22 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 2.

Title: Acceptance of Services from and Memorandum of Understanding with Philadelphia Youth Network ($115,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
Philadelphia Youth Network, Inc.

Purpose:
To provide a Digital Career Exposure and Exploration program

Start date: 3/25/2022

End date: 8/31/2022

Location:
Philadelphia Juvenile Justice Services Center School

Renewal Options: No

Description:
This action item seeks authorization for a Memorandum of Understanding (MOU) between The School District of Philadelphia and Philadelphia Youth Network (PYN), to provide a Digital Career Exposure and Exploration program to students at Philadelphia Juvenile Justice Services Center School (PJJSCS). The program engages participants in early and intermediate level experiences and facilitates exposure to career pathways, digital literacy, financial literacy, and more. Experiences are offered in a digital setting and are tied to incentives based on programmatic milestones.

The Digital Career Exposure and Exploration program is a WorkReady School-Year initiative in which PYN funded experiences are designed to have developmentally appropriate activities that align to a continuum of experiences in the following phases: (1) Early Awareness: Build awareness about the variety of careers and career pathways available and the role of postsecondary education; (2) Intermediate Exploration and Preparation: Learn through engagement in targeted work-based experiences and solidify the foundational skills to succeed; and (3) Advanced Training and Immersion: Develop career-specific skills and engage in authentic career experiences.

This MOU is needed to provide the students at PJJSCS the opportunity to engage in career exploration/preparation and skill building activities, which include the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success. Skill building activities and development include:

Academic and Technical Skills:

- Numeracy
- Literacy
- Technical application

21st Century Skills:

- Teamwork and collaboration
- Communication
- Creativity and innovation
- Critical thinking

Character Development:

- Resilience
- Mindfulness
- Curiosity
- Courage
- Ethics
- Leadership

Reflective Practices:

- Name and understand skill development
- Build relationships and networks
- Reflect on personal skill development

This work aligns with the District's plan to achieve Goals and Guardrails as articulated below:

Goals 4 & 5: Every student graduates ready for college and careers.
As a result of engagement in experiences, participants will be given opportunities to: follow a series of steps to complete an application for career services and/or employment; develop and apply career readiness skills and mindsets; set goals and develop plans to achieve then; understand multiple career options; increase self-awareness; develop initiative; develop strong relationships with peers and adults; and increase financial and digital literacy.

Success of this MOU will continue to be measured by student participation in career exploration activities. Activities completed will be used to create a Career Exploration Portfolio. PYN's monetary incentives are based on the number of artifacts completed in the portfolio. During the MOU for the 2020-21 school year, students were able to earn incentive pay for completed college/career activities. One hundred eighty-four (184) students received the PYN incentive.

The stakeholders involved in this selection process were the School District and PYN. **PYN:** Develop model program; provide training to staff. **SDP**: Provide direction, vision, and support for program; collect data and necessary documents on site.

The Digital Career Exposure and Exploration program will help transform a student's ability

to mainstream into the traditional system, allow them to acquire workforce readiness skills during their enrollment at PJJSCS, and ensure that students who graduate while at PJJSCS have additional skillsets for employment. Moreover, our hope is that participation in this program will reduce the recidivism rate of the students currently enrolled at PJJSCS.

Related resolution(s)/approval(s):
March 25, 2021; B-4

Office Originating Request: Schools

Action Item - 3.

Title: Approval of Personnel Hires - Updated 03.17.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through February 28, 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
Personnel Hires 3.24.2022	Supporting Document

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through **February 28, 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

ADAMS, ANGELEAH	EXECUTIVE ASSISTANT	OFFICE OF THE CHIEF OF SCHOOLS	$50,041.00	ANNUAL SALARY
ALLEN, SHERITA	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	$65,314.00	ANNUAL SALARY
BAGLEY, ELOISAPA	SCHOOL NURSE	KELLY, JOHN B. SCHOOL	$68,465.00	ANNUAL SALARY
BALLONOFF, ALISONL	TEACHER,SPEC EDUCATION	DEBURGOS, J. ELEMENTARY	$58,298.00	ANNUAL SALARY
BANCHS, CHRISTIAN	SCHOOL NURSE	SCIENCE LEADERSHIP ACADEMY	$71,048.00	ANNUAL SALARY
BEASLEY, TEAELIZABETH RUTH	STUDENT CLIMATE STAFF,3 HOURS	TAYLOR, BAYARD SCHOOL	$8,620.00	ANNUAL SALARY
BENAYAD, ZAHRA	TEACHER ASST,PKHS	JACKSON HEAD START	$22,073.00	ANNUAL SALARY
BOOKER, JANAY	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	$22,073.00	ANNUAL SALARY
BOWEN, JAMESR	TEACHER,SPEC EDUCATION	WAGNER, GEN. LOUIS MIDDLE SCH.	$49,381.00	ANNUAL SALARY
BOYD, KENYETTAS	SPECIAL EDUCATION ASSISTANT	DUNBAR, PAUL L. SCHOOL	$33,006.00	ANNUAL SALARY
BROOKS, BEVERLY	SECRETARY I	PARKWAY WEST HIGH SCHOOL	$24,778.00	ANNUAL SALARY
BROWN, MELANIER	SPECIAL EDUCATION ASSISTANT	RANDOLPH TECHNICAL HIGH SCHOOL	$22,073.00	ANNUAL SALARY
BURGE, COLLEEN	TEACHER,DEMONSTRATION	MASTERMAN,JULIA R. HIGH SCHOOL	$63,020.00	ANNUAL SALARY
BYRD, ALLANTE	RECRUITMENT & SELECTION SPCLST	RECRUITMENT & STAFFING	$53,834.00	ANNUAL SALARY
CAMPBELL, MEGAN	TEACHER,FULL TIME	JUNIATA PARK ACADEMY	$48,489.00	ANNUAL SALARY
CARROLL, CHRISTINA	SPECIAL EDUCATION ASSISTANT	SCIENCE LDSHP ACADEMY @ BEEBER	$22,073.00	ANNUAL SALARY
CASIANO, KARLAE	STUDENT CLIMATE STAFF,3 HOURS	STEARNE, ALLEN M. SCHOOL	$8,620.00	ANNUAL SALARY

CLARK, AMBER	PREHIRE	TEMPORARY FOR PRE-HIRES	$61,773.00	ANNUAL SALARY
COMPO MARTIN, CHRISTINEANN	TEACHER,FULL TIME	ACADEMY AT PALUMBO	$78,522.00	ANNUAL SALARY
COPELAND, ANTHONY	TEACHER,SPEC EDUCATION	ZIEGLER, WILLIAM H. SCHOOL	$49,381.00	ANNUAL SALARY
DEAN, KAILEYFOLA	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	$22,073.00	ANNUAL SALARY
DENNIS, SHANNON	STEP CASE MANAGER	PHILA JUV JUSTICE SVCS CTR	$57,000.00	ANNUAL SALARY
DIAZ RAMOS, XIOMARA	SECRETARY I	SHERIDAN, PHILIP H. SCHOOL	$24,778.00	ANNUAL SALARY
DOBECK, KELLYL	TEACHER,FULL TIME	CENTRAL HIGH SCHOOL	$54,640.00	ANNUAL SALARY
DOWLING, KAYLAP	SPECIAL EDUCATION ASSISTANT	PENN TREATY HIGH SCHOOL	$22,073.00	ANNUAL SALARY
DUBOIS, ARIADNE	SECRETARY I	ROWEN, WILLIAM SCHOOL	$24,778.00	ANNUAL SALARY
ELIJAH, ALIYAHH	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	$50,541.00	ANNUAL SALARY
ELMINE, ANNE MARIEM.	TEACHER,FULL TIME	DEBURGOS, J. ELEMENTARY	$56,959.00	ANNUAL SALARY
FAN, YUCHENG	DATA ANALYST	DISTRICT PERFORMANCE OFFICE	$53,834.00	ANNUAL SALARY
FOREMAN, LYNETTE	SPECIAL EDUCATION ASSISTANT	SPRUANCE, GILBERT SCHOOL	$22,073.00	ANNUAL SALARY
GARCIA-RAMIREZ, KEVIN	TEACHER,FULL TIME	HIGH SCHOOL OF THE FUTURE	$48,489.00	ANNUAL SALARY
GIBBS, MICA	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	$78,522.00	ANNUAL SALARY
GORDON, CHRISTENNICOLE	TEACHER,FULL TIME	MORTON, THOMAS G. SCHOOL	$49,917.00	ANNUAL SALARY
GRONWALDT, SARAHLYNN	TEACHER,FULL TIME	MORTON, THOMAS G. SCHOOL	$48,489.00	ANNUAL SALARY
HAMED, DINA	TEACHER,FULL TIME	OVERBROOK EDUCATIONAL CENTER	$48,489.00	ANNUAL SALARY
HARRISON, NYESHALENORE	TEACHER,FULL TIME	TAYLOR, BAYARD SCHOOL	$48,489.00	ANNUAL SALARY
HARRISON, WILLIAMB	SUPPORTIVE SERVICES ASST, 4 HR	FRANKLIN, BENJAMIN ELEM SCHOOL	$13,080.00	ANNUAL SALARY
HART-JOHNSON, DELANE	TEACHER,FULL TIME	ANDERSON, ADD B. SCHOOL	$48,489.00	ANNUAL SALARY
HEIBEL, MORGAN	SCHOOL NURSE	VARE-WASHINGTON ELEMENTARY	$54,640.00	ANNUAL SALARY
HERRING, DAVETTEDANITA	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	$22,073.00	ANNUAL SALARY
HESTER, ASHLEY	TEACHER,FULL TIME	SULLIVAN, JAMES J. SCHOOL	$48,489.00	ANNUAL SALARY
HUGGINS, MYLESBASIL	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	$24.00	HOURLY RATE

JACOBSON, SARAHELISE	TEACHER,SPEC EDUCATION	HIGH SCHOOL OF THE FUTURE	$62,308.00	ANNUAL SALARY
JEFFERSON, STEVEN	INVESTIGATOR	OFFICE OF SCHOOL SAFETY	$43,000.00	ANNUAL SALARY
JOHNSON, ALEXIS	SUPPORTIVE SERVICES ASST, 3 HR	STANTON, EDWIN M. SCHOOL	$9,810.00	ANNUAL SALARY
JOHNSON, LAGUITA	STEP CASE MANAGER	HARRINGTON, AVERY D. SCHOOL	$50,267.00	ANNUAL SALARY
JONES, BRITNE	FINANCIAL & OPERS MANAGER,CHA	CHARTER, PARTNER & NEW SCHOOLS	$80,000.00	ANNUAL SALARY
JUSTICE, SAFIYYAH	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	$29,085.00	ANNUAL SALARY
LABROSCIANO, JORDYN	TEACHER,FULL TIME	FELL, D. NEWLIN SCHOOL	$48,489.00	ANNUAL SALARY
LAMB, JAMIE	SCHOOL NURSE	EDISON, THOMAS A. HIGH SCHOOL	$58,115.00	ANNUAL SALARY
LAVENDER, JACQUELINEM	SPECIAL EDUCATION ASSISTANT	STEARNE, ALLEN M. SCHOOL	$22,073.00	ANNUAL SALARY
LIN, NIANWEI	CUST SUPP/EXTERNAL LIAISON	HEAD START CENTRAL OFFICE	$34,082.00	ANNUAL SALARY
MACKIE, SUSAN	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	$67,922.00	ANNUAL SALARY
MANGLONA, MATHEW	TEACHER,SPEC EDUCATION	FELS, SAMUEL HIGH SCHOOL	$49,381.00	ANNUAL SALARY
MCCALOP, LESLIE	SCHOOL CLIMATE MANAGER	WELSH, JOHN SCHOOL	$72,629.00	ANNUAL SALARY
MCCULLION, TIMOTHY	SCHOOL COUNSELOR, 10 MONTHS	SOUTHWARK SCHOOL	$49,917.00	ANNUAL SALARY
MCKOY, LORETTAC	TEACHER,SPEC EDUCATION	KENDERTON ELEMENTARY	$65,693.00	ANNUAL SALARY
MELENDEZ, RAMONL	TEACHER,FULL TIME	PARKWAY WEST HIGH SCHOOL	$54,640.00	ANNUAL SALARY
MICHELS, TYLER	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	$48,489.00	ANNUAL SALARY
MIRANDA, ALBA LUNA	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	$50,541.00	ANNUAL SALARY
MOBLEY, SIOBHAN	TEACHER,FULL TIME	LOCKE, ALAIN SCHOOL	$50,541.00	ANNUAL SALARY
MORRIS, VINCENTG	SPECIAL EDUCATION ASSISTANT	HOWE, JULIA WARD SCHOOL	$22,073.00	ANNUAL SALARY
MYERS, DE'ANDRE	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	$33,006.00	ANNUAL SALARY
NANFUKA, ROBINAHP	TEACHER,FULL TIME	STRAWBERRY MANSION HIGH SCHOOL	$49,917.00	ANNUAL SALARY
NAZIR, NAZIA	SECRETARY I	FARRELL, LOUIS H. SCHOOL	$24,778.00	ANNUAL SALARY
OSBOURNE, RASHIDA	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	$54,640.00	ANNUAL SALARY

OVERTON, VERONICA	PAYROLL PROCESSOR II	FACILITIES MGMT. & SERVICES	$40,023.00	ANNUAL SALARY
PAGE, ZOE	STEP SCHOOL BEHAVIORAL CONSULT	PREVENTION & INTERVENTION	$57,000.00	ANNUAL SALARY
PESANTEZ BUSTAMANTE, NANCYA	STUDENT CLIMATE STAFF,3 HOURS	TAGGART, JOHN H. SCHOOL	$9,266.00	ANNUAL SALARY
PHILLIPS, ERIC	SCHOOL NURSE	KENDERTON ELEMENTARY	$85,079.00	ANNUAL SALARY
PONOCI, SONJA	FINANCIAL MANAGEMENT TRAINEE	FACILITIES MGMT. & SERVICES	$43,591.00	ANNUAL SALARY
REED, DEREKJAMES	TEACHER,FULL TIME	STEEL, EDWARD T. SCHOOL	$48,489.00	ANNUAL SALARY
REED, YOLANDACHAUNTE	SPECIAL EDUCATION ASSISTANT	FARRELL, LOUIS H. SCHOOL	$22,073.00	ANNUAL SALARY
REHMATULLAH, SAAFIA	TEACHER,FULL TIME	FINLETTER, THOMAS K. SCHOOL	$48,489.00	ANNUAL SALARY
REMER, JILL	TEACHER,FULL TIME	MEREDITH, WILLIAM M. SCHOOL	$48,489.00	ANNUAL SALARY
ROBINSON, RODNEYC	SPECIAL EDUCATION ASSISTANT	DUNBAR, PAUL L. SCHOOL	$22,073.00	ANNUAL SALARY
RODRIGUES, DANIEL	TEACHER,FULL TIME	SCIENCE LEADERSHIP ACADEMY MS	$48,489.00	ANNUAL SALARY
ROSENBERG, KYLE	TEACHER,FULL TIME	LANKENAU HIGH SCHOOL	$48,489.00	ANNUAL SALARY
SAAD, GEHANADIEB	STUDENT CLIMATE STAFF,3 HOURS	TAGGART, JOHN H. SCHOOL	$8,620.00	ANNUAL SALARY
SACCO, GIOVANNA	TEACHER,FULL TIME	HILL-FREEDMAN WORLD ACADEMY	$48,489.00	ANNUAL SALARY
SANCHEZ, FRANCES	PROJECT ASSISTANT	OFFICE OF SCHOOL SAFETY	$45,815.00	ANNUAL SALARY
SANTANA, MARIALIZ	SECRETARY I	FELTONVILLE ARTS & SCIENCES	$24,778.00	ANNUAL SALARY
SEED, AYELETESTHER	TEACHER,FULL TIME	FELL, D. NEWLIN SCHOOL	$58,115.00	ANNUAL SALARY
SEGAL, JESSICA	TEACHER,FULL TIME	PENROSE SCHOOL	$49,917.00	ANNUAL SALARY
SENAVILLA, RONALDJ	SCHOOL CLIMATE LIAISON	NORTHEAST HIGH SCHOOL	$44,122.00	ANNUAL SALARY
SIMMONS, JACOBBLAIR	SECRETARY I	PHILADELPHIA VIRTUAL ACADEMY	$24,778.00	ANNUAL SALARY
SIMMONS, LYNDSEY	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	$58,115.00	ANNUAL SALARY
SLEDGE, TYSHAANA	PROJECT MANAGER	PUPIL HEALTH SERVICES	$68,000.00	ANNUAL SALARY
SMITH, DEVINAA	SPECIAL EDUCATION ASSISTANT	COMEGYS, BENJAMIN B. SCHOOL	$22,073.00	ANNUAL SALARY
SOKOLIC, MATTHEW	TEACHER,SPEC EDUCATION	BARRY, JOHN ELEMENTARY SCHOOL	$49,381.00	ANNUAL SALARY
STILL, MELA	SENIOR PROJECT MANAGER	CHARTER, PARTNER & NEW SCHOOLS	$80,000.00	ANNUAL SALARY

TAYLOR, DANIELLE	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	$70,000.00	ANNUAL SALARY
TAYLOR, KRISTENERNESTINE	SPECIAL EDUCATION ASSISTANT	MOFFET, JOHN SCHOOL	$22,073.00	ANNUAL SALARY
TEAGUE, SASHAMARIE	SPECIAL EDUCATION ASSISTANT	CHILDS, GEORGE W. SCHOOL	$22,073.00	ANNUAL SALARY
WATTS, LAKEISHAM	SPECIAL EDUCATION ASSISTANT	LOGAN, JAMES SCHOOL	$22,073.00	ANNUAL SALARY
WEEKS, TASHAWNAMARIE	FAMILY SERVICE FIELD REP	HEAD START CENTRAL OFFICE	$24,154.00	ANNUAL SALARY
WILLIS, NATALIE	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	$48,489.00	ANNUAL SALARY
WOOD, MATTHEWBRIAN	DATA INTEGRATION DEVELOPER	INFORMATION SYSTEMS	$86,000.00	ANNUAL SALARY
WOODEN, TORI	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	$22,073.00	ANNUAL SALARY
ZIEGLER, MARIELNICOLE	ASST DIR,CHARTER SCHOOLS	CHARTER, PARTNER & NEW SCHOOLS	$85,000.00	ANNUAL SALARY

Action Item - 4.

