THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
PUBLIC MEETING
AGENDA
DECEMBER 7, 2023

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

Roll Call - Lynn Rauch, General Counsel

Approval of Minutes - November 16, 2023

Committee Reports

Registered Student Speakers

- Student Speakers List
  Board of Education - Other

Superintendent Remarks - Dr. Tony B. Watlington, Superintendent

- Board of Education - Other
  Superintendent Remarks Presentation

Written Testimony

- Written Testimony
  Board of Education - Other

Registered Speakers on General Topics

- General Speakers List

Other Business - Board of Education Reorganization (Added 11.22.2023)

Action Item Questions and Answers

- Action Item Questions and Answers - Added 12.07.2023
  Board of Education - Other

Action Item

1. Review of Board Policies (REVIEW - NO ACTION)
   Board of Education - Other
2. Adoption of Board of Education Public Meeting Schedule 2024 - Updated 12.7.2023
   Board of Education - Other
3. Acceptance of Donation of City Funding from the Philadelphia Authority for Industrial Development (“PAID”) and License for Strawberry Mansion Community Development Corporation (Strawberry Mansion CDC) and Strawberry Mansion Neighborhood Action Center (Strawberry Mansion NAC)
   Operations - Facilities - Other

4. Contract with The DT Firm for Government Relations Consulting ($528,125) - Updated 11.30.2023

   Superintendent - Contracts

5. Contract with Scantron for Survey Printing, Mailing, and Processing ($90,000)

   Evaluation, Research and Accountability - Contracts

6. Approval of Personnel Hires (Updated 12.01.2023)

   Talent - Other

7. Approval of Personnel Terminations (Updated 12.08.2023)

   Talent - Other

8. Administration's Recommendation for Termination of Professional Employees - WITHDRAWN 11.30.2023

   Talent - Other

9. Approval of Resignations and Retirements (Updated 12.08.2023)

   Talent - Other

10. Amendment to Contracts for Contracted Special Education Teachers ($13,904,920)

    Talent - Amended Contracts

11. Contract with T-Mobile, USA, Inc. for Cellular Communications Services, Equipment and Support ($1,000,000)

    Information Technology - Contracts

12. Contract with CNI Sales, Inc. for Networking and Communications Infrastructure Equipment and Support ($8,200,000)

    Information Technology - Contracts

13. Energy Performance Contract with Johnson Controls Inc. for GESA 1 Phase 4 at the Fitzpatrick Elementary School - ($21,604,300)

    Operations - Capital Programs - Contracts

14. Capital Award for the Elevator Modernization at Overbrook High School ($1,240,200)

    Operations - Capital Programs - Capital Awards

15. Capital Award for Electrical Upgrades at Marian Anderson Neighborhood Academy (formerly Chester A. Arthur School) ($3,928,900)

    Operations - Capital Programs - Capital Awards

16. Capital Award for Exterior Renovations at Kensington High School ($7,615,000)

    Operations - Capital Programs - Capital Awards

17. Contract with Various Vendors for Furniture and Equipment for the Renovated Science Labs at Parkway Northwest High School ($150,000)

    Operations - Capital Programs - Contracts

18. Amended Contract with Mobilease Modular Space, Inc. at Various Locations ($600,000)

    Operations - Capital Programs - Amended Contracts

19. Change Orders at Various Locations ($710,816)

Operations - Capital Programs - Other

20. Amendment to Contract with Joseph A. Deluca Advisory & Consulting Services LLC for Program Management Services for the Office of Environmental Management Services ($4,290,000)

    Operations - Facilities - Amended Contracts

21. Amendment to Contract with Tetra Tech, Inc. for AHERA Management Program ($5,320,492.89)

    Operations - Facilities - Amended Contracts

22. Amendment of Contracts with M&M Lawn Care East, Inc. and Townscapes, Inc. - Landscaping Services ($800,000)

    Operations - Facilities - Amended Contracts

23. Amendment of Contract with Vital Records Holdings, LLC ($300,000)

    Student Support Services - Amended Contracts

24. Amendment of Contract with Multiple Vendors - Interpretation and Translation Services ($2,400,000) - WITHDRAWN BY STAFF 12.07.2023

    Student Support Services - Amended Contracts

25. Contract with Bluum USA, Inc. for Purchase of Evolv Express Weapons Detection System for Minimally Invasive Weapons Detection Scan Pilot ($97,553)

    Operations - School Safety - Contracts

26. Amendment of Contract with Institute for the Development of African American Youth, Inc. for Expansion of Safe Path School and Community Safety Corridor Program ($699,174)

    Operations - School Safety - Amended Contracts

27. Contracts with Various Vendors on the PEPPM Cooperative Agreement - Technology Equipment and Peripherals - $2,475,000

    Information Technology - Contracts

28. Contract with Neubauer Family Foundation and Philadelphia Academies, Inc. for Support and Expansion the 9th Grade On-Track program ($2,604,064.65) (Added 11.22.2023/Updated 12.06.2023)

    Academic Support - Other

Adjourn

Action Items - Intermediate Unit

1. Contract with Curriculum Associates, LLC for Phonics for Reading Materials and Professional Development ($477,584)

   Academic Support - Other

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 12/7/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Student Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
STUDENT SPEAKERS LIST
DECEMBER 7, 2023

Registered Student Speakers

1. Zain Murtaz, Central High School
   Topic: Climate Education

2. Samuel Garcia, Franklin Towne Charter High School
   Topic: Keeping Our School's Charter

3. Kiara Maldanado, Franklin Towne Charter High School
   Topic: School's Charter Renewal

4. Gabrielle Torres, Franklin Towne Charter High School
   Topic: Franklin Towne Charter Revocation

5. Meiara Staton, Franklin Towne Charter High School
   Topic: School's Charter Renewal

Primary Waitlist Student Speakers

NONE

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

Title: Superintendent Remarks Presentation

Board of Education Meeting Date: 12/7/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Superintendent Remarks Presentation	Supporting Document



THE SCHOOL DISTRICT OF PHILADELPHIA

Superintendent Opening Remarks

December 7, 2023

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

Overview

THE SCHOOL DISTRICT OF PHILADELPHIA

- District Recognition
- Ongoing Priorities
- Swing Space Plan
- FY 2025 Budget Development Kickoff
- Q&A





District Recognition

Happy Holidays



Happy Hanukkah!

Hanukkah is a Jewish holiday honoring the Maccabees's victory over King Antiochus, who forbade Jews to practice their religion.

THE SCHOOL DISTRICT OF PHILADELPHIA

MERRY CHRISTMAS

District schools will be closed from Dec 25th - Jan. 2nd

THE SCHOOL DISTRICT OF PHILADELPHIA



Heri za Kwanzaa!

During the week of Kwanzaa, families, and communities come together to share a feast, honor their ancestors, affirm the bonds between them, and celebrate African and African American culture.

THE SCHOOL DISTRICT OF PHILADELPHIA

District Leadership Update



Kevin Bethel
Chief of School Safety

- Mayor-elect Parker announced the appointment of Chief Bethel as the incoming Police Commissioner for the Philadelphia Police Department.

- Under Chief Bethel's Leadership the District:
  - Became the only school district in the state accredited as a provider of PA Act 67 School Security Personnel training.
  - Expanded the Safe Paths program
  - Launched the replacement of 150 analog security cameras systems with modern systems.

- Craig Johnson, the Deputy Chief of School Safety will serve as the District's Interim Chief Safety Officer, pending permanent search.

Office of Communication PRSA Award

PEPPERPOT AWARDS 2023

PRSA PHILADELPHIA CHAPTER | EST. 1968

Awards

Public Service Award Winner for the District's Back-to-School Campaign and Bus Tour

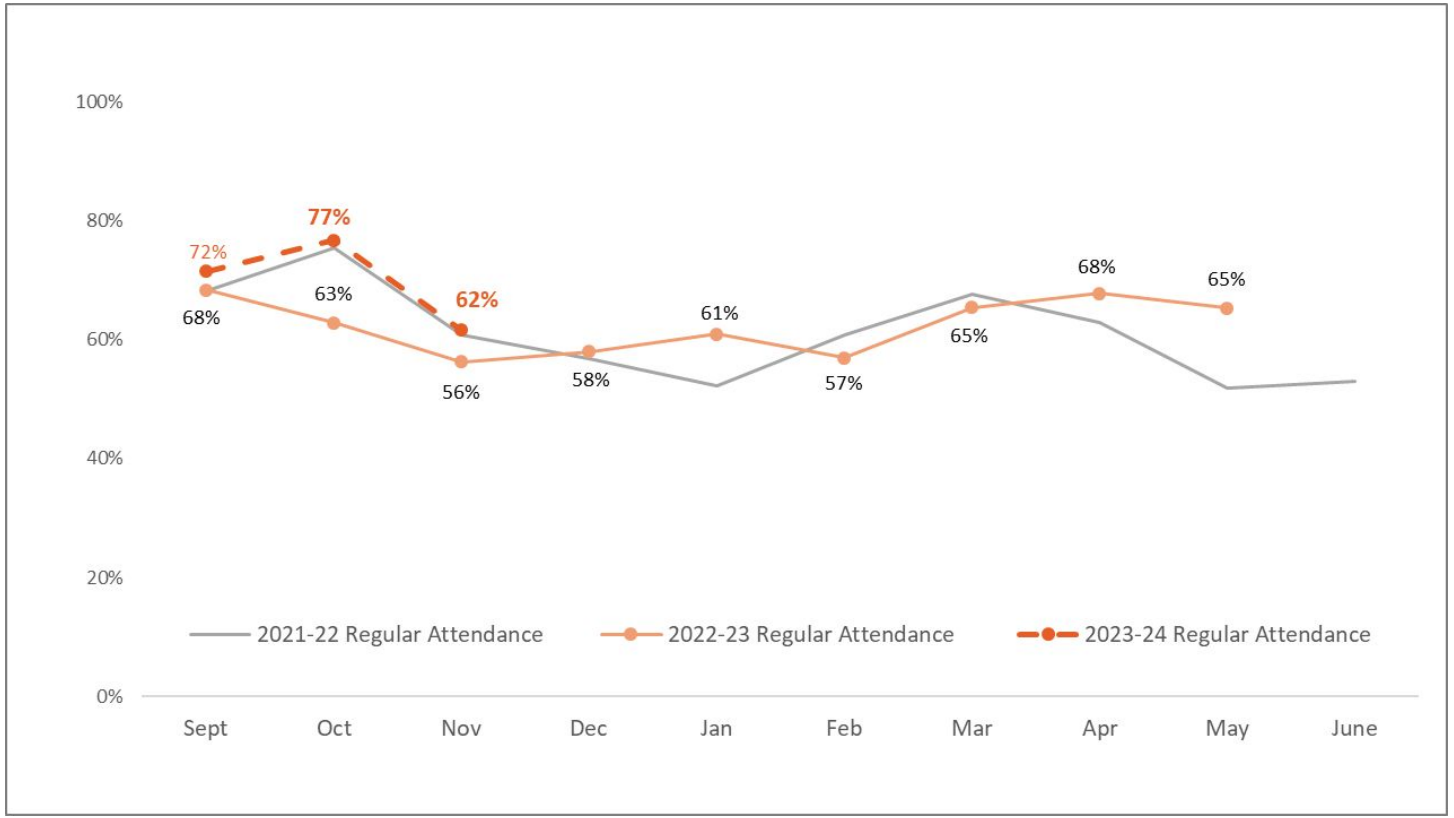
The PRSA Pepperpot Awards recognize organizations for outstanding communications campaigns and tactics.

Ongoing Priorities

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

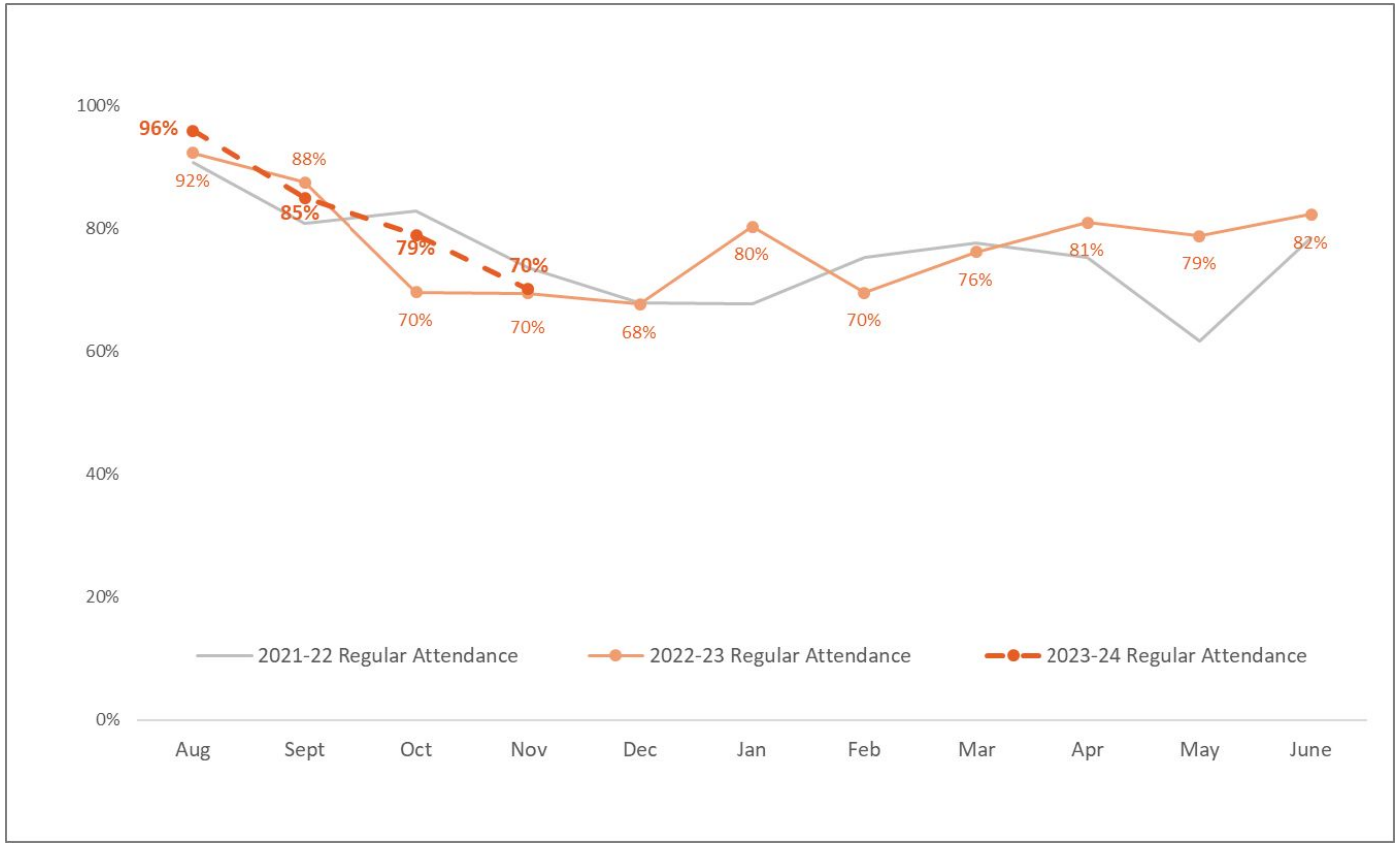


District-Wide Student Attendance Within Month: 2021-22 through 2023-24



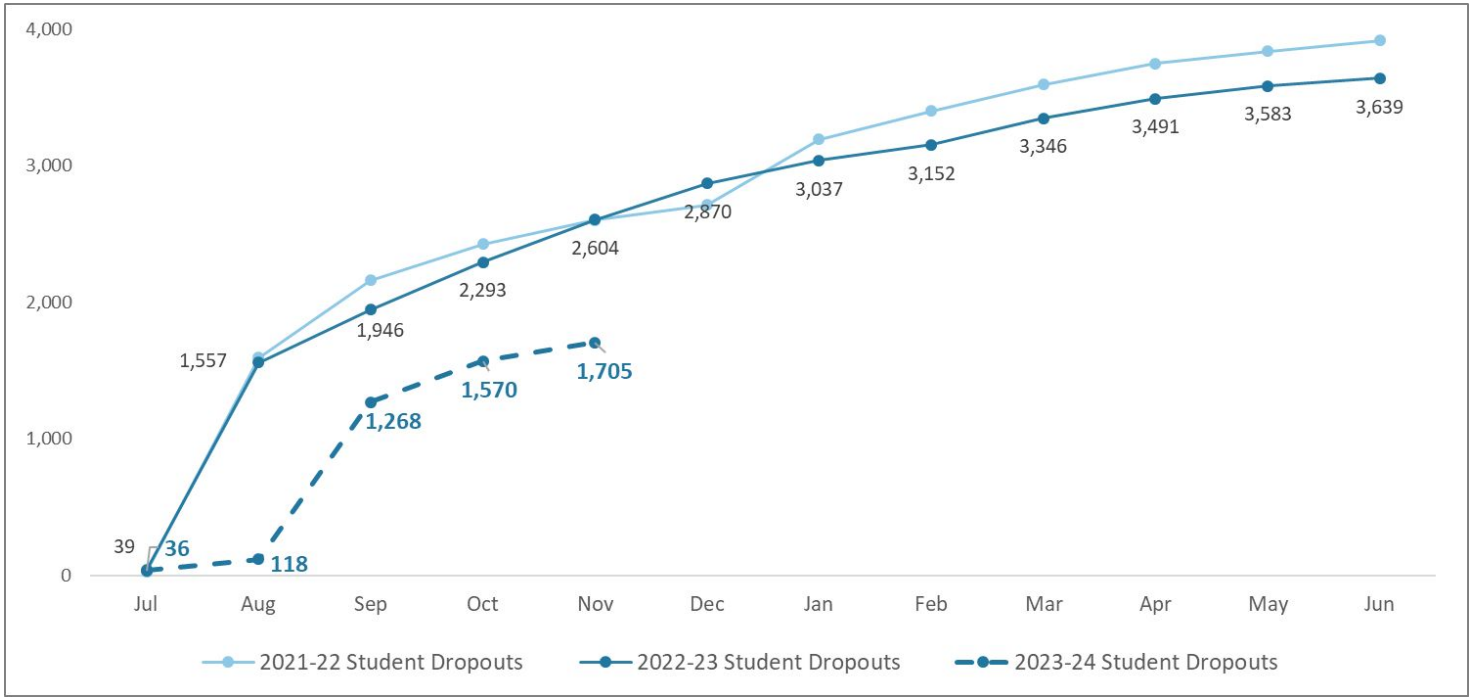
Source: Qlik Climate Matters, 12/6/2023. SDP Office of Evaluation, Research, and Accountability.

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



Source: Qlik School Employee Attendance, 12/4/2023. SDP Office of Evaluation, Research, and Accountability.

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



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

Source: Qlik App - Dropouts Monitoring, refreshed 12/4/2023. SDP Office of Evaluation, Research, and Accountability.



Facility Update

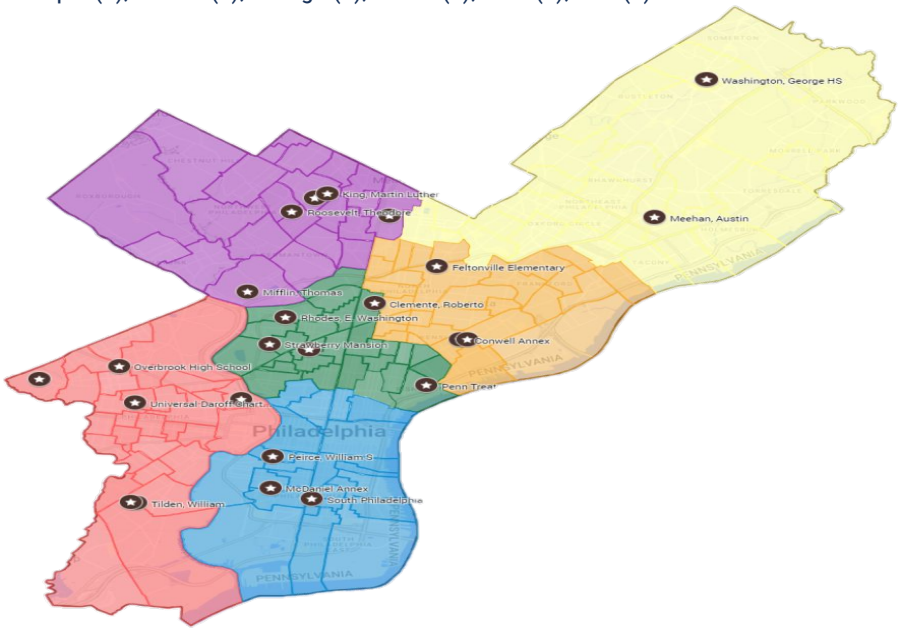
Swing Space Regional Map

The process to identify swing space is driven by:

- Plan to address long term facility improvements **(Strategic Actions 1.1 & 1.2)**

Currently, there are **24 prospective** swing spaces within the District regions. We are currently evaluating swing space availability relative to enrollment in each region.

Purple (5), Yellow (2), Orange (3), Green (5), Blue (3), Red (6)



Region	Prospective Swing Spaces
Purple	Ada Lewis, CCP NW Campus, Mifflin, MLK HS, Roosevelt
Yellow	Meehan Washington HS
Orange	Conwell Annex Feltonville Elementary Mastbaum HS
Green	Clemente, E.W. Rhodes Penn Treaty, Pratt, Strawberry Mansion
Blue	South Phila HS W. S. Pierce McDaniel Annex
Red	Bartram HS, Daroff, Lamberton, McMichael, Overbrook HS, Tilden MS
Total	**24 Swing Spaces**

Swing Space Interactive Map



FY 2025 Budget Development Kickoff



FY 2024 - FY 2028 Five-Year Plan Impacts

Historical Budget Context

FY 2022 Budget Development

+ Decades of Inadequate and Inequitable Funding
+ No State Appropriation Growth - FY 2021 or FY 2022
+ Early Effects of the Pandemic on Tax Revenues
+ Emerging Student and Employee Needs
= Projected FY 2022 Deficit > $300 Million

Effective and Efficient Use of Pandemic Funding

- Lower Levels of Student Learning Loss than Other Large Urban Districts (Based on NAEP)
- Meaningful Recent Academic Advancement Towards Achieving the Board's Goals & Guardrails
- Balanced Operating Budgets, Improved Financial Rating Outlooks Financial Reporting and Internal Control Excellence

Fiscal Year 2024 - 2028 Five-Year Plan Impacts

December 2023 Considerations and Projection Updates

01	**Local 634 Agreement** (Five-Year Plan Impact: $45.4M)	• Tentative agreement reached 9/28/2023. • Membership ratification 10/6-7/2023. • Board of Education approval 10/12/23.
02	**Future Labor Negotiations** (Five-Year Plan Impact: TBD)	• PFT (CBA Expiration Date: 8/31/2024) • CASA (CBA Expiration Date: 8/31/2025) • Local 32BJ (CBA Expiration Date: 8/31/2026) • SPAP (CBA Expiration Date: 8/31/2026)
03	**Continuation of Critical ARPA Initiatives** (Five-Year Plan Impact: TBD)	• 783 positions including school allocations. • Learning recovery contracts and supports. • School climate and safety programs. • Environmental services contracts. • Most summer and after-school programs. • Maintenance, facilities and cleaning contracts.
04	**Year 2-5 Implementation of *Accelerate Philly*** (Five-Year Plan Impact: TBD)	• Ongoing support of 37 year-one initiatives. • Initial implementation of 25 other strategic actions. • Continuance and maintenance of all 62.
05	**Adequate & Equitable Funding** (Five-Year Plan Impact: TBD)	• Commonwealth Court declared current state school funding inadequate, inequitable and unconstitutional. • SDP underfunded by $7,926 per student totaling $1.6 billion annually (Per Dr. Matthew Kelly, PSU Professor and School Funding Expert). • Revised Projections include only 4.9% annual increase in state funding (same as current year) and Projections Based on City-Provided Data.

Fiscal Year 2024 - 2028 Five-Year Plan Impacts

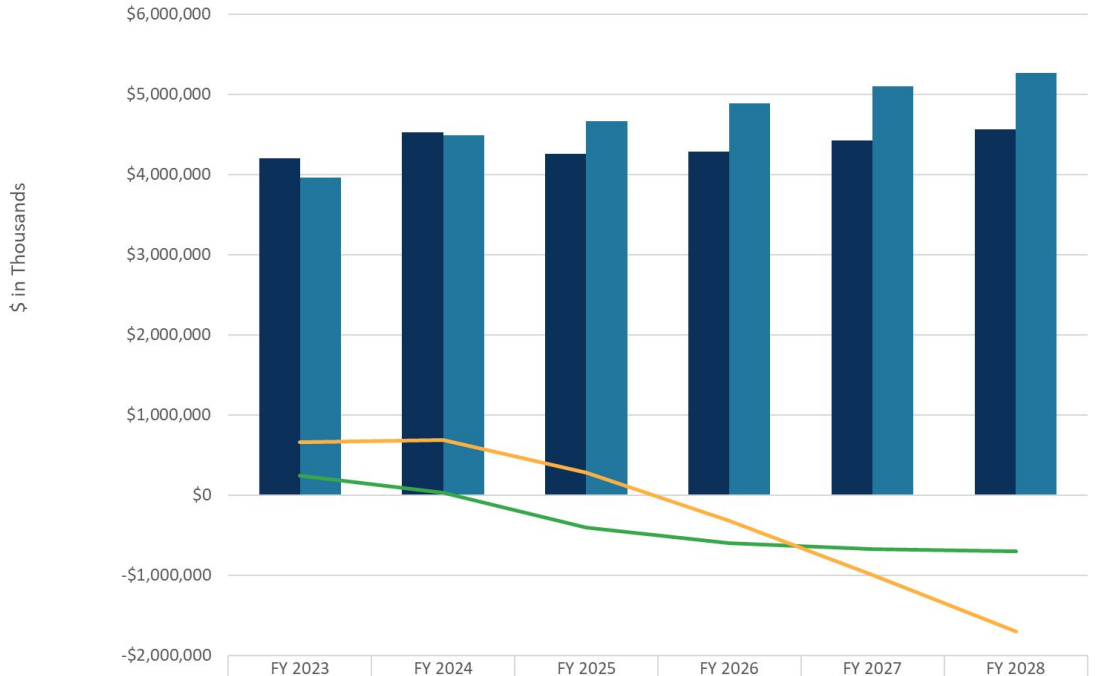
Projections with December 2023 Considerations and Updates

FY 2024:
Balanced Budget

FY 2025:
Structural Deficit Begins

FY 2026:
Depleted Fund Balance

FY 2027 and Beyond:
Runaway Deficit



	FY 2023 Amended	FY 2024 Projected	FY 2025 Projected	FY 2026 Projected	FY 2027 Projected	FY 2028 Projected
Total Revenue and Other Funding Sources	$4,205,469	$4,522,949	$4,256,206	$4,288,815	$4,422,645	$4,564,431
Total Expenditures, Other Uses and Net Transfers	$3,957,640	$4,493,237	$4,664,026	$4,889,965	$5,098,278	$5,266,653
Operating Surplus (Deficit)	$247,829	$29,712	-$407,820	-$601,150	-$675,633	-$702,222
Projected Ending Fund Balance	$656,003	$685,715	$277,896	-$323,254	-$998,887	-$1,701,109

Note: Includes Operating Funds and Federal Recovery Funds. Also includes 4.9% State revenue growth (aligned to FY 2024 percentage Growth) and projections from City-provided data.