Title: Administration's Recommendation for Termination of Professional Employees - Updated 3.24.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

Names:

1. K.G

and be it

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

Office Originating Request: Talent

ATTACHMENTS:

Description	Type

Action Item - 5.

Title: Approval of Personnel Terminations - Updated 3.24.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

*Attached

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
3.24.22 Personnel Terminations	Supporting Document

Item No. 5
March 24, 2022

Subject: Administration's recommended termination of employee(s)

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective March 24, 2022:

Marissa Lundy	Bus Attendant
Carey Johnson	General Cleaner
Kenya Mobley	Family Peer Specialist
Nakia Quinn	Bus Attendant

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

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

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

RESOLVED, that DRAY COTTINGHAM be dismissed from his employment as a professional 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: Approval of Retirements and Resignations - Updated 3.24.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

*Names to be provided for public view immediately prior to the Board of Education Action Meeting on March 24, 2022.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Retirements and Resignations	Supporting Document

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

Name	Location	Position	Effective Date	Reason
Abbott, Joyce	Hamilton, Andrew School	School Climate Manager	06/15/2022	Retirement
Abdelaziz, Areen	Morrison, Andrew J. School	Teacher,Full Time	06/15/2022	Resignation
Acquah, Estelle	Diversity, Equity & Inclusion	Ex Dir,Equity	04/02/2022	Resignation
Adair, Kimberlee	Ziegler, William H. School	Teacher,Full Time	06/15/2022	Retirement
Adams, Hailey	Blankenburg, Rudolph School	Teacher,Full Time	05/09/2022	Resignation
Adams, Takia	Locke, Alain School	Secretary I	03/15/2022	Resignation
Adamson-White, Debontina	Harding, Warren G. Middle Sch	Teacher,Full Time	06/15/2022	Resignation
Agnew, Johanna	Prevention & Intervention	Prevention & Intervention Liai	03/17/2022	Resignation
Alexander, Dorene	Barry, John Elementary School	Bus Attendant,One To One	03/04/2022	Resignation
Allen, Kimberly	Harrington, Avery D. School	Teacher,Full Time	06/15/2022	Resignation
Allison, Emiley	Vaux Big Picture High School	School Counselor, 10 Months	06/15/2022	Resignation
Alston, Denise	Frankford High School	Student Climate Staff,5 Hours	02/25/2022	Change date
Amachi, Gloria	Kensington High School	Student Climate Staff,5 Hours	06/15/2022	Resignation
Anderson, Khadiyjah	Henry, Charles W. School	Supportive Services Asst, 4 Hr	02/24/2022	Resignation
Anderson, Hanna	Mckinley, William School	Teacher,Full Time	06/15/2022	Resignation
Aponte, Dayana	Juniata Park Academy	Teacher,Full Time	06/15/2022	Resignation

Ardley, Kimberly	Lamberton,Robert E. Elementary	Teacher,Full Time	06/15/2022	Retirement
Auletto, Donna	Strawberry Mansion High School	Teacher,Spec Education	06/15/2022	Resignation
Bailey, Adam	Hunter, William H. School	Teacher,Full Time	06/15/2022	Resignation
Bailey, Thomas	Franklin Learning Center	Teacher,Full Time	03/04/2022	Resignation
Barnes, Murice	Facilities Mgmt. & Services	Building Engineer Trainee	03/18/2022	Resignation
Barnes-Maddox, Angela	Widener Memorial School	Special Education Assistant	03/11/2022	Resignation
Bates, Erica	Edmonds, Franklin S. School	Teacher,Spec Education	09/27/2022	Change date
Bell, Darlene	King, Martin Luther High Sch.	Special Education Assistant	06/15/2022	Retirement
Belton Pittman, Veronica	Day, Anna B. School	School Counselor, 10 Months	06/15/2022	Retirement
Beninati, Diana	Blankenburg, Rudolph School	Teacher,Full Time	06/15/2022	Resignation
Benjamin, Alicia	Mifflin, Thomas School	Teacher,Full Time	06/15/2022	Resignation
Bennett, Tennille	Cassidy,Lewis C Academics Plus	Teacher,Full Time	04/18/2022	Resignation
Bennett, Ernie	Employees On Union Leave	Building Engineer-Group Iii	05/16/2022	Retirement
Benning, Yvette	Day, Anna B. School	Asst Principal	06/22/2022	Retirement
Berg, Kaitlyn	Bache-Martin School	Classroom Asst,Sp Ed,Hear Imp	03/14/2022	Resignation
Berretta, Robert	Ziegler, William H. School	Principal	07/29/2022	Retirement
Best-Ruedas, Porscha	Office Of School Safety	School Safety Officer	02/24/2022	Resignation
Bocelli, Kimberly	Bethune, Mary Mcleod School	Assistant Program Coord	02/10/2022	Resignation
Book, Amanda	Strawberry Mansion High School	Teacher,Spec Education	06/15/2022	Resignation
Booker , Jany	Prince Hall School	Special Education Assistant	03/07/2022	Resignation
Bowen, John	Lowell, James R. School	General Cleaner, 8 Hours	06/30/2022	Retirement

Bowen-Gaddy, James	Constitution High School	Teacher,Full Time	06/15/2022	Resignation
Bowers, Dorothy	Brown, Henry A. School	Teacher,Full Time	06/15/2022	Retirement
Boyce, Alexis	Sheppard, Isaac A. School	Supportive Services Asst, 4 Hr	03/18/2022	Resignation
Brennan, Susan	Shawmont School	Teacher,Full Time	06/15/2022	Retirement
Brooks, Elizabeth	Logan School Head Start	Teacher,Full Time	06/15/2022	Resignation
Bryan, Shanae	Kensington Health Sciences	Teacher,Full Time	06/15/2022	Resignation
Bryant, Cheryl	Multilingual Programs	Teacher,Full Time	06/15/2022	Retirement
Bursack, Jill	Kearny, Gen. Philip School	Teacher,Full Time	06/15/2022	Retirement
Burton, Kianna	Blaine, James G. School	Special Education Assistant	01/28/2022	Resignation
Campana, Christina	Mccall, Gen. George A. School	Occup Therapist	04/08/2022	Resignation
Campbell, Patricia	Broad Street Garage	Bus Chau Trainee,Part-Time	02/08/2022	Resignation
Camper, Deborah	Carnell, Laura H. School	Teacher,Full Time	06/15/2022	Retirement
Carlin, Christine	Cayuga School	Teacher,Full Time	06/15/2022	Resignation
Carmichael, Letita	Barry, John Elementary School	Food Svcs Assistant	02/23/2022	Resignation
Carnila, Patricia	Feltonville Intermediate	Teacher,Full Time	03/25/2022	Resignation
Carr-Mcknight, Elexzena	Widener Memorial School	Physical Therapist	06/15/2022	Retirement
Carranza, Alejandra	Washington, George High School	Behavioral Health Counselor	03/18/2022	Resignation
Carrion, Carmen	Deburgos, J. Elementary	Teacher,Full Time	06/15/2022	Resignation
Carstarphen, Samira	Webster, John H. School	School Nurse	03/10/2022	Resignation
Carter, Eve	King, Martin Luther High Sch.	Teacher,Spec Education	06/15/2022	Retirement
Carty, Alvin	Passyunk Garage	Bus Chauffeur Handicpd Childrn	06/30/2022	Retirement

Casey, Kevin	Food Services Admin & Support	Food Svcs Field Ops Supv	06/15/2022	Retirement
Castleberry, Eleanor	Girard Academic Music Program	Teacher,Full Time	06/15/2022	Retirement
Cave, Rashima	Olney Elementary School	Student Climate Staff,4 Hours	02/15/2022	Resignation
Chavis, Jenna	Longstreth, William C. School	Teacher,Full Time	06/15/2022	Resignation
Chen, Macy	Northeast High School	Counseling Asst,Bilingual	03/11/2022	Resignation
Childs, Autumn	Anderson, Add B. School	Teacher,Full Time	06/15/2022	Resignation
Childs, Karen	Kenderton Elementary	Food Svcs Worker Senior	06/15/2022	Retirement
Christopher, Bernadette	Office Of Specialized Services	Occup Therapist	06/30/2022	Retirement
Clark, Katrina	The Workshop School	Teacher,Full Time	06/15/2022	Resignation
Clinton, Briana	Potter-Thomas School	Teacher,Full Time	06/15/2022	Resignation
Clouden, Jonathan	Sayre, William L. High School	General Cleaner, 8 Hours	03/11/2022	Resignation
Coles, Diane	Spruance, Gilbert School	Teacher,Spec Education	10/07/2022	Retirement
Conyers, Adrienne	Welsh, John School	Teacher,Full Time	06/07/2022	Retirement
Correia, Daniel	High School Of The Future	Teacher,Full Time	03/09/2022	Resignation
Cruz, Crismy	Arthur, Chester A. School	Student Climate Staff,6 Hours	02/18/2022	Resignation
Cudemo, Gabrielle	Elkin, Lewis School	Step School Behavioral Consult	03/02/2022	Resignation
Cummings, Monique	Marshall, Thurgood School	Teacher,Full Time	06/15/2022	Resignation
Cuneo, Susan	Marshall, Thurgood School	Teacher,Full Time	03/11/2022	Resignation
Cunningham, Jeanette	Preparatory Charter School	Food Svcs Assistant	06/15/2022	Change date
Curry, Selina	Passyunk Garage	Bus Chauffeur	01/03/2022	Retirement
Curtis, Beverly	Widener Memorial School	Bus Attendant,Six Hours	06/15/2022	Retirement

D'Alba, Virginia	Brown, Henry A. School	Teacher,Full Time	06/15/2022	Resignation
Damon, Kenae	Lincoln, Abraham High School	Teacher,Full Time	06/15/2022	Resignation
Darnowsky, Elissa	Wilson, Woodrow Middle School	Teacher,Full Time	06/15/2022	Retirement
Davis, Candida	Northeast Community Propel	Teacher,Full Time	06/15/2022	Retirement
Dawson, Emily	Marshall, John School	Teacher,Full Time	06/15/2022	Resignation
De Monte, Michael	Washington, Martha School	Teacher,Full Time	06/15/2022	Retirement
Dean, Graeme	Bartram, John High School	Teacher,Full Time	06/15/2022	Resignation
Dean, Katharine	Stearne, Allen M. School	Principal	06/30/2022	Resignation
Dean-Smith, Denise	Dobbins, Murrell High School	Teacher,Full Time	06/15/2022	Retirement
Desjardins, Michelle	Kensington Health Sciences	Teacher,Full Time	06/15/2022	Resignation
Diffendall, Erika	Franklin, Benjamin High School	Teacher,Full Time	06/15/2022	Resignation
Dimuzio, Sarah	Adaire, Alexander School	Teacher,Full Time	06/15/2022	Resignation
Diprima, Paul	Multilingual Programs	Teacher,Full Time	06/15/2022	Retirement
Dobi, Suzana	Philadelphia Military Academy	Teacher,Full Time	10/14/2022	Retirement
Dolchanczyk, Joseph	Wilson, Woodrow Middle School	Teacher,Full Time	06/15/2022	Resignation
Dominello, Kristen	Marshall, Thurgood School	Teacher,Full Time	05/16/2022	Resignation
Dommel, Rebekah	The Workshop School	Teacher,Full Time	06/15/2022	Resignation
Donohue, Maryellen	Bridesburg School	Student Climate Staff,6 Hours	03/04/2022	Resignation
Donohue, Kaitlin	Penn Treaty High School	Special Education Assistant	04/19/2022	Resignation
Draham, Annemarie	Deburgos, J. Elementary	Teacher,Full Time	06/15/2022	Retirement
Dranoff, Nicole	Franklin Learning Center	Teacher,Full Time	06/15/2022	Resignation

Duffey Bernt, Eileen	Academy At Palumbo	School Nurse	06/15/2022	Retirement
Dukes, Donyae'	Longstreth, William C. School	Student Climate Staff,6 Hours	03/25/2022	Resignation
Dunn, Alexa	Saul, Walter B. High School	Principal	06/15/2022	Resignation
Edens, Geraldine	Logan, James School	Student Climate Staff,4 Hours	04/01/2022	Retirement
Edwards, Devon	Bethune, Mary Mcleod School	School Counselor, 10 Months	06/15/2022	Resignation
Edwards, Sylvia	Phila Learning Academy-South	Student Climate Staff,6 Hours	11/01/2022	Retirement
Efunnuga, Oluwatosin	Conwell, Russell Middle School	School Nurse	06/15/2022	Resignation
Endy, Genevieve	Decatur, Stephen School	Principal	06/30/2022	Retirement
Epstein, Genna	Southwark School	School Counselor, 10 Months	02/25/2022	Resignation
Faulkner, Charjae	Dick, William School	Special Education Assistant	04/08/2022	Resignation
Fedoroff, Stephanie	Payroll	Manager,Payroll Operations	03/25/2022	Retirement
Fein, Pamala	Feltonville Intermediate	Special Education Assistant	03/08/2022	Resignation
Felder, Brenda	Motivation High School	School Nurse Practitioner	06/15/2022	Retirement
Feleccia, Ronald	Roxborough High School	Teacher,Full Time	06/15/2022	Retirement
Feliciano, Elba	Cramp, William School	Supportive Services Asst, 4 Hr	06/15/2022	Retirement
Fernandez, Shanique	Carnell, Laura H. School	Teacher,Full Time	05/20/2022	Resignation
Feuillet, Theole	Franklin Learning Center	Teacher,Full Time	06/15/2022	Resignation
Fleming, Bridgette	Kelly, John B. School	Teacher,Full Time	06/15/2022	Resignation
Fletcher, Keith	Harding, Warren G. Middle Sch	Teacher,Full Time	02/25/2022	Resignation
Fox, Patricia	Comegys, Benjamin B. School	Teacher,Full Time	04/25/2022	Resignation
Francis, Karen	Welsh, John School	Teacher,Spec Education	06/15/2022	Resignation

Franciscovich, Michael	Carpentry Services	Gen'L Construction Mech B 5Dy	02/25/2022	Resignation
Frazier, Tracey	Mc Michael Head Start	Teacher,Full Time	06/15/2022	Retirement
Freeman, Anita	Broad Street Garage	Bus Chau Trainee,Part-Time	02/08/2022	Resignation
Fried, Lawrence	Willard, Frances E. School	Teacher,Full Time	06/15/2022	Retirement
Furtick, Nydia	Allen, Ethan School	Food Svcs Worker Ii	02/27/2022	Resignation
Gable, Rebekka	Day, Anna B. School	Teacher,Full Time	06/15/2022	Resignation
Gallag Gavula, Terry	Fitzpatrick, A.L. School	Teacher,Full Time	06/15/2022	Retirement
Gardner, Michelle	Office Student Rights & Resp	Case Manager	03/17/2022	Resignation
Gary, Carol	Hopkinson, Francis School	Food Svcs Assistant	02/28/2022	Retirement
Gary, Renaldo	Lamberton,Robert E. Elementary	Building Engineer-Group Iii	07/01/2022	Retirement
Gass, Khadijah	Marshall, Thurgood School	Food Svcs Assistant	02/22/2022	Resignation
Gease, Duuna	Philadelphia Military Academy	Custodial Assistant	06/18/2022	Retirement
Genaw, Joan	Moore, J. Hampton School	School Counselor, 10 Months	06/15/2022	Retirement
Gill, Cheryl	Mayfair School	Special Education Assistant	03/31/2023	Retirement
Gnoffo, Rosaleen	Heston, Edward School	Physical Therapist	06/15/2022	Resignation
Goldberg, Lauren	Finletter, Thomas K. School	Teacher,Full Time	06/15/2022	Resignation
Gonlag, Tyler	Vaux Big Picture High School	Teacher,Full Time	06/15/2022	Resignation
Gonzales-Paz, Kristel Joyce	Frankford High School	Teacher,Spec Education	06/15/2022	Resignation
Gordon, Angela	Kearny, Gen. Philip School	Special Education Assistant	02/03/2022	Resignation
Gorovitz, Laura	Barton, Clara School	Teacher,Full Time	06/15/2022	Resignation
Grant, Ebony	Morris, Robert School	Climate Support Specialist	03/18/2022	Resignation