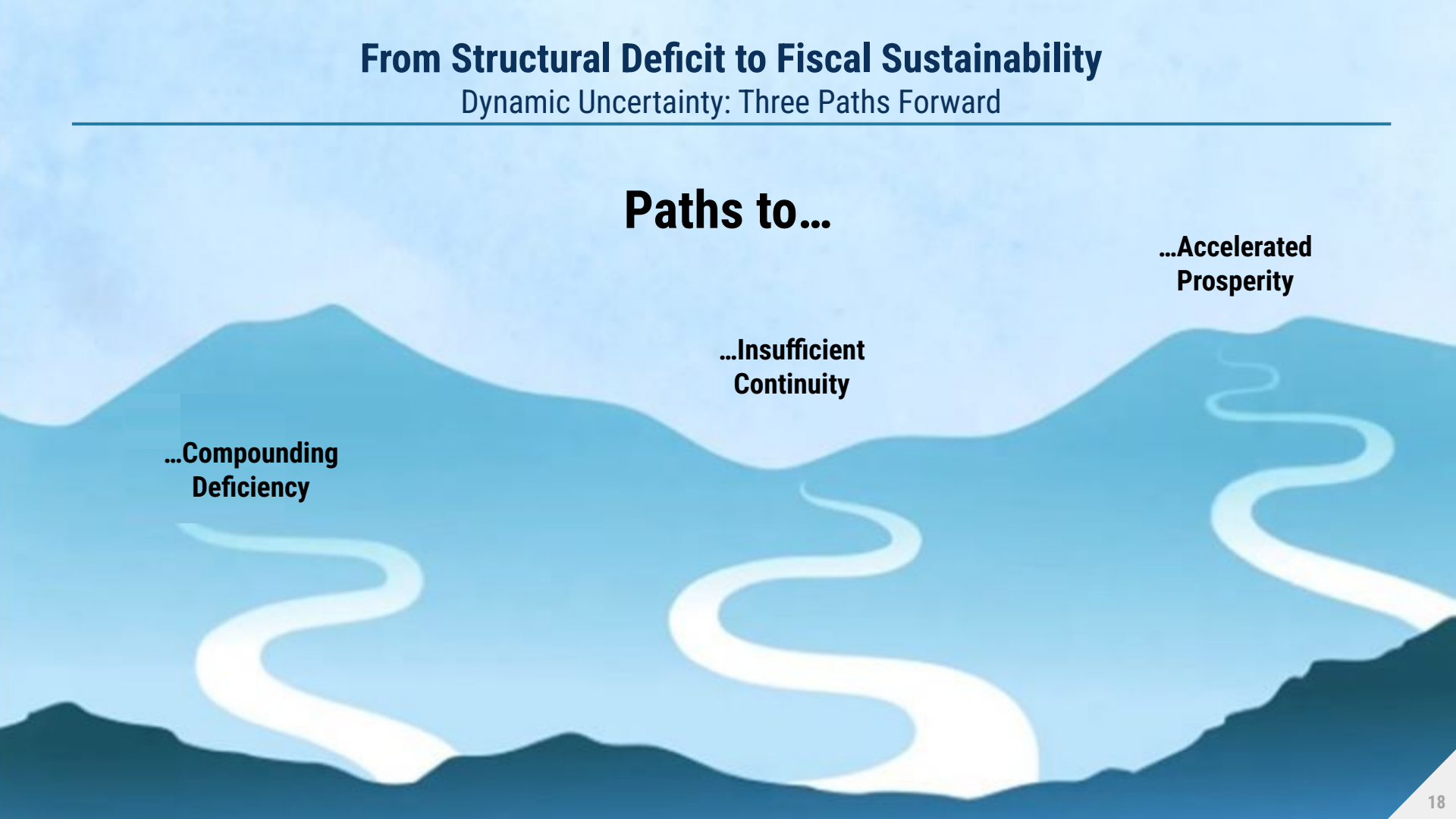
From Structural Deficit to Fiscal Sustainability

Additional Revenue Requirements to Close Budget Deficit

($ in Millions)	FY 2025	FY 2026	FY 2027	FY 2028
Annual Budget Deficit (Assuming no State or City Revenue Growth)	**-$581.2**	**-$917.8**	**-$1,128.0**	**-$1,294.8**
State Revenue Growth Based on Same Percentage Increase as FY 2024	$101.2	$207.4	$318.8	$435.6
City Revenue Growth Based on City-Provided Assumptions	$72.2	$109.2	$133.6	$157.0
Annual Budget Deficit (With Normal State/City Increases)	**-$407.8**	**-$601.1**	**-$675.6**	**-$702.2**
Savings from Contingency Reduction and Strategic Fund Alignments	$86.0	$51.0	$51.0	$51.0
Savings from Central Office Vacant Position Analysis, Non-Personnel Budget Reviews, Modified ZBB and Data-Driven Program Analysis	$47.0	$56.0	$60.0	$60.0
Private/Foundation Funding Additional Expectations	$12.0	$14.0	$16.0	$18.0
Annual Budget Deficit (Before Use of Fund Balance)	**-$262.8**	**-$480.1**	**-$548.6**	**-$573.2**
Multi-Year Commitment to Draw Down Fund Balance	$125.0	$175.0	$100.0	$25.0
Revenue Needed to Close Budget Deficit (Above Standard Increases)	**$137.8**	**$305.1**	**$448.6**	**$548.2**
Annual Incremental Revenue Needed to Close Budget Deficit (Above Standard Increases)	**$137.8**	**$167.3**	**$143.5**	**$99.6**

From Structural Deficit to Fiscal Sustainability

Dynamic Uncertainty: Three Paths Forward



From Structural Deficit to Fiscal Sustainability

Responsible Funding Requests and Expected Outcomes

Compounding Deficiency

State/City Funding at Standard Annual Growth Level

FY 2025 State/City Funding
- State Standard Growth: $101M
- City Standard Growth: $72M

- Increased Inadequacy of Funding.
- Substantial Reductions in Educational and Other Services to Students.
- Over-Commitment of Fund Balance.
- Runaway Deficit.

Insufficient Continuity

State/City Funding Increases to Address Deficit Only

FY 2025 State/City Funding
- State Growth to Balance: $209M
- City Growth to Balance: $102M

- Continued Insufficiency of Funding.
- Current Inadequate Educational and Other Service Levels to Students.
- Short-Term Fiscal Stability.

Accelerated Prosperity

State/City Funding Increases to Move Towards Adequacy

FY 2025 State/City Funding
- State Growth to Prosper: $357M
- City Growth to Prosper: $144M

- Statewide Funding Adequacy In 4 Years.
- Vastly Improved Educational and Other Service Levels to Students.
- Perpetual Fiscal Sustainability.

A prioritized list of initiatives will be presented this winter.

FY 2025 Budget Development Process Changes

Transformative Engagement

Stakeholder Group	November/ December	January	February	March	April/May
Students	Group-Specific Translated Survey (Budget Priorities)	Discussions with Student Board Members And Student Advisory Group		Group-Specific Translated Survey (Reactions to Lump Sum)	BOE Budget Hearing City Budget Hearing
Parents/Guardians (Families)	Group-Specific Translated Survey (Budget Priorities)	PCAC Focus Group	Parent and Guardian Advisory Group Discussions	Group-Specific Translated Survey (Reactions to Lump Sum)	BOE Budget Hearing City Budget Hearing
Teachers	Group-Specific Survey (Budget Priorities)	Teacher Advisory Group Discussions	Teacher Advisory Group Discussions	Group-Specific Survey (Reactions to Lump Sum)	BOE Budget Hearing City Budget Hearing
Principals	Group-Specific Survey (Budget Priorities)	Principal Advisory Group Discussions	Principal Advisory Group Discussions	Group-Specific Survey (Reactions to Lump Sum)	BOE Budget Hearing City Budget Hearing
Support and Administrative Employees	Group-Specific Survey (Budget Priorities)	Support Employee and School Administrator Focus Groups	Central Office Staff Focus Groups	Group-Specific Survey (Reactions to Lump Sum)	BOE Budget Hearing City Budget Hearing
External, Community and Faith-Based Partners	General Translated Survey (Budget Priorities)	Discussions with Specific Partners/Advocates including Mayor's Commissions	Discussions with Specific Partners/Advocates including Mayor's Commissions	General Translated Survey (Reactions to Lump Sum)	BOE Budget Hearing City Budget Hearing
Labor Partners (Unions)	Labor Partner Meetings Priority Discussions	Labor Partner Meetings Priority Discussions		Lump Sum Budget Preview	BOE Budget Hearing City Budget Hearing
City Government Partners/Funders	Financial Discussions with City Finance, Finance/Priority Discussions with Ed.Committee, City Gov. Leadership and Transition Team	Financial Discussions with City Finance, Finance/Priority Discussions with City Government and Council Leaders	Financial Discussions with City Finance, Finance/Priority Discussions with Education Committee	Financial Discussions with City Finance, Lump Sum Budget Preview	City Budget Hearing
State Partners/Funders	Delegation Meeting	Governor's Administration Discussions	Legislative Leader Discussions	Lump Sum Budget Preview	
Other Community Members	General Survey (Budget Priorities)			General Survey (Reactions to Lump Sum)	BOE Budget Hearing City Budget Hearing


THE SCHOOL DISTRICT OF
PHILADELPHIA
Thank you and Questions

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 12/7/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Written Testimony	Supporting Document

My name is Michael Piwonski and my son, Sebastian Piwonski, is a fifth-grade student at Hackett elementary school. I am writing about an incident that occurred on 11/22.

Sebastian attends the Cione recreation center afterschool program and he was to attend on said date at 12:15, the dismissal time before Thanksgiving break. I too am a teacher in Trenton, NJ and was also dismissed at 12:15. On my ride home at 12:27 pm I received a call from the secretary at Hackett informing me he was not picked up from school. The Cione afterschool program had been cancelled and my wife and I were unaware. I informed the secretary that I was on my way and would be at Hackett in about 25 minutes. She informed me that Sebastian would be in the playground waiting for me, never did it cross my mind he would be left unsupervised. When I arrived at approximately 1:00 pm Sebastian was waiting alone on the corner outside an empty playground. When Sebastian got in the car, I asked him what happened. He informed me Mr. Kimmel, the principal, told him to wait outside for me to arrive. This is not acceptable so on my arrival home I called the school but there was no answer. My wife informed me she also tried calling from work to no avail. I would like to note that the school tried to call my wife, but she did not have her phone on her and did not receive the message left by Hackett until I had already secured Sebastian. Since I couldn't reach anyone at school, I decided to leave a comment on Class Dojo, the school's method of communicating with parents. This comment was deleted so I reposted, and it was deleted again. I also left a private message on the office, guidance, and principal pages, these were the adults in the office when Sebastian was dismissed to the playground unattended.

On Monday 11/27 I received a call from Mr. Kimmel in response to the comments I made on Class Dojo. He said he did not see the messages until Monday morning; however, if that was true my public comment would not have been deleted. During our conversation Mr. Kimmel accepted zero responsibility for leaving a child unattended. Here are some of the comments that were made to me by Mr. Kimmel during our conversation:

"I feel your anger is misplaced and you feel guilty for not being there for Sebastian."

"Sebastian was having the time of his life on the playground."

"I told Sebastian to ring the bell if he did not feel safe."

"There were other people on the playground."

"You expect staff to stay and watch your child on the first half day before Thanksgiving break that was ever granted to Philadelphia teachers?"

"It is not my responsibility to wait with students, we do more here for student safety than other schools."

"Should I have punished Sebastian by not letting him go outside."

"I have not heard you take responsibility for this occurring."

“You mentioned me, the guidance counselor, and the secretary in your comments. This was not necessary.”

I will summarize my responses to the comments that were made to me.

My anger is not misplaced, the leader of the school chose to abandon my child.

Sebastian was not having the time of his life; he said he was the only child on the playground for a half hour. This is contradictory to Mr. Kimmel’s claim the playground was crowded. Sebastian should not have had to worry about feeling safe because he should have been in the building with the principal. Also, I send my child to school to be in the care of a staff member, not random adults on a playground. It is the responsibility of school staff to ensure child safety.

I do expect staff to stay and watch students after dismissal even if it was the last day before Thanksgiving break. I have never been late picking my child up in the six years he attended Hackett and should not be made to feel inadequate because of this one incident. I realize it is inconvenient, but inconvenience is not a reason to leave a child unattended.

I was not made aware that the after-school program was cancelled. Independent of this fact, I do take responsibility for being late. However, the school is responsible for student safety. Leaving a child alone on a playground does not ensure this.

I have been a teacher for 24 years and never once left a student unattended. It is the responsibility of the school staff to ensure all students are handed over to a parent/guardian at the end of the day. Sadly, this was not the case for my son. He was pushed out of the building and left to wait on his own. Mr. Kimmel never checked on him during his time outside and did witness me pick Sebastian up. As far as he knew, anyone could have grabbed him. Student safety should be a priority, given the climate of Philadelphia it was extremely unsafe leaving a child unattended. This is an unfortunate event that should never have happened; I am pursuing legal advice on this matter.

Note: *I noticed an error in the last paragraph of my comments, I said The principal did see me pick my son up. I should read he did not see me pick him up.

Michael Piwonski

Sincerely,

Michael Piwonski

Registered Speakers on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 12/7/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
SPEAKERS LIST
DECEMBER 7, 2023

Registered Speakers

1. Yameen Whitaker, Parent/Guardian
   Topic: School Bus

2. Christina Richketts, Parent/Guardian
   Topic: School Choice

3. Monica McCleary-Echols, Parent/Guardian
   Topic: Southwest Leadership Academy Charter School

4. Dorothy Brittingham, Parent/Guardian
   Topic: School Choice

5. Lynda Rubin, APPS
   Topic: Action Item 28, Contract with Neubauer Family Foundation and TBD for Support and Expansion the 9th Grade On-Track program

6. Emithal Mahmoud, Parent/Guardian
   Topic: School Selection Support

7. Mama Gail Clouden, Community Member
   Topic: Parent Engagement

8. Leah Clouden, Community Member
   Topic: Parent Engagement

9. Kristin Luebert, District Staff Member
   Topic: Staff Retention

10. Lisa Monique Carter, Parent/Guardian
    Topic: Immediate Enrollment of Son

11. Badia Uqdah, Parent/Guardian
    Topic: Bullying Response

12. William Bazemore, Charter School Staff Member
    Topic: Charter School

13. Anne Dorn, Parent/Guardian
    Topic: Magnet School Admissions System

14. May Freda Watson, Community Member
    Topic: Save the Children

15. Lisa Haver, APPS
    Topic: Action Item 26, Amendment of Contract with Institute for the Development of African American Youth, Inc. for Expansion of Safe Path School and Community Safety Corridor Program

16. Barbara Dowdall, APPS
    Topic: Action Item 4, Contract with The DT Firm for Government Relations Consulting

THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
ACTION MEETING
SPEAKERS LIST
DECEMBER 7, 2023

Primary Waitlist Speakers

NONE

Action Item Questions and Answers - •

Title: Action Item Questions and Answers - Added 12.07.2023

Board of Education Meeting Date: 12/7/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Action Item Questions and Answers	Supporting Document

The School District of Philadelphia

Board of Education
Action Item Questions and Responses
December 7, 2023

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General Questions	14

Action Item Questions	Submitted by:	Response
4). Contract with The DT Firm for Government Relations Consulting ($528,125) - Updated 11.30.2023 1. Request for additional information and clarification around the scope of work. 2. How was this contract determined so far in advance? 3. Would it be advantageous for us to reconsider the timeframe?	Board Member Fix-Lopez Board Member Salley Board Member Thompson	1. The scope of the work from previous years has increased to include additional emphasis on local government relations given the forthcoming changes in the City's leadership. 2. The 3.5 year contract is intended to provide stability within the government relations space and leverage established relationships at the state and local levels. 3. An annual re-bid could potentially be disruptive to established relationships.
5). Contract with Scantron for Survey Printing, Mailing, and Processing ($90,000)	Board Member Salley	1. This is a separate spend that is specific to the parent/guardian portion of the Philly School Experience Survey (PSES).

1. How does this map to previous action items related to marketing and communication? Is this an add on? Is this an additional spend?		PSES questions are part of a validated set of questions that provide information about school experiences. The paper surveys are part of our larger parent engagement strategy for PSES. Feedback from principals along with our own data analysis suggests that mailing paper surveys helps to maximize parent/guardian participation and engagement. Results are shared with all program offices, including the communications team, who can use the results along with the results of the other communications surveys to inform future decisions/actions.
18). Amended Contract with Mobilease Modular Space, Inc. at Various Locations ($600,000) 1. What types of spaces are these? 2. Will these spaces include bathrooms? 3. Request for additional information to better understand the methodology being used within our procurement process with hopes of better	Board Member Danzy Board Member Salley	1. Six (6) modular units will be used for classrooms that can support up to 30 students per modular. An additional two (2) modular units will be used for restrooms. ● Comly School - Four (4) units will be utilized at Comly to address over-enrollment.

understand how the District is leveraging it's purchasing power.		• Olney High School - One (1) modular unit will be utilized to address over-enrollment. • C.W. Henry - One (1) unit will be used for Music and Art classes due to ongoing environmental work in those classrooms, and one (1) modular unit will provide additional restroom support. • Fox Chase Farm - One (1) modular unit to provide additional restroom support. 2. Yes, C.W. Henry and Fox Chase Farm will have modular bathroom/restroom units adjacent to the modular classrooms. This is due to the distance between the modular classroom and the main building. However, the classroom modular units at Comly and Olney are located adjacent to the exterior doors of the schools and close to bathrooms/restrooms inside the building. 3. Mobilease was selected through the cooperative contracting process through the Keystone Purchasing Network.

		Board policy 613 allows the District to utilize cooperative contracting where a bid process comparable to the Office of Procurement Services was conducted to obtain qualified vendors at competitive rates. The office of Capital Programs has had a long-standing relationship with Mobilease that has resulted in discounted pricing when acquiring modular units for multiple sites. The modular units were reallocated from sites that no longer required them. By doing this, the District saved on transportation fees normally associated with return at the end of the lease agreement.
22) Amendment of Contracts with M&M Lawn Care East, Inc. and Townscapes, Inc. - Landscaping Services ($800,000) 1. Is this for active schools only or all real estate of the district? 2. Is this seasonal work?	Board Member Egea-Hinton Board Member Salley	1. This contract is utilized to cover landscaping services for all District active and vacant properties. 2. No, this is not seasonal work. Landscaping services/maintenance are performed throughout the year.

24). Amendment of Contract with Multiple Vendors - Interpretation and Translation Services ($2,400,000) 1. Request for additional quantitative information on the effectiveness of the vendors? 2. How are schools able to access these resources? 3. Can some of this work be supplemented or replaced by Artificial Intelligence technology?	Board Member Lam Vice President Fix-Lopez Board Member Wilkerson	1. The Office of Family and Community Engagement contracts with translation and interpretation vendors to fulfill requests that exceed the capacity of our full-time language access coordinators. These contractual agreements not only accommodate the heightened demand for services, but also expands our access, allowing us to support requests from hundreds of different languages. From July 2023 to November 2023, a total of 1,821 translations have been delivered, with 622 completed by our vendors. Currently, vendor utilization for translation services accounts for 34.16% of total jobs. Additionally, 398 interpretation requests have been fulfilled, with vendors completing 360 of them, resulting in a vendor utilization rate of 90.45% for interpretation services.

		2. School-based staff and central office staff who need written documents translated from English into another language, complete the Translation Request Form. If a scheduled meeting, conference, or event requires interpretation, school and central office staff complete the Interpretation Request Form. A message is sent annually, to all District and central office staff, about the process for requesting interpretation services and resources are promoted on the Family & Community Engagement website. The annual message to all District staff also includes the codes to access three-way telephonic interpretation services that the Board has authorized in addition to the services in Action Item 24.

		3. The Translation and Interpretation unit staff are constantly researching ways to provide quality service while reducing the cost and time to translate documents and interpret spoken words. Artificial Intelligence (AI) for translation and interpretation continues to improve, we are encouraged that it will replace certain aspects of translation and interpretation work. We are piloting with 12 schools the use of AI with Ipads using an interactive application to interpret for users. We think this technology can assist with school-based meetings, the enrollment process, and so much more. If the quality of translations and interpretations is what we anticipate and the context, cultural nuances are not compromised, AI potentially could replace human translators and interpreters.
26) Amendment of Contract with Institute for the Development of African American Youth, Inc. for Expansion of Safe Path	Board Member Thompson Board Member Salley	1. A study by the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention demonstrated that 63% of violent crimes committed by

School and Community Safety Corridor Program ($699,174) 1. Is there data on the effectiveness of the Safe Path program? 2. Is there a correlation between truancy and the Safe Path Programs?		juveniles nationwide occur on school days, and nearly one-fifth (19%) of these crimes occur in a 4-hour span from 3pm – 7pm [1]. While the Office of School Safety's Safe Path Program is relatively new, launching in support of schools during the 2022-23 school year, it is modeled on the Chicago Public Schools Safe Passage program, which has been in existence since the 2009-2010 school year. The OSS Safe Path program shares the Chicago Safe Passage program's primary goal– to ensure the safety of students traveling from schools by placing civilian personnel from the community along specified routes. Results of an Independent study and recent analysis of more than ten years of geo-coded Chicago police reports and school-level data suggest that the program is an efficient and cost-effective alternative way of monitoring corridors with direct effects on crime and student outcomes. The same analysis also showed that the presence of monitors resulted in lower crime levels, with violent crime declining by 14% on average and a 3% decline in property crime along corridors that are covered by

		the program. Additionally, an estimated decline in absenteeism by 2.5 percentage points was reported with no evidence of spillover effects [2]. The Journal of Urban Economics finds that Chicago's program is an efficient and cost-effective solution with direct effects on crime and student outcomes, and other large urban school districts could benefit from a similar program. A separate study finds that the Safe Passage program in Chicago appears to reduce total crimes within a quarter mile of an elementary school by approximately 19 incidents per day across the city. [3] We are currently working on developing evaluation and data collection methods for the District's Safe Path program. The Office of School Safety, with other District and external partners as needed, will use multiple data sources to track progress and outcomes, including program data, School District of Philadelphia District-wide Survey data, Office of School Safety Serious Incident data, and Philadelphia Police

		Department arrest and shooting incident data. 2. An independent study of a program implemented by the Chicago Public Schools aimed towards providing an adult presence on corridors for students as they travel to and from school (Safe Passage Program) shows a decrease in absenteeism by 2.5 percentage points since the inception of their program. [4]There is no research or evidence, however, that indicates the Safe Path program has an impact on truancy. Additionally, the Office of School Safety's Safe Path Program is only implemented during dismissal hours at this time, so there is no way to measure the overall impact of the program on truancy. **Research & Data Sources:** 1. Statistical Briefing Book, Offending by Juveniles, Violent crime by youth time of day (per 1,000 youth who committed a violent crime) Web site. Available at: https://www.ojjdp.gov/ojstatbb/offenders/

		qa03301.asp. Published April 18, 2022. Accessed August 16th, 2022. 2. McMillen, D., Sarmiento-Barbieri, I., & Singh, R. (2019). Do more eyes on the street reduce Crime? Evidence from Chicago's safe passage program. Journal of Urban Economics, 110, 1-25. https://doi.org/10.1016/j.jue.2019.01.001 3. Curran, F. Chris (2014). The Impacts of the Chicago Welcoming Schools' Safe Passage Program on Student Safety and Crime. Society for Research on Educational Effectiveness. https://eric.ed.gov/?id=ED562847 4. Sarah Komisarow, Robert Gonzalez; Can Community Crime Monitoring Reduce Student Absenteeism?. Education Finance and Policy 2023; 18 (2): 319–350. https://doi.org/10.1162/edfp_a_0036
28). Contract with Neubauer Family Foundation and TBD for Support and Expansion the 9th Grade On-Track program ($TBD) (Added 11.22.2023)	Board Member Lam Board Member Thompson Board Member Wilkerson	1. The District has allocated funding for a full-time Director of 9th Grade On-Track (9GOT) who will work in collaboration and oversight of the implementation of this programming. Additionally, other

1. How will the district ensure that this item will be carried out with fidelity? 2. How has the study in Chicago impacted the work that we are doing to sustain and expand these efforts? 3. Request for a long-term plan on how the District will sustain this work? 4. Request for additional information and data to share the past performance of this specific program		SDP executive leaders will focus a percentage of their work on 9GOT including coordinating partnerships, communicating with internal stakeholders that support schools and their leaders directly, as well as convening groups of school personnel who will be implementing this work with students who will provide feedback to SDP leaders. This will allow SDP to direct the collaboration in best service of the students and outcomes of this programming. 2. As a result of the study and implementation of 9GOT research and strategies, SDP has been able to develop systems, build data tools, and expand professional learning that engage school leaders, and subsequently their teams to leverage these systems to identify and support students as related to on-track for four-year graduation. This has caused a closer look at attendance, behavior, and grades that lead to credit attainment.

		3. Long term, the District will consider the comparative costs in staff capacity building versus contracted vendors to ensure that all schools who are receiving this support continue and that we are positioned to add all high schools to engage and use data at this level. This could mean that SDP staff are expanded to serve in this specific capacity. Additionally, the District will build on the professional learning structure that encompasses this work so that it is owned and sustained by the school leader community in collaboration with other SDP leads, offices, and departments. 4. Recent data from the District Performance Office (DPO) showed that SDP students who were on track in 9th Grade were twice as likely to graduate on time (i.e., in 4-years). The data showed cohorts of students who participated during the time the District placed concerted effort and focus to 9th Grade On-Track versus prior years. The

		data was elevated in the percentage rates that students graduated on time since this effort.

General Questions	Submitted by:	Response
How does Action Item 20 differ from Action Item 21 Can we expect to see additional audits as a result of this item or is this a one time investment?	Board Member Lam Board Member Salley	Neither of these contractors are performing "audits" for the District. Rather, they provide essential operational support to the District in managing its regulatory based processes, including augmenting quality control around these processes. DeLuca has been retained by the District to support the District's compliance efforts for over a year. They bring project management and regulatory expertise to oversight and execution of environmental processes, including the management of the Tetra Tech contract, as well as providing essential staff augmentation, such as the Interim Executive Director of OEMS, Data Managers, and support in securing additional outside funding. DeLuca's contract is designed

		to build District capacity over time related to environmental compliance and management. Tetra Tech is a third party performing AHERA inspections, by licensed inspectors, to identify and monitor the condition of asbestos-containing materials. Additional planning and inspections are being requested of Tetra Tech to accelerate a sustainable schedule for the AHERA program that is geared toward regulatory compliance, hence the additional funding requested in this action item. This is likely a continuing investment because an AHERA management program is, by its very nature, intended to be cyclical and continuous. The services provided by TetraTech and DeLuca have facilitated and accelerated the District's ability to complete 3-year inspections of District buildings and to post inspection reports.

Action Item - 1.