Gray, Leroy	Frankford High School	Teacher,Full Time	04/25/2022	Resignation
Green, Tiara	Mastbaum, Jules E. High School	School Safety Officer	02/25/2022	Resignation
Green, Cynthia	Spruance, Gilbert School	Student Climate Staff,5 Hours	10/03/2022	Retirement
Greenblatt, Hannah	Potter-Thomas School	Teacher,Full Time	06/15/2022	Resignation
Griffin, William	Hancock Demonstration School	Principal	06/30/2022	Retirement
Gutierrez, Mercedes	Pupil Health Services	Student Health Services Admin	03/04/2022	Resignation
Hairston, Kisha	Loesche, William H. School	Teacher,Spec Education	06/15/2022	Resignation
Hammen, Abriana	Moore, J. Hampton School	Teacher,Full Time	06/15/2022	Resignation
Handley, Carly	Harrington, Avery D. School	Teacher,Full Time	03/08/2022	Resignation
Havrilla, Alice	Randolph Technical High School	Teacher,Full Time	06/15/2022	Resignation
Haydt, Matthew	Music, Instrumental	Teacher,Full Time	05/31/2022	Resignation
Hazard, Hannah	Hill-Freedman World Academy	Teacher,Full Time	06/15/2022	Resignation
Heckman, Sarah	Academy At Palumbo	Teacher,Full Time	06/15/2022	Resignation
Hicks, Marie	Penn Alexander School	Student Climate Staff,3 Hours	05/02/2022	Retirement
Holland, Erin	Washington, George High School	Teacher,Full Time	06/15/2022	Resignation
Hollinger, Roxann	Mayfair School	Special Education Assistant	04/22/2022	Resignation
Holmes, Drew	Mckinley, William School	Teacher,Full Time	06/15/2022	Resignation
Horne, Melanie	Prince Hall School	Teacher,Spec Education	06/15/2022	Resignation
Houston, Lynette	Franklin, Benjamin Elem School	Supportive Services Asst, 4 Hr	09/30/2022	Retirement
Hunt, William	Cramp, William School	Asst Principal	06/22/2022	Retirement
Irvis, Monique	Office Of School Safety	School Safety Officer	03/21/2022	Retirement

Jackson, Kadeem	Facilities Central Maintenance	Trades Apprentice	03/25/2022	Resignation
Jackson, Valerie	Henry, Charles W. School	Special Education Assistant	01/27/2022	Retirement
Jackson, Rhonda	Barry, John Head Start	Teacher,Full Time	03/28/2022	Retirement
Jackson, Michele	Hamilton, Andrew School	Teacher,Spec Education	06/15/2022	Retirement
Jacobs, Robin	Cook-Wissahickon School	Teacher,Full Time	06/15/2022	Retirement
Jaskelewicz, David	Hartranft, John F. School	Teacher,Spec Education	03/18/2022	Resignation
Jennings, Asia	Overbrook Educational Center	Special Education Assistant	02/11/2022	Resignation
Jessup, Kenneth	Patterson, John M. School	Principal	06/30/2022	Retirement
Johnson, Jasmine	Pennell, Joseph Elementary	Teacher,Spec Education	02/23/2022	Resignation
Johnson, Randy	Lingelbach, Anna L. School	Building Engineer-Group Ii	03/11/2022	Resignation
Johnson, Shelbe-Bree	Moore, J. Hampton School	Teacher,Full Time	06/15/2022	Resignation
Johnson, Barbara	Head Start Central Office	Special Projects Assistant Ii	06/27/2022	Retirement
Jones, Warran	Sullivan, James J. School	General Cleaner, 8 Hours	01/25/2022	Resignation
Jones, Kenneth	Phila Learning Academy-South	Supportive Services Asst, 4 Hr	06/15/2022	Retirement
Jones-Moody, Courteney	Bryant, William C. School	Teacher,Full Time	03/10/2022	Resignation
Jones-Obrien, James	Elkin, Lewis School	Teacher,Full Time	06/15/2022	Resignation
Jordan, Emily	Academy At Palumbo	Teacher,Full Time	06/15/2022	Resignation
Karim, Md	Lincoln, Abraham High School	Special Education Assistant	02/23/2022	Resignation
Kasprzak, Karli	Wilson, Woodrow Middle School	Teacher,Full Time	03/02/2022	Resignation
Keels, Bridget	Curriculum Inst & Assess Off	Senior Project Manager	04/08/2022	Change date
Kennedy, Colleen	Cassidy,Lewis C Academics Plus	School Nurse	03/11/2022	Resignation

Kennedy, Lynn	Loesche, William H. School	Special Education Assistant	05/20/2022	Resignation
Kernick, Eileen	Edmonds, F.S. Bright Futures	Teacher,Full Time	06/15/2022	Retirement
Kim, Patricia	Finletter, Thomas K. School	Teacher,Full Time	05/13/2022	Resignation
Kirkman, Kathryn	Research & Evaluation	Data Analyst,Research	03/18/2022	Resignation
Lambo, Mia	Constitution High School	Teacher,Full Time	06/15/2022	Resignation
Langston, Colette	Swenson Arts/Tech High School	Principal	07/15/2022	Retirement
Leone, Michael	Facilities Manager - Se Region	Facilities Area Manager	06/06/2022	Retirement
Levitt, Mary	Greenberg, Joseph School	Special Education Assistant	06/15/2022	Retirement
Lewis, Suprina	Cooke, Jay Elementary School	Teacher,Spec Education	06/15/2022	Resignation
Lewis, Allison	Logan, James School	Teacher,Full Time	06/15/2022	Resignation
Lewis, Sylvester	Fels, Samuel High School	Special Education Assistant	04/01/2022	Resignation
Li, Hong Yan	Cramp, William School	Teacher,Full Time	06/15/2022	Retirement
Loughlin, Courtney	Rhawnhurst School	Teacher,Full Time	06/15/2022	Resignation
Lynagh, Anne	Meredith, William M. School	Supportive Services Asst, 4 Hr	06/15/2022	Resignation
Mackin, Francis	Farrell, Louis H. School	Teacher,Full Time	06/15/2022	Retirement
Mailey, Caitlin	Family & Student Services	Behavior Analyst	04/01/2022	Resignation
Mair, Addie	Bache-Martin School	Teacher,Spec Education	06/15/2022	Resignation
Mallon, Julia	Cook-Wissahickon School	Teacher,Full Time	06/15/2022	Resignation
Markovic, Jelena	Bache-Martin School	Teacher,Full Time	06/15/2022	Resignation
Martin, Kevin	Custodial Auxiliary	Facilities Truck Chauffeur	05/31/2022	Retirement
Massad, Rachel	Carnell, Laura H. School	Teacher,Spec Education	06/15/2022	Resignation
Mathias, Miranda	High School Of The Future	Teacher,Spec Education	06/15/2022	Resignation

Mccarthy, Kaitlyn	Central High School	Teacher,Full Time	06/15/2022	Resignation
Mcclendon, Janett	Randolph Technical High School	School Nurse	01/04/2022	Change date
Mcknight, Sharon	High School Of The Future	Teacher,Spec Education	06/15/2022	Retirement
Mcneil, Crystal	Bregy, F. Amedee School	Student Climate Staff,6 Hours	05/25/2022	Retirement
Meekins, David	Washington, George High School	Teacher,Full Time	03/11/2022	Resignation
Melville, Kathleen	The Workshop School	Teacher,Full Time	03/04/2022	Resignation
Mendez, Hector	Office Of School Safety	School Safety Officer, 8Hrs	04/08/2022	Retirement
Metellus, Samuel	Washington, George High School	Teacher,Full Time	06/15/2022	Resignation
Meyers, Tracee	Marshall, Thurgood School	Teacher,Full Time	06/15/2022	Retirement
Milewski Moskal, Maryann	Loesche, William H. School	Teacher,Full Time	06/15/2022	Retirement
Miller, Caitlin	Bache-Martin School	Teacher,Spec Education	06/15/2022	Resignation
Mittal, Rashmi	Locke, Alain School	Teacher,Full Time	03/11/2022	Resignation
Montgomery, Sharon	Franklin, Benjamin Elem School	Teacher,Full Time	06/15/2022	Retirement
Moore, Cynthia	Morton, Thomas G. School	School Counselor, 10 Months	06/15/2022	Retirement
Morden-Snipper, Damian	Adaire, Alexander School	Teacher,Full Time	06/15/2022	Resignation
Moyer, Alicia	Finletter, Thomas K. School	Teacher,Full Time	06/15/2022	Resignation
Murray, Lauren	Finletter, Thomas K. School	Teacher,Full Time	06/15/2022	Resignation
Mycka, Pamela	Amy Northwest	Teacher,Spec Education	06/15/2022	Resignation
Myers, Emily	Lea, Henry C.	Teacher,Spec Education	02/25/2022	Resignation
Myers, Wanda	Kirkbride, Eliza B. School	School Nurse	06/15/2022	Retirement
Nally, Alexandra	Kirkbride, Eliza B. School	Teacher,Spec Education	06/15/2022	Resignation
Narasimhan, Swetha	The Workshop School	Teacher,Full Time	06/15/2022	Resignation

Nayo, Essi	Penrose School	Special Education Assistant	01/03/2022	Resignation
Neale, David	Masterman,Julia R. High School	Teacher,Demonstration	06/15/2022	Resignation
Newton, Judith	Lea School Head Start	Teacher Asst,Pkhs	04/01/2022	Retirement
Nguyen, Manhban	South Philadelphia High School	Counseling Asst,Bilingual	01/27/2022	Resignation
Nunez, Steven	Evaluation, Research & Acct.	Program Manager, Oper&Grt	03/04/2022	Resignation
O'Fee Powers, Diane	Cook-Wissahickon School	Teacher,Full Time	06/15/2022	Retirement
O'Neill, Frances	Northeast Community Propel	Teacher,Full Time	06/15/2022	Resignation
Ogunsina, Ayoola	Brown, Joseph H. School	School Climate Manager	06/22/2022	Retirement
Oliver, Latoya	Nebinger, George W. School	Special Education Assistant	01/28/2022	Resignation
Oliver, Theresa	Lamberton,Robert E. Elementary	Custodial Assistant	06/30/2022	Retirement
Parham, Sade	Mc Clure, Alexander K. School	Teacher,Full Time	06/15/2022	Resignation
Patterson, Janice	Washington, George High School	Special Education Assistant	09/02/2022	Retirement
Paulson, Mark	Hill-Freedman World Academy	Teacher,Full Time	06/15/2022	Resignation
Peduzzi, Catherine	Dick, William School	Teacher,Full Time	03/11/2022	Resignation
Perez-Bristol, Vanessa	Cayuga School	Student Climate Staff,6 Hours	02/24/2022	Resignation
Perry, Eboni	Logan, James School	Secretary I	02/15/2022	Resignation
Person, Clifford	Office Of School Safety	School Safety Officer, 8Hrs	10/25/2022	Retirement
Peterson, Kassundra	Catharine, Joseph W. School	Teacher,Full Time	06/15/2022	Resignation
Petter, Theresa	Fell, D. Newlin School	Special Education Assistant	03/08/2022	Resignation
Pham, Doan	Juniata Park Academy	Teacher,Full Time	06/15/2022	Resignation
Pinkney, Elaine	Farrell, Louis H. School	Student Climate Staff,6 Hours	06/15/2022	Resignation

Poe, David	Randolph Technical High School	Teacher,Full Time	06/15/2022	Resignation
Ponticelli, Tamarla	Family & Student Services	Behavior Analyst	04/14/2022	Resignation
Poole, Shawn	Washington, George High School	Asst Principal	06/15/2022	Retirement
Poulson, Mia	Deburgos, J. Elementary	Teacher,Full Time	06/15/2022	Resignation
Presley-Harris, Tammy	Crossroads @ Hunting Park	Teacher,Full Time	03/14/2022	Resignation
Prestien, Jennifer	Southwark School	Teacher,Full Time	03/11/2022	Resignation
Raines, Evan	Allen, Dr. Ethel School	Teacher,Full Time	06/15/2022	Resignation
Ramirez, Ivette	Office Of School Safety	School Safety Supervisor	06/22/2022	Retirement
Raucheisen, Danielle	Health, Safety & Physical Ed	Asst Dir,Nutrition Educ Progms	03/24/2022	Resignation
Rauseo, Casey	Building 21	Food Svcs Utility Worker	03/25/2022	Resignation
Redfern, Rita	Motivation High School	Secretary I	02/18/2022	Resignation
Reese, Shamir	Lamberton,Robert E. Elementary	Teacher,Spec Education	06/15/2022	Resignation
Rehman, Aziz-Ur	South Philadelphia High School	Teacher,Full Time	03/04/2022	Resignation
Revell, Ira	Fitler Academics Plus	Building Engineer-Group Ii	06/30/2022	Retirement
Reynolds, Cynthia	Widener Memorial School	Special Education Assistant	03/16/2022	Retirement
Richardson, Roshaya	Kelly, John B. School	Supportive Services Asst, 3 Hr	03/24/2022	Resignation
Rideout, Tia	Division Of College Readiness	Program Manager, Oper&Grt	03/31/2022	Resignation
Riley, Dora	Fels, Samuel High School	Student Climate Staff,6 Hours	06/15/2022	Retirement
Rivera, Chelsea	Furness, Horace High School	Teacher,Full Time	06/15/2022	Resignation
Roberts, Nathifa	Saul, Walter B. High School	Special Education Assistant	01/27/2022	Resignation
Robinson, Ramona	Jackson, Andrew School	Special Education Assistant	06/15/2022	Resignation

Robinson, Gloria	Head Start Central Office	Family Service Field Rep	06/15/2022	Retirement
Rosetti, Thomas	Ziegler, William H. School	Teacher,Spec Education	04/20/2022	Resignation
Ruffenach, Kevin	Catharine, Joseph W. School	Teacher,Spec Education	06/15/2022	Resignation
Ruggiano, Denise	Board Of Education	Executive Assistant	04/01/2022	Retirement
Rutland, Vincent	Girard Academic Music Program	Teacher,Full Time	06/15/2022	Retirement
Rymsza, Sophia	Meredith, William M. School	Teacher,Full Time	06/15/2022	Resignation
Saint-Fleur, Withzard	Prince Hall School	Bus Attendant	03/04/2022	Resignation
Salemno, Andrea	Carnell, Laura H. School	Teacher,Full Time	02/14/2022	Resignation
Salinas, Christopher	Saul, Walter B. High School	Teacher,Full Time	06/15/2022	Resignation
Sample-Oates, Evelyn	Chief Executive Office	Ex Dir Advocacy & External Eng	02/11/2022	Resignation
Scafidi, Michael	Bregy, F. Amedee School	Special Education Assistant	06/15/2022	Retirement
Schamko, Paige	Elkin, Lewis School	Teacher,Full Time	06/15/2022	Resignation
Scheetz, Eric	West Philadelphia High School	Asst Principal	06/22/2022	Resignation
Schroder, Gail	Washington, Martha School	Teacher,Spec Education	06/15/2022	Resignation
Schulte, Madison	Bregy, F. Amedee School	Teacher,Spec Education	03/04/2022	Resignation
Schultz, Deborah	Recruitment & Staffing	Talent Specialist	05/02/2022	Retirement
Scoles, Megan	Mc Clure School Bright Futures	Teacher,Full Time	06/15/2022	Resignation
Seak, Ashley	Mc Clure, Alexander K. School	Teacher,Full Time	06/15/2022	Resignation
Segal, Jessica	Penrose School	Teacher,Full Time	02/16/2022	Resignation
Senner, Susan	Arts Academy At Benjamin Rush	School Counselor, 10 Months	06/15/2022	Retirement
Seymour, Sarah	Washington, Martha School	Special Education Assistant	02/11/2022	Resignation

Sharkey, Farrell	Penn Alexander School	Teacher,Full Time	06/15/2022	Resignation
Shelton, Kevona	Gompers, Samuel School	Special Education Assistant	02/18/2022	Resignation
Silberstein, Aaron	Academy At Palumbo	Teacher,Full Time	06/15/2022	Resignation
Simmons, Lateefa	Finletter, Thomas K. School	Special Education Assistant	06/15/2022	Change date
Sippio-Henderson, Janice	Wagner, Gen. Louis Middle Sch.	Teacher,Spec Education	06/15/2022	Retirement
Sivertsen, Megan	Fell, D. Newlin School	Teacher,Full Time	06/15/2022	Resignation
Skrocki, Julie	Recruitment & Staffing	Talent Partner	03/04/2022	Resignation
Smalls, Margaret	Spring Garden School	School Nurse	06/15/2022	Retirement
Smallwood, Ray	Locke, Alain School	Teacher,Full Time	06/15/2022	Resignation
Smith, Lisa	Cooke, Jay Elementary School	Teacher,Spec Education	06/15/2022	Resignation
Smith, Noah	Mya-Middle Years Alternative	Teacher,Full Time	06/15/2022	Resignation
Sow, Gaysiry	Roxborough High School	Special Education Assistant	02/22/2022	Resignation
Speller, Florence	Jenks, Abram School	Food Svcs Assistant	03/08/2022	Resignation
Spina, Paul	Forrest, Edwin School	Principal	06/30/2022	Retirement
Stetser, Melissa	Overbrook Educational Center	Teacher,Spec Education	06/15/2022	Resignation
Stewart, Raphael	Climate & Safety	Climate And Culture Coach	03/11/2022	Resignation
Sullivan, Hannah	Bridesburg School	Student Climate Staff,6 Hours	03/03/2022	Resignation
Swanson, Clifford	Comegys, Benjamin B. School	Teacher,Full Time	06/15/2022	Resignation
Symonds, Daniel	Science Leadership Academy	Teacher,Full Time	06/15/2022	Resignation
Szymanski, Amy	Lincoln, Abraham High School	Asst Principal	06/22/2022	Resignation
Tan, Mui	Edison, Thomas A. High School	Bilingual Voc Support Asst	06/15/2022	Retirement

Tedesco, Amelia	Kensington Capa	Teacher,Full Time	06/15/2022	Resignation
Tedesco, Stephanie	Bodine, William W. High School	School Counselor, 10 Months	06/15/2022	Resignation
Tempro, Keon	Office Of School Safety	School Safety Officer	02/22/2022	Resignation
Theiman, Deborah	Gompers, Samuel School	Special Education Assistant	06/15/2022	Retirement
Thomas, Leo	Attendance & Truancy Office	Attendance Coach	03/08/2022	Resignation
Thomas, Jodi	Franklin, Benjamin Elem School	Food Svcs Utility Worker	03/04/2022	Resignation
Thomas, Edward	Phila Learning Academy-South	Supportive Services Asst, 4 Hr	10/03/2022	Retirement
Thompkins, Patricia	Lea School Head Start	Teacher Asst,Pkhs	06/15/2022	Retirement
Thornton, Daneen	Harding, Warren G. Middle Sch	Special Education Assistant	01/17/2022	Retirement
Timmons, Vicki	Gompers, Samuel School	Supportive Services Asst, 3 Hr	03/02/2022	Resignation
Tokley, Octavia	Washington, George High School	Asst Principal	05/10/2022	Resignation
Tolbert, Terrance	Masterman,Julia R. High School	Teacher,Demonstration	05/02/2022	Resignation
Travers, Janice	Dobson, James School	Special Education Assistant	06/15/2022	Retirement
Trott, Joshua	Central High School	Teacher,Full Time	06/15/2022	Resignation
Trotty, Debra	Allen, Dr. Ethel School	Teacher,Full Time	03/02/2022	Change date
Tunstall, Lisa	Washington, Martha School	Teacher,Spec Education	06/15/2022	Retirement
Vickers, Tyrone	Printing Services	Cust Supp/External Liaison	03/15/2022	Resignation
Visconto, Teresa	Holme, Thomas School	School Counselor, 10 Months	06/15/2022	Retirement
Vitale, Jonathan	District Performance Office	Dashboard Developer & Data Coa	03/31/2022	Resignation
Washington, Darryl	Catharine, Joseph W. School	General Cleaner, 8 Hours	05/06/2022	Retirement

Waugh Sanders, Dorine	Swenson Arts/Tech High School	Teacher,Full Time	06/15/2022	Retirement
Way, Steven	Greenfield, Albert M. School	Special Education Assistant	08/23/2021	Resignation
Weakly, Gareth	Meade, Gen. George G. School	Teacher,Full Time	06/15/2022	Resignation
Wei, Gina	Constitution High School	Teacher,Full Time	06/15/2022	Resignation
Weiss-Cohen, Sharon	Overbrook Educational Center	School Counselor, 10 Months	06/15/2022	Resignation
White, Mandie	Munoz-Marin, Hon Luis School	Teacher,Full Time	04/01/2022	Change date
White, Mia	Morris, Robert School	Special Education Assistant	03/03/2022	Resignation
White, Nicola	Building 21	Teacher,Full Time	06/15/2022	Resignation
Whitehead, James	Heating Services	Steamfit/Iron A5	05/06/2022	Retirement
Widmann, Donna	King, Martin Luther High Sch.	Teacher,Spec Education	06/15/2022	Resignation
Wilford, Lakisha	Heston, Edward School	Teacher,Full Time	03/04/2022	Resignation
Williams, Deloris	Franklin, Benjamin High School	Special Education Assistant	06/15/2022	Retirement
Willis, Jennifer	Fels, Samuel High School	Teacher,Full Time	03/11/2022	Resignation
Wise, Latwyne	Office Of Specialized Services	Dir, Special Ed Services	05/13/2022	Resignation
Wohlgemuth, Allaire	Prevention & Intervention	Dir, Step Behavioral Health	05/02/2022	Resignation
Wolfenson-Bannon, Ariel	Feltonville Arts & Sciences	Teacher,Full Time	06/15/2022	Resignation
Wood, Vanessa	Washington, Martha School	Teacher,Spec Education	06/15/2022	Retirement
Woodlin, Mervin	Lincoln, Abraham High School	Teacher,Full Time	06/15/2022	Resignation
Wu, Die	Head Start Central Office	Cust Supp/External Liaison	04/22/2022	Resignation
Wudarski, Allison	Mitchell Elementary School	Teacher,Full Time	06/15/2022	Resignation

Yann, Tida	Edison, Thomas A. High School	Teacher,Spec Education	06/15/2022	Resignation
Zack Lopez, Marjorie	Morrison, Andrew J. School	Teacher,Full Time	06/15/2022	Resignation
Zondek, Mary	Mccall, Gen. George A. School	Teacher,Full Time	06/15/2022	Retirement

Action Item - 7.

Title: Contract with Corporate Cost Control, Inc. a part of Experian - Unemployment Compensation Third Party Administrator ($72,807)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
Corporate Cost Control, Inc., a part of Experian

Purpose:
To provide administration and management of unemployment claim processing, hearings and reporting

Start date: 3/25/2022

End date: 3/31/2025

Compensation not to exceed: $72,807

Location:
All work locations

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: 110% of prior year

Description:
The District processed over 2,000 unemployment claims in the past year and requires a third-party administrator to ensure accurate filing and monitoring of claims payment by the state. Corporate Cost Control, an Experian company, offers technology to reduce our in-house processing, ensure timely filing with the state, and provide enhanced audit review to ensure we only pay valid claims. Ensuring that unemployment is only paid when appropriate ensures that budget dollars are preserved for salary for staff to work toward all our goals and guardrail

initiatives.

Related resolution(s)/approval(s):
June 24, 2021; No. 18
October 17, 2019; No. 13

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

Office Originating Request: Talent

Action Item - 8.

Title: Ratification of Contract with Conner Strong & Buckelew for Fiduciary Liability Insurance for for 403 b & 457b Savings Plans

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With: Conner Strong & Buckelew

Purpose: Fiduciary liability policy to protect the School District and its named benefit plan fiduciaries (who oversee plans that manage employees' 403(b) and 457(b) investment plans) against lawsuits by plan participants alleging a breach in fiduciary duty

Start date: 2/2/2022

End date: 2/28/2023

Compensation not to exceed: $170,403

Location:
All Schools; Administrative Office(s)

Description: The purchase of a $15M fiduciary liability policy protects the School District and its named benefit plan fiduciaries (who oversee plans that manage employees' 403(b) and 457(b) investment plans) against lawsuits by plan participants alleging a breach in fiduciary duty. Plans can be sued for mishandling plan management, such as selecting or failing to remove underperforming mutual funds from the plan's investment menu. Litigation trends and claims against retirement plan sponsors, which at times settle for not insignificant amounts, render the proposed policy acquisition appropriate and in the best interests of the District.

Brokers for Conner Strong & Buceklew negotiated coverage from several companies to provide the $15M limit that was recommended as a minimum by District financial consultants. This contract is necessary to protect the financial interests of the District and protect those staff members who manage the investment portfolio. It is also in the District’s best interest that voluntary retirement funds are carefully managed and the funds are protected from liability and litigation claims. Should the District be in a situation where there is litigation regarding the retirement portfolio, the insurance will be successful if it covers expenses of claims and or court costs. Our retirement plan assets are monitored and reviewed by staff from The Office of General Counsel, the Office of Special Finance, the Office of Retirement, and the Office of Employee Benefits, with consulting provided by our outside Investment Firm, Bolton Investment Advisors.

This action item is submitted for ratification authorization in view of needs and timing. In order to provide proper oversight of the performance of the 403 and 457 plans offered by the

District, the District established a formal committee to be compliant with IRS regulations. The team completed a fiduciary training in January and the final step to establishing this committee was to have Fiduciary insurance in place. This level of oversight of our plans is crucial to providing the best options to our employees. The District utilized its insurance broker service to obtain quotes and was given the opportunity to lock in an appropriate policy at a reasonable rate in a rapidly evolving rate marketplace. To preserve the rate, the District could not wait until the pending Board meeting, necessitating bringing this Action Item as a ratification.

Funding Source: Operating

Office Originating Request: Talent

Action Item - 9.

Title: Contract with Teaching and Learning Solutions ($353,275)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
Teaching and Learning Solutions

Purpose:
To support the review and redesign of the educator evaluation framework, processes, and implementation

Start date: 3/25/2022

End date: 6/30/2025

Compensation not to exceed: $353,275

Location:
All Schools; Administrative Office(s)

Description:
To deliver on our unwavering focus to meet the academic, social, and emotional needs of all students, the District aims to review and redesign the evaluation process for educators in the School District, in alignment with state law, to ensure an improved system of feedback, growth, and development for our educators. Through the agreement proposed by this action item, the vendor will partner with the District to formulate a plan of action, investigate and research evaluative practices, analyze and collect relevant and applicable data from a variety of sources, and support the development of a new tool and processes in collaboration with the Educator Effectiveness and Evaluation Team. The vendor will partner with the District to engage with multiple stakeholders in meaningful inquiry, dialogue, feedback, and guidance on redesigning the current evaluation tool and processes in adherence to state law including Act 13.

All Goals and Guardrails are supported through developing effective evaluation structures, processes, and guidelines that support the ongoing and sustained growth, development, and capacity of all educators. The success of this contract will be measured by the development and implementation of an educator effectiveness and evaluation tool.

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

Office Originating Request: Talent

Action Item - 10.

Title: Ratification of LCA with FS Solutions, Inc. - Health Services Drug Testing ($20,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With: FS Solutions, Inc.

Purpose: Provision of specimen collection, laboratory and medical review officer services; mobile or on-site testing; and necessary Department of Transportation (DOT) and non-DOT forms and specimen containers for Employee Health Services

Start date: 7/1/2021

End date: 6/30/2022

Compensation not to exceed: $20,000

Description:
FS Solutions, Inc. was selected to provide specimen collection, laboratory and medical review officer services; provide mobile or on-site testing; and provide Employee Health Services with all necessary Department of Transportation (DOT) and non-DOT forms and specimen containers. These services are provided to comply with DOT guidelines, SEIU 23 BJ, 1201 Union and District substance abuse and hiring policy. This contract was initially pursued using the Limited Contract Authorization (LCA) process. Due to a transition of key staff who oversaw the LCA process and contracts for this office, there was an error in processing the standard LCA that the District engages in each year. As a result, drug testing services proceeded without approval and now requires a ratification.

Office Originating Request: Talent

Action Item - 11.

Title: Authorization of Education Payments to Other Educational Entities ($21,100,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to make payments pursuant to the Pennsylvania Public School Code (24 PS §§13-1302, 13-1306, 13-1306.2, and 13-1308), under which the District is responsible for payment of the educational programs for students placed each year by the Philadelphia Departments of Human Services (DHS), Community Behavioral Health (CBH), the Juvenile Justice System, or other agencies, but who remain legal residents of Philadelphia, in four categories: (i) regular education placements, (ii) special education placements in Pennsylvania, (iii) special educational placements outside of Pennsylvania, and (iv) payments for students educated in other Pennsylvania school districts due to a Best Interest Determination, as follows:
Start Date: 7/1/2022
End Date: 6/30/2023

(i.) For Regular Educational Placements
To: Any Intermediate Unit, school district, or other educational entity that provides a regular educational program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services
Purpose: Payment of services for an estimated 1,000 regular education students
Payment Amount: Aggregate amount not to exceed $3,000,000
Locations: Non-School District of Philadelphia facilities in Pennsylvania and out-of-state
Description: An estimated 1,000 Philadelphia students in residential institutions, partial hospitalizations, unpaid foster homes, and incarceration institutions are expected to receive their regular educational programs in school districts, intermediate units, and other educational institutions which are non-School District of Philadelphia facilities. Payments for previous years were made to Intermediate Units (Berks County, Bucks County, Chester County, Colonial, Northampton, Delaware County, Lancaster Lebanon, Luzerne County, Montgomery County, Northeastern), and School Districts (Allegheny Clarion Valley; Antietam; Bensalem Township, Bethlehem Area; Bensalem Township; Bloomsburg Area; Bradford Area; Butler Area; Centennial; Central Bucks; Central Susquehanna; Central York; Colonial; Connellsville Area; Conrad Weiser; Deer Lakes; Derry Area; Eastern York; Easton Area; Elizabethtown Area; Erie City; Franklin Area; Garnet Valley; Governor Mifflin; Grove City Area; Greater Latrobe; Hatboro Horsham; Hempfield; Jim Thorpe; Lancaster; Marple Newtown; Mars; Montour; Neshaminy; Norristown Area; Northampton Area; North Penn; Pennsbury; Pennridge; Pequea Valley; Pittsburgh; Pittston Area; Radnor; Red Lion; Rose Tree Media; Salisbury Township; Souderton Area; South Park; Southern Lehigh; Springfield Township; Twin Valley; Upper Darby; Upper Dublin; Waynesboro Area; Western Wayne; West Chester Area; Western Wayne; Wilson; Wilson Area; Wissahickon), and Behavioral Health Treatment Centers (Belmont Behavioral Hospital, Therapeutic Center at Fox Chase, Friends Hospital, and UHS of Pennsylvania).

(ii.) For Special Educational Placements, In-State
To: Any Intermediate Unit, school district, or other educational entity that provides a special educational program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services

Purpose: Payment of services for an estimated 800 special education students
Payment Amount: Aggregate amount not to exceed $16,000,000
Locations: Non-School District of Philadelphia facilities in Pennsylvania
Description: An estimated 800 Philadelphia students in residential institutions, partial hospitalizations, unpaid foster homes, and incarceration institutions are expected to receive their special educational programs in school districts, intermediate units, and other educational institutions which are non-School District of Philadelphia facilities. Payments for previous years were made to Intermediate Units (Bucks County, Chester County, Colonial, Northampton, Delaware County, Montgomery County, Northeastern, Northwest Tri-County), and school districts (Allegheny Clarion Valley; Antietam; Bensalem Township, Bethlehem Area; Bensalem Township; Bloomsburg Area; Bradford Area; Butler Area Centennial; Central Bucks; Central Susquehanna; Central York; Colonial; Connellsville Area; Conrad Weiser; Deer Lakes; Derry Area; Eastern York; Easton Area; Elizabethtown Area; Erie City; Franklin Area; Garnet Valley; Governor Mifflin; Grove City Area; Greater Latrobe; Hatboro Horsham; Hempfield; Jim Thorpe; Lancaster; Marple Newtown; Mars; Montour; Neshaminy; Norristown Area; Northampton Area; North Penn; Pennsbury; Pennridge; Pequea Valley; Pittsburgh; Pittston Area; Radnor; Red Lion; Rose Tree Media; Salisbury Township; Souderton Area; South Park; Southern Lehigh; Springfield Township; Twin Valley; Upper Darby; Upper Dublin; Waynesboro Area; Western Wayne; West Chester Area; Western Wayne; Wilson; Wilson Area; Wissahickon).

(iii.) For Special Educational Placements, Out-of-State
To: Any out-of-state educational entity that provides a special educational program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services
Purpose: Payment of services for an estimated 60 special education students
Payment Amount: Aggregate amount not to exceed $2,000,000
Location: Non-School District of Philadelphia facilities outside of Pennsylvania
Description: An estimated 60 Philadelphia students in residential institutions, partial hospitalizations, unpaid foster homes, and incarceration institutions are expected to receive their special educational programs in out of state facilities, school districts, intermediate units, and other educational institutions which are non-School District of Philadelphia facilities. This proposal addresses payment of services for an estimated 60 Out of State Special Education Students placed by non-educational entities for the 2022-2023 fiscal year including some out of state placements. Payments for previous years were made to Bancroft Neurohealth, Benchmark Behavioral Health Services, Keystone Richland Center, Legacy Treatment Services, Millcreek of Arkansas, Sandy Pines Behavioral and Sequel of New Jersey.

(iv.) For Best Interest Determinations
To: Any district or other educational entity that provides a program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services
Purpose: Payment of services for an estimated 5 regular education students
Payment Amount: Aggregate amount not to exceed $100,000
Location: Non-School District of Philadelphia facilities outside of Philadelphia
Description: An estimated 5 Philadelphia students in other districts, expected to receive their educational program in other school districts per a Best Interest Determination. This proposal addresses payment of services for an estimated 5 estimated students for the 2022-2023 fiscal year.

Office Originating Request: Finance

Action Item - 12.

Title: Contracts with Various Vendors - Use of Title I, Title II, Title III and CARES Act Grants for Non-Public Schools ($40,000,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
Catapult Learning, LLC
CORA Services, Inc.
FACTS Education Solutions, LLC
Learn It Systems, LLC

Purpose:
To provide Title I, Title II and Title III instruction, professional development, parental involvement and related services to non-public schools; and to provide services allowable under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act to non-public schools using the same contractors competitively selected to provide service to non-public schools under federal education Titles I, II, III and IV

Start date: 7/1/2022

End date: 6/30/2023

Compensation not to exceed: $40,000,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $40,000,000.

Location:
Non-Public School Programs

Renewal Options: No

Description:
The School District of Philadelphia is required by federal law to provide, from its federal Title I, Title II, Title III and Title IV awards, an equitable share of services to non-public schools with Philadelphia students. The District must provide educational services directly or contract with vendors to provide these services based on the selection of a contractor by each of the non-public schools. At the request of non-public schools, the services are provided by

contractors. The District manages the contractor provision of services and regularly consults with non-public schools to ensure services are delivered effectively and efficiently. At this time, the District does not know the dollar amount of the Title I, Title II and Title III allocations to non-public schools overall, and non-public schools have not selected the contractors to provide services. The expected outcome of these contracts is improved academic performance of non-public school students.

The allocation to schools and the contractors selected are subject to consultation between the District and non-public schools. To ensure approvals are secured and services begin immediately after June 30, 2022, an aggregate amount is listed for payments to all contractors with final, specific allocations to be made for each contractor when amounts are determined.

Funding Source(s):
FY23 Federal Categorical

Office Originating Request: Finance

Action Item - 13.

Title: Authorization of Increased Outside Counsel Fees for FY22 ($950,000) and to Extend Authorization for FY23 ($5,000,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the General Counsel or her designee, to (i) increase payments in Fiscal Year 2022 made for outside legal services to previously approved firms and an additional firm, and (ii) extend authorization for an additional year, subject to funding, as follows:

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

Troutman Pepper Hamilton Sanders LLP
Turner Law, P.C.
Welsh & Recker P.C.
Wilson Elser, Moskowitz, Edelman & Dicker LLP
Wisler Pearlstine, LLP

Purpose: Increased authorization for outside counsel legal fees and costs in FY22, and extension of authorization to engage and pay outside counsel in FY23

Fiscal Year 2022

Start date for FY22 increase: 3/25/2022

End date for FY22 increase: 6/30/2022

Original compensation for FY22 not to exceed: $4,250,000 for FY22, with all entities to be paid out of the total aggregate amount

Additional compensation for FY22 not to exceed: $950,000

New total FY22 compensation not to exceed: All entities will be paid from the FY22 new aggregate amount of $5,200,000.