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

Board of Education Meeting Date: 12/7/2023

The Board of Education will consider the amendment, addition, and elimination of the following policies, in the form to-be-attached, at the December Action Meeting:

- Policy 210 - Use of Medication/Medical Technology
- Policy 210.1 - Possession/Use of Emergency Medications
- Policy 217 - High School Graduation Requirements
- The proposed elimination of Policy 314.1 - HIV Infection in Employees
- Policy 324 - Personnel Files
- Policy 804 - Mandatory Instructional Time
- Policy 815 - Acceptable Use of Internet, Technology, and Network Resources
- A new proposed Policy 829 - Information Security
- A new proposed Policy 314 - Employee Evaluations

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Policy 210 - Use of Medication/Medical Technology	Supporting Document
Administrative Procedures - Use of Medication/Medical Technology	Supporting Document
Policy 210.1 - Possession/Use of Emergency Medications	Supporting Document
Administrative Procedures - Possession/Use of Emergency Medications	Supporting Document
Policy 217 - High School Graduation Requirements	Supporting Document
Administrative Procedures - High School Graduation Requirements	Supporting Document
Policy 314.1 HIV Infection in Employees [PROPOSED FOR ELIMINATION]	Supporting Document
Policy 324 - Personnel Files	Supporting Document
Administrative Procedures - Personnel Files	Supporting Document
Policy 804 - Mandatory Instructional Time	Supporting Document
Administrative Procedures - Mandatory Instructional Time	Supporting Document
Policy 815 - Acceptable Use of Internet, Technology, and Network Resources	Supporting Document
Administrative Procedures - Acceptable Use of Internet, Technology, and Network Resources	Supporting Document
Policy 829 - Information Security [NEW POLICY]	Supporting Document
Administrative Procedures - Information Security [NEW POLICY]	Supporting Document
Policy 314 - Employee Evaluations [NEW POLICY]	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Use of Medication/ Medical Technology

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210 USE OF MEDICATION/MEDICAL TECHNOLOGY

Purpose

The Board of Education ("Board")~~School Reform Commission~~ **is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia ("District") schools. The purpose of this Policy is to guide District staff, parents/guardians, and students about the administration of medication or medical technology to students during school time.** ~~The School Reform Commission shall not be responsible for the diagnosis and treatment of student illness. The administration of medication or utilization of medical technology should take place at home; however, students with health problems may require medication or medical technology as defined in this policy in order to permit them to function at as close to a normal level as possible in the classroom.~~

~~**Definitions**~~

~~**Medication -** all medicines, including over-the-counter medicines prescribed by a licensed prescriber and executed on a medical consent form by the parent and licensed prescriber.~~

~~**Medical technology -** suction, oxygen, or other types of equipment used to treat or respond to a student's medical condition.~~

~~**Licensed prescribers -** licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.~~

Authority

~~The SRC directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Health Care.~~

~~Before any medical technology may be utilized and before any medication may be administered to or by any student~~ **Pursuant to Pennsylvania law, the Board shall enact policy and procedures regarding the administration of medication, medical technology, and treatment of students** during school hours or during school related activities**.**~~, the **Board~~SRC shall require the written request of the parent/guardian, giving permission for such administration, and the written order of the licensed prescriber.~~[1]

Delegation of Responsibility

The **Board directs the** Superintendent or **their** designee, in conjunction with the Office of **Student**~~School~~ Health Services, ~~shall~~**to** develop ~~a~~**A**dministrative ~~p~~**P**rocedures for the administration and self-administration of students' medications and use of medical technology, **including the delivery, storage, and disposal of medications and medical technology**. **The District shall inform all parents/guardians, students, and staff about the Policy and Administrative Procedures governing the administration of medications and use of medical technology.**

~~All medications and/or use of medical technology shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy or the Administrative Procedure.~~

In the event of an emergency, any ~~d~~**D**istrict employee may administer emergency care, first aid**,** or rescue when **they**~~s/he~~ believe**s**, in good faith, that a student needs emergency care, first aid**,** or rescue.[2] **Pursuant to Pennsylvania law, school officers or employees, physicians or other practitioners, and any person who acts in good faith are not liable for civil damages as a result of any acts or omissions during emergency care, first aid, or rescue. [2][3][4]**

~~The policy and administrative procedures for administration of medications and use of medical technology shall be reviewed, at least every two (2) years, by a committee consisting of the School Health Coordinator, Certified School Nurse, school physician, and designated administrators, and revised as necessary.~~

The Office of Student Health Services shall reference the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Health Care in developing Administrative Procedures.

The Office of Student Health Services, or its designees, must receive a parent/guardian consent and a valid prescription annually at the start of the school year in order to be able to administer medication or medical technology.

Mandatory Regulatory Procedures

~~The district shall inform all parents/guardians, students, and staff about the policy and administrative procedures governing the administration of medications and use of medical technology.~~

~~All standing medication orders and parental consents shall be renewed at the beginning of each school year.~~

The policy shall be distributed with the Student Code of Conduct as required under 22 Pa. Code § 12.3(c)(relating to school rules) and made available on the District's publicly accessible Internet website.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations, the Department of Health Guidelines, and **Board**~~SRC~~ policies and ~~a~~**A**dministrative ~~p~~**P**rocedure**s**.[~~3~~**5**][~~4~~**6**]

~~Students may possess and use asthma inhalers, epinephrine auto-injectors and other emergency medications in accordance **Board**SRC policy.[5]~~

The administration of medication or utilization of medical technology shall be consistent with ~~the school health program established by the **Board**SRC and, where applicable,~~ any accommodations outlined in a student's Individualized Education Plan (IEP) or Section 504 Service Agreement.[7][8]

~~Delivery and Storage of Medications and Medical Technology~~

~~Procedures shall be developed for the delivery and storage of Medication and Medical Technology specifying:~~

1. ~~Procedures for delivering to District facilities for storage.~~
2. ~~The appropriate manner of storage and the supply on hand.~~
3. ~~District approved forms for delivery and storage.~~
4. ~~Procedures for proper record keeping.~~

~~Disposal of Medications~~

~~Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:~~

1. ~~Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.~~
2. ~~Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.~~
3. ~~Methods for safe and environmentally friendly disposal of medications.~~
4. ~~Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.~~

~~Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities~~

~~The district directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.[6]~~

~~Decisions regarding administration of medication/medical technology during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.~~

Legal References:

1. 22 Pa. Code §12.41
2. 42 Pa. C.S. §8337.1
3. **42 Pa. C.S. §8332**
4. **42 Pa. C.S. §8331**
5. 24 P.S. §1409
6. Pol~~-~~**icy** 216 **- Student Records**

~~5. Pol. 210.1~~

~~6. Pol. 121~~

7. Pol~~-~~**icy** 103.1 **- Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students**
8. Pol~~-~~**icy** 113 **- Special Education**

Related Information:

~~24 P.S. 510~~

~~24 P.S. 1401~~

~~24 P.S. 1402~~

~~24 P.S. 1414.1~~

~~Philadelphia Home Rule Charter - 12-300~~

~~55 PA Code 3270.133~~

Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010

Administrative Procedures for Use of Medication/Medical Technology
(Attachment for Policy No. 210)

Purpose

The Board of Education ("Board") is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia ("District") schools. The purpose of these Administrative Procedures is to provide guidance to District staff, parents/guardians, and students about the administration of medication or medical technology to students during school time.

Definitions

Medication: A substance used to treat a medical condition that is either prescribed by a licensed provider, or is sold over-the-counter.

Medical technology: Medical equipment or devices used to treat a medical condition.

Licensed prescribers: A person who is licensed, registered or otherwise lawfully authorized to distribute, dispense or administer a controlled substance, other drug or device in the course of professional practice or research in this Commonwealth.

Procedures

Delivery and Storage of Medications and Medical Technology

All medication and medical technology shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. **If a student has obtained necessary approvals for self-administration, then the medication or medical technology may be kept on their person.**

The pharmacy label must contain the following information:

- Name, address and telephone and federal DEA number of the pharmacy
- Patient's name
- Name of medication and amount dispensed
- Directions for use of the medication
- Name and registration number of the licensed prescriber
- Prescription serial number
- Date originally filled
- Controlled substance statement, if applicable

Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The ~~d~~**D**istrict shall not store more than a thirty-day supply of an individual student's medication.

Medication and medical technology should be recorded and logged in to SIS by the school nurse with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and/or medical technology and the school health personnel receiving the medication and/or medical technology.

~~All medication and medical technology shall be accompanied by the appropriate district-approved form, or other written communication from the licensed prescriber.~~
Parents/guardians must take the following steps in order to have medications/medical technology available to students in school:

1.) **Complete and submit Request for Administration of Medicine form to the school nurse**
2.) **Bring the medication to school properly labeled and packaged by a Registered Pharmacist. The medication bottle must have a Saf-T Closure Cap and labeled with information provided above**

Nonprescription medication must be delivered **to the nurse or main office** in its original packaging and labeled with the student's name.

An inventory of the medication, dosage used**,** and supply remaining shall be properly recorded in the ~~d~~**D**istrict's student information system. Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

Student Self-Administration

In specific cases, individual students shall be allowed to be directly responsible for the maintenance and administration of their medication with minimal supervision. Prior to allowing a student to self-administer medication, the ~~d~~**D**istrict shall require the following:

1. ~~An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.~~ **The following completed form with signatures of the parent/guardian and licensed prescriber: MED-1 Form (Request for Administration of Medicine).**

2. ~~Written parent/guardian consent.~~

3. An Individual Health Plan including an Emergency Care Plan.

4. A baseline assessment of the student's health status, conducted by the nurse. **That will focus on the student's ability to:**

~~In order to self-administer medication, the student must demonstrate the ability to:~~

a. Respond to and visually recognize ~~his/her~~**their** name.

b. Identify ~~his/her~~**their** medication.

c. Wash hands properly.

d. Measure, pour and administer the prescribed dosage of the medication.

e. Sign the medication sheet as acknowledgment of having taken the medication/treatment.

f. Demonstrate a cooperative attitude in all aspects of self-administration of medication/treatment.

g. Notify the school nurse and parent/guardian when medication is gone.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills using the Self Medication Assessment tool

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Privileges for self-administration of medication will be revoked if school **or Board** policies are abused**,** ignored, or the student is otherwise not willing or able to follow the established **requirements.** ~~and procedures~~.

Disposal of Medications

1. Contaminated needles or other contaminated sharp materials should not be bent, recapped or removed. Contaminated needles should be placed immediately in a puncture resistant container that is labeled with a fluorescent or orange-red biohazard symbol or in a red container that is closable**, that will be located in the nurse's office or main office**.
2. All discontinued or outdated medications should be returned to the parent/guardian ~~immediately~~.
    a. **The nurse, or other responsible individual, shall document disposed or returned medication that** ~~Document of disposition~~ should include the date, time, amount of medication, and signatures of the parent/guardian and school personnel. **This should be recorded in the Student Information System (SIS).**

b. If the parent/guardian does not retrieve the medication at the end of the school year, the licensed personnel (CSN, RN, LPN) should drop off the medication at a pharmacy for disposal **and update the Student Information System**.

3. Medications should not be disposed of down the drain, they should be returned to the parent/guardian or pharmacy for disposal.

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities

Students on field trips are entitled to the same health services, including medication administration, to which they are entitled while attending school. Prior to allowing a student to attend a field trip, the ~~d~~**D**istrict will require the following documentation:

1. Notification of school trips should occur at least 2 weeks~~, but no later than one week~~ prior to the planned trip.
    a. Whenever it is possible the nurse should receive from the school administration a list of all planned school trips at the beginning of the school year or at regular agreed upon intervals. This will allow for proactive planning of student needs as early as possible before the trip.
    b. The prescribed medications should be clearly described and outlined in a plan of care form for the entirety of the field trip by the nurse for the trip. The medications should be labeled by the school nurse with the following information:
        i. Formulation
        ii. Dosage
        iii. Route of administration
        iv. Frequency or time for taking the medication (i.e., “every 12 hours”; “take at 1 pm”)
        v. Medications should be provided to the district in an original container with the student’s name clearly labeled.
2. The plan of care form should clearly state who will be responsible for the administration of the student’s medication while on the field trip. The possibilities for medication administration on a field trip~~,~~ are as follows**:**~~:~~

    a. Agency nurse**:** ~~--i~~**I**f notified with an appropriate amount of time **and depending upon available staffing of those agencies and District resources**, the ~~d~~**D**istrict ~~can often~~**may be able to** provide an agency nurse to accompany the student on the trip and to administer the medication.
    b. Parent/Guardian**:** ~~--t~~The school may ask a parent/**guardian** to accompany their student on a field trip to provide the necessary care, but it cannot require the paren**t/guardian** to do so. When a parent/**guardian** is unable to accompany ~~his or her~~**their** child, the parent/**guardian** may designate, in writing, a responsible adult to accompany the child with the following restrictions.
        i. The parent/**guardian** must provide the supplies and training if the parent/**guardian** delegates treatments or medication administration to a

responsible adult. The school nurse may not participate in any way in the selection of a parent/**guardian** designee for the trip, nor in the training of the designee or in the provision of the supplies and medications.

ii. The parent/**guardian** may not choose a school staff member, school-designated trip chaperone or secondary student as a designee.

iii. The parent/**guardian** may not prescribe or alter treatments or medication administration orders for the school nurse or other licensed professional unless the parent/**guardian** is a Pennsylvania licensed provider.

c. Licensed volunteer**: ~~t~~T**he **~~d~~D**istrict may choose a licensed volunteer to administer the student's medication. The licensed volunteer's assigned duties must be within their professional scope of practice. The volunteer's license must be active and in good standing. The licensed volunteer should be provided with the student's plan of care and order for the medication. Additionally, the licensed volunteer should have the necessary training to perform the treatment the student requires, utilizing the equipment/medication that the student routinely uses to receive the treatment. **See Policy 121 - Field Trips, Social Events, and Class Trips for more information about volunteers.**

d. Student**: ~~t~~T**he only medications a student may self-carry and self-administer are an asthma rescue inhaler, insulin, glucagon and an epinephrine auto-injector. Students that are allowed to self-carry should already have a self care plan on file with signed statements by parent/**guardian** and health care provider, allowing for the self-carry/self administration. Prior to the trip the school nurse should perform an assessment of the student's ability to self-administer the medication.

3. Out-of-state field trips**: ~~t~~T**he school must ensure that the nurse and/or licensed volunteer is permitted to practice in the state under their Pennsylvania license.
4. Out-of-country field trips**: ~~t~~T**he school must contact that country's consulate to ensure the nurse and/or licensed volunteer is permitted to practice in the country under their Pennsylvania license.
5. Other considerations**:**
    a. The school should verify that each volunteer has had child abuse clearance
    b. Volunteers expected to have more than 10 hours a week in direct contact with students will require a TB test.

Communication

The District shall inform all parents/guardians, students, and staff about this Policy and Administrative Procedures governing the administration of medications and use of medical technology. Related information should be translated into student and parent/guardian preferred language in conformity with Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language is Not English.

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 210.1
SECTION: 200 Pupils
TITLE: Policy 210.1 - Possession/Use of Emergency Medications
ADOPTED:August 24, 2011
REVISED: October 13, 2016

POLICY 210.1 - POSSESSION/USE OF EMERGENCY MEDICATIONS

Purpose

The Board of Education ("Board") is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia ("District") schools. The purpose of this Policy is to guide District staff, parents/guardians, and students about the administration of emergency medications (including, but not be limited to asthma inhalers, epinephrine auto-injectors, prolonged seizure nasal spray and other medication prescribed to immediately treat or respond to a student's acute medical condition in an emergency) during school time.

Definitions

~~**Asthma inhaler: - a**~~**A** ~~prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[3]~~

~~**Emergency medications: - i**~~**I**~~ncludes, but not be limited to asthma inhalers, epinephrine auto-injectors, and other medication prescribed to treat or respond to a student's medicalcondition in an emergency.~~

Self-administration: A student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner, or physician assistant.

~~**Licensed prescribers: - l**~~**L**~~icensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.~~

Authority

Pursuant to Pennsylvania law, the Board may enact policy and procedures regarding the emergency administration of medication, medical technology, and treatment of students during school hours or during school related activities. Furthermore, the Board~~The School Reform Commission s~~hall permit students to possess asthma inhalers, epinephrine auto-injectors**,** and other emergency medications and to self-administer the prescribed medication~~ in accordance with state law, SRC policy, and administrative procedures~~.[1][2]

In the event of an emergency, any District employee may administer emergency care, first aid, or rescue when they believe, in good faith, that a student needs emergency care, first aid, orrescue.[3]

Delegation of Responsibility

The **Board directs the** Superintendent or **their** designee,~~ in conjunction with~~**through** the Office of~~ School~~**Student** Health Services,~~ shall~~**to** develop ~~a~~**A**dministrative~~ p~~**P**rocedures for student possession and self-administration of **emergency medication, including, but not limited to,** asthma inhalers~~,~~ **and** epinephrine auto-injectors~~ and other emergency medications~~.

The~~ d~~**D**istrict shallannually inform staff, students**,** and parents/guardians **of this Policy and its Administrative Procedures**~~about the policy and procedures governing student possession and use of asthma inhalers, epinephrine auto-injectors, and/or other emergency medication~~.

The certified school nurse shall develop an individualized healthcare plan for each student prescribed emergency medication from a licensed prescriber, which shall include an emergency care plan component. **A student's individualized healthcare plan neither replaces nor necessarily requires other individualized plans for accessing the education program, including an Individualized Education Plan (IEP) or 504 Plan**. [2]

Legal References:

1. 24 P.S. §1414.1
2. Pol~~.~~**icy** 103.1 **- Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students** 3. **42 Pa. C.S.** §**8337.1**
4. ~~22 PA Code 12.41~~
5. ~~Pol. 113~~
6. ~~24 P.S. 1409~~

7. ~~Pol. 216~~
8. ~~Pol. 218~~

Related Information:

~~22 PA Code 12.3~~
~~Pol. 113.1~~
~~Pol. 227~~

Administrative Procedures:

Policy 210.1 Administrative Procedures

THE SCHOOL DISTRICT OF PHILADELPHIA

Revised: **November 16, 2023**

Administrative Procedures for Possession/Use of Emergency Medications
(Attachment for Policy No. 210.1)

Purpose

The Board of Education ("Board") is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia ("District") schools. The purpose of these Administrative Procedures is to provide guidance to District staff, parents/guardians, and students about the administration of emergency medications during school time.

Definitions

Asthma inhaler: A prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[1]

Emergency medications: Includes, but not be limited to asthma inhalers, epinephrine auto-injectors, prolonged seizure nasal spray and other medication prescribed to immediately treat or respond to a student's acute medical condition in an emergency.

Epinephrine auto-injector: A single-use device used for the automatic injection of a premeasured dose of epinephrine into the human body (the thigh), used to treat life-threatening allergic reactions. Whenever epinephrine is given, 911 must be called. [2]

Self-administration: A student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner, or physician assistant.

Licensed prescribers: Licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners, and physician assistants.

Procedures

The possession/use of emergency medications shall be consistent with ~~the school health program established by the Board of Education ("Board") and, where applicable,~~ any accommodations outlined in a student's Section 504 Service Agreement or Individualized Education Plan **(IEP)**, in accordance with Board policy. ~~[1][2]~~**[3][4]**

Before a student may possess or use emergency medications in the school setting, **they must provide** ~~Board shall require t~~he following: ~~[2][3]~~**[5][6]**

1. A written request from the parent/guardian that the school complies with the order of the ~~physician, certified registered nurse practitioner or physician assistant~~**licensed prescriber by completing the following form:** **Request for Administration of Medicine** (also known as the Med-1form).~~[4]~~**[6]**

~~2. A statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.[4]~~

3. An order from the **licensed prescriber on the form linked in number 1, above. Please be sure to note the following:** ~~physician, certified registered nurse practitioner or physician assistant that states:[4]~~**[6]**

   ~~a. Name of the drug.~~
   ~~b. Prescribed dosage.~~
   ~~c. Times medication is to be taken.~~
   ~~d. Length of time medication is prescribed.~~
   ~~e. Diagnosis or reason medication is needed, unless confidential.~~
   f. Potential serious reaction or side effects of medication.
   g. Emergency response.
   h. If the child is qualified and able to self-administer the medication.

The certified school nurse shall conduct a baseline assessment of the student's health status before creating a plan for self- administering prescribed emergency medication.

The student shall notify the school nurse immediately following each use of an asthma inhaler, epinephrine auto-injector, prolonged seizure nasal spray or other emergency medication.~~[4]~~ If the student is ~~physically incapacitated and u~~nable to notify the school nurse, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector**,** or other emergency medication. **If a school nurse is not available to respond to a medical emergency then the witnessing adult staff member should immediately call 911 and an adult staff member should remain with the student until 911 arrives.[6] The student's parent/guardian should also be contacted.**

The certified school nurse shall provide periodic **(at least 1-2 times a year)** and ongoing assessments of the student's self-management skills during the time in which a plan for administering prescribed emergency medication exists.

Students shall be prohibited from sharing, giving, selling, and using an emergency medication in any manner other than which it is prescribed during school hours, at any time while on school

property, at any school-sponsored activity, and during the time spent traveling to and from school or school-sponsored activities.

~~Violations of self-administration requirements and guidelines by a student shall result in immediate confiscation of the asthma inhaler, epinephrine auto-injector, or other emergency medication and loss of privileges.[4]~~ **The District reserves the right to withdraw a student's authorization to self-administer and to make that decision in conformity the Student Code of Conduct and other Board policies.[6]**

For students who are not able and students who lose the privilege to carry and self-administer emergency medications, the District shall provide a **safe, accessible storage** location in **the school building**~~close proximity to the student,~~ so that the prescribed medication is appropriately stored and inform the ~~student's teacher(s)~~**appropriate staff, including classroom teachers,** of where the medication is located and the means to access the medication.~~[4]~~**[6]**

An inventory of the medication, dosage used**,** and supply remaining shall be properly noted in the ~~dD~~istrict's ~~sS~~tudent ~~iI~~nformation ~~sS~~ystem **(SIS)** by the school nurse. The District reserves the right to require a statement from the physician, certified registered nurse practitioner**,** or physician assistant for the continued use of a medication beyond the specified time period. Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall **not** be automatically renewed each subsequent school year, unless **the District is provided a new written request** ~~revoked by parent or guardian in the form of a written request signed by a parent or guardian.[4]~~**[6]**

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.~~[5][6]~~**[7][8]**

A student whose parent/guardian completes the written requirements for the student to possess emergency medication and self-administer the prescribed medication in the school setting shall demonstrate to the certified school nurse the competency for self-administration and responsible behavior in use of the medication.~~[4]~~**[6]**

The District shall develop criteria to determine a student's competency to carry and self-administer emergency medications, which shall be based on the student's:~~[4]~~**[6]**

1. Age.
2. Cognitive function.
3. Maturity.
4. Demonstration of responsible behavior.

Information about the possession and use of emergency medications shall be distributed with the **Student** Code of ~~Student C~~onduct and made available on the **District website**.~~[4][7]~~**[6][9]**

Use of Emergency Medications Requiring Follow-Up in Hospital Emergency

The student shall notify the school nurse immediately following each occurrence of self-administration of medication. If the student is physically incapacitated ~~and unable to notify the nurse,~~ a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector**,** or other emergency medication. In the case of a child that has self-administered an emergency medication while in school and the nurse has been notified of the use of the medication, the student will require an immediate assessment by the school nurse in the following instances:

1. Self-administration of epinephrine auto-injector: In the event a student is believed to be having an anaphylactic reaction, the school nurse or an individual in the school who is responsible for the storage and use of epinephrine auto-injectors shall contact 911 as soon as possible.~~[1][8]~~**[6][10]**

2. Repeated administration of rescue inhalers: If a child has reported self-use of the rescue inhaler two or more times within a day, the school nurse must assess the child for need of hospital emergency follow-up. If the nurse assesses the student as in respiratory distress, the nurse shall immediately contact 911. If the nurse assesses the student as not in respiratory distress, the parent should be contacted and informed of their child's repeated usage of the medication while in school.~~[4]~~**[6]**

3. Administration of nasal spray for prolonged seizure activity: Seizures lasting longer than five minutes, where students have been prescribed an emergency seizure medication by their physician in the form of a fast acting nasal spray, may be self administered or by school staff in the absence of a school nurse. 911 and the parents will be immediately contacted with each use.

Rectal administration of a medication for prolonged seizure activity is not included and must be administered by a nurse.

The school leader and/or nurse should notify the parent/guardian of the event. The event and parent/guardian communication should be documented in SIS. The school nurse should advise the parent/guardian to have the student follow up with their primary care physician. Follow-up with the child's primary medical provider should be strongly encouraged.

Managing Emergency Medications in Schools without a Nurse:

Schools can not accept medications until a school nurse is assigned. Exceptions to the policy are emergency medications below. In order for these emergency medications to be accepted by the school and administered a student must have a completed Request for Administration of Medicine form on-file. The form must be signed by a physician.

Emergency Medications that can be accepted and administered by school staff:

- **EpiPen (Epinephrine auto-injector)**
- **Asthma inhaler**
- **Prolonged seizure nasal spray**

The school leader should notify the parent/guardian of the event. The event and parent/guardian communication should be documented in SIS.

Naloxone nasal spray is an emergency medication that can be administered by school staff, but does not require a completed Request for Administration of Medicine form. See Naloxone Policy 823 for additional information.

School staff are not compelled to treat medical emergencies. In the case of a medical emergency all school staff should be instructed to call 911. Health and PE teachers are CPR and First Aid certified and may act as support when feasible.

The Office of Student Health Services provides support and training for schools without a school nurse. Schools without a nurse can request support and training about use/administration of emergency medications by emailing studenthealth@philasd.org.

Use of Undesignated Emergency Medications for Students with Known or Unknown Conditions

Training school employees to administer emergency medications to a student with known or unknown conditions, such as asthma or severe allergic reaction, is life saving and helps prevent emergencies. The following protocols allow trained employees to administer albuterol to any student experiencing an asthma episode or respiratory distress, or auto-injection epinephrine (EpiPen) to any student experiencing a severe allergic reaction also known as anaphylaxis.

- **Protocols for Use of Undesignated Albuterol Inhaler for Student with Known or Unknown Asthma and Respiratory Distress**
- **Protocols for Use of Undesignated Auto-Injection Epinephrine for Student with a Known or Unknown Risk for an Anaphylactic Reaction**

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Legal References:

1. 24 P.S. §1401
2. 35 Pa. C.S. §5502
3. Policy 103.1 - Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students
4. Policy 113 - Special Education
5. 22 Pa. Code §12.41
6. 24 P.S. §1414.1
7. 24 P.S. §1409
8. Policy 216 - Student Records
9. Policy 218 - Student Conduct and Discipline
10. 24 P.S. §1414.2

Related Information:

Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 217

Section: **200** Pupils

Title: **High School** Graduation Requirements

Adopted: April 27, 1981

Revised: March 28, 2019

217 **HIGH SCHOOL** GRADUATION REQUIREMENTS

Purpose

The Board of Education ("Board") is committed to preparing every School District of Philadelphia ("District") student to graduate ready for college and career. The purpose of this ~~p~~**P**olicy is **to provide equitable opportunities for each student** and to acknowledge each student's successful completion of a ~~School~~ District approved **high school** instructional program by an award of a diploma or certificate.

Authority

The Pennsylvania School Code directs the Board to issue a certificate to each pupil satisfactorily completing the prescribed course of instruction in the high school program and to set the requirements of graduation in conformity with law.[1]

~~The Board of Education sets the policy and the Superintendent has the authority to determine the criteria for high school graduation. The high school principal certifies to the Superintendent students' successful completion of the established graduation requirements.~~

~~Guidelines~~

~~The Board shall award a high school diploma to every student who meets the requirements for graduation.~~

~~Such requirements shall include:~~

~~1. The successful completion of a minimum of 23.5 credits;~~
~~2. The completion of a service learning project; and~~

~~3. Any standards set by Commonwealth laws and regulations.~~

~~Any standards set by Commonwealth laws and regulations shall be described and outlined in the administrative regulations accompanying this policy.~~

~~A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent. A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes but may be denied participation in graduation ceremonies upon the decision of the principal.~~

Delegation of Responsibility

The **Board directs the** Superintendent **or their designee, through the Division of Academic Services,** ~~is authorized~~ to develop **Administrative** ~~p~~**P**rocedures for implementing this ~~p~~**P**olicy which include **the following:**

- ~~a~~**A** detailed description and outline of all graduation requirements **that conform with law**; **and**
- ~~procedures for the careful recording of each student's progress and accumulation of graduation requirements;~~
- ~~p~~**P**rocedures and standards for counseling of students to know what is expected of them for completion of their schooling~~;~~**.**
- ~~procedures for issuance of periodic notifications to students in danger of not fulfilling graduation requirements;~~
- ~~procedures for the preparation and submission to the Board for its approval a list of all candidates for the award of a diploma or certificate;~~
- ~~standards for the preparation of suitable diplomas and certificates; and~~
- ~~procedures for the planning and execution of graduation ceremonies which fittingly mark this important achievement.~~

Mandatory ~~Regulatory~~ Procedures~~Guidelines~~

A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent. A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes, but may be denied participation in graduation ceremonies upon the decision of the Superintendent or their designee.

The District shall **publicly** post ~~on its publicly accessible Internet website~~ its Graduation requirements **on the District website**.

Legal References:

1. **24 P.S. §1613**

1. Pa. School Code, 24 P.S. § 1504(c)
2. Pa. School Code, 24 P.S. § 1611
3. Pa. School Code, 24 PS § 1613
4. Pa. School Code, 24 P.S. § 510.2
5. Pa. SB 1095

THE SCHOOL DISTRICT OF PHILADELPHIA

Administrative Procedures for High School Graduation Requirements
(Attachment for Policy No. 217)

Purpose~~:~~

The **purpose of these Administrative ~~p~~P**rocedures **is to effectuate Policy 217 - High School Graduation Requirements and to ~~ensure~~provide** consistency ~~across the District~~ for graduation requirements for students in the School District of Philadelphia **("District")**.

~~**Definitions:**~~

~~For graduation from high school, students must meet all subject and credit requirements established by state law and must satisfy all policies and regulations established by the Board.~~

Procedures~~:~~

For graduation from high school, students must meet all subject and credit requirements established by Pennsylvania state law and must satisfy all Board Policies and other requirements established by the District.

District Graduation Requirements

A student shall ~~graduate~~**satisfy District requirements for graduation** if the following requirements are met:

- Successfully completes a Multidisciplinary Project or a Service Learning Project
- Earns a total of 23.5 credits, which include:
  - 4 in English
  - 3 in Mathematics**; one must be Algebra 1, or students must complete locally established grade-based requirements for academic content associated with the Algebra 1 Keystone Exam.**[1]
  - 3 in Science**; one must be biology, or students must complete locally established grade-based requirements for academic content associated with the Biology Keystone Exam.**[1]
  - 3 in Social Studies
  - 1 in African American History
  - 2 in World Language
  - 2 in Arts and Humanities
  - 1 in Physical Education
  - 0.5 in Health
  - 4 in Electives

[1] **Please see HERE for a comprehensive list of courses that satisfy these requirements**

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Electives are choice courses selected by students as an optional course of study. ~~One elective must be a college preparatory Mathematics or Science course, an International Baccalaureate (IB) course, an Advanced Placement (AP) course, or a terminal Career Technical Education (CTE) course. Schools or programs may predetermine specific subject area elective credits.~~ **Students may take elective courses above and beyond the 4 required credits. One of the four required elective credits must satisfy one of the following:**

- **College preparatory Mathematics or Science course**
- **Math or Science elective course**
- **International Baccalaureate (IB) course**
- **Advanced Placement (AP) course**
- **Terminal Career Technical Education (CTE) course**

No course may count as satisfying more than one requirement. Scheduling errors and/or missing transfer transcripts do not exempt a student from completely fulfilling District graduation requirements. The ~~Chief of Schools~~**Associate Superintendent of Secondary Schools or their designee** must approve any substitutions for requirements in writing.

All children with disabilities in Pennsylvania have the right to earn a regular high school diploma. **Students with disabilities may be enrolled in school and make progress toward fulfilling their graduation requirements until their 22nd birthday**. ~~Children can earn a diploma by completing the same courses and earning the same number of credits as regular education children. Or, a high school diploma can be awarded to a child with a disability who completes the special education program developed by the Individual Education Plan (IEP) Team, graduation by IEP goals.~~ **Children with disabilities can earn a diploma by:**

- **Completing the course and credit requirements listed above; or**
- **Completing the special education program developed by the Individual Education Plan (IEP) Team.**

All high school programs that facilitate the attainment of graduation requirements will provide high school diplomas.

Pennsylvania State Graduation Requirements regarding course subject matter are included in the District requirements above. In other words, if a student meets District graduation requirements, that student also meets State graduation requirements.

A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent.

A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes.

Act 158 - Statewide High School Graduation Requirements

~~**Beginning in the 2021-22 School Year:**~~

~~The statewide graduation requirement will apply, in addition to locally-established policies and requirements.~~ Keystone Exams are the statewide assessment that Pennsylvania uses to comply with accountability requirements in the federal Every Student Succeeds Act (ESSA).

Students will meet the statewide graduation requirement by satisfying one of the following:

- Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology **(Pathway I)**.

- Earning a satisfactory composite score **of 4452** on the Algebra I, Literature, and Biology Keystone Exams and performance must include at least ~~1~~**a score of** Proficient or ~~2 Basic~~ **Advanced on <u>one</u> Keystone (Pathway II)**. ~~The passing composite score will be available in August 2019.~~

- ~~Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys), advanced coursework (AP, IB, concurrent enrollment courses), pre-apprenticeship, or acceptance in a 4-year nonprofit institution of higher education for college-level coursework.~~

- **Earning a passing grade on the courses associated with each Keystone Exam, and the Career and Technical Education (CTE) Concentrator must meet one of the following (Pathway III):**
    - **Attainment of an Industry-Based Competency Certification related to the CTE concentrator's program of study**

      OR

    - **Demonstration of high likelihood of success on approved industry-based competency assessment NOCTI or the National Institute of Metalworking Skills (NIMS) in an approved Career and Technical Education concentration consistent with the CTE concentrator's goals and career plan. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.**
        - **i. High likelihood of success means that the student does the following:**
            1. **Participating in all levels of programming, through terminal year;**
            2. **Attaining a minimum of one certification;**
            3. **Participating in pre-NOCTI and NOCTI; or**
                - **a. Passing a final Exam if they do not participate in NOCTI.**

OR

- **Demonstration of readiness for continued meaningful engagement in a CTE Concentrator Program of Study as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the**

  CTE concentrator's goals and career plan. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

NOTE: Standards for completion of Career and Technical Education (CTE) programming can be found in Policy 115 - Career and Technical Education.

- ~~Earning a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration~~

- **Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following (Pathway IV):**
  - **Attain the necessary score (or higher) on any of these alternative assessments: SAT (1010), PSAT 10 (970), PSAT/NMSQT (970), ACT (21), ASVAB (31), ACT WorkKeys (Gold Level), advanced coursework (AP (3), IB(4))**

    OR

  - **A concurrent course (dual-enrollment) for each Keystone that a student did not score proficient**

    OR

  - **An approved pre-apprenticeship**

    OR

  - **Acceptance in a 4-year nonprofit institution of higher education for college-level coursework.**

- Earning a passing grade on the courses associated with each Keystone Exam, and demonstrating readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to student goals and career plan. ~~Examples of evidence will include ACT WorkKeys, SAT Subject tests, AP, IB and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.~~

- **Evidence shall include at least one of the following:**
  - **ACT WorkKeys (Silver), AP (3), IB (3)**
  - **Successful completion of concurrent coursework (dual-enrollment)**
  - **Successful completion of a postsecondary course**
  - **Acceptance in an accredited nonprofit institution of higher education or other than 4-year institution with ability to enroll in college-level coursework**
  - **Attainment of an industry-recognized credential**
- **Evidence shall include up to <u>two</u> of the following:**
  - **Service learning project**
  - **Completion of an internship, externship or co-op or full-time employment**
  - **Letter guaranteeing military enlistment**
  - **Compliance with NCAA's course for college bound student athletes regardless of postsecondary intent. (Pathway V)**

- **Students must earn a passing grade (60 percent or higher) in content areas where students did not score proficient on a Keystone exam.**

Act 1 - Experiencing Education Instability

Act 1 of 2022 (Act 1) promotes timely high school graduation and facilitates equal access to academics and extracurricular activities and the removal of systemic barriers for students who experience education instability as defined by the legislation.

School Responsibilities

- **Identify eligible students who experience "education instability," if a student has not already been identified as such. The criteria for education instability is set forth in Act 1.**
- **Keep information about educational instability confidential.**
- **For students in grades 9-12, develop and execute a graduation plan in collaboration with the student to support the student's on-time graduation. Said graduation plan needs to be included in the Student Information System and/or EasyIEP.**
- **Establish a Point of Contact for all eligible students. The Point of Contact's information is recorded in District systems.**
  - **The Point of Contact is responsible for completion of all tasks required by Act 1.**
  - **A Point of Contact must work with school staff to arrange consultations and facilitate academic placement of students.**

If a student is experiencing instability defined under Act 1, they or a parent/guardian should reach out to a counselor or the Act 1 point of contact at their school for support in graduation planning.

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Central Office Responsibilities

The Office of Graduation Pathways in collaboration with the Office of School Organization and Management is responsible for the following actions:

- **Develop policies and procedures that enable equal access to educational activities.**
- **Provide information and documentation related to best practices for tracking and communicating student progress toward graduation.**
- **Award full or partial credits for work satisfactorily completed at prior school entities, including those issued from a school associated with a residential placement.**
- **Align graduation requirements for Act 1 eligible students to District graduation requirements.**
- **Determine if a student has met graduation requirements.**

Note: Policy 217 is about Graduation Requirements. For graduation ceremonies, schools must give students and parents/guardians advance notice regarding the conditions under which a student's participation in a graduation ceremony may be withheld. Such advance notice may be provided to students and parents/guardians through a student handbook or a letter to seniors and their parents/guardians.

Act 1 and Special Education

- **If the mandates of Act 1 conflict in any way with the rights a student has under an IEP or 504 Plan, a school entity implements the requirements specific to the student with a disability under applicable disability laws.**
- **Students may still graduate either through credit acquisition or through the completion of IEP goals.**
- **Importantly, students who have IEPs may still elect to remain in school, until the age allowed by law, and graduate with the current graduating class.**

Graduation Supports and Resources

Graduation requirements and the District's marking guidelines are publicly accessible and posted on the District's website.

The Office of Postsecondary Readiness/Pathways to Graduation offers support to schools around transcript reviews and course approvals, Dual Enrollment opportunities, Advanced Placement courses, Career and Technical Education (CTE) programming and certifications, College and Career Readiness guidance, career planning, non-CTE credentials and certifications, Career Connected Learning opportunities, and credit recovery opportunities.

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The Office of Student Support Services (OSSS) offers services to assist students who are encountering barriers to their academic success or personal growth, and helps students negotiate situations by connecting them with appropriate internal staff and outside resources. Specifically, OSSS provides services for unhoused students, students transitioning into the District, and ELECT (Education Leading to Employment and Career Training).

School Responsibilities

Schools are responsible for counseling students to know what is expected of them for meeting their subject and credit requirements and completion of their schooling in alignment with Policy 213 - Assessment of Student Progress, Policy 215 - Promotion and Retention, and their related Administrative Procedures. Schools should refer to the information included in Policy 212 - Reporting Student Progress and its Administrative Procedures around providing periodic notifications to students in danger of failing.

Information and guidance related to planning and execution of graduation ceremonies is provided in Policy 222 - Field Trips, Social Events, and Class Trips and its Administrative Procedures.

~~**Mandatory Regulatory Procedures:**~~

~~For graduation from high school, students must meet or exceed all subject, credit attainment, and assessment requirements established by state law and must satisfy all policies and regulations~~

~~established by the District and the School Board. Such requirements shall include the successful completion of courses of study for a high school approved by the Board and which meet the standards set by State laws and regulations.~~

~~A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent.~~

~~A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes.~~

~~Graduation requirements must be posted on the Board of Education's website (here) and be publicly accessible.~~

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Satisfaction of graduation requirements will be assessed annually for eligible students attending District high schools and approved by the high school principal.

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~~**Legal References:**~~

~~State School Code Sections 1504(c); 1611; 1613; Pa. SB 1095~~

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees
TITLE: HIV Infection in Employees
ADOPTED: November 18, 1985
REVISED: December 14, 2017

314.1 HIV INFECTION IN EMPLOYEES

Purpose

The School Reform Commission (SRC) is committed to providing a safe, healthy environment for its students and employees and adopts this policy to safeguard the health and well-being of students and employees while protecting the rights of employees. In fulfillment of that commitment, the SRC has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.

Definitions

HIV Infection/Diagnosis - refers to the disease caused by the HIV or human immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).

HIV Status-refers to a positive, negative or undetectable result in a lab test to detect HIV presence in the body.

HIV positive employee- refers to individuals medically diagnosed as having HIV Infection.

Health condition-the noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.

Bodily fluid - a fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.

Authority

The SRC directs that the established SRC policies and administrative procedures relative to illnesses among district employees shall also apply to HIV positive employees.[1][2][3] Other provisions specific to HIV positive employees shall also be addressed in accordance with SRC Policy 203.1 HIV Infection. [4]

The SRC shall not require routine HIV screening tests in the workplace, nor will such tests be a condition for employment.

The district is committed to a policy of nondiscrimination based on actual or perceived HIV status.[2]

Delegation of Responsibility

The SRC directs that the established SRC policies and administrative procedures governing attendance relative to illnesses and other diseases among employees shall also apply to HIV positive employees.[1]

The Office of Employee Health Services shall be responsible for developing and releasing all procedures concerning HIV infection and HIV positive employees.

All district employees shall maintain a respectful working climate and shall not participate in physical or verbal harassment of any individual or group, including HIV positive (or perceived positive) employees.[2] [5]

An HIV positive employee whose employment is interrupted or terminated shall be entitled to available medical leave and medical disability benefits on the same eligibility basis as any other district employee who is qualified for such leave or benefits due to illness.[1][5]

Confidentiality

Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status or diagnosis of an employee. Violation of medical privacy shall be cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[2]

No information regarding a person's HIV status or diagnosis will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person who is HIV positive.

Employees shall not make inquiries regarding the HIV status or diagnosis of any employee.

The Office of Employee Health Services shall securely maintain any hard or electronic copy health records, notes or other documents that references a person's HIV status or diagnosis.[7]

Legal References:

1. Pol. 334 - Sick Leave
2. Pol. 104 - Nondiscrimination in Employment Practices
3. Pol. 348 - Unlawful Harassment
4. Pol 203.1- Student HIV Infection
5. Pol. 317 - Conduct/Disciplinary Procedures
6. Pol. 314 - Physical Examination
7. Pol. 324 - Personnel Files

Related Information:

24 P.S. 510
35 P.S. 7601 et seq
Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 324

Section: 300 **Employees**

Title: Personnel Files

Adopted: April 27, 1981

Revised: August 17, 2017

324 PERSONNEL FILES

Purpose

The Board of Education ("Board") recognizes its legal duty to make certain records in a personnel file available to School District of Philadelphia ("District") employees. The purpose of this Policy is to describe what information is contained in a personnel file, who can access information contained in a personnel file and under what circumstances, and how to access that information in conformity with law.

Authority

Pennsylvania state law and federal law requires that the District contain certain information in a personnel file and that they make that information accessible in conformity with law. [1][2]

~~Orderly operation of the school district requires maintaining a file for the retention of all records relative to an individual's duties and responsibilities as an administrative, professional or support employee of the district.~~

~~The School Reform Commission requires that sufficient records be maintained to ensure an employee's qualifications for the job held; compliance with federal and state laws and regulations and local benefit programs; conformance with SRC policies, administrative procedures, and rules; and evidence of completed evaluations.~~

~~**Definitions**~~

~~**Employee -** any person currently employed and paid for full- or part-time work through the district's payroll system, laid off with re-employment rights, or on an approved leave of absence. The term employee shall not include applicants for employment or any other person.[1]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Talent, to maintain personnel files in conformity with law and to develop Administrative Procedures

regarding the material to be incorporated into personnel files, who can access personnel files and under what circumstances, and how to do so.

The Office of Talent shall maintain personnel records centrally. It also shall not maintain employee medical records in a personnel file.[2][3]

The Office of Talent is the only authorized custodian determining the documents in the personnel file and shall clearly outline how an employee may access their own personnel file and request changes to the same in the Administrative Procedures to this Policy.

The Office of Talent shall specify how employees who wish to challenge the material in their personnel file may do so and describe the process in the Administrative Procedures to this Policy.

~~The SRC delegates the establishment and maintenance of official personnel records to the Superintendent or designee, who shall prepare administrative procedures defining the material to be incorporated into personnel files.~~

Mandatory ~~Regulatory~~ Procedures

~~A central file shall be maintained; supplemental records may be maintained only for ease in data gathering.~~

~~Medical records shall be kept in a file separate from the employee's personnel file.[2][3]~~

~~Only information that pertains to the professional and legal role of the employee and is submitted by duly authorized district staff or the SRC may be entered in the official personnel file. A copy of each entry shall be made available to the employee, except for matters pertaining to pending litigation or criminal investigation. Personnel records shall be available to the SRC but only as required in the performance of its designated functions as a School Board.~~

~~Personnel files shall be reviewed periodically, and material no longer required shall be destroyed.~~

~~Employee Access~~

~~Employee Access - All active employees shall have access to one (1) copy of their personnel file per school year (July through June). Employees must submit a signed written request identifying the requesting individual employee including Employee ID. Information relative to confidential employment references/recommendations are not part of the personnel file and shall not be available for review by the employee.[4]~~

~~Former employees shall have access to their personnel file upon written request. Former employees must submit a signed written request identifying the requesting individual employee.~~

~~Appeals~~

~~Employees wishing to appeal material in their personnel file shall submit a written request to the administrator delegated to maintain the records and shall specify:~~

1. ~~Name and date.~~
2. ~~Material to be appealed.~~
3. ~~Basis or reason for appeal.~~

~~The responsible administrator shall consider the appeal and make a determination for the Superintendent's review.~~

~~Title I Schools~~

In **conformity**~~accordance~~ with law, the ~~d~~**D**istrict shall release to parents/guardians, upon request, information regarding the professional qualifications and academic degrees of any teacher providing instruction to their child **and** ~~at a school receiving Title I funds. The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.[5][6][7][8] The district~~ shall notify parents/guardians ~~of students attending Title I schools~~ when their child has been ~~assigned to or~~ taught for four (4) or more consecutive weeks by a teacher who is not ~~highly qualified~~ **appropriately state certified**~~, as defined by federal law~~.**[4]**[5][6][~~7~~]

In **conformity**~~accordance~~ with law, the ~~d~~**D**istrict shall release to parents/guardians, upon request, the qualifications of any paraprofessionals who provide instructional support to their child ~~at a school receiving Title I funds~~. The ~~d~~**D**istrict shall annually notify parents/guardians at the beginning of the school year about their right to request such information.~~[5]~~[6][~~7~~]**[8][9]**

~~**Delegation of Responsibility**~~

~~The SRC delegates the establishment and maintenance of official personnel records to the Superintendent or designee, who shall prepare administrative procedures defining the material to be incorporated into personnel files.~~

~~A central file shall be maintained; supplemental records may be maintained only for ease in data gathering.~~

~~Medical records shall be kept in a file separate from the employee's personnel file.[2][3]~~

Legal References:

1. 43 P.S. §1321
2. 42 U.S.C. §12112
3. 42 U.S.C. §2000ff, et seq.
4. ~~43 P.S. 1321 et seq~~
5. 22 Pa. Code §403.4
6. 20 U.S.C. §6311
7. ~~20 U.S.C. 7801~~
8. Pol-**icy** 304 - Employment of District Staff

9. 22 Pa. Code §403.5

~~Related Information:~~
~~24 P.S. 111~~
~~24 P.S. 510~~
~~22 PA Code 8.1 et seq~~
~~23 Pa. C.S.A. 6301 et seq~~
~~42 U.S.C. 12101 et seq~~
~~8 CFR 274a.2~~
~~Pol~~**~~icy~~** ~~800 - Records Management~~
~~Philadelphia Home Rule Charter- 12-30~~

Administrative Procedures for Personnel Files
(Attachment for Policy No. 324)

Purpose

The Board of Education ("Board") recognizes its legal duty to make certain records in a personnel file available to those who have legitimate legal reason to request access. The purpose of these Administrative Procedures is to effectuate Policy 324 - Personnel Files and describe what information is contained in a personnel file, who can access information contained in a personnel file and under what circumstances, and how to access that information in conformity with law.

Definitions

Employer: Any individual, person, partnership, association, corporation, the Commonwealth, any of its political subdivisions or any agency, authority, board or commission created by them. For purposes of these Administrative Procedures, employer means only the Board of Education and/or School District of Philadelphia ("District").

Employee: Any person currently employed and paid for full- or part-time work through the District's payroll system, laid off with reemployment rights, or on leave of absence. The term employee shall not include applicants for employment or any other person.

Procedures

Contents of Personnel Files

The contents of a personnel file kept by the Office of Employee Records may vary depending upon the particular circumstances of individuals and the nature of their requests, choices, and position. As part of day-to-day school operations, there may be files kept by school administrators which may not be elevated to a staff member's central personnel file. These may include, but are not limited to, recorded verbal unsatisfactory incidents that do not rise to the level of the Office of Labor Relations' involvement.

The Office Of Employee Records maintains the following categories of documents:

1. Category B: This is what is considered the official personnel file. It may include:
    i. Applications for employment and other new hire documents
    ii. Resumes
    iii. Clearances
    iv. Certifications
    v. Offer letters
        1. Position and pay changes
    vi. Information about paid or unpaid leave
    vii. Notices of commendations

viii. Disciplinary documentation
ix. Authorization for a deduction or withholding of pay
x. Fringe benefit information
xi. Retirement records
xii. Attendance records
xiii. Performance evaluations
xiv. IRS forms W-4

The term "personnel file" shall not include records of an employee relating to the investigation of a possible criminal offense, letters of reference, documents which are being developed or prepared for use in civil, criminal or grievance procedures, medical records or materials which are used by the employer to plan for future operations or information available to the employee under the Fair Credit Reporting Act (84 Stat. 1127-1136, 15 U.S.C. § 1681 et seq.).

Documents in a personnel file will be maintained in conformity with any applicable collective bargaining agreement and/or applicable law.

2. Category I: This information is maintained separately from the personnel file.
   a. I-9 form

Other categories of employee-related records are maintained by other program offices.[1]

Employee Access

All employees, or their agent, shall have reasonable access to copies of their personnel file. Employees must submit a signed written request via the Employment Verification Records Request Form identifying their Employee ID and other required personally identifiable information.

Former employees may access their personnel file upon by submitting a signed written request, identifying the requesting individual employee, to the Office of Employee Records at employeerecords@phila sd.org.

Records will be maintained in conformity with Policy 800-Records Management, its Administrative Procedures, and associated retention schedules and records protocols.

Third Party Access to Personnel Files

Any requests for full unredacted personnel files by third parties must be accompanied by written authorization from the subject employee.

[1] Category A records are payroll records that are maintained by payroll. Category R records are retirement and benefit records that are maintained by Employee Benefits. Category D records are medical records maintained by Employee Health Services.

Third party requests for personnel files not accompanied by written authorization from the subject employee shall be processed in conformity with Policy 801- Public Records.

The District shall comply with any lawfully issued subpoena.

Requests for Amendment of Personnel File Contents

Employees wishing to request an amendment of the contents of or material in their personnel file shall submit a written request to the Office of Employee and Labor Relations at employeerelations@philasd.org to maintain the records and shall specify:

1. Name of the employee and date of the request;
2. Material the employee desires to alter; and
3. Basis or reason for the request.

The Deputy of Employee and Labor Relations, or their designee, shall consider the request and make a determination. The Office of Employee and Labor Relations shall report data regarding the number of requests and the results of those requests to the Deputy Superintendent of Talent, Strategy, and Culture on an annual basis.

As always, any individual alleging or witnessing harassment and discrimination may report these incidents in conformity with Policy 348- Harassment and Discrimination of Employees, or they can email employeetitleixcomplaints@philasd.org.

Title I Schools

In conformity with law, the District shall release to parents/guardians, upon request, information regarding the professional qualifications and academic degrees of any teacher providing instruction to their child. To make such a request, parents/guardians should contact the principal of the student's school. Parents/guardians are notified of this right at the beginning of each school year through a letter home that is also available on the Parent Portal. The letter is available in conformity with Board Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English.

If a child has been taught for four (4) or more consecutive weeks by a teacher who is not appropriately certified, parents/guardians shall be notified by the student's school. The letter is available in conformity with Board Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English.

In conformity with law, the District shall release to parents/guardians, upon request, the qualifications of any paraprofessionals who provide instructional support to their child. The District shall annually notify parents/guardians at the beginning of the school year about their right to request such information. Parents/guardians are notified of this right at the beginning of each school year through a letter home that is also available on the Parent Portal. The letter is

available in conformity with Board Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English.

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

Policy 801 - Public Records
Policy 348 - Harassment and Discrimination - Employees
Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English
Parent and Family Right to Know Information

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 804

Section: **800** Operations

Title: **Mandatory Instructional Time** ~~School Day~~

Adopted: April 27, 1981

Revised: March 28, 2019

804 MANDATORY INSTRUCTIONAL TIME ~~SCHOOL DAY~~

Purpose

The Board of Education ("Board") recognizes that upholding the legal requirements for instructional hours is necessary for the efficient operation of the School District of Philadelphia ("District") and that the organization of the school day promotes a well-rounded education for all District students. The purpose of this Policy is to provide the necessary guidance to meet instructional time requirements provided by Pennsylvania law.

~~State law and Board Policy shall determine normal school day for the instruction of pupils in the School District of Philadelphia.~~

~~**Definitions:**~~

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

~~**School Term -** Public pre kindergartens, when offered, and kindergartens, elementary and secondary schools shall be kept open each school year for a minimum of 180 days of instruction for students. Days may not be counted as days taught on which the schools are closed, and time may not be counted as a student session for an activity to which admission is charged. However, when a meritorious educational program warrants, the Secretary may, upon request, approve a school term containing a minimum of 990 secondary or 900 elementary and 450 kindergarten hours of instruction as the equivalent of 180 school days. A Prekindergarten Program may be exempted from this requirement when approval as a meritorious prekindergarten is granted as provided in § PA Code 4.20(8).~~

~~***School Day*** **-** Instruction time for students shall be time in the school day devoted to instruction and instructional activities provided as an integral part of the school program under the direction of certified school employees. The beginning and ending hours for student attendance each day inclusive of both instructional and non-instructional time.~~

~~***Instructional Time*** - as required by the PA School Code for 180 days is 900 hours at the elementary school level and 990 hours at the secondary school level.~~

~~***Minimum required hours*** - Minimum hours of instruction time for students shall be as follows:~~

~~***Grade***~~	~~***Hours***~~
~~PreK—K~~	~~2 hours, 30 minutes, each day of the school term, unless exempted from the minimum hours of instructional time under § PA Code 11.1 (relating to school term)~~
~~K~~	~~2 hours, 30 minutes, each day of the school term~~
~~1—6~~	~~900 hours for the school term~~
~~7—12~~	~~990 hours for the school term~~

~~Schools with grade level configurations that differ from those outlined in subsection (for example, K-8), are required to meet the minimum annual hourly requirements for each specified grade level.~~

~~Non-instructional time - lunch, recess, and student transition.~~

Authority

The Pennsylvania School Code directs that the Board keep all District public schools, including public kindergartens, open in conformity with law and directs the Board to fix the date of the beginning of the school year and duration of daily sessions. [1][2]

Delegation of Responsibility~~:~~

The **Board directs the** Superintendent **or their designee, through the Division of Academic Services and in conjunction with other appropriate District departments,** ~~is authorized~~ to determine, in accordance with this ~~p~~**P**olicy and applicable laws, the configuration of the school day **and maintain Administrative Procedures that define instructional and non-instructional time.** [1][2][3][4][5]

The Superintendent or their designee, through the Division of Academic Services, shall develop Administrative Procedures which allow students to enter schools, and to leave schools, under exceptional conditions so that variances with the normal school schedule may be accommodated.

Mandatory ~~Regulatory~~ Procedures~~:~~

The school day will be established by the Superintendent in accordance with the following:

A. A school day includes instructional and non-instructional time, **as explained in the Administrative Procedures** ~~defined as such lunch, recess and student transition~~. The minimum instructional time required by the ~~PA~~ **Pennsylvania** School Code for 180 days is 900 hours at the elementary school level and 990 hours at the secondary school level. [4]

B. The normal school day may be altered temporarily by the Superintendent when such alteration is in the best interests of the students and the District. [1][2][3]**[6]**

C. The Superintendent may close the schools, delay the opening of schools, or dismiss schools early for emergency reasons in order to protect the health and safety of students and staff. The Superintendent or ~~his/her~~**their** designee shall prepare procedures for the proper and timely notification ~~of concerned persons~~ in the event of such an emergency closing. [1][2][3][5]

The regular school session may be temporarily altered when such alternation is in the best interest of the District by the Superintendent with the approval of the Board president **and as allowed by law**. ~~[1][2]~~

~~The Superintendent shall develop administrative procedures which allow students to enter schools, and to leave schools, under exceptional conditions so that variances with the normal school schedule may be accommodated.~~

Legal References:

1. 24 P.S. § 15-1501
2. 24 P.S. § 15-1504
3. 24 P.S. § 15-1502
4. 22 Pa. Code § 11.2
5. 22 Pa. Code § 11.3
6. **Policy 805 - Emergency Preparedness**

Administrative Procedures for Mandatory Instructional Time~~School Day~~
(Attachment for Policy No. 804)

Purpose~~:~~

~~This~~**The purpose of these** Administrative Procedure**s is to** outline~~s~~ requirements for **the School District of Philadelphia ("~~d~~District") and** school administrators **related to mandatory instructional time**~~on the school day~~.