Fiscal Year 2023

Start date for FY23 authorization: 7/1/2022

End date for FY23 authorization: 6/30/2023

Compensation for FY23 not to exceed: $5,000,000, with all entities to be paid out of the FY23 total aggregate amount.

Location(s): Administrative Offices

Description:

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

In June 2019, the Board authorized OGC to spend $4,250,000 per year for FY20-FY22 on outside legal services following a Request for Qualifications (RFQ) in 2019. In March 2021, the Board authorized an increase to $5,750,000 for FY21, of which OGC spent under $5,500,000. For FY22, OGC is again projecting an annualized need to spend more in fees and costs than the previously authorized amount for various reasons, such as need for specific expertise in highly technical and regulated areas, document-intensive matter support, medical and maternity leaves, vacancies, and hiring challenges notwithstanding concerted efforts to fill all vacancies. Those vacancies have accounted for salary and benefits savings in OGC of approximately $600,000 in FY22. Based on forecasting for the remainder of this year and next year, this action item seeks authorization to raise spending for outside legal support in FY22 from $4,250,000 to $5,200,000, and to extend OGC's authority to retain the above-named firms and pay legal fees and costs of up to $5,000,000 in FY23. OGC plans to do a new RFQ for outside legal services during early 2024.

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

Funding Source(s): Operating

Office Originating Request: General Counsel

Action Item - 14.

Title: Change Orders With Various Vendors ($551,178)

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform amendments of contracts to account for change order modifications to on-going construction projects at various locations, as follows:
With:
Eagle Mechanical, Inc.
Ernest Bock & Sons, Inc.
Madden Electric Associates, Inc
PT Mechanical Group, LLC
Mulhern Electric Company, Inc.
TE Construction Services, LLC
C.A.D. Electric, Inc.
Chadwick Service Company
Edward J. Meloney, Inc.
Five Star, Inc.
The Bedwell Company
Allstates Mechanical, Ltd.
Dolan Mechanical, Inc.
Lex Electric Company, Inc.
McGoldrick Electric Inc.

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

Start Date: 3/25/22

End Date: Through completion dates for previously approved contracts

Compensation not to exceed: $551,178

Separate Compensation by Vendor and Locations:
Eagle Mechanical, Inc. - Plumbing Contract - Major Renovation and Addition at Allen, Ethan Elementary School; $6,412
PT Mechanical Group, LLC - Mechanical Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; $1,679
Mulhern Electric Company, Inc. - Electrical Contract - Classroom Modernization at Cramp, William Elementary School; $5,413
Edward J. Meloney, Inc. - Mechanical Contract - Air Conditioning Upgrade at Northeast High School; $28,880
Five Star, Inc. - Plumbing Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $7,156

The Bedwell Company - General Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $95,094
Chadwick Service Company - Plumbing Contract - Major Renovation at Rhoads, James Elementary School; $2,050
Lex Electric Company, Inc. - Electrical Contract - Major Renovation and Addition at Richmond Elementary School; $56,693
Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School; $136,725
Madden Electric Associates, Inc. - Electrical Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; $3,903
TE Construction Services, LLC - General Contract - Classroom Modernization at Cramp, William Elementary School; $5,415
C.A.D. Electric, Inc. - Electrical Contract - Major Renovation at Dobbins, Murrell Area Vocational Technical High School; $18,054
PT Mechanical Group, LLC - Mechanical Contract - HVAC Major Renovation at Hartranft, John F. Elementary School; $49,606
Chadwick Service Company - Plumbing Contract - Plumbing Renovation Work at Morrison, Andrew J. Elementary School; $3,562
TE Construction Services, LLC - General Contract - Mechanical Plant Replacement at Pennell, Joseph Elementary School; $13,376
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation at Rhoads, James Elementary School; $9,548
Dolan Mechanical, Inc. - Plumbing Contract - Major Renovation and Addition at Richmond Elementary School; $19,000
Ernest Bock & Sons, Inc. - General Contract - New Construction at Solis-Cohen, Solomon Elementary School; $70,824
McGoldrick Electric Inc. - Electrical Contract - New Construction at Solis-Cohen, Solomon Elementary School; $11,720
TE Construction Services, LLC - General Contract - Elevator Replacement at Webster, John H. Elementary School; $6,068

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

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

Funding Source:
FY 22 Capital Budget

Related resolutions(s)/approval(s):
August 20, 2020; Nos. 11 and 12
April 22, 2021; Nos. 16-18

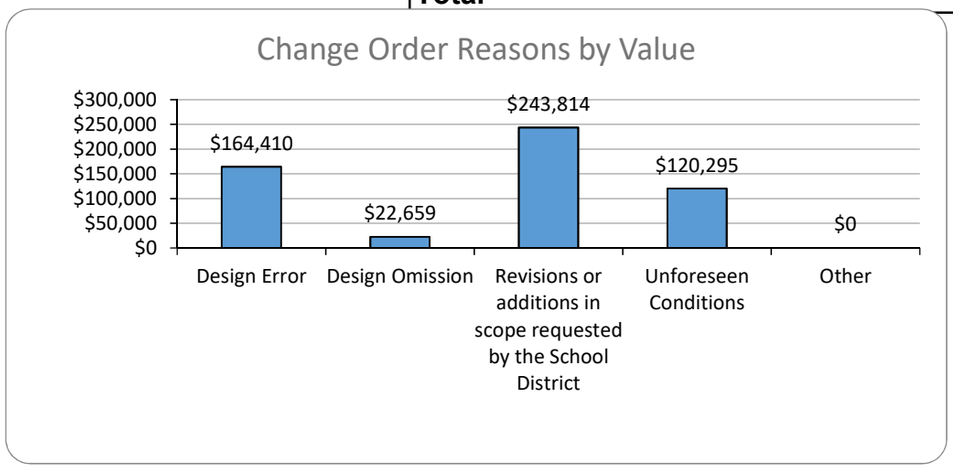
June 24, 2021; No. 30
January 28, 2021; No. 11
January 30, 2020; No. 24
February 16, 2017; No. 20
May 27, 2021; No. 32
March 25, 2021; No. 20
October 18, 2018; No. 7

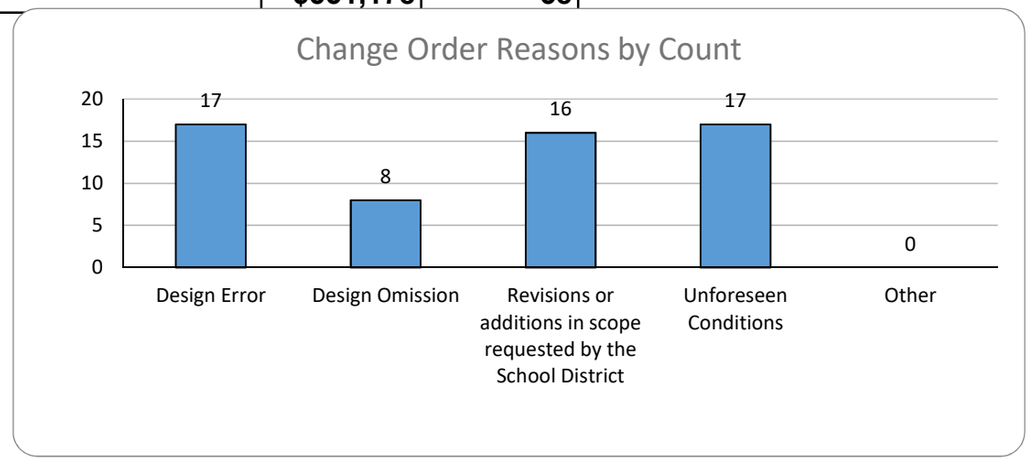
Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Change Order Analysis 3.24.22	Supporting Document

OFFICE OF CAPITAL PROGRAMS-CONTRACT COMPLIANCE		
Analysis of the Change Orders Approved from March 24, 2022		
Reason for Change Order	**Amount**	**# of CO's**
Design Error	$164,410	17
Design Omission	$22,659	8
Revisions or additions in scope requested by the School Distric	$243,814	16
Unforeseen Conditions	$120,295	17
Other	$0	0
Total	**$551,178**	**58**





(Details Below)

CO Number	Contractor	Location	Type Of Work	Description of Change	Explanation	Reason	Board Date	Requested	Negotiated	Savings
18	Eagle Mechanical, Inc.	Allen, Ethan Elementary School	Plumbing Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to demolish the existing toilet and sink in toilet room (#7). Provide new domestic water rough in, new sanitary rough in and a new mop sink.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The space is being repurposed as a utility space, due to nineteen (19) inch elevation change.	Design Error (s)	3/24/2022 Thursday	$6,412.00	$6,412.00	$0.00
13	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to form and pour twenty three (23) linear feet of concrete wall and ten and a half (10.5) linear foot of concrete curb wall at south side, at cafe ramp.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Modifications were required for the existing door operation and to permit access of the electrical closet.	Design Error (s)	3/24/2022 Thursday	$14,627.00	$10,652.00	$3,975.00
14	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to furnish and install T-1 tile in lieu of the specified ceramic wall tile (CWT) in Corridor 'C' of the first, second and third floors.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The revised tile size and color selection, resulted in an increased cost.	Design Omission (s)	3/24/2022 Thursday	$4,689.00	$4,689.00	$0.00
15	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to increase the fire proofing from the specified one (1) hour to two (2) hours, between the elevator machine room and the corridor.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. This was necessary to meet code requirements.	Design Error (s)	3/24/2022 Thursday	$9,425.00	$8,640.00	$785.00
16	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to replace 4" x 4" broken, cracked or missing ceramic wall tile (CWT) at several locations in the kitchen.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Renovation work was required at the chase wall, however repair and replacement of existing ceramic tile was not included in the scope of work.	Design Error (s)	3/24/2022 Thursday	$3,055.00	$3,055.00	$0.00
17	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide the labor, material and equipment necessary to furnish and install a newer type of Tectum ceiling panels on the gymnasium ceilings and walls. Provide an acoustical sound barrier using drywall ceiling grid and panels in rooms 307, 308 and 311.	School District Request, upgrade and provide additional panels to increase sound barrier requirements, essential for the LEED grant.	Requested by School District	3/24/2022 Thursday	$111,489.00	$109,689.00	$1,800.00
2	Madden Electric Associates, Inc	Blankenburg, Rudolph Elementary School	Electrical Contract - New Cafeteria	Provide labor, material and equipment necessary to furnish and install one one (1) 20amp dedicated elwctrical circuit for the air handling unit (AHU) control panels.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Electrical circuit was required to provide power to operate the air handling unit.	Design Omission (s)	3/24/2022 Thursday	$641.00	$641.00	$0.00
3	Madden Electric Associates, Inc	Blankenburg, Rudolph Elementary School	Electrical Contract - New Cafeteria	Provide labor, material and equipment necessary to furnish and install 3/4" rigid conduit, THHN wire and all necessary fittings for the new hot water heater circulating pump, to be wired back to electrical panel BP in the boiler room.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Electrical circuit was required to provide power to operate the new hot water heater.	Design Omission (s)	3/24/2022 Thursday	$3,262.00	$3,262.00	$0.00
1	PT Mechanical Group, LLC	Blankenburg, Rudolph Elementary School	Mechanical Contract - New Cafeteria	Provide labor, material and equipment necessary to relocate existing steam condensate line on east wall.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Relocation of the condensate line was required to accommodate new kitchen equipment.	Design Omission (s)	3/24/2022 Thursday	$1,906.00	$1,679.00	$227.00
1	Mulhern Electric Company, Inc.	Cramp, William Elementary School	Electrical Contract - Classroom Modernization	Provide the labor, material, and equipment necessary to lay-out wall and glue boxes, so the abatement team can drill holes into asbestos containing material (ACM) paint.	Additional work implemented at the request of the school district to facilitate the coordination of ongoing abatement activities. This occurrance was based on the existing presence of asbestos/lead paint.	Requested by School District	3/24/2022 Thursday	$3,150.00	$3,070.00	$80.00
2	Mulhern Electric Company, Inc.	Cramp, William Elementary School	Electrical Contract - Classroom Modernization	Provide the labor, material, and equipment necessary to re-install speaker and wireless access point (WAP) boxes at a lower elevation.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The electrical devices had to be lowered to accommodate the reduced ceiling height.	Design Error (s)	3/24/2022 Thursday	$2,628.00	$2,343.00	$285.00
1	TE Construction Services, LLC	Cramp, William Elementary School	General Contract - Classroom Modernization	Prove the labor, material, and equipment necessary to remove existing asbestos (ACM) tile in four (4) alcoves outside of the classrooms (corridor 3, 4, 6A & 6B).	Additional work implemented at the request of the school district to facilitate the coordination of ongoing abatement activities.	Requested by School District	3/24/2022 Thursday	$2,848.00	$2,187.00	$661.00
2	TE Construction Services, LLC	Cramp, William Elementary School	General Contract - Classroom Modernization	Provide the labor, material, and equipment necessary to core drill forty-six (46) holes above classroom doors from corridor.	Additional work implemented at the request of the school district to facilitate the coordination of ongoing abatement activities. This occurrance was based on existing presence of asbestos/lead paint.	Requested by School District	3/24/2022 Thursday	$3,599.00	$3,228.00	$371.00
71	C.A.D. Electric, Inc.	Dobbins, Murrell Area Vocational Technical High School	Electrical Contract - Major Renovation	Provide the labor, material, and equipment necessary to repair fire alarm system, install light switchs, light fixtures, circuit wiring, install ceiling grid in areas throughout the facility.	Additional work implemented at the request of the school district to ensure project completeness at this location. The additional electrical work was required to meet code requirements.	Requested by School District	3/24/2022 Thursday	$18,472.00	$18,054.00	$418.00
2	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide the labor, materials and equipment necessary to perform additional ACM removal of vinyl composition tile (VAT) and glue dots in room 214.	School District Request. Abatement was required to install the new unit ventilators on the floor, instead of wall mounted.	Requested by School District	3/24/2022 Thursday	$2,622.00	$2,622.00	$0.00
3	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide the labor, materials and equipment necessary to install additional metal end cabinets on the unit ventilators to match the new.	Additional work implemented to remediate an existing unforeseen condition. New end cabinets are necessary due to deteriorated condition of the existing wood cabinets.	Unforeseen Conditions	3/24/2022 Thursday	$8,248.00	$8,248.00	$0.00
4	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide labor, material and equipment to provide temporary cooling units for rooms on the second (2nd) floor.	Additional work implemented at the request of the school district to ensure project completeness at this location. This is for teachers return for classroom set up.	Requested by School District	3/24/2022 Thursday	$13,298.00	$13,298.00	$0.00
5	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide the labor, materials and equipment necessary to sketch new ductwork and connect to existing system.	Additional work implemented to remediate an existing unforeseen condition. Unit in library office required reconfiguration of new ductwork to connect to the existing system and complete mechanical operation.	Unforeseen Conditions	3/24/2022 Thursday	$1,197.00	$890.00	$307.00
6	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide the labor, materials and equipment necessary to perform insulation work and to accelerate the schedule.	Additional work implemented at the request of the school district to ensure project completeness at this location. To meet the return of students and teachers before September.	Requested by School District	3/24/2022 Thursday	$8,235.00	$8,235.00	$0.00
7	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide the labor, materials and equipment necessary to demolish, cap existing ductwork, provide sketch, fabricate, & install new supply and outside air ductwork for unit ventilator.	Additional work implemented to remediate an existing unforeseen condition. Ductwork conditions were unknown until demolition, reconfiguration of new ductwork was required to properly ventilate the area.	Unforeseen Conditions	3/24/2022 Thursday	$6,270.00	$6,270.00	$0.00
8	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide the labor, materials and equipment necessary to provide labor to demolish, sketch, fabricate, & install new supply and outside air ductwork for unit vents eleven (11) and twelve (12\.	School District Request. The new unit ventilators will require new supply ductwork be fabricated and installed to feed the existing diffuser.	Requested by School District	3/24/2022 Thursday	$8,215.00	$8,215.00	$0.00
9	PT Mechanical Group, LLC	Hartranft, John F. Elementary School	Mechanical Contract - HVAC Major Renovation	Provide the labor, materials and equipment necessary to install new bug screen at the air handling unit (AHU) intake louvers.	Additional work implemented to remediate an existing unforeseen condition. The screens are being added to eliminate insects, birds and rodents from getting into the air handler system and ductwork.	Unforeseen Conditions	3/24/2022 Thursday	$2,017.00	$1,828.00	$189.00
1	Chadwick Service Company	Morrison, Andrew J. Elementary School	Plumbing Contract - Plumbing Renovation Work	Provide the labor, material and equipment necessary to rework the existing four (4") vent line, tie into the adjacent vent, add hangers to the existing four (4") vent riser and capped the abandoned six (6") riser.	Additional work implemented to remediate an existing unforeseen condition. This work was required to properly connect the new vent line into the existing line for the new bathroom fixtures.	Unforeseen Conditions	3/24/2022 Thursday	$3,736.00	$3,562.00	$174.00
1	Edward J. Meloney, Inc.	Northeast High School	Mechanical Contract - Air Conditioning Upgrade	Provide labor, materials and equipment necessary to remove existing new 220 voltage air condiion (AC) units and replace with new 110 voltage AC units.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The air condition units had to be replaced to accomdate the existing 110 voltage electrical power.	Design Error (s)	3/24/2022 Thursday	$9,625.00	$9,625.00	$0.00
2	Edward J. Meloney, Inc.	Northeast High School	Mechanical Contract - Air Conditioning Upgrade	Provide labor, materials and equipment necessary to install additional split system and related materials to provide air condition in Mail Room 107.	School District Request. This is required to supply fresh air in the area for health considerations.	Requested by School District	3/24/2022 Thursday	$12,014.00	$12,014.00	$0.00
3	Edward J. Meloney, Inc.	Northeast High School	Mechanical Contract - Air Conditioning Upgrade	Provide labor, materials and equipment necessary to supply temporary air condition/heat for the music room.	Additional work implemented to remediate an existing unforeseen condition. This room has no ventilation, fresh air was supplied to the area for health concerns of the students and teachers.	Unforeseen Conditions	3/24/2022 Thursday	$3,938.00	$3,938.00	$0.00
4	Edward J. Meloney, Inc.	Northeast High School	Mechanical Contract - Air Conditioning Upgrade	Provide labor, material and equipment necessary to install two (2) owner furnished window A/C units in rooms 175 and 175A. This includes furnish and install aluminum frames necessary to help support the air condition (A/C) units.	School District Request. Fresh air was supplied to the occupied rooms, for health concerns for students and teachers.	Requested by School District	3/24/2022 Thursday	$3,303.00	$3,303.00	$0.00
1	TE Construction Services, LLC	Pennell, Joseph Elementary School	General Contract - Mechanical Plant Replacement	Provide labor, material and equipment necessary to furnish and install chain link fence surrounding PGW piping, add temporary fence panels to section off the parking area from the schoolyard, install enclosure surrounding the dumpsters, and removal of the underground storage tank (UST).	Additional work implemented to remediate an existing unforeseen condition. This work was required to secure areas, protect the equipment, and ensure safety of students, teachers and the community.	Unforeseen Conditions	3/24/2022 Thursday	$13,599.00	$13,376.00	$223.00
8	Five Star, Inc.	Pratt, Anna B. Elementary School	Plumbing Contract - Major Renovation Phase 2	Provide labor, material and equipment to Install eight (8") gas valve to the main gas line in the sub-basement.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. A gas valve was provided to allow for a future connection without needing to shutdown the gas system.	Design Omission (s)	3/24/2022 Thursday	$3,423.00	$3,423.00	$0.00
9	Five Star, Inc.	Pratt, Anna B. Elementary School	Plumbing Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to instal two (2) locking gas valves to domestic hot water heaters and one to the kitchen. Install a vented regulator to reduce pressure.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Installation of the regulators and lock-out valves was a requirement for PGW to provide gas to the facility.	Design Omission (s)	3/24/2022 Thursday	$2,101.00	$2,101.00	$0.00
10	Five Star, Inc.	Pratt, Anna B. Elementary School	Plumbing Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to instal 1/2" gas piping and valves to the existing boiler pilot light system.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Gas is required for the pilot light to operate the existing oil run boilers.	Design Omission (s)	3/24/2022 Thursday	$796.00	$796.00	$0.00

11	Five Star, Inc.	Pratt, Anna B. Elementary School	Plumbing Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to remove the specified sink and install a less deep sink of equal quality in the faculity toilet room 105A.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The door swing hit the newly installed sink, which was replaced, so the restroom door does not hit the sink.	Design Error (s)	3/24/2022 Thursday	$836.00	$836.00	$0.00
6	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to remove existing transom window and partial concrete soffit at door (112). Construct a new rated masonry wall, drywall soffit and paint.	Additional work implemented to remediate an existing unforeseen condition. Existing structural conditions were inadequate, reconstruction of a masonry wall was required to properly support the area.	Unforeseen Conditions	3/24/2022 Thursday	$8,146.00	$7,997.00	$149.00
7	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide labor, materials and equipment necessary to remove existing bricks approximately ten feet (10') x six feet (6'). Reinstall existing and new brick in the exterior wythe using support ties.	Additional work implemented to remediate an existing unforeseen condition. Reconstruction to provide structural integrity of the wall is required to install the new restroom windows.	Unforeseen Conditions	3/24/2022 Thursday	$10,363.00	$9,963.00	$400.00
8	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to frame and drywall patch area below sinks in Boy's toilet room (108).	Additional work implemented to remediate an existing unforeseen condition. This work was required to maintain the tile contractors schedule, avoid delays, and meet the school opening completion date.	Unforeseen Conditions	3/24/2022 Thursday	$2,093.00	$2,093.00	$0.00
9	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to excavate for sanitary lines at restrooms B-03 and B-04. The contractor is to repair concrete flooring upon installation of sanitary piping.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contractor was required to excavate the existing slab to install sanitary pipe, since crawl space access was not possible.	Design Error (s)	3/24/2022 Thursday	$33,729.00	$33,440.00	$289.00
10	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to undercut inside footings and excavate remainder of soil under stair treads and landing and backfill.	Additional work implemented to remediate an existing unforeseen condition. Removal of unsuitable soil was necessary to provide the soil compaction requirements.	Unforeseen Conditions	3/24/2022 Thursday	$11,439.00	$11,439.00	$0.00
11	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to work the glazing subcontractor overtime to complete the work.	Additional work implemented at the request of the school district to ensure project completeness at this location. To ensure all windows would be in place when the school was occupied on August 31, 2021.	Requested by School District	3/24/2022 Thursday	$11,278.00	$11,278.00	$0.00
12	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to provide two (2) new floor penetrations for the vertical exhaust duct through the building.	Additional work implemented to remediate an existing unforeseen condition. The two (2) new additional floor penetrations were required for the grease exhaust duct to be installed.	Unforeseen Conditions	3/24/2022 Thursday	$5,640.00	$5,640.00	$0.00
13	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to enlarge four (4) floor penetrations for new grease duct. This is for all three (3) floors and the roof.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The existing floor penetrations needed to be expanded to fit the new grease duct.	Design Error (s)	3/24/2022 Thursday	$13,244.00	$13,244.00	$0.00
3	Allstates Mechanical, Ltd.	Rhoads, James Elementary School	Mechanical Contract - Major Renovation	Provide labor, materials and equipment necessary to install electrical communication from gas booster pump to energy recovery unit on roof.	School District Request. This will control the booster motor, decrease wear and tear, and increase the life span of the motor.	Requested by School District	3/24/2022 Thursday	$9,548.00	$9,548.00	$0.00
10	Chadwick Service Company	Rhoads, James Elementary School	Plumbing Contract - Major Renovation	Provide labor, material, and equipment necessary to clean and flush out all clogged floor drain piping, before attaching new floor drains and associated piping.	Additional work implemented to remediate an existing unforeseen condition. The existing underground pipe needed to be unclogged, prior to installation of new piping for floor drains to function properly.	Unforeseen Conditions	3/24/2022 Thursday	$2,050.00	$2,050.00	$0.00
11	Dolan Mechanical, Inc.	Richmond Elementary School	Plumbing Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to remove and replace four (4) water closets with four (4) new child size water closets, remove and re-install existing water closet and lavatory in Bathroom 106 with new flush valve, install water closet in Room 105, and provide new access panels.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. New smaller, child size water closets were required to accommdate the students.	Design Error (s)	3/24/2022 Thursday	$19,118.00	$19,000.00	$118.00
25	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to relocate utility meter in gear room.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Relocation of the utility meter was required to meet PECO acceptance.	Design Error (s)	3/24/2022 Thursday	$2,031.00	$2,031.00	$0.00
26	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to relocate safety switch and variable frequency drives.	Additional work implemented to remediate an existing unforeseen condition. Factory installed variable frequency drives and safety switch was relocated for accessibility within the area.	Unforeseen Conditions	3/24/2022 Thursday	$4,366.00	$4,366.00	$0.00
27	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to install grounding of gas meter enclosure fencing.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Grounding of the gas meter fence enclosure is required by code and safety issue.	Design Error (s)	3/24/2022 Thursday	$4,302.00	$4,302.00	$0.00
28	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to retrofit classroom 309 computer lab based on furniture layout. Add six (6) dedicated 120 volt power circuits, terminate at panel, and rework telephone and data cables to new locations.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The additional electrical requirements were necessary to conform to the new furniture layout.	Design Error (s)	3/24/2022 Thursday	$14,711.00	$14,711.00	$0.00
29	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to install four (4) dedicated circuits to electrical panel.	Additional work implemented to remediate an existing unforeseen condition. The existing electrical wiring for the lighting circuits to be removed, were connected to other areas, which will still require power.	Unforeseen Conditions	3/24/2022 Thursday	$10,562.00	$10,562.00	$0.00
30	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to install new lighting control system and associated conduit.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The lighting control system was required to be compatible with the low bay light fixture operation.	Design Error (s)	3/24/2022 Thursday	$20,721.00	$20,721.00	$0.00
101	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide the labor, material and equipment necessary to provide mandated COVID cleaning services.	Additional work implemented to remediate an existing unforeseen condition. Provide Government mandated COVID cleaning services at site for the week of Nov. 30, 2020 thru Dec 4, 2020.	Unforeseen Conditions	3/24/2022 Thursday	$4,207.00	$4,207.00	$0.00
102	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to remove specified four (4') foot wide concrete walkway and replace with an eight (8') foot wide concrete walkway and fill in any contour spaces at the main entrance gates.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The eight (8) foot wide concrete walkway was necessary to agree with the width of the new eight (8) foot main gate.	Design Error (s)	3/24/2022 Thursday	$7,030.00	$7,030.00	$0.00
104	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to extend the three hundred (300) amp feed from new modular trailers to four (4) existing trailers.	School District Request. The electrical service was necessary to provide power to the trailers and increase classroom space.	Requested by School District	3/24/2022 Thursday	$22,447.00	$20,195.00	$2,252.00
105	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to supply twenty-eight (28) days of mandated COVID cleaning services.	Additional work implemented to remediate an existing unforeseen condition. Provide Government mandated COVID cleaning services at the site, as required.	Unforeseen Conditions	3/24/2022 Thursday	$24,138.00	$23,866.00	$272.00
107	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to increase the amount of staff mailboxes from the current twenty-four (24) to eighty (80).	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. This was required to meet the current number of teachers at the facility.	Design Error (s)	3/24/2022 Thursday	$8,552.00	$7,811.00	$741.00
108	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to furnish additional cleaning services at the facility.	Additional work implemented at the request of the school district to ensure project completeness at this location. To prepare for the ribbon cutting ceremony on November 10, 2021.	Requested by School District	3/24/2022 Thursday	$7,989.00	$7,158.00	$831.00
109	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to reconfigure the ceilings on the second floor 'B' and main office area, using five (5) curvature clouds in lieu of the specified metal soffits.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The new cloud ceilings had to be reconfigured in order to fit the designated areas.	Design Error (s)	3/24/2022 Thursday	$1,929.00	$557.00	$1,372.00
31	McGoldrick Electric Inc.	Solis-Cohen, Solomon Elementary School	Electrical Contract - New Construction	Provide labor, material and equipment necessary to supply additional manpower to oversee the building 'air tightness' test for the Commissioning agent.	Additional work implemented at the request of the school district to ensure project completeness at this location.	Requested by School District	3/24/2022 Thursday	$12,611.00	$11,720.00	$891.00
1	TE Construction Services, LLC	Webster, John H. Elementary School	General Contract - Elevator Replacement	Provide labor, material and equipment necessary to furnish and install a new module, relays and brackets required to program the existing fire alarm panel.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The additional work was required so the existing fire alarm system will be compatible with the new smoke detectors that are part of this elevator contract.	Design Omission (s)	3/24/2022 Thursday	$6,388.00	$6,068.00	$320.00

Action Item - 15.

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

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

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

Purpose:
Safe Path Safety Corridor Program to support school and community safety and outreach in identified high needs school corridors

Start date: 3/28/2022

End date: 6/30/2023

Compensation not to exceed: $505,819

Location:
Schools and surrounding areas to: Motivation High School, Sayre High School, Roxborough High School, Lincoln High School, Edison High School, Northeast High School, and Bartram High 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 is leading the development and administration of a Safe Path school and community safety corridor program. The Safe Path program will provide extra supervision to support student safety during school dismissal. A contract is needed to establish a partnership with a community-based organization to hire Safe

Path staff. The Institute for the Development of African American Youth, Inc. (IDAAY) is recommended as the contract partner for the initiation of the Safe Path program.

The program and the IDAAY contract will be measured based on the ability to meet the following targeted outcomes in areas where the program is active:

- Reduction of serious incidents
- Improved attendance
- Increased perceptions of safety

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

Funding Source(s):
FY22, FY23, FY24 Grant funds

Office Originating Request: Operations - School Safety

Action Item - 16.

Title: Contracts with Various Vendors for Electrical Repairs and Service ($6,500,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
C.A.D. Electric, Inc.
Lex Electric, Inc.
Carr and Duff Electric, Inc.

Purpose:
On-call electrical repairs and maintenance

Start date: 3/25/2022

End date: 2/28/2025

Compensation not to exceed: $6,500,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $6,500,000.

Location:
All Schools

Renewal Options: Yes

Number of Options: 2

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

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

Description:
The Department of Maintenance Services has identified a need for on-call electrical repair and maintenance services. These contracts are needed to provide electrical repairs and service, including replacement of aging circuit systems and wiring, whole electrical system

upgrades for window AC unit installations, and repairs of faulty wiring. Given the age of District buildings, these repairs are vital to keeping school environments conducive to learning.
These contracts are being entered into following a low-dollar bid process, which is required under School Code Section 751 for repairs to school buildings, including electrical repairs. This contract helps meet the Operations division's goal of providing safe, clean and warm learning environments for students. The contractors will be evaluated based on the quality of work, adherence to pricing, and responsiveness. This work has been performed in the past under previously awarded contracts. The Maintenance Department will oversee the performance of work under these contracts.

Funding Source(s):
FY22 Operating
FY23 Operating
FY24 Operating
FY25 Operating

Office Originating Request: Operations - Procurement

Action Item - 17.

Title: Contract with School Specialty Inc.and MeTEOR Education - Classroom Improvements-Early Literacy Initiative ($3,535,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
School Specialty, Inc.
MeTEOR Education

Purpose:
Procurement of furniture and equipment for classroom improvement projects supporting the District's early literacy initiative

Start date: 3/25/2022

End date: 12/31/2022

Compensation not to exceed: $3,535,000

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

Renewal Options: No

Description:
The approved and adopted FY22 Capital Improvement Plan (CIP) includes funding for classroom improvements at nine (9) schools identified as a part of the District's Early Literacy Initiative. The Office of Capital Programs works in collaboration with the Office of Early Education to select schools for the annual modernization projects. Schools are prioritized for participation based upon three main variables: (1) low reading proficiency levels as measured by 3rd grade PSSA-ELA scores; (2) effective implementation of the comprehensive early literacy framework; and (3) condition/readiness of facilities for modernization. The project budget includes the purchase of new furniture and equipment. The new furniture will support modern teaching and learning centers such as listening, writing and reading centers, and small group and large group instruction. Furniture will be procured

from vendors who are a part of the PA Commonwealth Cooperative Program. By using the identified vendors, we are guaranteed the lowest, most competitive price. The Office of Capital Programs will establish a delivery deadline for all spaces to be furnished in time for the opening of the new school year. This work is in support of the Operations goal to provide, safe and healthy learning environments for all students.

Goals and Guardrails
Goals 1 and 2: Every student reads on or above grade level.
Guardrail 1: Welcoming and Supportive Schools - Every school will be safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

Funding Source(s):
Capital Budget FY22

Office Originating Request: Operations - Capital Programs

Action Item - 18.

Title: Contract with MeTEOR Educaton for Furniture and Equipment at Mary M Bethune Elementary School ($1,400,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
MeTEOR Education

Purpose:
Purchase furniture and equipment for major renovation the Mary M. Bethune Elementary School

Start date: 3/25/2022

End date: 12/31/2023

Compensation not to exceed: $1,400,000

Location:
Bethune, Mary M. School

Renewal Options: No

Description:
The adopted Capital Improvement Plan (CIP) includes the major renovation at the Mary M. Bethune Elementary School. The project budget includes the purchase of new furniture and equipment for classrooms (regular and special education), small group instruction spaces, computer/technology, instructional material center (IMC), and cafeteria spaces. Furniture will be procured from vendors who are a part of the PA Commonwealth Cooperative Programs. By using the identified vendor we are guaranteed the lowest, most competitive price. The Office of Capital Programs has established delivery dates for all spaces to be furnished in a timely manner. By using the identified vendors, the School District is guaranteed the completion of each construction phase; the first phase will begin July, 2022. This work is in support of the Operations goal to provide safe and healthy learning environments for all students.

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

Funding Source(s):
FY22 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 19.

Title: Authorization to Enter into Agreements and Leases with the Philadelphia Authority for Industrial Development (PAID) to Fund, Contract and Sublease with one or more Developers or Construction Managers for the Development, Construction and Equipping of one or more Capital Projects for the School District ($145,000,000) - Added 3.3.2022 (Updated 3.22.2022)

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform agreements with the Philadelphia Authority for Industrial Development, including without limitation, intergovernmental cooperation agreements, purchase of assets agreements, leases and/or licenses, subject to funding, as follows:

With: Philadelphia Authority for Industrial Development (PAID)

Purpose: Intergovernmental cooperation agreements, purchase of assets agreements, leases and/or licenses with PAID in order to develop, construct and equip certain capital projects of the School District and the negotiation and preparation of any and all papers and documents and all filings, submissions or other actions by or on behalf of the School District necessary or appropriate for the development, construction, and equipping of one or more capital projects for the School District
Start date: 3/25/2022
End date: 6/30/2025
Costs of projects not to exceed: $145,000,000, inclusive of administrative services fees to PAID for all three projects that will not exceed one percent (1%) of total compensation paid to project developers or project construction managers, based upon a percentage of work completed, i.e., a maximum aggregate of $1,450,000. The $1,450,000 is not a flat fee nor is it paid at the outset of the project. The District will pay administrative services fees to PAID as the projects progress. The $1,450,000 amount is an aggregate for all three projects, not a per project amount, and constitutes a cap that may not be reached.