Definitions

~~**School term: As defined by the School Code, the period of time elapsing between the opening of the public schools in the fall of one year and the closing of the public schools in the spring of the following year.**~~

School day: The combination of instructional and non-instructional time that makes up the total hours students participate in the educational program.

Instructional time: As required by the PA School Code, 900 hours for a 180 day school year at the elementary school level and 990 hours at the secondary school level. Schools that span both elementary and secondary grades (e.g., K-8 schools) adhere to the state-required instructional hours by grade.

Non-instructional time: lunch, recess, and student transition.

Procedures ~~**for exceptional conditions or extreme weather:**~~

Instructional v. Non-Instructional Time

Examples of Instructional Time (including, but not limited to)

1. **Pupil personnel services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and pupil health services conducted during school hours;**
2. **Opening exercises, including circle time in pre-K and kindergarten, homeroom periods, supervised study halls and time when students are eating breakfast during the regularly scheduled homeroom periods or during classroom instruction;**
3. **Assemblies, clubs, student councils, and similar activities conducted during school hours;**
4. **School, group or class educational trips, to which admission is not charged to students or parents, if accompanied by a certificated school employee;**
5. **Civil defense, fire and other similar drills;**
6. **Pre-K and kindergarten orientation activities, snack-time and play-time if they are an integral part of the pre-K and kindergarten curriculum as long as they take place under the direction of a certified teacher and are used for students' learning**

experiences (Note: "Recess" time conducted with the same parameters as primary grade recess is not counted as instructional time);

7. **For pupils in graduating classes, up to three days for graduation preparation within 60 days of the commencement ceremony under the supervision of certified school employees. Graduation preparation may be held on Saturdays; and**
8. **Early dismissal and delayed opening due to inclement weather.**

Examples of Non-Instructional Time

1. **Lunch period. However, an exception is made for:**
    a. **Special education students identified as moderately to severely handicapped if their Individualized Education Program (IEP) includes teaching social and motor skills related to meal-time activities such as the use of eating utensils; and,**
    b. **Pre-K students if lunch is an integral part of the pre-K curriculum, takes place under the direction of a certified teacher and is used for student learning experiences.**
2. **Recess and time for passing from class to class**
3. **Early dismissal or delayed opening for reasons other than inclement weather**
4. **Teacher meetings dealing with routine matters, such as record keeping responsibilities, and other similar activities**
5. **Transportation of pupils; for example, time spent transporting students to an area vocational-technical school**
6. **Celebrating, picnicking, hunting, fishing, or harvesting crops**
7. **Any activity for which admission is charged to students or parents**
8. **Viewing or reviewing material that has as its purpose the marketing of commercial products.**

Act 80 Exceptions

The Division of Academic Services can provide additional information about exceptions to the 180-day requirement or daily schedule. The requirement for minimum instructional hours for the school year must still be met. Depending on the amount of instructional time lost, the Division of Academic Services will work within the State's guidelines to determine whether or not time will need to be made up, and how and when that instructional time will be made up.

Please see the Basic Education Circular on this topic for more information.

Requirements

A. **The Division of Academic Services shall fix the date of the beginning of the school term and set bell schedules in conformity with applicable law.**

B. The minimum length of an instructional school day for certain grade levels shall be as follows:[1]
   1. *Nursery schools*—2 hours.
   2. *Kindergarten*—2 1/2 hours.
   3. *Grades 1 through 8*—5 hours.
   4. *Grades 9 through 12*—5 1/2 hours.

C. In grades K through 12, schools shall be in session a minimum of 180 days of instruction or the equivalent clock hour requirements containing a minimum of 990 secondary (grades 7-12) or 900 elementary (grades 1-6) and 450 kindergarten hours of instruction as the equivalent of 180 school days.

D. Schools with grade level configurations that differ from those outlined in subsection (for example, K-8), are required to meet the minimum annual hourly requirements for each specified grade level.

E. Instruction time for pupils shall be the time during the school day which is devoted to instruction and activities provided as an integral part of the school program under the direction of certified school employees.
   1. The Superintendent or their designee, the Division of Academic Services shall identify the required starting and ending time of a school day for students and certified staff.

F. Represented employees shall receive break and lunch times in conformity with their applicable collective bargaining agreement and applicable law.

<u>Alterations to Normal Instructional Schedule</u>

The School District of Philadelphia must follow the State guidelines regarding alterations to normal instructional schedules and emergency closures. State guidelines for Districts may differ from guidelines for charter schools and private schools.

Procedures for the District will be provided to Principals annually so that they can be clearly communicated to school staff and families.

Flexible Instructional Days

Local education agencies (LEAs) access and submit the Flexible Instructional Day (FID) application using the Future Ready Comprehensive Planning Portal (FRCPP). The Board must approve the District's statement in the application for flexible instructional days (FID). The Superintendent also must sign the application and provide assurances for the District's program for the application to be submitted. If the application is accepted, then it is valid for three (3) years.

Completed applications for the following school year are due annually by June 1. The Pennsylvania Department of Education (PDE) must notify applicants by no later than August 1.

[1] **22 Pa. Code § 51.61: Instructional school day and school year.**

A FID may be used in place of in-person instruction for any one of the following reasons:

- **a disease epidemic,**
- **a hazardous weather condition,**
- **a law enforcement emergency,**
- **the inoperability of school buses or other equipment necessary to the public-school entity's operation, damage to school buildings, or**
- **another temporary circumstance rendering any portion of a school building unfit or unsafe for use.**

The District must still arrange for services to provide, or make arrangements to provide in the future, a free and appropriate education (FAPE) to students, despite the District using a FID.

Attendance must be tracked during a FID.

The District must complete an annual survey provided by PDE regarding FID usage. PDE sends the survey annually on or before April 30. The deadline to return the survey to PDE is June 30.

~~**Procedures for**~~ ***Exceptional Conditions or Extreme Weather***

When the District is compelled to close any school(s) because of contagious disease, natural disaster, or other emergency, the general procedures in the Department of Education Basic Education Circular entitled "Emergency School Closings" are to be followed in asking PDE to exercise its discretion and grant a waiver to allow the school entity to receive full subsidy reimbursement for providing less than a minimum term of 180 days because of the emergency closing.

For exceptional conditions or extreme weather, the District works with the City of Philadelphia and other partners to determine whether or not schools and/or administrative offices will have a delayed opening, early closure, or full closure. The District will determine whether or not a closure due to exceptional conditions or extreme weather becomes a full closure day or a remote day depending on the circumstance.

In the event of ~~exceptional conditions or~~ extreme weather, **information about closure decisions, dismissal, and transportation can be found on the District's Inclement Weather website. Any impact of emergency closures on scheduled athletic activities will be communicated to schools through the Division of Athletics.** ~~the Superintendent and/or designated administrators, has outlined the following procedures:~~

- ~~Closed: transportation to and from school will not be provided by the District or its vendors.~~
- ~~Early dismissal: all buses will run on an early dismissal schedule.~~
- ~~Two-hour delay: all buses for all schools will run on a two-hour delay.~~

~~You can call the District's hotline at 215-400-INFO or visit the District's website (www.philasd.org).~~

In the event that schools are closed due to extreme weather, a decision will be made in each instance as to whether administrative offices, including regional offices, will remain open. Unless it is announced that administrative offices are closed, assume they will be open. ~~Details will also be made available via Facebook and Twitter. Follow us on Twitter @PHLschools.~~

Closure details will also be made available on all School District websites and social media platforms, on the District hotline (215-400-INFO) as well as through the City of Philadelphia's broadcast news stations and channels.

Related Information:

PDE Flexible Instructional Day Webpage
PDE Flexible Instructional Days Guidance and Considerations
PDE Flexible Instructional Day Frequently Asked Questions
PDE Basic Education Circular - Instructional Time and Act 80 Exceptions
PDE Basic Education Circular - Emergency School Closings
Policy 805 - Emergency Preparedness

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 815

Section: 800 Operations

Title: Acceptable Use of Internet, Technology, and Network Resources

Adopted: March 15, 2012

Revised: May 18, 2017

815 ACCEPTABLE USE OF INTERNET, TECHNOLOGY, AND NETWORK RESOURCES

Purpose

The Board of Education ("Board") recognizes the importance of providing students and staff with access to internet and technology resources as a necessary piece of building core academic knowledge and promoting safe and welcoming learning environments. The purpose of this Policy is to provide students, staff, and other authorized persons using the School District of Philadelphia ("District") networks and equipment with the standards on using these resources safely and inform stakeholders of these standards.

~~The School District of Philadelphia provides students, staff, parents/guardians, and other authorized individuals with access to technology, computing equipment, electronic communication systems, and network resources, which includes Internet access, whether wired or wireless, or by any other means. This access has a limited education purpose for students and is to facilitate employees' work productivity.~~

~~For instructional purposes, the use of Internet, technology and network resources shall be consistent with the curriculum adopted by the district, as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.~~

Authority

The Pennsylvania Public School Code permits the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the appropriate use of internet and technology resources provided by the District. [1]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Information Technology and Data Management (OITDM), to develop Administrative Procedures that mandate the standard of acceptable use of District internet and technology resources in conformity with applicable law and Board policies. [1][2][3][4][5][6][7][8][9][10][11][12] [13][14]

These Administrative Procedures shall at a minimum include the following:

1. **Acceptable Use Agreements accessible for various types of users;**
2. **Guidelines regarding good digital citizenship accessible for various types of users;**
3. **Webmaster Agreements for those authorized individuals;**
4. **Wireless Internet Access Terms and Conditions;**
5. **Protocols for reporting suspicious activities and/or conduct that violates this Policy; and**
6. **Protocols for requesting exceptions to this Policy and related documents, in conformity with law and Board policy.**

Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the District's internet, applications, systems, computers or network resources, including personal files or any use of the District's internet, computers or network resources, including stored files and email. The District reserves the right to monitor, track, and log network access and use; monitor file server space utilization by District users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The District shall cooperate to the extent legally required with the Internet Service Providers (ISPs), local, state and federal officials in any investigation concerning or related to the misuse of the District's internet and technology resources. [6][7][8]

Mandatory Regulatory Procedures

The District shall inform staff, students, parents/guardians and other users about this policy **annually, at a minimum**.[**17]**

The District-provided email is the official email of record for the District and must be used by employees and authorized users for all official District business, including but not limited to email communication with District staff, students, parents/guardians, family members, associates, contractors, external agencies, and service providers. Similarly, students are encouraged to use District email to communicate in connection with educational, extracurricular, and cocurricular activities only.

Users are prohibited from directly registering or obtaining Internet domain names, Internet address space, security certificates or other related Internet services on behalf of or representing any school, administrative office or the district as a whole.

~~The district has the right to place restrictions on the use of equipment, resources and material users access or disclose through the district's Internet, computers and network resources. Users~~

~~are expected to follow School Reform Commission policies and administrative procedures governing conduct and discipline, and law and regulations, in their use of the district's Internet, technology and network resources. This access has not been established as a public access service or a public forum.~~

~~All district employees and students shall have access to the Internet through the district's private network. Parents/Guardians may specifically request that their children not be provided such access by notifying the district in writing.~~

~~The district makes no guarantee that the functions or the services provided by or through the district Internet, computers or network resources will be error-free or without defect. The district is not responsible for any damage suffered, including, but not limited to, loss of data or interruptions of service.~~

~~The district is not responsible for the accuracy or quality of the information obtained through or stored on the Internet or network resources. The district shall not be responsible for financial obligations arising through the unauthorized use of the Internet or network resources.~~

~~The SRC declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor fileserver space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Providers (ISPs), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources. [6][7][8]~~

~~Users must utilize the district's wired and wireless networks for access to the Internet when operating in or attending district schools and facilities. No other method or means of network access (e.g., modem, WiFi hotspot, personal Internet access, open WiFi networks, etc.) is permitted while connected to a district network or while using a district technology resource.~~

The **Board**~~SRC~~ requires all users to fully comply with this policy~~ and to immediately report any violations or suspicious activities to the Superintendent or designee~~.

~~The Superintendent and Chief Information Officer shall, by mutual agreement be permitted to make an exception to any provision contained within this policy, provided that such exception is:~~

1. ~~In full compliance with all state and federal laws and regulations; and~~

2. ~~Required to ensure the safety or security of district students, staff, parents/guardians, associates, technology systems or services; or~~

3. Deemed a critical operational necessity.

Filtering/Inappropriate Material

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established policy, or the use of software and/or online server blocking. Specifically, as required by law and in recognition of the need to establish a safe environment, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers and other electronic devices with Internet access.[3][4][9]

The SRC authorizes the Superintendent or designee to establish a list of materials that are inappropriate for access by users, which shall include but not be limited to:[4]

1. Obscene.

2. Child pornography.

3. Harmful to minors.

4. Other materials prohibited by law or this policy.

Upon request by staff, the Filtering Review Committee shall expedite review and may authorize the adjusting of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures, in accordance with applicable law. [10][3][9]

Definitions

The term child pornography is defined under both federal and state law.

Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:[1]

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or

3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

~~Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[2]~~

~~The term harmful to minors is defined under both federal and state law.~~

~~Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:[3][4]~~

1. ~~Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;~~

2. ~~Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and~~

3. ~~Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.~~

~~Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:[5]~~

1. ~~Predominantly appeals to the prurient, shameful, or morbid interest of minors;~~

2. ~~Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and~~

3. ~~Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.~~

~~Obscene - any material or performance, if:[5]~~

1. ~~The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;~~

2. ~~The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and~~

3. ~~The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.~~

~~Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[4]~~

~~Delegation of Responsibility~~

~~The district shall make every effort to ensure that students and staff use this resource responsibly.~~

The district shall inform staff, students, parents/guardians and other users about this policy through posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[9]

By accessing the district's Internet, technology and network resources, users acknowledge awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and may use tracking systems to track and recover lost or stolen equipment. [11]

The Chief Information Officer shall be responsible for the development, publication, implementation and ongoing administration and enforcement of the procedures, processes and techniques required to protect the district's technology systems and services from unauthorized access, loss or misuse.

School principals have the responsibility to establish a plan to ensure adequate supervision of students and are also responsible for interpreting and enforcing this policy at the local level.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

The Superintendent or designee shall be responsible for recommending technology and developing procedures and plans used to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include, but not be limited to:[12][3][4]

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the SRC.

2. Maintaining and securing a usage log.

3. Monitoring online activities of minors.

The Superintendent or designee shall develop and implement administrative procedures that ensure students are educated on network etiquette and other appropriate online behavior, including:[4]

1. Interaction with other individuals on social networking websites and in chat rooms.

2. Cyberbullying awareness and response.[13][14]

Guidelines

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening, unwelcome or inappropriate electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator.

Users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc. Personal information includes, but is not limited to, name, email address, home address, telephone number, school address, work address, pictures or video clips.

Internet safety measures and administrative procedures shall effectively address the following:[12][4]

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.

2. Safety and security of minors when using email, chat rooms, and other forms of direct electronic communications.

3. Prevention of unauthorized online disclosures or access by minors, including "hacking" and other unlawful activities.

4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.

5. Restriction of minors' access to materials harmful to them.

Security

The electronic transfer or transmission of confidential information shall require the use of secure and encrypted communication protocols.

Use of employee ID numbers (EIDNs) and Social Security numbers (SSNs) shall be in accordance with SRC policy and administrative procedures. [22]

Users are responsible for the use of their individual access account(s) and should take all reasonable precautions to prevent others from being able to use their account(s), including coworkers, friends or family.

Every user ID, system account and application account must be authenticated with a password. System security is protected through the use of passwords. Failure to adequately protect or

update passwords in accordance with established procedures could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Users shall not reveal their passwords to another individual.

2. Users are not to use a computer that has been logged in under another student's, employee's or guest's name.

3. Every account shall be limited to one (1) active session at a time.

4. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

5. Unauthorized attempts to log on to the district's network or systems, or any other network or systems, as a system administrator is prohibited.

6. Users should immediately notify a teacher or system administrator of any possible security problem.

Email

The district-provided email is the official email of record for the district and must be used by employees for all official district business, including but not limited to email communication with district staff, students, parents/guardians, family members, associates, and external agencies and service providers.

Users shall not post, advertise or disclose for public viewing in either print or electronic form, the email address of any person or persons without their explicit permission.

Students may be given access to district-provided email with the explicit approval of the Superintendent or designee.

Guests/Contractors are not automatically eligible for a district email account. Email or network access accounts may be granted if directly sponsored by a district administrator and it has been determined by the Superintendent or designee that a technical need exists.

Users shall not utilize district-provided email or network accounts to register for any online service or social media platform that is not specifically authorized or sanctioned by the district. Additionally, users shall not utilize email to transmit sensitive information including, but not limited to, social security numbers, credit card numbers, bank account numbers, or passwords.

All electronic systems, hardware, software, temporary or permanent files and any related systems or devices used in the transmission, receipt or storage of email are the property of the district. Email messages are considered to be district property and may be retrieved, if necessary, from servers or individual computers even though deleted by the sender and receiver. Email

~~communications that qualify as district records shall be maintained in accordance with applicable policy, administrative procedures and/or record retention schedule(s).[15]~~

~~Use of the district email system is subject to all applicable laws, regulations, SRC policies and district administrative procedures.~~

~~Prohibitions~~

Users are expected to act in a responsible, ethical and legal manner in accordance with ~~SRC~~**Board** policy and ~~d~~**D**istrict administrative procedures, accepted rules of network etiquette, and federal and state laws and regulations. ~~Specifically, the following uses are prohibited:~~ **[1][2][3][4][5][6][7][8][9][10][11][12][13][14]**

1. ~~Users shall not use the district's Internet, technology or network resources to access, send, receive, transfer, view, share, or download material that is profane, obscene, pornographic, advocates illegal acts, or that advocates violence or discrimination towards other people (e.g. hate literature).[16]~~

2. ~~Users shall not attempt to gain unauthorized access to any computer system or network. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of browsing, snooping, or electronic discovery.~~

3. ~~Users shall not deliberately disrupt or harm hardware, systems or files; interfere with computer or network performance; interfere with another's ability to use equipment and systems; or destroy data.~~

4. ~~Users shall not use the district's Internet, technology or network resources to engage in illegal acts, such as arranging for a drug sale or the purchase of weapons; engaging in criminal gang activity; threatening the safety of persons; and accessing, sharing, distributing or reproducing unauthorized copyrighted materials.[17][18][19][24][6]~~

5. ~~Users shall not utilize peer-to-peer computer applications, file sharing services, or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized materials.[19]~~

6. ~~Users shall not solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.~~

7. ~~Users shall not post or distribute information that could endanger an individual, cause personal damage or cause service disruption.~~

8. ~~Users shall not knowingly or recklessly post false or defamatory information about a person or organization.~~

9. Users shall not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users.

10. Users shall not directly or indirectly make network or computer connections that create backdoors to the district, other organizations, community groups, etc., thus allowing unauthorized access to the district's network or information systems.

11. Users shall not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening or disrespectful language.

12. Users shall not engage in personal attacks, including prejudicial or discriminatory attacks.

13. Users shall not harass another person.[20][21]

14. Users shall not repost or distribute a message that was sent to them privately without the permission of the person who sent the message.

15. Users shall not forward or post chain letters or engage in spamming. Spamming is sending an annoying or unnecessary message to a large number of people.

16. Users shall not install, use or reproduce unauthorized or unlicensed software on district resources.[19]

17. Users shall not plagiarize works that they find on the Internet or other resources.[19]

18. Users shall not use district Internet, technology, or network resources for private business activities, commercial or for-profit purposes, product advertisement, or unreasonable personal use.

19. Users shall not use the district's Internet, technology, or network resources for political lobbying, politically oriented advocacy, or for matters related to the business of a collective bargaining unit or employee union.

20. Users shall not engage in bullying/cyberbullying.[13][14]

21. Users shall not transmit material likely to be offensive or objectionable to recipients.

22. Users shall not engage in impersonation of another user, anonymity, and pseudonyms.

23. Users shall not disable or bypass the Internet blocking/filtering software without authorization. This includes, but is not limited to, the use of proxy avoidance software and hardware, network tunneling, or file sharing software.

24. Users shall not access, send, receive, transfer, view, share or download confidential information without authorization.

25. Users are prohibited from directly registering or obtaining Internet domain names, Internet address space, security certificates or other related Internet services on behalf of or representing any school, administrative office or the district as a whole.

26. Users may not acquire, contract with, or utilize unauthorized technology-based software, hardware, systems or external hosting services on behalf of or representing any school, administrative office or the district as a whole. Authorization for such use shall require explicit approval by the Superintendent or designee.

27. Students shall not agree to meet with someone they have met on the Internet without their parent's/guardian's approval and participation.

28. Students shall not access material that is harmful to minors or is determined inappropriate for minors in accordance with SRC policy.

29. Students shall not download files unless approved by their teacher.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.[19][23]

Consequences for Inappropriate Use

Users shall be responsible for damages to technology equipment, systems, and software resulting from deliberate or willful acts.[9]

Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.[6]

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes, but is not limited to, uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or technology shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings, in accordance with applicable law, regulations and SRC policies.[6][7][8]

Legal References:

1. 20 U.S. Code § 1232g, et seq.

2. **47 U.S.C. § 254**
3. **47 CFR § 54.520**
4. **15 U.S.C. §§ 6501–6506**
5. **Policy 300- Employee Code of Ethics**
6. Policy 218- Student Conduct and Discipline
7. Policy 233 - Suspension and Expulsion
8. Policy 317- Employee Conduct and Reporting Requirements
9. **Policy 717- District-Issued Mobile Communications Devices**
10. **Policy 717.1- District-Issued Computers and Mobile Computing Devices**
11. **Policy 317- Employee Conduct and Reporting Requirements**
12. **Policy 316- Staff Use of Social Media and Electronic Communications**
13. **Policy 249- Bullying/Cyberbullying**
14. **Policy 237- Student Use of Electronic Devices**
15. **Policy 235- Student Rights and Responsibilities**
16. **Policy 220- Student Expression**
17. **24 P.S. §4604**

Related Information:
24 P.S. §4601, et seq.
Policy 103 - Nondiscrimination in School and Classroom Practices
Policy 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
~~Pol. 104 - Nondiscrimination in Employment Practices~~
~~Pol. 220 - Student Expression/Distribution~~

Administrative Procedures for Acceptable Use of Internet, Technology, and Network Resources

(Attachment for Policy No. 815)

Purpose

These Administrative Procedures are directed to employees, contractors, students, parents/guardians, and other authorized parties who use internet, technology, and/or network resources managed by the School District of Philadelphia ("District"). The goal is to provide clear expectations to all parties regarding the use of District internet, technology, and/or network resources.

Definitions

Acceptable Use Agreement (AUA): An electronic agreement that establishes the rules and guidelines that govern use of District technology resources, including but not limited to, District internet, applications and systems, and other technologies. An AUA must be reviewed and accepted by any authorized user accessing a District-issued account through a web portal (e.g., District staff, students, guardians) in order to be granted access to the system.

Website Publisher/Web Publisher: Any District staff member who has completed the necessary website accessibility training and been granted access to one or more District websites for content creation and management purposes.

Procedures

Acceptable Use Agreements

Acceptable Use Agreements (AUA) are issued electronically to **all authorized users** who access District systems using a web portal, including the Employee Portal, Student Portal, and Parent Portal. Review and acceptance of the appropriate AUA is required at the following times:

1. The first time an authorized user logs into their District-managed account
2. The start of each school year on or around September 1.

Failure to accept an Acceptable Use Agreement will result in an inability to access all District systems and technology resources.

AUAs are managed for three major user groups who review and agree via the following web portals:

- Students via the Student Portal
- Staff (Employees, Non-District staff, other authorized users) via the Employee Portal
- Guardians via the Parent Portal

Below are the key tenets for acceptable use within each population.

Students

1. **Understand and Respect Rules:** Students should understand and adhere to the rules set forth in the Acceptable Use Policy (AUP), including those related to privacy, safety, and respect for others. Students should also keep in mind that the District's Student Code of Conduct may also apply to online behaviors both in and out of school per the Student Code of Conduct.
2. **Secure Personal Information:** Students should protect their personal information and not share login credentials or other sensitive details with others.
3. **Cyberbullying:** Students must understand that cyberbullying will not be tolerated, and that they should report any instances they encounter to a teacher or other school staff member. Students may also make a report following the protocols found on the Bullying, Harassment, and/or Discrimination reporting website: https://www.philasd.org/studentrights/bhd/.

Links to Student Acceptable Use Agreements by Grade Band
Grades K - 2: IN DEVELOPMENT FOR AUGUST 2024
Grades 3 - 5: IN DEVELOPMENT FOR AUGUST 2024
Grades 6 - 8: IN DEVELOPMENT FOR AUGUST 2024
Grades 9 - 12: IN DEVELOPMENT FOR AUGUST 2024

Staff

1. **Model Good Behavior:** Teachers, school staff, and any other District staff in routine contact with students should model appropriate and safe online behavior for students.
2. **Data Privacy:** Staff must adhere to applicable guidelines, Internet Privacy Policy, student data privacy recommendations, and Board Policies (e.g. Policy 216-Student Records, Policy 324- Personnel Files) and protect the privacy of student and employee data at all times, only accessing and sharing data as required by their role. Administrators should understand their role in data governance, ensuring data is managed and used in a way that complies with legal and ethical obligations, and promoting a culture of data security within the District.
3. **Multi-Factor Authentication and Secure Access**: Staff who have access to sensitive student data either through the Student Information System, or Easy IEP should enable and utilize this service to protect against cyber security threats. You can set up multi-factor authentication here: https://www.philasd.org/technologyservices/mfa/ Staff are also expected to use strong, unique passwords.
4. **Reasonable Usage of District Technology Resources:** Usage of streaming services is largely prohibited at the District. Use of YouTube and similar services should be limited to instructional and educational needs. Please also be aware that personal licenses for streaming services may restrict certain uses of these services in certain situations (i.e. using Netflix in a classroom).

Link to Employee Acceptable Use Agreement: IN DEVELOPMENT FOR AUGUST 2024

Guardians

1. **Model Good Behavior:** Guardians should model appropriate and safe online behavior for their children.
2. **Secure Personal Information and Student Information:** Guardians should protect their personal information and the personal information and educational data of children they have authorized access to. Guardians should not share login credentials or other sensitive details with others.

Link to Guardian Acceptable Use Agreement: IN DEVELOPMENT FOR AUGUST 2024

Guidelines for Digital Citizenship

1. **Digital Etiquette:** Users must understand the need for respectful and responsible behavior when interacting with others online. This includes avoiding behaviors such as cyberbullying, posting disrespectful comments, and intentionally spreading false information. Some lapses in digital etiquette may give rise to discipline.
2. **Privacy and Security:** Users should be good stewards of digital information being shared online and only make files available to those with an explicit need to know. They should use strong, unique passwords and keep them confidential.
3. **Intellectual Property and Copyright:** Users must respect the intellectual property of others and not share copyrighted material without permission, and properly citing sources when using others' work. See Policy 814- Copyright Material.
4. **Generative AI Use:** Users should be aware of the ethical considerations and potential misuse of generative AI technologies, including the possibility of generating misleading or harmful content and/or plagiarism.
5. **Responsible Content Sharing:** Users should understand the importance of considering the validity and potential impact of information before sharing it online. This includes recognizing and not sharing "deepfake" content, or content generated or manipulated by AI to mislead or harm others. See Policy 320- Freedom of Speech and Political Activities.
6. **Cybersecurity Awareness:** Users should report any suspicious activity or perceived threats to the District's cybersecurity team using helpdesk@philasd.org.

Website Publisher Agreements

The District's Webmaster team within OITDM establishes the agreements for web publishers and sponsoring administrative superiors here.

Identified web publishers must complete a mandatory webinar, which includes content on website accessibility requirements, found here before being granted access to edit any District website.

School-based web publishers are assigned by their school administrator using Role Access Delegation.

Central Office-based web publishers must submit the web publisher authorization form found here in coordination with the Chief or cabinet-level executive that oversees the department or division website.

Wired and Wireless Internet Access

Staff and students are expected to connect to the District's internet on District-issued devices using their District-issued username and password.

The School District of Philadelphia does not provide any technical support for any individual (staff, student, guest, etc) who chooses to use a personal device on the District's internet network.

Access to the District's wired and wireless internet networks is governed by the following tenets:

1. **Secure Connections:** Users should only connect to secure, authorized District wireless networks or private, secure home networks used for remote work and avoid using public, unsecured networks when accessing sensitive data.
2. **Device Security:** Any District issued device connecting to the District's wireless network should have up-to-date antivirus software and operating systems to minimize security risks.
3. **Network Etiquette:** Users should respect network resources and not engage in activities that intentionally disrupt network performance or security, such as excessive downloading, streaming, or the use of unauthorized or illegal applications. The District controls web filtering and monitors network usage.
4. **Security Incidents:** If a user suspects that the security of their District-issued device or the wireless network has been compromised, they should report the incident immediately to helpdesk@philasd.org.
5. **Compliance with Policies:** Use of the wireless internet implies acceptance of and compliance with the District's security policies, procedures, and protocols as well as any applicable laws and regulations. See Policy 829 - Information Security for more information.
6. **Network Monitoring:** Users should be aware that the school district reserves the right to monitor network usage for the purpose of maintaining network security and performance.

Guest Access to the District's Wireless Network

Guest access to the District's wireless network must be sponsored by an existing active District staff member for:

- Individual Users
    - Maximum duration of access is 30 days

- An on-site event (such as a Back To School Night)
    - Maximum duration of access is 5 days

Information on sponsoring Guest Accounts can be found at https://www.philasd.org/ithelpdesk/nac/.

Digital Access Requests

Any District staff member may submit a request to block or unblock an internet resource (website, application, or extension) using the Digital Access Request application found in the Employee Portal (https://www.philasd.org/login).

In most cases, the school or department administrator must approve the filtering request prior to its review by the Office of Information Technology and Data Management. Submissions that identify ways staff or students are circumventing District security methods are directed immediately to the Information Security team for review.

Submissions are reviewed on a rolling basis.

Reporting Potential Policy Violations and/or Suspicious Activity

Protocols for reporting suspicious activities and/or conduct that violates this Policy:

1. **Identification:** Users should be alert for what constitutes suspicious activity or policy violation, such as phishing attempts, unauthorized system access, misuse of data, or inappropriate online behavior.
2. **Immediate Reporting:** Any suspicious activities or policy violations should be reported immediately to abuse@philasd.org to mitigate potential damage. Delays in reporting can escalate the impact of a security incident.
3. **Non-Retaliation:** There should be no retaliation for reporting suspicious activities or violations of the Acceptable Use Policy.
4. **Confidentiality:** Maintain the confidentiality of the reporter to the greatest extent possible under law and other Board Policies.

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon a triggering event.

THE SCHOOL DISTRICT
OF PHILADELPHIA

No. 829
SECTION: 800 Operations
TITLE: (New Policy) - Policy 829 Information Security
ADOPTED:
REVISED:

(NEW POLICY) - POLICY 829 INFORMATION SECURITY

Purpose

As a custodian of sensitive data belonging to students, employees, and parents, the Board of Education ("Board") recognizes its responsibility to safeguard this data from unauthorized use, disclosure, disruption, modification, or destruction. While data loss or compromises can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be completely preventable, the Board enacts this Policy to promote confidentiality, integrity, and availability of the information assets owned and operated by the School District of Philadelphia ("District"). This Policy directs the District to establish a framework for risk management in the information security arena and sets the strategic and operational security activities in-line with business objectives.

Authority

As authorized by the Pennsylvania Public School Code, the Board may adopt and enforce such reasonable rules and regulations as it may deem necessary and proper regarding the management of its school affairs. [1]

Furthermore, as required by the Family Educational Rights and Privacy Act (FERPA), the Board shall protect all personally identifiable information in education records from disclosure to unauthorized parties and without parental consent. [2]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Information Technology and Data Management (OITDM), to develop Administrative Procedures and other protocols that outline how the District will manage security risk to information assets across the following domains:

- Identify
- Protect
- Detect
- Respond
- Recover

OITDM shall develop these Administrative Procedures and protocols to take into account industry best practices.

OITDM shall outline the plan for training of users of District information assets and systems in Administrative Procedures.

OITDM shall report on the information security strategy and implementation periodically to the Superintendent and the Board.

The Board emphasizes the shared responsibility of people and teams across the District to uphold the principles and administrative procedures set forth within this policy.

Legal References:

1. 24 P.S. § 5-510
2. 20 U.S.C.A. §1232g, et seq.

Administrative Procedures:

Information Security Policy Cover Sheet
Policy 829 Information Security Administrative Procedures

Administrative Procedures for Information Security
(Attachment for Policy No. 829)

Purpose

As a custodian of sensitive data belonging to students, employees, and parents, the Board of Education ("Board") recognizes its responsibility to safeguard this data from unauthorized use, disclosure, disruption, modification, or destruction. While data loss or compromises can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be completely preventable, the purpose of Policy 829 and its Administrative Procedures is to promote confidentiality, integrity, and availability of the information assets owned and operated by the School District of Philadelphia ("District"). These Administrative Procedures and the protocols linked within establish a framework for risk management in the information security arena and sets the strategic and operational security activities in-line with business objectives.

Definitions

The following definitions apply to these Administrative Procedures and all individual protocols linked within:

Confidentiality: The assurance that information resources are only accessible to those authorized to have access and is protected throughout its lifecycle.

Integrity: The safeguarding of the accuracy and completeness of information and the processing methods that are applied to a given piece of information or data set.

Availability: The guarantee that authorized users have access to information and IT services when required.

Information Asset: Any data, information, or IT service, in any format, that the District owns or manages for which the District is responsible. This can include software, hardware, data, intellectual property, and personal information.

Information Systems: The IT infrastructure, networks, and applications enabling the processing, transfer, and storage of information used as a part of the District's core operations.

National Institute of Standards and Technology (NIST): Agency of the United States Department of Commerce whose mission promotes U.S. innovation and industrial competitiveness by advancing measurement science, standards, and technology.

NIST Cybersecurity Framework: A security and policy framework of computer security guidance for how organizations can assess and improve their ability to identify, protect, detect, respond, and recover from cyber attacks.

Cybersecurity Risk: The potential that a given threat might exploit a vulnerability associated with an asset or group of assets, resulting in harm to the organization.

Unauthorized Access: Any access to District information or information assets that has not been explicitly approved by the appropriate authority (e.g., person, team, etc.).

Non-Compliance: Failure to act in accordance with a stated rule, regulation, or policy.

Procedures

The District is committed to managing security risk to information assets across five domains: Identify; Protect; Detect; Respond; Recover. Under each domain, the Office of Information Technology and Data Management (OITDM) maintains protocols that take into account industry best practices.

Many of these protocols are available to the public and linked below. However, due to security risks associated with publicizing the District's entire information security plan, several protocols remain confidential and accessible only to designated OITDM staff. Publicly accessible protocols include details about providing training to users of District information assets and systems, where applicable.

Information Security Protocols

I. *Identify*
   A. Software Use: Sets forth the rules for the use of software on systems within the District's information technology environment.
   B. Vulnerability Management (Internal & Confidential): Defines the process for identifying, evaluating, treating, and reporting vulnerabilities on systems within the District's information technology environment.
   C. Risk Management (Internal & Confidential): Establishes a framework for identifying, assessing, mitigating, and monitoring risks associated with the use, processing, storage, and transmission of information within the District's systems and networks.
   D. Change Management (Internal & Confidential): To establish a controlled and coordinated approach for managing changes to the District's information systems and technology environment, to minimize the potential negative impact on services, data, and users.
   E. Monitoring and Reporting (Internal & Confidential): To establish guidelines for the monitoring of network and system activities and for reporting any suspicious or unauthorized activities across the District's information systems and networks.
   F. Identification and Authentication (Internal & Confidential): To establish requirements for identifying and authenticating users who seek access to the District's information systems and data, assessing whether each user is appropriately identified and validated before access is granted.

G. Supply Chain Risk Management (Internal & Confidential): To manage and mitigate the risks associated with the District's reliance on suppliers, vendors, and third parties. This Protocol aims to establish structure for the District to manage these relationships in a way that they do not introduce unacceptable risk into the District's operations or compromise the security of its data and systems.

II. Protect

A. Security Awareness and Training: Provides all individuals within the District who have access to information systems with the necessary awareness, knowledge, and skills to protect these systems and the associated data.
B. Equipment Disposal: Outlines the responsibilities and procedures for the disposal of District-owned equipment, including computing and electronic devices, to prevent sensitive data from being exposed and to outline how to dispose of equipment in an environmentally responsible manner.
C. Information Technology Planning: Establishes a structured, strategic approach to the planning and implementation of information technology (IT) initiatives and budgeting within the District.
D. Network and Systems Access: Defines requirements for and control user access to the District's network and systems
E. Network and Wireless Security (Internal & Confidential): To establish guidelines for securing the District's network and wireless services, protecting them from unauthorized access, disruption, or misuse, and ensuring the confidentiality, integrity, and availability of information. This is inclusive of networks within the schools and administrative buildings across the District.
F. Systems Security (Internal & Confidential): To provide guidelines for managing the security of the District's information systems, providing guidance on security controls that protect these systems against unauthorized access, disruption, modification, or destruction.
G. Email Security (Internal & Confidential): To define the security standards for systems used to send, receive, and store email across the District. This Protocol aims to protect the District's information systems and data from threats delivered by or associated with email, including spam, phishing, and malware.
H. Encryption and Data Protection (Internal & Confidential): To provide guidelines for the proper handling, storage, and transmission of sensitive data using encryption and other data protection methods to help prevent unauthorized access or disclosure.
I. Physical and Environmental Protection (Internal & Confidential): To establish measures to physically protect the District's information resources. This Protocol aims to support the security, availability, and integrity of these resources by mitigating threats from physical and environmental factors and resources located within physical property owned or leased by the District.

J. System Maintenance (Internal & Confidential): To establish a framework for the consistent, effective maintenance of the District's IT systems. This Protocol aims to set a standard that systems remain secure, reliable, and efficient in supporting the District's operations and objectives.
K. Mobile Device Access (Internal & Confidential):To establish rules for the use of mobile devices, including smartphones and tablets, to access, store, transmit, or receive District resources or data. This Protocol aims to reduce the risks, such as data loss or unauthorized access, that arise from the use of mobile devices.

III. Detect

A. Data Accountability: Defines the rules for creating, protecting, and retaining information system audit records to enable the monitoring, analysis, investigation, and reporting of unlawful or unauthorized system activities.
B. Cloud Services Security (Internal & Confidential): To provide guidance on the secure use of cloud services within the District, including how data is stored, accessed, shared, and protected in the cloud.
C. Application Security Development Lifecycle (Internal & Confidential): To support application services being developed within the District with a firm security foundation. This Protocol focuses on managing the risk of software applications developed and maintained by the District within their pre-production and operational environments.

IV. Respond

V. Recover

A. Information Processing and Release: Guides the secure handling, processing, and release of information within the District, with a particular focus on how information is handled when it may be released to the public.
B. Backup and Recovery (Internal & Confidential): To define the steps necessary to maintain data backups and support the District's ability to recover data in the event of a loss. This Protocol is intended to protect the School District's data assets and the availability thereof.

Maintenance Schedule

These Administrative Procedures and the protocols designated within shall be reviewed upon the review of the Policy, or upon the occurrence of a triggering event.

Related Information:

NIST Cybersecurity Framework

THE SCHOOL DISTRICT
OF PHILADELPHIA

No. 314
SECTION: 300 Employees
TITLE: (New Policy) - Policy 314 Employee Evaluations
ADOPTED:
REVISED:

(NEW POLICY) - POLICY 314 EMPLOYEE EVALUATIONS

Purpose

The Board of Education ("Board") is committed to giving each student what they need to reach their fullest potential, including access to employees who have the skills, training and mindsets necessary to support the achievement of the District's goals and objectives. The purpose of this Policy is to promote professional growth, positive behavior, and attainment of District goals and objectives through a regularized evaluation of employee performance.

Authority

As authorized by the Pennsylvania Public School Code, the Board may adopt and enforce such reasonable rules and regulations as it may deem necessary and proper regarding the management of its school affairs.[1] This Policy does not replace the requirement set forth for the evaluation of employees as defined by law.[2][3][4]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Talent, to develop administrative procedures, effective for central office employees beginning in the 2024-2025 school year and other employees not already evaluated in the 2025-2026 school year, that guide the District in evaluating employees. At a minimum the criteria must:

1. Be clear and unambiguous in intent and language.;
2. Establish objectively reasonable standards;
3. Apply in a consistent and uniform manner to all employees in comparable positions; and
4. Place emphasis on the identification and development of the knowledge, skills, and attitudes which improve employee competency.

Evaluations shall comply with the law and utilize the applicable rating criteria for the employee's position.[3]

Each department chief or school principal is responsible for the evaluation of each employee in their school or department in accordance with this Policy and its Administrative Procedures. Each employee shall be evaluated by their direct supervisor, unless the department chief or school principal has directed otherwise.[4] Objective and observable criteria will be used during evaluations.

All draft or completed evaluation materials shall not be subject to public access and will be disclosed only as permitted by the law and Board policies. [5][6][7]

Legal References:

1. 24 P.S. § 5-510
2. 24 P.S. 11-1125.1
3. 24 P.S. 11-1138.7
4. 24 P.S. 11-1138.9
5. 65 P.S. § § 67.101—67.3104
6. 43 P.S. §1331, et seq.
7. Policy 234 - Personnel Files

Related Information:

Policy 313 - Evaluation of Professional Employees

Administrative Procedures:

Action Item - 2.

Title: Adoption of Board of Education Public Meeting Schedule 2024 - Updated 12.7.2023

Board of Education Meeting Date: 12/7/2023

Action under consideration

The Board of Education of the School District of Philadelphia adopts the following public meeting schedules for the 2024 calendar year - Public Action Meeting, Policy Committee, and Public Hearings:

Public Action Meeting Schedule

- January 25, 2024 - Action Meeting
- February 29, 2024 - Action Meeting
- March 28, 2024 - Action Meeting and Adoption of Lump Sum Statement
- April 25, 2024 - Budget Hearing & Action Meeting
- May 30, 2024 - Action Meeting and Budget Adoption
- June 27, 2024 - Action Meeting
- July 11, 2024 - Action Meeting (TRAN)
- August 22, 2024 - Action Meeting
- September 19, 2024 - Action Meeting
- October 24, 2024 - Action Meeting
- November 21, 2024 - Action Meeting
- December 5, 2024 - Action Meeting and Board Organization

Policy Committee

- April 18, 2024
- November 7, 2024

Goals and Guardrails Committee

- January 11, 2024
- February 8, 2024
- March 7, 2024
- May 9, 2024
- June 13, 2024
- August 1, 2024
- September 5, 2024
- October 10, 2024
- November 14, 2024

Public Hearings

- June 6, 2024
- October 17, 2024

Office Originating Request: Board of Education

Action Item - 3.

Title: Acceptance of Donation of City Funding from the Philadelphia Authority for Industrial Development ("PAID") and License for Strawberry Mansion Community Development Corporation (Strawberry Mansion CDC) and Strawberry Mansion Neighborhood Action Center (Strawberry Mansion NAC)

Board of Education Meeting Date: 12/7/2023

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 through a City Funding Agreement; and (ii) to execute and perform a license agreement, subject to funding, as follows:

Funding Agreement With: Philadelphia Authority for Industrial Development ("PAID")

Start Date: 12/8/2023

End Date: 6/30/2025

License Agreement With: The Strawberry Mansion Community Development Corporation ("CDC") and The Strawberry Mansion Neighborhood Action Center ("NAC")

Start Date: 1/1/2024

End Date: 6/30/2025

Purpose:
To accept a donation and enter into a license agreement to provide office space for the Strawberry Mansion CDC and Strawberry Mansion NAC operations

Acceptance of Donation Not to Exceed: $225,000

License Fee charged not to exceed: $27,000

Location:
Leslie Pinckney Hill School, 3133 Ridge Avenue - 1st floor between stairwells A and stairwells B. This space includes one classroom, five offices, one main office, storage spaces, and restrooms for Strawberry Mansion CDC and Strawberry Mansion NAC operations.

License Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: 1 Year
License fee not to exceed 10% of the prior year.

Description:
The Strawberry Mansion CDC and The Strawberry Mansion NAC are organizations that will share the space to offer services and resources to the Strawberry Mansion community, including but not limited to housing/community-related services, job opportunities, and neighborhood development advocacy. The City is providing the funds to build out the space for the organizations.

Why is this contract needed?
The Leslie P. Hill School had underutilized space that would be an asset to the needs of the Strawberry Mansion community. Providing space for Strawberry Mansion CDC and Strawberry Mansion NAC will provide energy and referral services to residents of this community. These organizations will conduct employment-related workshops for the public and host community meetings along with information sessions.

How is this work connected to the District's plan to achieve Goals and Guardrails?
Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community. This organization is a conduit to the community and residents of Strawberry Mansion, for they provide quality-of-life services to youth and families.

How will success be measured?
The success of this partnership will be measured by the continued support between the School District of Philadelphia, Strawberry Mansion CDC, and Strawberry Mansion NAC, as services are continuously provided uninterrupted to the community.

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

When applicable, was a larger community of District community members and/ or stakeholders involved in this election process? If so, what groups and how?
Yes. The City of Philadelphia Office of the Council President

Office Originating Request: Operations - Facilities

Action Item - 4.

Title: Contract with The DT Firm for Government Relations Consulting ($528,125) - Updated 11.30.2023

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
The DT Firm

Purpose:
To provide general government affairs consulting services

Start date: 12/18/2023

End date: 6/30/2027

Compensation not to exceed: $528,125

Location:
Administrative Office(s)

Renewal Options: No

Description:
The School District of Philadelphia (District) intends to engage one or more successful companies or individuals to represent the District's growing needs and interests in the General Assembly, government of the Commonwealth of Pennsylvania, Philadelphia City Council and/or government of the City of Philadelphia. In October 2023, the District issued a Request for Proposals (RFP) seeking proposals from qualified firms to perform this work. After reviewing and rating the proposals received, the District's evaluation committee selected The DT Firm for the contract. The DT Firm is also the incumbent firm that has been providing these services to the District for the past several years.

The services for this contract are required to support the District's relations and interactions with public officials and perform general lobbying activities with the goal of increasing funding for the District; advancing policies and legislation that support the District's efforts to achieve

the Board's Goals & Guardrails; and building positive relationships with state and local elected officials. The DT Firm will provide sound guidance and expertise to the District; including assisting with the passage of legislation that will bring additional funding and/or operational flexibility to the District. The District does not have expertise in this area, and it is more effective and efficient to use an established lobbying firm for this work.

In recent years, the efforts of The DT Firm have been instrumental in the passage of state legislation that has benefited the District including Act 91 - increased substitute staffing flexibility; Act 55 - improved teacher reciprocity; and Act 54 - extension of the District's ride share agreement. Such legislation has brought millions of dollars to the District with some extending through the year 2027

Funding Source(s):
FY24 Operating
FY25 Operating
FY26 Operating
FY27 Operating

Office Originating Request: Superintendent

Action Item - 5.

Title: Contract with Scantron for Survey Printing, Mailing, and Processing ($90,000)

Board of Education Meeting Date: 12/7/2023

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:
Scantron Corporation

Purpose:
Paper survey formatting, printing, mailing, scanning, and processing.

Start date: 12/15/2023

End date: 12/14/2024

Compensation not to exceed: $90,000

Location:
All Schools;

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: 90,000

Description:
Each year, the Office of Research and Evaluation (ORE) evaluates the strategies we use to maximize response rates to the District-wide parent/guardian survey (also known as the Philly School Experience Survey), which is critical in order to ensure feedback is representative of our school communities. In response to principal feedback, the 22-23 survey administration plan included giving schools two options: 1) mail all surveys directly to each student's household; 2) mail all surveys to the school so the schools can distribute. Each school principal designated a survey champion who was responsible for managing the distribution of the surveys. An enclosed cover letter included a QR to take the survey online as another option. This approach was successful in engaging schools and we received positive feedback via a survey form. A response rate analysis showed that 28% of parent/guardian

responses could be tied back to receiving paper materials, either in the mail or from their child's school.

Based on an in-depth analysis of the 22-23 paper survey administration, our plan for 23-24 is to continue to send mailings, with some adjustments to make the mailing more efficient and decrease costs. The surveys will be distributed on a more targeted basis, for example to Spanish-speaking households. In addition, we will make the school-based mailing the default option, and only mail to households if there is sufficient justification. The default proportion of paper surveys sent to each school will be decreased to 50% of Spanish and Mandarin Chinese-speaking families, and 25% of all other families, but schools who rely on paper surveys should have the opportunity to opt in to receive additional surveys. Finally, cover letters will be printed and distributed to all families, even those who do not receive paper copies of the survey, since many surveys taken online were taken after families received paper surveys/letters, and letters are much less expensive than paper survey distribution and collection. Note that final costs will be determined by the number of schools that participate in the mailing, as well as postage costs for returned surveys.

Paper copies of the parent/guardian surveys will continue to be translated into Spanish and Chinese. The survey will continue to be available online, in English plus nine additional languages. Charter schools can continue to opt in to the mailing.

Why is this contract needed?
The paper copies of the parent/guardian survey are an additional option to the online survey. The paper surveys help overcome barriers related to language, technology access, and communication, thus making the feedback process more inclusive. We need to maximize response rates to the survey in order to ensure feedback is representative of our diverse school communities.

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

This contract is in direct support of gathering stakeholder feedback which schools need to inform their work related to ensuring safe, welcoming school environments (Guardrail 1) and partnering with parents and family members (Guardrail 3). Schools use PSES results to identify their organizational strengths and weaknesses, and the parent/guardian survey is particularly vital for identifying how well they are communicating, involving and engaging with families. The PSES results are also used at a District level to monitor system wide progress towards these Guardrails – this data has been used to inform Accelerate Philly and will continue to be used to inform progress on the Strategic Actions within it. Contracting with an outside vendor is necessary because the District does not have the equipment to produce and process scannable surveys, nor the capacity to process such a high volume of surveys.

How will the success of this contract be measured?
We will measure the success of this contract through on-time and accurate distribution of materials, and the successful receipt of a clean survey data file. We will also look at response rates in the same way we analyzed our 22-23 data.

If this is the continuation of a contract, how has success been measured in the past, and what specific information do we have to show that it was successful?
In 21-22, the paper copy distribution helped increase response rates for non-English-speaking households and households with high school students. In 22-23, we learned through some additional survey questions that 28% of survey responses could be traced back to receiving a distribution of paper survey materials.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
We have contracted with Scantron in previous years through a less formal solicitation for proposals, in compliance with Procurement policies. This year, we opted to go through a formal RFP in order to ensure the process was as competitive as possible. We worked with the Procurement office and several members of the Office of Research and Evaluation. We also consulted with the FACE office about our plans to continue to mail surveys.

Related resolution(s)/approval(s):
January 26, 2023- Item 18
January 27, 2022- Item 2

Funding Source(s):
FY 23-24: ERA Title IA

Office Originating Request: Evaluation, Research and Accountability

Action Item - 6.

Title: Approval of Personnel Hires (Updated 12.01.2023)

Board of Education Meeting Date: 12/7/2023

Action under consideration

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through November 30, 2023 and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the Board of Education.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 6	Supporting Document

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through **November 30, 2023** 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

AHMAD, RABIA	SPECIAL EDUCATION ASSISTANT	DEBURGOS, J. ELEMENTARY	11/13/23	$23,474.00 ANNUAL SALARY
AHMAD-HARGROVE, CALISA I	SCHOOL SAFETY OFFICER	OFFICE OF SCHOOL SAFETY	11/08/23	$33,849.00 ANNUAL SALARY
ALFF, ISABEL	TEACHER,FULL TIME	ANDERSON, ADD B. SCHOOL	11/21/23	$55,644.00 ANNUAL SALARY
ALLEN, ADRIAN	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	11/20/23	$51,568.00 ANNUAL SALARY
ALMALIKI, HIND HUSSEIN	SUPPORTIVE SERVICES ASST, 3 HR	FITZPATRICK, A.L. SCHOOL	11/20/23	$10,431.00 ANNUAL SALARY
ALSTON, GREGG	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	11/20/23	$23,474.00 ANNUAL SALARY
ALVARA, RAQUEL	SCHL IMPROVEMENT & DATA SPLST	PLANNING & EVIDENCE-BASED SUPT	11/27/23	$94,000.00 ANNUAL SALARY
APPLEGATE, OLIVIA R	SPECIAL EDUCATION ASSISTANT	BRIDESBURG SCHOOL	11/21/23	$23,474.00 ANNUAL SALARY
ARNOLD, SARAH	POLICY RESEARCH ANALYST	RESEARCH & EVALUATION	11/27/23	$87,000.00 ANNUAL SALARY
BAITY, GENA	SPECIAL EDUCATION ASSISTANT	CHILDS, GEORGE W. SCHOOL	11/27/23	$23,474.00 ANNUAL SALARY
BEGUM, MAHMUDA	SPECIAL EDUCATION ASSISTANT	RHAWNHURST SCHOOL	11/20/23	$23,474.00 ANNUAL SALARY
BENAISSA, WAHIBA	TEACHER,FULL TIME	FELL, D. NEWLIN SCHOOL	11/13/23	$51,568.00 ANNUAL SALARY
BERMUDEZ, MARIAH L	SPECIAL EDUCATION ASSISTANT	MASTBAUM, JULES E. HIGH SCHOOL	11/13/23	$23,474.00 ANNUAL SALARY
BIZZOCO, ELENA	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	11/21/23	$51,568.00 ANNUAL SALARY
BLUFORD, RASHEA N	SPECIAL EDUCATION ASSISTANT	HILL-FREEDMAN WORLD ACADEMY	11/20/23	$23,474.00 ANNUAL SALARY

BLUMENTHAL, CHRISTINE ELIZABETH	TEACHER,FULL TIME	MIFFLIN, THOMAS SCHOOL	11/13/23	$94,794.00	ANNUAL SALARY
BRETI, ANISA	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
BRIGGS, IJNANYA	SUPPORTIVE SERVICES ASST, 3 HR	CROSSAN, KENNEDY C. SCHOOL	11/13/23	$10,431.00	ANNUAL SALARY
BROWN, CHRISTOPHER S	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	11/27/23	$72,233.00	ANNUAL SALARY
BURKE, ERIN M	SCHOOL NURSE	PENNYPACKER, SAMUEL SCHOOL	11/20/23	$75,558.00	ANNUAL SALARY
BUTLER, DELIJAH T	STEP FAMILY PEER	PREVENTION & INTERVENTION	11/20/23	$36,000.00	ANNUAL SALARY
CAPPELLO, ALEXA	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
CAPPS, CAMILLA L	SPECIAL EDUCATION ASSISTANT	MEADE, GEN. GEORGE G. SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
CARR, TALIYAH	SPECIAL EDUCATION ASSISTANT	GREENBERG, JOSEPH SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
CARROLL, ASTER	TEACHER,FULL TIME	CHILDS, GEORGE W. SCHOOL	11/13/23	$51,568.00	ANNUAL SALARY
CASTRO, NERI A	COUNSELING ASST,BILINGUAL	SPRUANCE, GILBERT SCHOOL	11/15/23	$25,688.00	ANNUAL SALARY
CATHELL, TAQIYYAH	SPECIAL EDUCATION ASSISTANT	BLANKENBURG, RUDOLPH SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
CHISHOLM, BRENDA	SCHOOL COUNSELOR, 10 MONTHS	LONGSTRETH, WILLIAM C. SCHOOL	11/20/23	$80,223.00	ANNUAL SALARY
COCHRAN, RYIESHA SHENIECE	TEACHER,FULL TIME	FRANKLIN LEARNING CENTER	11/27/23	$82,429.00	ANNUAL SALARY
COLEMAN, CACHET	SPECIAL EDUCATION ASSISTANT	EMLEN, ELEANOR C. SCHOOL	11/20/23	$35,101.00	ANNUAL SALARY
COLON, AALIYAH ANN	SPECIAL EDUCATION ASSISTANT	DEBURGOS, J. ELEMENTARY	11/13/23	$23,474.00	ANNUAL SALARY
CONFESOR MENDEZ, ELIANA	SPECIAL EDUCATION ASSISTANT	ZIEGLER, WILLIAM H. SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
COOPER-CRUMP, SAUDIA	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
CRUZ, NATASHA	SPECIAL EDUCATION ASSISTANT	LAWTON, HENRY W. SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
DAVIS, TAINA	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
DAY, DARNELL	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	11/13/23	$53,085.00	ANNUAL SALARY
DEJESUS, EFRANIE	SECRETARY I	BETHUNE, MARY MCLEOD SCHOOL	11/13/23	$26,351.00	ANNUAL SALARY
DIGIANDOMENICO, OLIVIA ROSE	TEACHER,SPEC EDUCATION	WASHINGTON, MARTHA SCHOOL	11/27/23	$57,351.00	ANNUAL SALARY
DOLBOW, KATHLEEN	SPECIAL EDUCATION ASSISTANT	FITZPATRICK, A.L. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY

DRAYTON, JENEA	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
DUGAN, ALEXA	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
EVANS, GARY W	SPECIAL EDUCATION ASSISTANT	LUDLOW, JAMES R. SCHOOL	11/09/23	$23,474.00	ANNUAL SALARY
FALODE, OYEBOLA OLUWATOSIN	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	11/14/23	$51,568.00	ANNUAL SALARY
FEATHERSTONE, MARIA	TEACHER ASST,PKHS	HUNTER SCHOOL HEAD START	11/27/23	$35,101.00	ANNUAL SALARY
FELDER, NATASHA	ASST GENERAL COUNSEL	OFFICE OF GENERAL COUNSEL	11/03/23	$97,603.00	ANNUAL SALARY
FERIEL, AHMED SAADI	SPECIAL EDUCATION ASSISTANT	PENNELL, JOSEPH ELEMENTARY	11/06/23	$23,474.00	ANNUAL SALARY
FINOCCHIARO, BRIANNA M	SPECIAL EDUCATION ASSISTANT	LINCOLN, ABRAHAM HIGH SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
FOWLER-TAYLOR, AZHAR	SPECIAL EDUCATION ASSISTANT	MORRIS, ROBERT SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
FRANCIS, TASHEBA	SPECIAL EDUCATION ASSISTANT	MCKINLEY, WILLIAM SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
GALLAGHER, TREVOR HUGH	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	11/30/23	$51,568.00	ANNUAL SALARY
GARDNER, CARRIE	STEP FAMILY PEER	PREVENTION & INTERVENTION	11/06/23	$33,158.00	ANNUAL SALARY
GARLINGTON, TURQUOISE N	SPECIAL EDUCATION ASSISTANT	LINGELBACH, ANNA L. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
GASKIN, DAEMERIA S	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
GASKINS, NEVAEH	SPECIAL EDUCATION ASSISTANT	STEARNE, ALLEN M. SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
GETER, ANNA E	SPECIAL EDUCATION ASSISTANT	FRANKLIN, BENJAMIN ELEM SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
GILL, IYISHA E	SPECIAL EDUCATION ASSISTANT	SHEPPARD, ISAAC A. SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
GLENN, DANIELLE P	SPECIAL EDUCATION ASSISTANT	SPRING GARDEN SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
GLOVER, BREANA T	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
GORDON, IYANNAH D	SPECIAL EDUCATION ASSISTANT	BROWN, JOSEPH H. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
GRIMBLE, JAMES	STEP FAMILY PEER	PREVENTION & INTERVENTION	11/20/23	$34,074.00	ANNUAL SALARY
HADBI, NASSIMA	SPECIAL EDUCATION ASSISTANT	DECATUR, STEPHEN SCHOOL	11/06/23	$29,168.00	ANNUAL SALARY
HALL, SHERRY LYNN	TEACHER,FULL TIME	FRANKLIN, BENJAMIN HIGH SCHOOL	11/20/23	$75,558.00	ANNUAL SALARY
HALL, TWANNA MAE	TEACHER,FULL TIME	ELKIN, LEWIS SCHOOL	11/27/23	$90,478.00	ANNUAL SALARY

HANNA, PATRICK	SPECIAL EDUCATION ASSISTANT	MASTBAUM, JULES E. HIGH SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
HARPER, JANELLE	ASST PRINCIPAL	EDISON, THOMAS A. HIGH SCHOOL	11/13/23	$98,719.00	ANNUAL SALARY
HERDER, DAVIAN C	SPECIAL EDUCATION ASSISTANT	COOK-WISSAHICKON SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
HILL, BISHOP	SPECIAL EDUCATION ASSISTANT	LOCKE, ALAIN SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
HOOPER, ALISHA T	SPECIAL EDUCATION ASSISTANT	DUCKREY, TANNER SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
HOUGH, AMIRAH	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
HUFF, MAURICE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	11/21/23	$51,568.00	ANNUAL SALARY
IRIZARRY, CYNTHIA M	INSPECTOR GENERAL	OFFICE OF INSPECTOR GENERAL	11/27/23	$162,693.00	ANNUAL SALARY
ISAAC VEGA, NAKICHA	SECRETARY I	STETSON, JOHN B. MIDDLE SCHOOL	11/06/23	$26,351.00	ANNUAL SALARY
JACKSON, AMEENAH	TEACHER,FULL TIME	CONSTITUTION HIGH SCHOOL	11/27/23	$51,568.00	ANNUAL SALARY
JACKSON, KATHERINE ELIZABETH	TEACHER,FULL TIME	FRANKLIN, BENJAMIN HIGH SCHOOL	11/13/23	$51,568.00	ANNUAL SALARY
JACKSON, MELISSA G	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	11/07/23	$90,478.00	ANNUAL SALARY
JACKSON-GREGG, GLORIA	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
JACOBS, ORIEN A	SPECIAL EDUCATION ASSISTANT	RANDOLPH TECHNICAL HIGH SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
JEFFERSON, LACRETIA	SPECIAL EDUCATION ASSISTANT	FRANKFORD HIGH SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
JOHNSON, LATAYA	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
JOHNSON, SIANNI	SPECIAL EDUCATION ASSISTANT	GOMPERS, SAMUEL SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
JONES, CIERRA	SPECIAL EDUCATION ASSISTANT	DUCKREY, TANNER SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
JONES, PAIGE H	SECRETARY I	FELTONVILLE ARTS & SCIENCES	11/06/23	$26,351.00	ANNUAL SALARY
JONES, PATRICIA A	SPECIAL EDUCATION ASSISTANT	JUNIATA PARK ACADEMY	11/20/23	$23,474.00	ANNUAL SALARY
JONES-KING, TAHIRA	TEACHER,SPEC EDUCATION	STETSON, JOHN B. MIDDLE SCHOOL	11/20/23	$52,516.00	ANNUAL SALARY
KHATUN, MOLLIKA	SPECIAL EDUCATION ASSISTANT	RHAWNHURST SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
KHERBOUCHE, WASSILA	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
KILLIAN, KATHRYN	SPECIAL EDUCATION ASSISTANT	FORREST, EDWIN SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY

KLETCHECK, MAUREEN	TEACHER,FULL TIME	MAYFAIR SCHOOL	11/06/23	$83,507.00	ANNUAL SALARY
KUO, MOIRA	TEACHER,FULL TIME	CREATIVE AND PERFORMING ARTS	11/13/23	$56,405.00	ANNUAL SALARY
LAME, KLEMENTINA	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
LANDIS, TATYIANA	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
LAURIA, NINA	SPECIAL EDUCATION ASSISTANT	CHILDS, GEORGE W. SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
LERLO, ROSA	TEACHER,FULL TIME	CARNELL, LAURA H. SCHOOL	11/06/23	$83,507.00	ANNUAL SALARY
LEWI, EMMA	STEP SCHOOL BEHAVIORAL CONSULT	PREVENTION & INTERVENTION	11/27/23	$56,449.00	ANNUAL SALARY
LEWIS, JA'NAE	STEP CLINICAL COORDINATOR	PENN TREATY HIGH SCHOOL	11/28/23	$69,000.00	ANNUAL SALARY
LITTLEJOHN, SIMONE	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/28/23	$20.00	HOURLY RATE
MACK, NATALIE	INVESTIGATOR	OFFICE OF SCHOOL SAFETY	11/21/23	$50,000.00	ANNUAL SALARY
MANKARIOUS, RANDA E	SUPPORTIVE SERVICES ASST, 4 HR	NORTHEAST COMMUNITY PROPEL ACD	11/27/23	$13,908.00	ANNUAL SALARY
MCCLEERY, KELLY R	SPECIAL PROJECTS ASSISTANT I	OFFICE OF CHILD ACCOUNTING	11/27/23	$49,011.00	ANNUAL SALARY
MCELROY, CONOR	TEACHER,FULL TIME	BARTRAM, JOHN HIGH SCHOOL	11/16/23	$51,568.00	ANNUAL SALARY
MCFEE, STEPHANIE M	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
MCGINLEY, JAYNE	TEACHER,SPEC EDUCATION	WIDENER MEMORIAL SCHOOL	11/13/23	$102,376.00	ANNUAL SALARY
MCPARLAND, BRITTANY	TEACHER,SPEC EDUCATION	LANKENAU HIGH SCHOOL	11/27/23	$60,762.00	ANNUAL SALARY
META, FLORETA	SPECIAL EDUCATION ASSISTANT	HACKETT, HORATIO B. SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
MICKENS, TAMARA M	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
MIQUILENA, ASTRID	SPECIAL EDUCATION ASSISTANT	KEY, FRANCIS SCOTT SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
MISCEWITZ, MICHAEL	TEACHER,FULL TIME	MOFFET, JOHN SCHOOL	11/16/23	$67,680.00	ANNUAL SALARY
MITCHELL-SAMUEL, AISHA M	TEACHER,SPEC EDUCATION	HOWE, JULIA WARD SCHOOL	11/14/23	$54,032.00	ANNUAL SALARY
MOLESKI, EMILY WILLOW	TEACHER,SPEC EDUCATION	CAYUGA SCHOOL	11/13/23	$52,516.00	ANNUAL SALARY
MURPHY, TYERRA	TEACHER,FULL TIME	ALLEN, DR. ETHEL SCHOOL	11/15/23	$51,568.00	ANNUAL SALARY
NASRALLA, MARLIN	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY

NEAL, CHRISTOPHER	SPECIAL EDUCATION ASSISTANT	FOX CHASE SCHOOL	11/28/23	$23,474.00	ANNUAL SALARY
NELSON, DESTINY	SPECIAL EDUCATION ASSISTANT	MIFFLIN, THOMAS SCHOOL	11/17/23	$23,474.00	ANNUAL SALARY
NELSON, JAMIR D	SPECIAL EDUCATION ASSISTANT	HILL-FREEDMAN WORLD ACADEMY	11/20/23	$23,474.00	ANNUAL SALARY
NEREE, NATHALIE	CHIEF SPECIAL ED DIVERSE LEARN	OFFICE OF SPECIALIZED SERVICES	11/06/23	$195,700.00	ANNUAL SALARY
NEWTON, TEMEKA	SPECIAL EDUCATION ASSISTANT	MORRIS, ROBERT SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
NICHOLSON, AMIRA I	SPECIAL EDUCATION ASSISTANT	NEBINGER, GEORGE W. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
NURJAHAN, URMI	SPECIAL EDUCATION ASSISTANT	RHAWNHURST SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
OSEA, LEE M	PRINT SHOP WORKER	PRINTING SERVICES	11/13/23	$54,904.00	ANNUAL SALARY
PATTERSON, JAMES	SPECIAL EDUCATION ASSISTANT	LONGSTRETH, WILLIAM C. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
PEARTREE, TIANA S	SPECIAL EDUCATION ASSISTANT	STANTON, EDWIN M. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
PIKE, LAKEISHA D	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	11/14/23	$77,066.00	ANNUAL SALARY
PURNELL JOHNSON, MATEENMA	SPECIAL EDUCATION ASSISTANT	ROXBOROUGH HIGH SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
RAMIREZ, NATASHA	CLASSROOM ASST	GLORIA CASAREZ ELEMENTARY	11/20/23	$23,474.00	ANNUAL SALARY
RAPI, ERISELDA	SPECIAL EDUCATION ASSISTANT	RICHMOND SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
REED, NIA	SUPPORTIVE SERVICES ASST, 3 HR	ELLWOOD SCHOOL	11/27/23	$10,431.00	ANNUAL SALARY
RIVERA, JASON ANTHONY	STUDENT CLIMATE STAFF,7 HOURS	KENDERTON ELEMENTARY	11/09/23	$23,715.00	ANNUAL SALARY
RIVERA, MICHELLE	SPECIAL EDUCATION ASSISTANT	LONGSTRETH, WILLIAM C. SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
RIVERA, ELAINE S	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
ROBERTS, SHANA M	SPECIAL EDUCATION ASSISTANT	SCIENCE LEADERSHIP ACADEMY MS	11/28/23	$35,101.00	ANNUAL SALARY
RODRIGUEZ, DELANIE	SPECIAL EDUCATION ASSISTANT	FITZPATRICK, A.L. SCHOOL	11/28/23	$23,474.00	ANNUAL SALARY
ROSARIO, BEATRIZ CLAUDINA	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	11/13/23	$53,085.00	ANNUAL SALARY
ROSE, JENNIFER	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	11/09/23	$64,268.00	ANNUAL SALARY
SAHOU, LYNDRA	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	11/03/23	$51,568.00	ANNUAL SALARY
SALMON CAMPBELL, SIDIA NATALIE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	11/20/23	$83,507.00	ANNUAL SALARY

SAVOY, JANELL	SCHOOL COUNSELOR, 10 MONTHS	STEEL, EDWARD T. SCHOOL	11/08/23	$53,085.00	ANNUAL SALARY
SCOTT, DOMONIQUE	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	11/16/23	$51,568.00	ANNUAL SALARY
SEALS- HILL, KYA	SPECIAL EDUCATION ASSISTANT	CREATIVE AND PERFORMING ARTS	11/27/23	$23,474.00	ANNUAL SALARY
SERRANO, MICHELLE	SPECIAL EDUCATION ASSISTANT	LAWTON, HENRY W. SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
SHARP, RYLEE BLAIR	TEACHER,SPEC EDUCATION	COOK-WISSAHICKON SCHOOL	11/20/23	$52,516.00	ANNUAL SALARY
SIMMONS, NATALIE	BEHAVIOR ANALYST	OFFICE OF SPECIALIZED SERVICES	11/03/23	$72,152.00	ANNUAL SALARY
SIMONE, CHRISTIE NOELLE	OCCUP THERAPIST	OFFICE OF SPECIALIZED SERVICES	11/13/23	$86,360.00	ANNUAL SALARY
SMITH, CENIYA K	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
SMITH, JADA	SUPPORTIVE SERVICES ASST, 4 HR	SPRUANCE, GILBERT SCHOOL	11/20/23	$13,908.00	ANNUAL SALARY
SMITH, KEVEISHA	SPECIAL EDUCATION ASSISTANT	CASSIDY,LEWIS C ACADEMICS PLUS	11/27/23	$23,474.00	ANNUAL SALARY
SPEIGHT, GARA	SPECIAL EDUCATION ASSISTANT	ROOSEVELT ELEMENTARY SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
STANBACK, YVETTE L	SPECIAL EDUCATION ASSISTANT	LINGELBACH, ANNA L. SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
STARLING, SHEENA	PROGRAM COORDINATOR	ECYEH-EDUCATING HOMELESS KIDS	11/21/23	$59,000.00	ANNUAL SALARY
STITT, ASHLEY	SPECIAL EDUCATION ASSISTANT	GREENBERG, JOSEPH SCHOOL	11/20/23	$23,474.00	ANNUAL SALARY
TAYLOR, KHYREE	SPECIAL EDUCATION ASSISTANT	MEADE, GEN. GEORGE G. SCHOOL	11/06/23	$23,474.00	ANNUAL SALARY
THOMAS, AVERY R	SPECIAL EDUCATION ASSISTANT	MIFFLIN, THOMAS SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
THOMAS, KAEMANJE	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	11/13/23	$76,025.00	ANNUAL SALARY
THOMAS, TYJANAE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	11/03/23	$58,109.00	ANNUAL SALARY
THOMER, SAMANTHA KATHRYN	SCHOOL NURSE	PUPIL HEALTH SERVICES	11/13/23	$75,558.00	ANNUAL SALARY
THOMPSON, ALYSIA N	SPECIAL EDUCATION ASSISTANT	BLUFORD ELEMENTARY SCHOOL	11/13/23	$23,474.00	ANNUAL SALARY
THOMPSON, BASIL	TEACHER,FULL TIME	PEIRCE, THOMAS M. SCHOOL	11/27/23	$51,568.00	ANNUAL SALARY
THOMPSON, DREW ROBERTO	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	11/29/23	$70,000.00	ANNUAL SALARY
TURNER, BRIANE	SPECIAL EDUCATION ASSISTANT	FRANKLIN, BENJAMIN ELEM SCHOOL	11/27/23	$23,474.00	ANNUAL SALARY
VAUGHAN, JACQUELINE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	11/20/23	$83,507.00	ANNUAL SALARY

VENEY, SHARETTA	SPECIAL EDUCATION ASSISTANT	SWENSON ARTS/TECH HIGH SCHOOL	11/20/23	$23,474.00 ANNUAL SALARY
WARE, WILLIE J	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	11/15/23	$23,474.00 ANNUAL SALARY
WASHINGTON, ELI EUGENE	TEACHER,SPEC EDUCATION	FELTONVILLE INTERMEDIATE	11/17/23	$75,932.00 ANNUAL SALARY
WILDER, AMANI	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	11/20/23	$23,474.00 ANNUAL SALARY
WOOD, KRISTIN T	STEP CLINICAL COORDINATOR	LINCOLN, ABRAHAM HIGH SCHOOL	11/20/23	$75,347.00 ANNUAL SALARY
YOUNG- LANCASTER, AJA	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	11/20/23	$23,474.00 ANNUAL SALARY

Action Item - 7.

Title: Approval of Personnel Terminations (Updated 12.08.2023)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective December 7, 2023:

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 7	Supporting Document

Item No. 7
December 7, 2023

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

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective December 7, 2023:

Quadeer Devaughn Special Education Classroom Assistant

RESOLVED, that Ticora Jones be dismissed from her employment by The School District of Philadelphia as a member of the Student Climate Staff, effective immediately.

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

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

Action Item - 9.

Title: Approval of Resignations and Retirements (Updated 12.08.2023)

Board of Education Meeting Date: 12/7/2023

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the *following individuals* are accepted effective December 7, 2023.

*Names to be provided for public view immediately prior to the Board of Education Action Meeting on December 7, 2023.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 9	Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective December 7, 2023

Banks, Stephen	Bluford Elementary School	Teacher,Full Time	11/15/2023	Resignation
Barca, Deborah	Hackett, Horatio B. School	Teacher,Full Time	06/14/2024	Retirement
Beasley, Tea	Taylor, Bayard School	Supportive Services Asst, 4 Hr	11/13/2023	Resignation
Bianco, Jennifer	Bartram, John High School	Teacher,Full Time	06/14/2024	Retirement
Blumberg, Kenneth	Dick, William School	Teacher,Full Time	01/15/2024	Retirement
Bogert, Christina	Spring Garden School	Teacher,Full Time	11/16/2023	Resignation
Bowen, Brenda	Fitler Academics Plus	Teacher,Full Time	11/27/2023	Resignation
Boyle, Natalie	Sayre, William L. High School	Teacher,Spec Education	01/22/2024	Resignation
Brown, Tracey	Feltonville Intermediate	Food Svcs Assistant	11/08/2023	Resignation
Carrasquillo, Alida	Feltonville Intermediate	Counseling Asst,Bilingual	12/22/2023	Retirement
Cetrone, Maria	Lea, Henry C.	Teacher,Full Time	11/22/2023	Resignation
Channer-Butts, Latinya	Roxborough High School	Instructor, Jrotc	03/29/2024	Retirement
Davis, Marjorie	Rhoads, James School	Supportive Services Asst, 4 Hr	12/08/2023	Resignation
Davis-Boone, Shaquwan	Rhodes Elementary School	Teacher,Full Time	11/17/2023	Resignation

Dennis, Tasia	Houston, Henry H. School	Supportive Services Asst, 4 Hr	12/07/2023	Resignation
Dent, Marsha	Anderson, Add B. School	Teacher,Full Time	01/31/2024	Resignation
Drayton, Tianna	Mccall, Gen. George A. School	General Cleaner, 8 Hours	11/10/2023	Resignation
Edwards, Marneisha	Houston, Henry H. School	Special Education Assistant	12/01/2023	Resignation
Fafara, Joseph	Sayre, William L. High School	Teacher,Full Time	06/14/2024	Retirement
Farrar, Taylor	Employee Health Support	Leave Admin Specialist	12/01/2023	Resignation
Felix, Dandey	Harding, Warren G. Middle Sch	Bus Attendant,One To One	12/01/2023	Resignation
Finkel, Susan	Hancock Demonstration School	Teacher,Demonstration	06/14/2024	Retirement
Freiling, William	Office Of School Safety	School Safety Supervisor	01/05/2024	Retirement
Gaines, Broke	Gloria Casarez Elementary	Teacher,Full Time	01/26/2024	Resignation
Garcia, Gladys	Kensington Health Sciences	Counseling Asst,Bilingual	06/14/2024	Retirement
Gooden-Smith, Dawn	Penn Treaty High School	Teacher,Spec Education	06/14/2024	Retirement
Graham, Maurice	Roosevelt Elementary School	Teacher,Full Time	12/07/2023	Retirement
Hagans, Sheltiqua	Anderson, Add B. School	Special Education Assistant	11/08/2023	Resignation
Haines, Davis	Randolph Technical High School	Teacher,Full Time	01/10/2024	Retirement
Harris, Tina	Hamilton, Andrew School	Special Education Assistant	01/12/2024	Resignation

Hester, Edward	West Philadelphia High School	Building Engineer-Group Ii	06/03/2024	Retirement
Hilscher, Josie	Sayre, William L. High School	Teacher,Full Time	11/17/2023	Resignation
Himelfarb, Susan	Adaire, Alexander School	Teacher,Full Time	06/14/2024	Retirement
Hinson, Crystal	Tilden Middle School	Student Climate Staff,6 Hours	12/08/2023	Retirement
Hodge, Zariyah	Duckrey, Tanner School	Teacher,Full Time	11/27/2023	Resignation
Hood, Verna	Dobbins, Murrell High School	Climate Support Specialist	01/30/2024	Retirement
Humphery, Scott	Philadelphia Military Academy	Instructor, Jrotc	12/01/2023	Resignation
Jackson, Morgan	Northeast High School	Teacher,Spec Education	12/01/2023	Resignation
Johnson-Shaw, Amirah	Girard, Stephen School	General Cleaner, 8 Hours	12/15/2023	Resignation
Jones, Makeydeh	Kelly, John B. School	Special Education Assistant	11/29/2023	Resignation
Kratchman, Michele	Sayre, William L. High School	Teacher,Spec Education	06/14/2024	Retirement
Kukulski, Brian	West Philadelphia High School	Teacher,Spec Education	01/16/2024	Retirement
Labov, Sarah	Mifflin, Thomas School	Teacher,Full Time	11/16/2023	Resignation
Laskaris, William	Shawmont School	Teacher,Full Time	06/14/2024	Retirement
Lee, Lisa	Franklin, Benjamin High School	Special Education Assistant	12/01/2023	Resignation
Leon, Carmen	Cramp, William School	Student Climate Staff,4 Hours	01/14/2024	Retirement

Logan, Deanda	Cramp, William School	Principal	01/19/2024	Retirement
Lumumba, Bhoke	Mastbaum, Jules E. High School	Teacher,Full Time	01/08/2024	Resignation
Mader, Scott	Feltonville Arts & Sciences	Teacher,Full Time	01/15/2024	Resignation
Mapp, Nina	Cooke, Jay Elementary School	Climate Support Specialist	11/20/2023	Resignation
Marcille, Christopher	High School Of The Future	Teacher,Full Time	12/01/2023	Resignation
Marsden, Thomas	Decatur, Stephen School	Student Climate Staff,4 Hours	11/20/2023	Retirement
Mathews, Julia	Washington, Grover Jr. Middle	School Climate Manager	01/10/2024	Resignation
Mc Zeal, Antoinette	Family & Community Engagement	Customer Service Rep	01/05/2024	Retirement
Mccall, David	Facilities Manager - Ce Region	Custodial Assistant	07/08/2024	Retirement
Mccaulley, Aubrey	Willard, Frances E. School	Teacher,Full Time	12/01/2023	Resignation
Mcdermott, Peter	Franklin, Benjamin High School	Teacher,Full Time	01/08/2024	Resignation
Mcdonald, Mark	Marshall, Thurgood School	Food Svcs Assistant	11/03/2023	Resignation
Mcglinchey, Annmarie	Mccloskey, John F. School	Teacher,Spec Education	01/18/2024	Resignation
Melendez-Zayas, Katherine	Munoz-Marin, Hon Luis School	Special Education Assistant	12/08/2023	Resignation

Melvin-Darby, Danielle	Franklin, Benjamin Elem School	Teacher,Spec Education	01/12/2024	Resignation
Middleton, Josiah	Mc Michael, Morton School	Building Engineer-Group Iii	11/27/2023	Resignation
Mikolajewski, Nicole	Forrest, Edwin School	Teacher,Full Time	02/02/2024	Resignation
Monte, Shardai	Morton, Thomas G. School	Special Education Assistant	11/10/2023	Resignation
Muhammad, Ameenah	Washington, George High School	Secretary I	01/12/2024	Resignation
Nelson, Ashley	Saul, Walter B. High School	Food Svcs Worker Iii	12/16/2023	Resignation
Oberholtezer, Karl	Office Of School Safety	School Safety Officer	11/17/2023	Resignation
Osborne, Colleen	Employee Relations	Investigative Officer	12/22/2023	Resignation
Paiva-Borodin, Daniela	Baldi Middle School	Teacher,Full Time	11/10/2023	Resignation
Paolone, Lisa Marie	Bache-Martin School	Teacher,Spec Education	01/08/2024	Resignation
Pellecchia, John	Spruance, Gilbert School	Teacher,Full Time	12/04/2023	Retirement
Philip, Cierra	Franklin Learning Center	Special Education Assistant	12/01/2023	Resignation
Plummer, Michelle	Mayfair School	Teacher,Full Time	01/16/2024	Resignation
Poynter, Tara	Decatur, Stephen School	Teacher,Full Time	01/19/2024	Resignation
Pratta, Samantha	Chief Academic Office	Professional Lrning Specialis	01/05/2024	Resignation
Reese, John	Bridesburg School	Asst Principal	06/21/2024	Retirement

Rennie, Donna	Solis-Cohen, Solomon School	Teacher,Full Time	01/31/2024	Retirement
Reynolds, Tawana	Teaching And Learning	Academic Coach	06/14/2024	Retirement
Rice, Joyce	Moore, J. Hampton School	Student Climate Staff,5 Hours	01/03/2024	Retirement
Rivera, Eric	Juniata Park Academy	Special Education Assistant	02/16/2024	Resignation
Roberts, Dana	Gideon, Edward School	General Cleaner, 8 Hours	11/02/2023	Resignation
Rochester, Sonja	The Workshop School	Custodial Assistant	11/27/2023	Resignation
Sackman, Michael	General Accounting	Acct Compliance Control Montr	12/08/2023	Resignation
Sanders, Sherrie	Wagner, Gen. Louis Middle Sch.	General Cleaner, 8 Hours	10/31/2023	Resignation
Schaeffer, Andrea	Facilities Mgmt. & Services	Building Engineer Trainee	12/01/2023	Resignation
Scully, Anna	Clemente, Roberto Middle Schl	Teacher,Full Time	01/12/2023	Resignation
Serrano, Vanessa	Rhawnhurst School	Teacher,Full Time	01/02/2024	Resignation
Shea, Sharon	Bridesburg School	Teacher,Full Time	06/14/2024	Retirement
Stango, Eileen	Decatur, Stephen School	Special Education Assistant	01/05/2024	Resignation
Sweeney, Colleen	Decatur, Stephen School	Food Svcs Utility Worker	11/17/2023	Resignation
Sweeney, Shannon	Hill-Freedman World Academy	Teacher,Spec Education	01/30/2024	Resignation
Talington, Anita	Lincoln, Abraham High School	Teacher,Full Time	01/09/2024	Resignation
Tanney, Susan	Penrose School	Teacher,Spec Education	02/01/2024	Resignation

Tate-Powell, Charnelle	Mitchell Elementary School	Special Education Assistant	12/15/2023	Resignation
Thompson, Thomas	Custodian-Administration Bldg	General Cleaner, 8 Hours	01/02/2024	Retirement
Thompson, Keva	Spruance, Gilbert School	Special Education Assistant	11/30/2023	Resignation
Upchurch, Belinda	Childs, George W. School	General Cleaner, 8 Hours	01/03/2024	Retirement
Valentin, Gisela	Marshall, John School	Secretary I	12/22/2023	Resignation
Vargas Estevez, Ana	Mckinley, William School	Student Climate Staff,4 Hours	11/10/2023	Resignation
Viscuso, Jessica	Munoz-Marin, Hon Luis School	Teacher,Spec Education	11/27/2023	Resignation
Vladimirsky, Serge	Lincoln, Abraham High School	Teacher,Full Time	01/29/2024	Resignation
Wagstaff, Dionne	Rowen, William School	General Cleaner, 8 Hours	11/17/2023	Resignation
Walton, Carol	Randolph Technical High School	Teacher,Spec Education	06/14/2024	Retirement
Ward, Kelly	Bridesburg School	Teacher,Full Time	06/14/2024	Retirement
Weaver, Tanisha	Ludlow, James R. School	General Cleaner, 8 Hours	01/26/2024	Resignation
Webb, Mark	Bregy, F. Amedee School	Student Climate Staff,6 Hours	12/01/2023	Resignation
Weidenmiller, Kathleen	Moore, J. Hampton School	Teacher,Full Time	01/02/2024	Resignation
Williams, Le'Von	Mc Michael, Morton School	Secretary I	02/16/2024	Resignation

Woodson, Deja	West Philadelphia High School	Special Education Assistant	11/22/2023	Resignation
Zaborowski, Greg	Masonry Services	Roofer A	11/27/2023	Retirement

Action Item - 10.