Location(s):
Alternative Middle Years (AMY) at James Martin
Cassidy, Lewis C. Academics Plus School
Holme, Thomas School

Description: The structure proposed in this action item is comprised of three school building projects to be developed with the help of PAID. The three projects recommended for an intergovernmental cooperation agreement with PAID are included in the approved FY22 capital budget or the Five Year Capital Improvement Program. The partnership with PAID is expected to provide additional oversight and assistance to the District, with the anticipated outcome of new school building constructed at reasonable cost, with greater efficiencies, and on time completion.

The partnership with PAID aligns with the requirements around the funding stream for

these projects. The School District was awarded federal ESSER grant funds, of $145,000,000, to be spent on projects that would enhance the health and safety of students. By regulation or law, all ESSER funds must be obligated by September 30, 2024. For the District to use the ESSER funds for construction projects on District property, the District must be the owner of or have at least 50 years' possession of the property(ies) where the funds would be spent. Given the aggressive grant timeframe, carrying out the three projects using a traditional Design-Bid-Build model is not feasible. And because the District must own or have at least 50 years' possession of the buildings to be eligible to use for the funding, a turn-key structure, whereby the District would convey property to a developer, is not technically viable. On the other hand, a structure involving PAID (managed by PIDC), would enable the District to lease properties to PAID, with PAID in turn subleasing the properties to a Developer or "CM at Risk" (collectively "developers") for the design and construction of the school projects on a timeline that complies with the grant's terms, while maintaining the District as the property owner. The Pennsylvania Department of Education, which administers the federal ESSER grant funding, has indicated they will approve use of the ESSER funds under this structure for the three enumerated projects.

Each of the new school buildings will be constructed on the same parcel on which it currently exists. Students attending each of the schools will be relocated before demolition of existing structures begins and after construction is completed. All of these projects should be completed, with students returned, by School Year 2024-2025. The AMY at James Martin and Thomas Holme projects will be carried out by a developer. The developer will provide design services, inclusive of planning, design and construction, while the Cassidy school project will be constructed by a CM at Risk given the stage of the project, as further described below.

The Projects

Alternative Middle Years at James Martin, located at 3350 Richmond Street, Philadelphia, PA 19134, serves 550 6th-8th grade students. The AMY at James Martin school project was approved for capital improvement and included in the adopted Capital Improvement Plan for FY21. This project is currently in the planning stage. Because the program of requirement is under development, using a developer is the appropriate structure. The scope of work for this project includes educational planning, design, building construction, site work including stormwater management systems, casework, furnishing, fixtures, equipment, communications, and security. The developer will be required to comply with the District's Educational Specifications, Design Guidelines, Technical Specifications, and program of requirement that are in place. This will set the standard of quality, size, and layout with which the developer must comply. The new building is being designed to serve approximately 550 6th-8th grade students in a, most likely, three-story, approximately 77,900 square foot space. The new school design will include 15 classrooms, three small group instruction rooms, an instructional media center, spaces for art and music, three science labs, a discovery commons, a gymnatorium, a cafeteria, and a full service kitchen. The school leadership, students, and parents will be engaged throughout the design and construction processes to provide input on public spaces on a quarterly basis.

Lewis C. Cassidy Academics Plus School, located at 6523 Lansdowne Avenue, Philadelphia, PA 19151, serves 600 children in Pre-K through 8th grade. The Cassidy school project was approved for capital improvement and included in the adopted Capital Improvement Plan for FY19, and the Office of Capital Programs retained

Ewing Cole, Inc. to provide professional architectural services pursuant to Board authorization given on June 25, 2020. The project is currently in the design phase under the direction of JMT, the District's Project Management firm, in conjunction with the Office of Capital Programs (OCP). The design is approximately ninety percent complete, including the program of requirement, standard of quality, defined systems and specifications. Therefore, a CM at Risk structure is appropriate and planned as part of the transactions with PAID. The scope of work for this project includes building construction, site work including stormwater management systems, casework, furnishing, fixtures, equipment, communications, and security. The newly constructed building will have a projected enrollment of 600 students. As being planned, the building will be three stories, with approximately 83,000 square feet. The new school design will include 27 classrooms, four small group instruction rooms, an instructional media center, spaces for art, music and science, a maker space, a gymnatorium, a cafeteria, and a full service kitchen. The school leadership, students, and parents have been engaged throughout the design process and provided input on murals, playground, community spaces and the general appearance of the school. These community meetings have been occurring on a quarterly basis during design and are expected to continue throughout the construction phase.

Thomas Holme School, located at 9125 Academy Road, Philadelphia, PA 19114, serves 950 Pre-K through 8th grade students. The Holme school project was approved for capital improvement and included in the adopted Capital Improvement Plan for FY20. This project is currently in the planning stage. Because the program of requirement is under development, using a developer is the appropriate structure. The scope of work for this project includes educational planning, design, building construction, site work including stormwater management systems, casework, furnishing, fixtures, equipment, communications, and security. The developer will be required to comply with the District's Educational Specifications, Design Guidelines, Technical Specifications, and program of requirement that are in place. This will set the standard of quality, size, and layout with which the developer must comply. The new building will most likely be three-stories, serving approximately 950 Pre-K through 8th grade students, in an approximately 113,850 square foot space. The new school design will include 35 classrooms, three small group instruction rooms, an instructional media center, spaces for art, music, and science, a dance studio, a discovery commons, a gymnatorium, a cafeteria, and a full service kitchen. The school leadership, students, and parents will be engaged throughout the design and construction processes to provide input on public spaces on a quarterly basis.

School District Oversight

OCP has developed the Design Guidelines, Educational Specifications, and Technical Specifications to ensure high quality construction that is responsive to the academic needs of our students. All three projects will be required to meet the School District's Program of Requirements, Design Guidelines and Technical Specifications, and Educational and Technical Specifications. The specifications include risk mitigation requirements to protect the District, such as payment and performance bond requirements, insurance requirements, and contingencies requirements. The School District, with PAID's assistance, will participate in vendor selection for design and construction through a Request for Proposal (RFP) process. PAID will issue the RFP, which will incorporate and be consistent with School contracting goals and provisions, including MWBE goals. The District will have responsibility with respect to the RFP, reviewing proposals, contract negotiations and preparation (in collaboration with PAID,

who will award the contracts), construction design approval/management, construction management and inspection, project controls/cost estimates, reviewing and approving invoices and payment, training, regular monitoring that the project is adhering to established standards, schedules and budgets, project close-out, and lease termination. (Additional information below.)

Services to be Rendered by PAID

As referenced above, the District will be paying a not-to-exceed capped fee to PAID. PAID will be collaborating with the District on the projects and providing a range of specific services. These include (i) executing and delivering leases with the School District and subleases with the developers; (ii) working with the District to create an RFP for developers of the respective construction projects that is mutually agreeable to the School District and PAID; issuing the RFP on behalf of the School District; (iii) participating as a member of the developer selection committee established by the School District and appointing each developer at the School District's direction; (iv) participating with the School District in the negotiation of agreements and contracts with developers and the subleases with the developers ("Developer Agreements"), and executing and delivering all Developer Agreements; and (v) managing the invoice process with developers. Developers will be required to submit invoices and necessary supporting documentation to PAID.PAID will review the invoices to ensure the invoices and accompanying back-up information are complete, and will submit a copy of the invoice with a requisition form to the School District.Upon receipt from the School District of written authorization and funds to pay the invoice, PAID will pay the developers.

Transaction Structure Benefits

PAID has significant experience with large scale construction programs for the City of Philadelphia and City-related authorities, and PDE has approved use of the federal funds for these projects. This structure moreover will result in several efficiencies and cost savings and, fits with the time constraints relating to the expenditure of the federal grant funds being used to fund construction of the projects (which must be spent by September 2024).

Furthermore, while no construction project is risk free regardless of how it is structured, certain assurances protecting the District will be embedded in the contract documents, and the District will be assuming no greater risk than is inherent in any of our construction contracts. The contracts PAID will enter into with the developers will require the developers to deliver the project for the cost of the work, but for no greater than a guaranteed maximum price. In this way, the risk of cost overruns shifts away from the District. The risk of overruns if the guaranteed maximum price is exceeded will contractually be borne by the developers. In addition, it is expected that the contracts will include liquidated damages and indemnification provisions. The School District will also mitigate risks in connection with these construction projects by reviewing the financials of the selected developers, and requiring warranties for the work performed and payment and performance bonds that are legally required on all District construction projects.

The District will maintain input and oversight for the project. The District's in-house team of architects, engineers, and construction professionals will allow the District to assign a complete project team for each of the three projects under development,

inclusive of a Design Project Manager, a Construction Project Manager, and inspectors. The developers will be required to complete the projects within the established budget and schedule under OCP's oversight and management. Progress will be monitored on a weekly basis against a baseline schedule that will be established by the developers within the first several weeks of their contract(s), all within the 30-month time frame allotted for the projects. OCP will be responsible for ensuring the project schedule is updated with the latest information by developers so that it is never more than three business days out of date. For variances on critical milestones greater than five business days, the developers will be issued a written request to provide a recovery schedule within three business days.
Communication management will rest with the District, with cooperation of the developers. Communication threads will follow the common path of project leadership from inspector and Construction Project Manager to Construction Manager, to OCP leadership, School Principal and Assistant Superintendent, to the Chief Operating Officer, and from there to the District's Superintendent. The District will also be heavily involved with community and stakeholder communications. Quarterly design meetings will be scheduled to engage the community in the planning and design process and to seek input and feedback. The District will also coordinate pre-construction meetings and quarterly construction meetings to update the community on the progress of the projects, similar to the community engagement the District has conducted for various projects and stages, such as the T.M. Pierce, Solis-Cohen, and Northeast Community Propel Academy projects. The District will consult with school leaders at all stages of the projects.
The District will provide updates to the Board at regular intervals and/or project milestones, as agreed to between the Board President and the District.

This action item supports Board 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):
FY21-22 Capital Budget - FY22-25 Federal ESSER III- ARPA

Office Originating Request: Operations - Capital Programs

Action Item - 20.

Title: Capital Award for Wright, Richard R. School, Bryant , W.C. School, Taylor, Bayard School ($11,967,525) - Added 3.4.2022 [Updated 3.18.2022]

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform separate contracts with the lowest responsible bidders, subject to funding, as follows:

With:
Murphy Quigley Company, Inc.
Allstates Mechanical, Ltd.
Paramount Electrical Service, LLC
Gem Mechanical
CAD Electric, Inc.
United States Roofing Corporation

Purpose:
General, Mechanical, Plumbing, and Electrical Contracts

Start date: 4/22/2022

End date: 10/27/2023

Compensation not to exceed: $11,967,525

Separate Compensation by Vendor:
Murphy Quigley Company, Inc. - Major HVAC Renovations; Richard R. Wright School; $1,109,000
Allstates Mechanical, Ltd. - Major HVAC Renovations; Richard R. Wright School; $3,849,400
Paramount Electrical Service, LLC - Major HVAC Renovations; Richard R. Wright School; $1,350,000
Gem Mechanical - Major HVAC Renovations; Richard R. Wright School; $141,000
CAD Electric, Inc. - Electrical Upgrades; W.C. Bryant School; $3,975,425
United States Roofing Corporation - Roof Replacement; Bayard Taylor School; $1,542,700

Location:
Richard R. Wright School
W.C. Bryant School
Bayard Taylor School

Renewal Options: No

Description:
The Office of Capital Programs has identified various capital projects at multiple school locations based on the capital budget call and the facilities assessment report. The projects recommended for contract award were identified in the approved FY22 capital budget. The projects were publicly advertised and the lowest responsible bidders are recommended for contract award. The District design, construction, and project management teams have developed a site specific construction phasing plan in collaboration with principals and contractors for the site improvements. This plan ensures adequate time and sufficient swing space has been identified for the safety of students and staff. The work will be monitored daily by an inspector, project manager and construction manager to ensure the contractors meet the established budget and schedule. This work is in support of the Operations Division goal of providing a safe and healthy learning environment for all students.

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

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

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 21.

Title: Contract Award with Weatherproofing Technologies (WTI), Inc for Roof Replacement at Various Locations ($9,639,311) - Added 3.4.2022 - Updated 3.22.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
Weatherproofing Technologies, Inc.

Purpose:
Roof replacements at Lingelbach, Anna L. School, Adaire, Alexander School, Cooke, Jay School Elkin, Lewis School

Start date: 3/25/2022

End date: 4/30/2023

Compensation not to exceed: $9,639,311

Location:
Lingelbach, Anna L. School
Adaire, Alexander School
Cooke, Jay School
Elkin, Lewis School

Renewal Options: No

Description:
The Office of Capital Programs has identified a need for roof replacements at Anna Lingelbach, Alexander Adaire, Lewis Elkin, and Jay Cooke School. The roofs have exceeded their useful life. The projects were included in the adopted FY22 Capital Budget. The Office of Capital Programs has obtained a proposal and pricing to perform the work via the competitively bid Keystone Purchasing Network (KPN) cooperative contract. This contract establishes a source for the roofing materials and installation services needed to replace the roofs at Anna Lingelbach, Alexander Adaire, Lewis Eklin, and Jay Cooke School. The roof installation comes with a limited 30-year warranty. The work will be monitored daily by an inspector, project manager and construction manager to ensure the contractors are meeting all budget, schedule, and safety requirements of the District. The work is in support of the Operations Division goal to provide safe and welcoming environments for all students.

The completion of the projects is expected by April of 2023.

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

Funding Source(s):
FY22 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 22.

Title: Acceptance of services from and Memorandum of Understanding with the Lewis Katz School of Medicine at Temple University and Neubauer Family Foundation - Added 3.11.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With: Lewis Katz School of Medicine at Temple University, Neubauer Family Foundation

Purpose: Development and implementation of a violence intervention program.

Start date: 4/1/2022

End date: 6/30/2023

Location: John Bartram High School

Renewal Options: No

Description:
This action item seeks authorization for a Memorandum of Understanding (MOU) between the School District of Philadelphia, Lewis Katz School of Medicine at Temple University, and Neubauer Family Foundation.

The Office of School Safety has been working to develop a Comprehensive Violence Intervention Program. The program will be launched at John Bartram High School, and during the 2022-2023 school year expanded to other schools that are facing high levels of gun violence and street-group/gang activity in the community. Specific program outcomes sought by the Office of School Safety and its partners include improved school safety and climate, increased awareness of nonviolence alternatives, improved awareness of the risks of violence, increased access to resources for street-group/gang involved students, reduction in shootings and homicides around the school community, reduction in student involvement in street-groups/gangs, and reduction in student arrests for gun crimes.

This Office of School Safety-led program is being developed in partnership with Offices and Departments from across the School District of Philadelphia and the City of Philadelphia, as well as with external partners, including Philadelphia Cure Violence, a violence interuption program based at the Lewis Katz School of Medicine at Temple University.

Philadelphia Cure Violence has received a grant from the Neubauer Family Foundation to bring services to aid in the implementation of the program, including Cure Violence Outreach Workers, training, and evaluation. An MOU is needed to formalize the relationships between the partners in this initiative.

The Office of School Safety Comprehensive Violence Intervention Program is a multi-tiered approach founded in the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention's Comprehensive Gang Model, which is a multi-component strategic approach to reduce violence and street-group/gang crime and youth involvement in street-groups/gangs. One component of the program is an implementation of the Cure Violence program methodology with Philadelphia Cure Violence as a partner. The Cure Violence Health Model (http://cureviolence.org) treats gun violence as a disease. The model is designed to reduce the spread of gun violence through the process of interrupting the transmission of violence, targeting the highest risks, and changing community norms that have supported gun violence.

Goals and Guardrails:
This program, and the related MOU, supports three of the four Board of Education Guardrails – Guardrail 1: Welcoming and Supportive Schools, Guardrail 3: Partnering with Parents/Family Members, and Guardrail 4: Addressing Racist Practices. The program has been developed to support student, school, and community safety and security, and in doing so, impact student health and wellness, academic and career success, and, more broadly, the thriving of communities in and around our schools. The Cure Violence Outreach Workers and School District personnel leading this program will connect with students at schools, as well as in the community, including home visits, and will work with parents and family members to support student success. This program will directly support the most vulnerable and at-risk students with intensive supports and interventions.

Office Originating Request: Office of School Safety

Office Originating Request: Operations - School Safety

Action Item - 23.

Title: Amendment of 2022 Board of Education Public Meeting Schedule - Added 3.11.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Board of Education hereby amends its public business meeting schedule for the 2022 calendar year, adopted December 9, 2021, to reflect the following additions and changes:

- April 21, 2022 - Budget Hearing and Action Meeting (Budget Hearing changed from April 7, 2022)

Office Originating Request: Board of Education

Action Item - 24.

Title: Contribution Agreement for Design and Construction of Dental Clinic Build Out and License Agreement with Temple University Kornberg School of Dentistry ($390,000) - Added 3.14.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform a Contribution Agreement and License Agreement, and any other agreements necessary to carry out the purpose of this authorization, as follows:

With: Temple University Kornberg School of Dentistry

Purpose: To accept funds from Temple University for the design, and construction of a dental clinic within William D. Kelley Elementary School and to license the space at no cost for use as a dental clinic to the Temple University Kornberg School of Dentistry

Start Date: 3/25/2022

End Date: 6/30/2023

Value: Temple University Kornberg School of Dentistry ("Temple Dentistry") will contribute $390,000 toward the District's design and construction of a dental clinic at W.D. Kelly School. The District will license the use of the dental clinic space to Temple Dentistry at no cost. While students and families will receive value from dental services provided at the dental clinic, there is no separate quantifiable monetary value to the School District.

Renewal options: Yes

Number of options for MOU and license agreement: 4

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

Location: William D. Kelley Elementary School

Description: The District plans to design and construct space within William D. Kelley Elementary suitable for Temple Dentistry to operate a dental clinic. Temple Dentistry will reimburse the School District for all design costs not to exceed $40,000 and construction costs not to exceed $350,000. The District proposes to enter into a Contribution Agreement, pursuant to which Temple Dentistry will agree to reimburse the School District for the design and construction costs. Temple Dentistry, at no cost to the District, will implement a new program in partnership with the School District's Office of Student Support Services that is comprehensive, integrated and based on the best evidence to prevent dental cavities and periodontal diseases in students.
The proposed program will be focused on assessing outcomes that aim to preserve sound

tooth structure and periodontal tissues rather than just the provision of preventative and minimal restorative dental care. The program will focus on increasing knowledge and self-efficiency of students and families in maintaining and promoting oral/dental health of students and their parents at William D. Kelley Elementary and other School District schools in proximity to the elementary school. Temple Dentistry will seek reimbursement for dental care from Medicaid and commercial insurers when available, will not charge any students directly for dental services, and will serve all students regardless of insurance status.
In addition to the Contribution Agreement, the parties will enter into an MOU and License Agreement to document the program and the relationship regarding the use of the space. The School District will provide regular maintenance and cleaning of the Licensed Premises at no cost to Temple Dentistry. The District will separately seek authorization, as necessary, for the contract, with all costs to be reimbursed by Temple Dentistry as set forth in this action item, for design and construct the build out of the dental clinic at William D. Kelley which Temple Dentistry will operate.
This school-based oral health program directly supports Board of Education, Guardrail 1: Welcoming and Supportive Schools, to provide students with access to robust social, emotional, and mental health supports.

Office Originating Request: Operations - Capital Programs

Action Item - 25.

Title: Request For Excusal of Compulsory Education - Added 3.16.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

Be it resolved, that student A. M., in accordance with section 11.34 of the Pennsylvania Public School Code, shall be excused from the compulsory education requirements, effective April 22, 2022, and entered on the inactive roll indefinitely; and, be it

Further Resolved, that the Superintendent or their designee, is authorized to execute any agreements necessary to effectuate the excusal; and, be it

Further Resolved, that the Board President is authorized to approve on behalf of the Board any requested extensions, if applicable.

Office Originating Request: Student Support Services

Office Originating Request: Student Support Services

ATTACHMENTS:

Description	Type

Action Item - 26.

Title: Adoption of the Lump Sum Statement - Updated 3.22.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

WHEREAS, Section 12-303(b) of the Home Rule Charter requires the adoption and submission to the Mayor and City Council of a lump sum statement of anticipated receipts and expenditures for the next fiscal year, be it

RESOLVED, that the Proposed Lump Sum Statement for fiscal year 2022/2023 of the School District of Philadelphia anticipated receipts and other financing sources totaling $3.919 billion, anticipated expenditures and other financing uses of $3.714 billion, and an ending fund balance of $584.9 million at June 30, 2023, be adopted and submitted to the Mayor and City Council.

*Lump Sum Statement attached

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
FY23 Lump Sum Statement	Supporting Document

March 24, 2022

Re: Adoption of Lump Sum Statement - Operating Budget

WHEREAS, Section 12-303(b) of the Home Rule Charter requires the adoption and submission to the Mayor and City Council of a lump sum statement of anticipated receipts and expenditures for the next fiscal year, be it

RESOLVED, that the Proposed Lump Sum Statement for fiscal year 2022/2023 of The School District of Philadelphia of anticipated receipts and other financing sources totaling $3.919 billion, anticipated expenditures and other financing uses of $3.714 billion, and an ending fund balance of $584.9 million at June 30, 2023, be adopted and submitted to the Mayor and City Council.

THE SCHOOL DISTRICT OF PHILADELPHIA
OPERATING BUDGET
LUMP SUM STATEMENT OF ANTICIPATED RECEIPTS AND OTHER
FINANCING SOURCES, EXPENDITURES AND OTHER FINANCING USES, AND FUND BALANCE
FISCAL YEARS 2021/2022 AND 2022/2023

Amounts in Thousands

	Actual 2020/2021	Projected 2021/2022	Proposed 2022/2023
	$	$	$
Receipts	3,257,523	3,336,233	3,918,796
Other Financing Sources	22,921	2,156	289
Total Receipts and Other Financing Sources	3,280,444	3,338,388	3,919,085
Expenditures	3,247,791	3,186,601	3,712,283
Other Financing Uses	2,406	1,835	1,835
Total Expenditures and Other Financing Uses	3,250,197	3,188,436	3,714,119
Prior Year Fund Balance (Deficit) July 1	172,828	202,513	351,645
Prior Period Restatement	259	0	0
Prior Year Fund Balance (Deficit) July 1 After Adjustment	173,087	202,513	351,645
Fund Balance Prior to Changes in Reserves	203,334	352,465	556,612
Changes in Reserves	(821)	(821)	28,259
Fund Balance (Deficit) June 30	**202,513**	**351,645**	**584,871**

Action Item - 27.

Title: Contract with Tetra Tech Inc for AHERA Program Development Management - Added 3.18.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

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

With:
Tetra Tech, Inc.

Purpose:
To support and restructure the District's Asbestos Hazard Emergency Response Act management program by designing and facilitating 6-month periodic surveillances, 3-year inspections, and record management for eligible School District owned properties

Start date: 4/1/2022

End date: 3/31/2025

Compensation not to exceed: $24,224,862

Location:
All School District buildings

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: Compensation for the option to renew has yet to be agreed upon.

Description:
The Office of Environmental Management Services (OEMS) has identified a need for additional resources to manage the School District's Asbestos Hazard Emergency Response Act (AHERA) program. The management of asbestos containing materials in schools nationwide is regulated under AHERA. AHERA regulations require public school districts to: (1) inspect their schools for asbestos containing materials; (2) prepare

management plans for how these materials will be managed; and (3) take actions to prevent or reduce the risk of airborne asbestos. The School District's AHERA program is managed within OEMS as outlined in Policy 708, Environmental Management. OEMS is tasked with managing the scope of the AHERA program across the District's more than 300 facilities, in addition to the other environmental programs outlined in Policy 708. Management of the AHERA program has been challenged by resource constraints including, among other things, funding and limited availability of inspectors who are appropriately licensed to perform critical asbestos management tasks.

The District issued a Request for Proposals seeking to obtain a larger environmental project management firm with more resources to assist the School District with staffing, planning, design, and execution of AHERA inspections, surveillance, data gathering and reporting. An external program management firm will offer additional people, experts, and field staff necessary to maintain AHERA compliance for the over 300 School District owned properties. The use of a third-party management firm has already been successful for the School District's Capital program, which uses an engineering firm to assist with oversight and execution of Capital projects. This model is also used by other school districts that do not have the internal resources to create or maintain an efficient management system.

This contract will be measured through the implementation of AHERA elements for all School District owned properties. Success will be measured by the execution of 3-year inspections and 6-month periodic surveillance events, and AHERA management plans, in accordance with regulatory requirements and within the approved budget. It is anticipated that over the three-year period of the contract, the selected contractor will provide the necessary licensed staff of locally based and nationwide inspectors and staff to continue to build and implement a management system designed to facilitate and sustain 6-month periodic surveillances, 3-year inspections, and record management for the School District. Additionally, AHERA management plans and supporting documents are available for public access and may be requested by members of the public, including media, parents, and other stakeholders. The contract envisioned by this action item should help create and maintain consistent and reliable data to support the management of asbestos in place, as well as proactive, targeted removal of asbestos, when appropriate, as well as ultimately facilitating better stakeholder access through improved recordkeeping. It is anticipated that by creating an improved AHERA management system, there is an opportunity to better support the District's external communications with stakeholders and rebuild community trust.

This work is in support of the Operations' Division goal of providing a safe and healthy learning environment for all students. This contract will also specifically address 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):
FY21-22: ARPA and Operating
FY22-23: ARPA and Operating
FY23-24: ARPA and Operating
FY24-25: ARPA and Operating

Office Originating Request: Operations - Facilities

Action Item - 28.

Title: Adoption of Academic Calendar SY22-23 (As Amended) - Added 3.22.2022

Board of Education Meeting Date: 3/24/2022

Action under consideration

Resolved, that the Board of Education authorizes the School District of Philadelphia to adopt the amended Academic Calendar for school year 2022-2023, as attached.

Further Resolved, that changes to professional development dates can be made by the Superintendent without submission to the Board of Education, so long as there is no effect on the total number of professional development days for that calendar year.

Office Originating Request: Schools

ATTACHMENTS:

Description	Type
Amended Academic Calendar SY22-23	Supporting Document

2022-2023 Academic Calendar

Term 1: 8/29/22 - 11/15/22 (50 days)	Term 2: 11/16/22 - 1/25/23 (40 days)
Term 3: 1/26/23 - 3/24/23 (41 days)	Term 4: 3/27/23 - 6/14/23 (49 days)

	Monday		Tuesday		Wednesday		Thursday		Friday	
Jul									1	Summer Programs K-12
	4	Independence Day	5	Summer Programs K-12	6	Summer Programs K-12	7	Summer Programs K-12	8	Summer Programs K-12
	11	Summer Programs K-12	12	Summer Programs K-12	13	Summer Programs K-12	14	Summer Programs K-12	15	Summer Programs K-12
	18	Summer Programs K-12	19	Summer Programs K-12	20	Summer Programs K-12	21	Summer Programs K-12	22	Summer Programs K-12
	25	Summer Programs K-12	26	Summer Programs K-12	27	Summer Programs K-12	28	Summer Programs K-12	29	Summer Recess
Aug	1	Principal PD	2	Principal PD	3	Principal PD	4	Principal PD	5	Principal PD
	8	Summer Recess	9	Summer Recess	10	Summer Recess	11	Summer Recess	12	Summer Recess
	15	Summer Recess	16	Summer Recess	17	Summer Recess	18	Summer Recess	19	Summer Recess
	22	Summer Recess	23	PD Day	24	Reorganization	25	PD Day	26	PD Day
Sep	29	***First Student Day (Gr. pre-K-12)*** *Kdgr. interview day (3hr early dismissal K only)*	30	*Kindergarten interview day (3hr early dismissal K only)*	31	*Kindergarten interview day (3hr early dismissal K only)*	1	*Kindergarten interview day (3hr early dismissal K only)*	2	*Kindergarten interview day (3hr early dismissal K only)*
	5	Labor Day	6		7		8		9	
	12		13		14		15		16	PD Day
	19	*School Selection Process Begins*	20		21		22		23	
	26	Rosh Hashanah	27		28		29		30	
Oct	3		4		5	Yom Kippur	6		7	PD Early Dismiss
	10	Indigenous Peoples Day	11		12	*Interim Reports*	13	*Interim Reports*	14	*Interim Reports*
	17		18		19		20		21	
	24		25		26		27		28	
Nov	31		1		2		3		4	PD Early Dismiss School Selection Ends
	7		8	Election Day	9		10		11	Veterans Day
	14		15	*End Term 1*	16		17		18	
	21	K-8 Report Card Conf	22	K-12 Report Card Conf	23	K-12 Report Card Conf	24	Thanksgiving	25	Thanksgiving
Dec	28		29		30		1		2	PD Day
	5		6		7		8		9	
	12		13		14		15		16	PD Early Dismiss
	19		20		21	*Interim Reports*	22	*Interim Reports*	23	*Interim Reports*
	26	Christmas (obs)	27	Winter Recess	28	Winter Recess	29	Winter Recess	30	Winter Recess
Jan	2	New Year's Day (obs)	3	PD Day	4		5		6	
	9		10		11		12		13	
	16	M.L King Day	17		18		19		20	PD Early Dismiss
	23		24		25	*End Term 2*	26		27	
Feb	30		31		1	K-8 Report Card Conf	2	K-12 Report Card Conf	3	K-12 Report Card Conf
	6		7		8		9		10	
	13		14		15		16		17	PD Early Dismiss
	20	Presidents' Day	21		22		23		24	
Mar	27	*Interim Reports*	28	*Interim Reports*	1	*Interim Reports*	2		3	PD Early Dismiss
	6		7		8		9		10	
	13		14		15		16		17	PD Early Dismiss
	20		21		22		23		24	*End Term 3*
	27		28		29	K-8 Report Card Conf	30	K-12 Report Card Conf	31	K-12 Report Card Conf
Apr	3	Spring Recess	4	Spring Recess	5	Spring Recess	6	Spring Recess	7	Good Friday
	10		11		12		13		14	PD Early Dismiss
	17		18		19		20		21	Eid al-Fitr
	24		25		26		27		28	
May	1		2		3		4		5	PD Early Dismiss
	8	*Interim Reports*	9	*Interim Reports*	10	*Interim Reports*	11		12	
	15		16	Election Day (tent.)	17		18		19	PD Early Dismiss
	22		23		24		25		26	
Jun	29	Memorial Day	30		31		1		2	
	5		6		7		8		9	*Grad Window*
	12		13	*End Term 4 / Grad Window* ***Last Student Day Gr. K-12***	14	PD Day (staff last day)	15	Summer Recess	16	Summer Recess
	19	Juneteenth (obs)	20	Summer Recess	21	Summer Recess	22	Summer Recess	23	Summer Recess
	26	Summer Recess	27	Summer Programming	28	Summer Programming	29	Summer Programming	30	Summer Programming

In the case of inclement weather where there is no school for students and staff, the last day for students will be June 14, 2023 and the last day for staff will be June 15, 2023.

Key: Color Coding

Schools / Administrative Offices Closed	Students / 10 Month Employee Off	Professional Development (PD) Day - No Students	Report Card Early Dismiss (3 hr)	PD Early Dismiss

Number of Days Scheduled Student Attendance:

July 2022 - 0
August 2022 - 3
September 2022 - 19
October 2022 - 19
November 2022 - 18
December 2022 - 16

Number of Days Scheduled Teacher Attendance:

July 2022 - 0
August 2022 - 7
September 2022 - 20
October 2022 - 19
November 2022 - 18
December 2022 - 17

January 2023 - 19
February 2023 - 19
March 2023 - 23
April 2023 - 14
May 2023 - 21
June 2023 - 9

TOTAL 180 Student Attendance Days

January 2023 - 20
February 2023 - 19
March 2023 - 23
April 2023 - 14
May 2023 - 21
June 2023 - 10

TOTAL 188 Teacher Attendance Days

Action Items - Intermediate Unit - 1.

Title: Contracts with Various Vendors - Use of Act 89 Grant for Non-Public Schools ($19,000,000)

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit No. 26 (IU 26), authorize IU 26, through the Executive Director or his designee, to execute and perform contracts, subject to funding, as follows:
With:
Catapult Learning, LLC
CORA Services, Inc.
Learn It Systems, LLC
Purpose:
To provide Act 89 auxiliary services to non-public school students
Start Date: 7/1/2022

End Date: 6/30/2023
Compensation not to exceed: All entities will be paid out of an aggregate amount not to exceed $19,000,000.

Location(s):
Non-Public School Programs

Description:
IU 26 receives Act 89 state funds to provide auxiliary services to Philadelphia non-public schools. Auxiliary services include remedial reading and mathematics, counseling, psychological services, speech and mobility training. IU 26 provides these services through contracts with contractors. Non-public schools select the contractor to provide services annually. IU 26 is responsible for managing the relationship between the non-public schools and the contractors and for ensuring the contractor provides the services required.

Funding Source(s):
FY23 State

Office Originating Request: Finance

Action Items - Intermediate Unit - 2.

Title: Contracts with Various Vendors - Use of the Emergency Assistance for Non-Public Schools (EANS II) Grant authorized by the American Rescue Plan (ARP) Act of 2021 ($80,000,000).

Board of Education Meeting Date: 3/24/2022

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit No. 26 (IU 26), authorize IU 26, through the Executive Director or his designee, to execute and perform contracts, subject to funding, as follows:

With:
Catapult Learning, LLC
CORA Services, Inc.
FACTS Education Solutions, LLC
Learn It Systems, LLC
Purpose: To help non-public schools cope with the impacts of COVID-19

Start Date: 4/1/2022

End Date: 9/30/2025
Compensation not to exceed: All entities will be paid out of the aggregate amount not to exceed $80,000,000.

Location(s):
Non-Public School Programs

Description:
The American Rescue Plan (ARP) Act of 2021 was signed into law on March 11, 2021. The Act authorized additional Emergency Assistance to Non-Public Schools (EANS II) Program. The purpose of the EANS II program is to provide services or assistance to eligible non-public schools to address educational disruptions caused by COVID-19. By creating a separate reservation of funds for this purpose, Congress reiterated the need for non-public schools to participate in emergency education relief programs, rather than relying on the equitable services requirements that typically apply to elementary and secondary formula grant programs. Consequently, LEAs are not required to provide equitable services with funds received under the ARP Act. The expected outcome of these services is to help non-public schools cope with the impacts of COVID-19.

Under the EANS II program, the United States Department of Education (ED) awards grants by formula to each Governor with an approved Certification and Agreement to provide services or assistance to eligible non-public schools. In accepting an EANS award, a Governor designates the State Educational Agency (SEA) to administer the program. To receive services or assistance, an eligible non-public school must submit an application to the SEA. At this time, the Pennsylvania Department of Education's (PDE) plan for

administering the EANS II program is being developed. Responsibility for implementing the program may be delegated to IUs. If IUs are delegated responsibility for implementing the EANS II program and non-public schools in IU 26 need services, those services will be provided using the same contractors competitively selected to provide services to the non-public schools.

Funding Source(s):
FY23 Federal Categorical

Office Originating Request: Finance