Title: Amendment to Contracts for Contracted Special Education Teachers ($13,904,920)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:

- Community Rehab Associates, Inc.
- EBS Healthcare Services, Inc.
- EDU Healthcare, LLC
- Humanus Corporation
- Maxim Healthcare Staffing Services, Inc.
- Progressus Therapy

Purpose:
Increased compensation for additional contracted special education teachers in school year 2023-2024 and 2024-2025

Original Start Date: 7/1/2020

Current End Date: 6/30/2025

Currently Authorized Compensation: $37,302,620

Additional Compensation:

- All vendors will be paid out of the additional aggregate amount of compensation of 13,904,920 as follows:
  - FY24 - $6,952,460 (new total of $15,000,000)
  - FY25 - $6,952,460 (new total of $15,000,000)

Total New Compensation: $51,207,540

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: All vendors will be paid out a maximum aggregate amount of $15,000,000 during each option period

Description:

Why is this contract needed?

- The District's Office of Talent conducts exhaustive and comprehensive recruitment efforts to attract and hire qualified special education teachers to ensure that each position is filled prior to the start of school. The work of these teachers is critical to delivering high-quality instruction and appropriate support to the District's students with disabilities. Special education teachers are typically difficult to staff fully in districts across the country and specifically in the School District of Philadelphia.
    - The recruiter who hires internally for special education teachers has hired more than 200 special education teachers for SY23-24. She, and her team, have used a variety of methods, inclusive of Indeed postings, partnerships with local and national universities, partnerships with HBCUs, sourcing through LinkedIn, Handshake, and other services. She and her team have also found success in encouraging individuals who apply for other content areas to consider roles in Special Education. This methodology has accounted for 50+ individuals accepting Special Education teacher roles and moving from non-Special Education teacher positions into those roles.

  104 (as of 9/13/2023) contracted teachers covering special education positions that would have otherwise been vacant, increasing the services that will be provided to students in SY2023-2024.
- Continuing with a practice we started in 2022, vendors will also supply candidates for priority special education teacher positions for Extended School Year (ESY) that are not filled by District teachers.
- The original action item granted funding authority for $6,580,000 on April 30, 2020 (#17) for each school year through SY 2024-2025. The Board approved an increase of total funding authority to $8,047,540 for SY2022-2023, SY2023-2024, and SY2024-2025. This requested increase to $15,000,000 will allow the District to hire up to 150 contracted teachers for SY2023-2024, SY2023-2025, and two additional option years. This funding comes directly from the budgeted positions that contracted teachers filled in District schools.

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

- The work of these teachers is critical to delivering high-quality instruction and appropriate support to the District's students with disabilities. After recruiting and retaining District teachers for positions, and/or offering vacant positions to current District employees through the voluntary transfer process and seniority movement, contracted teachers ensure that instructional services are offered to more students with disabilities.

How will the success of this contract be measured?

- School leader feedback is an important indicator of the success of this work. All contracted special education teachers are interviewed by school leaders to secure

placements, vendors conduct mid-year evaluations for each contracted teacher that are shared with school leaders for their feedback on the strengths and areas for improvement, and school leaders complete end-of-year surveys to indicate how satisfied they were with the services of contracted teachers. This data, as well as attendance and other contract expectations, is reviewed with vendors in an end-of-year step back meeting to debrief how the vendors are meeting expectations or need to plan to improve services to the District to continue the partnership in the following year.

If this is the continuation of a contract, how has success been measured in the past, and what specific information do we have to show that it was successful?

- Placement numbers indicate the success of these contracts, as there were 33 active contracted teachers in May 2022, and there are 95 in May 2023. In SY2022-2023, 45 more contracted teachers served in Autistic Support and Emotional Support and in our high schools, which typically are harder to fill. For SY2023-2024, 104 have started at 67 District schools, with 43 in high schools and another 33 serving in K-8 Autistic Support and Emotional Support. We are requesting additional funding authority because we anticipate more being placed throughout September and after leveling and to have funds set aside if additional support is needed for Extended School Year (ESY).

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

- There are currently 104 (as of 9/13/23) contracted teachers covering special education positions that would have otherwise been vacant this year. Our work with these vendors allowed us to provide critical services and supports to students in our school communities.

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

- Vendors were selected through a competitive RFQ process in 2020, with responses being reviewed by members of the Offices of Talent and Specialized Services. The District maintains a robust feedback loop between school leaders, current vendors, and contracted teachers that consists of interviews, mid-year evaluations, and end-of-year surveys.

Related resolution(s)/approval(s):

- June 29, 2023, #22
- April 30, 2020; #17
- September 19, 2019; No. 6
- April 25, 2019; No. 10
- April 26, 2018; A-6
- June 15, 2017; B-12
- February 8, 2016; B-5

Funding Source(s):

FY 23-24 Operating
FY 24-25 Operating

Office Originating Request: Talent

Action Item - 11.

Title: Contract with T-Mobile, USA, Inc. for Cellular Communications Services, Equipment and Support ($1,000,000)

Board of Education Meeting Date: 12/7/2023

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:
T-Mobile, USA, Inc.

Purpose:
Procure equipment, service, and support for cellular voice and related communication services.

Start date: 7/1/2024

End date: 6/30/2028

Compensation not to exceed: $1,000,000

Location:
All Schools; Administrative Office(s)

Renewal Options: No

Description:
Why is this contract needed?
The District's cellular communications services contract expires June 30, 2024. This contract is the result of a competitive request for proposals process that will authorize a contract with T-Mobile, USA, Inc. for the multiyear purchase of cellular voice service, support, and related communications equipment. Continued access to cellular services is critical for business continuity.

This contract represents an overall reduction in annual authority of $70,000. Additionally, the competitively negotiated service rates can be leveraged by other departments for future projects that require cellular connectivity.

A subset of District staff are provided with cellular telephones and smartphones for the sole purpose of facilitating the operations of the District. Staff from many divisions, including Facilities, Maintenance, Transportation, School Safety, Food Services, Academic Services and Information Technology, in addition to school principals can be issued District cell phones to carry out the efficient and safe operations of schools.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Continued access to cellular communications equipment ensures the operation of safe, welcoming schools for our students.

How will the success of this contract be measured?
This contract's success will be measured by the reliability and stability of the cellular provider's service and responsive to District needs for high priority orders, new services, and ongoing support.

Funding Source(s):
FY25 IT Operating
FY26 IT Operating
FY27 IT Operating
FY28 IT Operating

Office Originating Request: Information Technology

Action Item - 12.

Title: Contract with CNI Sales, Inc. for Networking and Communications Infrastructure Equipment and Support ($8,200,000)

Board of Education Meeting Date: 12/7/2023

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:
CNI Sales, Inc.

Purpose:
Purchase and installation of networking and communications infrastructure equipment and support for all District schools and facilities.

Start date: 12/8/2023

End date: 6/30/2028

Compensation not to exceed: $8,200,000

Location:
All Schools; Administrative Office(s);

Renewal Options: No

Description:
Why is this contract needed?
The contract is needed to replace existing networking hardware in all District schools and administrative facilities that is 12+ years old and can no longer be upgraded or patched. This action item will authorize a contract with CNI Sales, Inc. for the multiyear purchase and installation of data networking equipment to upgrade the networking infrastructure in all District schools and administrative facilities to accommodate the need for expanded capacity and performance. These upgrades are needed to support 1:1 device assignment across the District and industry wide adoption of cloud services to access educational and instructional materials/resources and virtual standardized testing.

Work to be completed is a mix of capital and operational projects. The capital upgrade

project will be heavily subsidized by the Universal Service Program (E-Rate), providing matched subsidies of 85%. The awarded vendor will purchase through a certified M/WBE distributor.

How is this work connected to the District's plan to achieve Goals & Guardrails?
High availability internet infrastructure ensures that the District's wired and wireless networks are available to support 1:1 device assignment across the District and industry wide adoption of cloud services to access educational and instructional materials/resources and virtual standardized testing. This supports all Goals & Guardrails.

How will the success of this contract be measured?
This contract's success will be measured by the reliability and stability of the District's universally available communications network that supports data and voice services within each facility. These services are critical to providing effective educational and operational services to all District students and staff.

Funding Source(s):
FY24 IT Operating and Capital
FY25 IT Operating and Capital
FY26 IT Operating
FY27 IT Operating
FY28 IT Operating

Office Originating Request: Information Technology

Action Item - 13.

Title: Energy Performance Contract with Johnson Controls Inc. for GESA 1 Phase 4 at the Fitzpatrick Elementary School - ($21,604,300)

Board of Education Meeting Date: 12/7/2023

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:
Johnson Controls, Inc.

Purpose:
Energy Performance Contract

Start date: 12/8/2023

End date: 6/30/2030

Compensation not to exceed: $21,604,300

Location:
Fitzpatrick, A. L. School;

Renewal Options: No

Description:

The adopted Capital Improvement Plan (CIP) for FY24 includes funding to implement a Guaranteed Energy Savings Agreement (GESA) at A. L. Fitzpatrick School. The GESA project will include capital improvements to the building conditions. These improvements will result in a reduction of utility cost and generate savings that can be applied to reduce the School District's deferred maintenance capital backlog. The Office of Capital Programs is recommending the District enter into an energy performance contract with Johnson Controls, Inc. for a Guaranteed Maximum Price (GMP) not to exceed $21,604,300. The GMP is inclusive of all the project costs including contractors, subcontractors, professional services, project/construction management and owner controlled contingencies.

The Pennsylvania Guaranteed Energy Savings Act, 62 Pa.C.S.A. §§3751-3758, permits the School District to enter into an energy performance contract with an Energy Services Company (ESCO) under which the ESCO will provide design and construction services for energy conservation measures, which include facility alterations designed to reduce energy consumption or operating costs, and will guarantee energy savings in these school buildings will meet or exceed the cost of these ECMs over a period of up to 20 years.

Building upon the success of Phase I of the GESA work which is 80% complete, Phase II at an additional four schools was presented to and approved by the Board in October 2020.

The GESA program will focus on the following Energy Conservation Measures (ECMs):

1. LED light fixtures and controls: Installation of high efficiency LED lighting fixtures to both the interior and exterior.
2. Automatic Temperature Controls (ATC) upgrades and repairs to allow improved comfort levels and reduce energy consumption.
3. New high-efficiency boilers and chillers, to improve cooling and new terminal units for heating and ventilation.
4. New Air Handling Units (AHU's) for improved heating and ventilation.
5. Electrical System upgrades as needed.
6. Seal envelope of buildings to reduce heat loss.
7. New unit ventilators for improved ventilation and comfort in the classrooms
8. Weatherization

Why is this contract needed?

These improvements provide this school with an updated HVAC system, including a central chiller for cooling all classrooms, offices, multi- purpose room, and cafeteria, new controls, including BACnet capable thermostats for classroom units and retrofitting the lighting to comprehensive LED lighting with embedded wireless sensors. Additionally, these improvements provide the teachers and students with a better teaching and learning environment.

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

Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

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

How will the success of this contract be measured?

Success will be measured by the timely completion of the project within budget.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

If this is the continuation of a contract, how has success been measured in the past and what specific information do we have to show that it was successful?

Yes, this an amendment to an existing contract but success was not measured in the past as the contract for the work at this school has yet to be approved.

Related resolution(s)/approval(s):

March 28, 2019; No. 17

Funding Source(s):

FY 23-24 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 14.

Title: Capital Award for the Elevator Modernization at Overbrook High School ($1,240,200)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
Lorenzon Brothers Company

Hyde Electric Corporation

Purpose:
To provide modernization of the elevator system

Start date: 12/8/2023

End date: 6/30/2025

Compensation not to exceed: $1,240,200

Separate Compensation by Vendor:
Lorenzon Brothers Company – General Construction - $998,000

Hyde Electric Corporation – Electrical Services - $242,200

Location:
Overbrook High School;

Renewal Options: No

Description:
The Office of Capital Programs has identified a need for general construction services and electrical upgrades at Overbrook High School, which work includes but is not limited to the modernization of the two existing elevators.
The work will be monitored daily by a Capital Programs inspector, project manager and construction manager to ensure the contractors are meeting all budget, schedule, and safety requirements of the District.

Why is this contract needed?
To provide the school with upgrades to the existing elevators. This will provide improved access and ADA accessibility to various areas of the building for students and staff.
How is this work connected to the District's plan to achieve Goals & Guardrails?
Guardrail 1: Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day.
How will the success of this contract be measured?
By the completion of the construction work indicated in the contract documents on time and within budget.
The Office of Minority and Small Business (OMSBD) will review and verify M/WBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

Funding Source(s):

FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 15.

Title: Capital Award for Electrical Upgrades at Marian Anderson Neighborhood Academy (formerly Chester A. Arthur School) ($3,928,900)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
Lorenzon Brothers Company
EJ Electric

Purpose:
To provide Electrical Upgrades

Start date: 12/8/2023

End date: 6/30/2026

Compensation not to exceed: $3,928,900

Separate Compensation by Vendor:
Lorenzon Brothers Company - General Contractor - $295,900
EJ Electric - Electrical Contractor - $3,633,000

Location:
Marian Anderson Neighborhood Academy (formerly Chester A. Arthur School)

Renewal Options: No

Description:
The Office of Capital Programs has identified a need for electrical upgrades at the Marian Anderson Neighborhood Academy (formerly the Chester A. Arthur School), which include, but are not limited to additional power receptacles in classrooms, additional window air conditioners, new LED lighting throughout to save energy and enhance the classroom learning environment, new electrical services to accommodate the additional air conditioners, a life safety generator, an upgraded fire alarm system, a new digital surveillance system, as well as an upgraded telecommunication system.

The work will be monitored daily by a Capital Programs inspector, project manager, and construction manager to ensure the contractors are meeting all budget, schedule, and safety requirements of the District.

Why is this contract needed?
To provide the school with the electrical upgrades needed, providing improved lighting, cooling, and security systems.

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

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

How will the success of this contract be measured?
By the completion of the construction work indicated in the contract documents on time and within budget.

The Office of Minority and Small Business (OMSBD) will review and verify M/WBE compliance in this contract by confirming monthly or quarterly spending reports for verification and potential auditing. Then, OMSBD will track the spending through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

Funding Source(s):
FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 16.

Title: Capital Award for Exterior Renovations at Kensington High School ($7,615,000)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
T.E. Construction Services LLC

Purpose:
To provide the school building with upgrades to its existing exterior.

Start date: 12/8/2023

End date: 6/30/2026

Compensation not to exceed: $7,615,000

Location:
Kensington High School;

Renewal Options: No

Description:
The Office of Capital Programs has identified a need for the renovation of the building envelope at Kensington High School, work includes but is not limited to window and door replacements, lintel repair and replacement, roofing, masonry repairs and replacements, etc. The work will be monitored daily by a Capital Programs inspector, project manager, and construction manager to ensure the contractors are meeting all budget, schedule, and safety requirements of the District.

Why is this contract needed?
To provide the school building with upgrades to its existing exterior and give the students and staff a better learning and teaching environment.

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

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

How will the success of this contract be measured?

By the completion of the construction work indicated in the contract documents on time and within budget.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by confirming monthly or quarterly spending reports for verification and potential auditing. Then, OMSBD will track the spending through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

Funding Source(s):
FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 17.

Title: Contract with Various Vendors for Furniture and Equipment for the Renovated Science Labs at Parkway Northwest High School ($150,000)

Board of Education Meeting Date: 12/7/2023

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:
H & H Interiors
Kay Twelve, Inc.

Purpose:
Purchase furniture and equipment for Parkway Northwest High School science laboratory classrooms

Start date: 12/8/2023

End date: 6/30/2024

Compensation not to exceed: $150,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $150,000

Location:
Parkway Northwest High School;

Renewal Options: No

Description:
Why is this contract needed?
The adopted Capital Improvement Plan (CIP) includes funding for the renovation of two new science labs, biology and chemistry, in the Parkway Northwest High School. Prior to the completion of the renovation, new furniture and equipment will need to be purchased. Furniture will be procured from vendors who are District qualified authorized vendors. By using the identified vendors who are a part of the Cooperative Purchasing Agreement approved by the Office of Procurement, furniture installation will occur at the completion of each construction phase.

This work is based on the Capital Budget Call and the Facilities Conditions Assessment Report. The projects recommended for contract award were identified in the approved FY22 Capital Budget.

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

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

How will the success of this contract be measured?
The purchase and installation of required furnishings prior to opening the school improvements to student use.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spending reports for verification and potential auditing. Then, OMSBD will track the spending through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.
Why vendor was selected:
The School District of Philadelphia is utilizing vendors from cooperative purchase agreements where pricing has been bid and negotiated.
H & H Interiors is M/WBE certified.

Related resolution(s)/approval(s):
June 29, 2023; No. 44

Funding Source(s):
FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 18.

Title: Amended Contract with Mobilease Modular Space, Inc. at Various Locations ($600,000)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
Mobilease Modular Space, Inc

Purpose:
To provide a time and cost adjustment to the contract with Mobilease Modular Space, Inc.

Original Start Date: 6/24/2022

Current End Date: 6/30/2024

Amended End Date: 6/30/2025

Currently Authorized Compensation: $300,485

Additional Compensation:
Mobilease Modular Space, Inc - $600,000

Total New Compensation: 900,485

Location:
Comly, Watson School; Henry, Charles W. School; Olney School; Fox Chase Farm School;

Renewal Options: No

Description:
Why is this contract needed?
The Office of Capital Programs has identified a need for eight (8) modular facilities to be moved and installed to other school district sites. Four (4) modular facilities will be relocated to the Comly Elementary School, One (1) will be relocated to the Olney Elementary School; one (1) will be relocated to the C.W. Henry Elementary School, and two (2) modular

restrooms will be provided at Fox Chase Farm and C.W. Henry Elementary School to allow separate student and faculty restrooms. The cost of the original contract will need to be increased to facilitate this transfer and relocation.

Mobilease will complete additional services including, but not limited to,

- The relocation and setup of the eight (8) single-wide units to the locations noted above.
- Supply and install all new data/communication cabling
- All other required activities and materials associated with the relocation and upgrading of the modular facilities

How will the success of this contract be measured?
The success of the contract will be measured by the completion of the noted upgrades and the facilities being made available to the teachers and students at Comly Elementary School.

The Office of Minority and Small Business (OMSBD) will review and verify M/WBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

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

Guardrail 1: Welcoming and Supportive Schools - Adding these trailers will help this school continue to be a safe, welcoming place where our students, staff, and community want to be each day.

If this is the continuation of a contract, how has success been measured in the past, and what specific information do we have to show that it was successful?

The provision of the trailers fulfills the need for additional classrooms and restrooms for the students and teachers at the schools mentioned above.

Related resolution(s)/approval(s):
June 23, 2022; No. 31

Funding Source(s):
FY 23-24 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 19.

Title: Change Orders at Various Locations ($710,816)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:

Allstates Mechanical, Ltd.
BSI Construction, LLC
C.A.D. Electric, Inc.
Dolan Mechanical, Inc.
Eagle I Electric, Inc.
Edward J. Meloney, Inc.
Ernest Bock & Sons, Inc.
McGoldrick Electric Inc.
Mulhern Electric Company, Inc.
Palman Electric, Inc.
Smith Construction, Inc.
TE Construction Services, LLC

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

Start Date: 12/8/2023

End Date: Through completion dates for previously approved construction, as well as professional design/structural/architectural services contracts

Compensation not to exceed: $710,816

Separate Compensation by Vendor and Locations:

Allstates Mechanical, Ltd. - Mechanical Contract - Mechanical Renovation at Edmonds, Franklin S. Elementary School $ 275,000.00

BSI Construction, LLC - General Contract - Addition and Major Renovations at Frank, Anne Elementary School $ 705.00

C.A.D. Electric, Inc. - Electrical Contract - Classroom Modernization at Patterson, John N. Elementary School $ 6,616.00

Dolan Mechanical, Inc. - Plumbing Contract - Addition and Major Renovations at Frank, Anne Elementary School $ 2,918.00

Eagle I Electric, Inc. - Electrical Contract - Addition and Major Renovations at Frank, Anne Elementary School $ 148,364.00

Edward J. Meloney, Inc.- Mechanical Contract - Addition and Major Renovations at Frank, Anne Elementary School $ 7,562.00

Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School $ 12,942.00

Ernest Bock & Sons, Inc. - General Contract - New Construction at Solis-Cohen, Solomon Elementary School $ 35,471.00

McGoldrick Electric Inc. - Electrical Contract - Major Renovation and Addition at Allen, Ethan Elementary School $ 9,642.00

Mulhern Electric Company, Inc. - Electrical Contract - Major Renovation at Forrest, Edwin Elementary School $ 18,394.00

Palman Electric, Inc.- Electrical Contract - Major HVAC Renovation at Potter-Thomas Elementary School $ 145,078.00

Smith Construction, Inc. - General Contract - Major Renovation at Forrest, Edwin Elementary School $ 26,350.00

TE Construction Services, LLC - General Contract - Building Envelope Renovation at Fox Chase Elementary School $ 21,774.00

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

The total number of construction contracts, relative to the change orders to be submitted is 13 with a value of $94,144,056. The total number of projects is 9 with a value of $151,709,850. The total number of change orders to be submitted to the Board of Education for approval, is 20 with a value of $710,816.00, which is .8% of the total value of the construction contracts and .5% of the total value of the projects.

Our current change order rate on all open construction contracts is 3.57% of which 0.58% are design error(s) and 0.57% are design omission(s), 1.73% are unforeseen conditions and 0.69% are owner’s requests. The Office of Capital Programs works with the Office of General Counsel to determine the most effective approach to hold the Architects of Record accountable for errors and omissions and recover money for the District.

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

Funding Source: FY 23/24 Capital Budget

Related resolutions(s)/approval(s):
September 23, 2021; No.13
April 21, 2022; No.11
May 28, 2020; No.14
January 30, 2020; No.24
October 18, 2018; No.7
August 20, 2020; No.12
May 26, 2022; No.53
June 23, 2022; No.29
November 18, 2021; No.12

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 20.

Title: Amendment to Contract with Joseph A. Deluca Advisory & Consulting Services LLC for Program Management Services for the Office of Environmental Management Services ($4,290,000)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
Joseph A. Deluca Advisory & Consulting Services LLC

Purpose:
To amend the existing contract to support the School District's efforts to comply with laws and regulations concerning the operations and management of the Office of Environmental Services and Management, and facilitate the transition of the AHERA 3-year inspection and 6-month surveillance program from Tetra Tech to the OEMS Department.

Original Start Date: 1/1/2022

Current End Date: 6/30/2025

Amended End Date: 6/30/2025

Currently Authorized Compensation: $9,091,868

Additional Compensation:
$4,290,000

Total New Compensation: $13,381,868

Location:
Administrative Office(s)

Renewal Options: No

Description:
This action item will allow the District to amend the current contract with Deluca Advisory &

Consulting Services (DLA) to include the additional operational scope in addition to the ongoing compliance and oversight services being provided under the current contract.

DLA was initially retained to oversee and execute the implementation of a Corrective Action Plan (CAP) designed to improve AHERA management and AHERA compliance within the Office of Environmental Management and Services (OEMS). The increased costs included in this contract include the augmentation of OEMS staff that fill immediate staffing vacancies, which have been challenging. Challenges for staffing include that the skill set for OEMS positions are very specific and technical in nature creating a smaller candidate field, and School District compensation does not meet private market levels within the Philadelphia region.. These positions will manage key functions of the Asbestos Hazard Emergency Response Act (AHERA) contract and the execution of the related actions funded with the recently awarded $5 million Environmental Protection Agency (EPA) Grant. DeLuca has been diligently working with leadership, Office of Finance and Office of Talent to staff unit with a focus on approved positions to ensure that recruitment is underway in addition to drafting and getting additional job descriptions approved.
DeLuca has also taken on additional operational scope within OEMS. Operational needs require on-call staff 24/7 to respond to emergencies, prepare communications, night and weekend work schedules for abatement and sampling activities, and data requests, which DeLuca is supporting through provision of staff when District office staff is otherwise unavailable. There have been increased requests of OEMS in relation to the AHERA program to meet regulatory compliance and commitments to regulatory agencies, which in turn have resulted in additional effort from DeLuca staff in managing and overseeing AHERA data. Additionally, DeLuca has been asked to review processes related to OEMS interaction with Capital and other departments where environmental data is needed to properly address construction, maintenance, repair, and IT services within the schools. Lastly, Deluca is developing a plan and strategy to transition the AHERA program currently being managed by Tetra Tech and Deluca to the school district after completion of its first cycle of inspections and completion of its contract in 2025. That process includes many of the CAP items that need to be developed and implemented for successful transition to the OEMS Department, including hiring staff, management, and qualified professional leadership and successfully implementing a department wide technology solution in order to successfully comply with federal AHERA regulations and local, state, and federal regulations throughout the department.

This work is also in direct support of the Strategic Plan Accelerate Philadelphia. Success will be measured by the improvement of the management of environmental conditions and hazards by hiring an administrator and investing in a modern data management system.
This work supports Board Guardrail 1 to provide safe, healthy and welcoming learning environments for all students.
This is a continuation of the existing contract. DeLuca Advisory Services has played a critical role in the execution of a corrective action plan to address environmental compliance in the Office of Environmental Management and Services. Under DeLuca's consultation the district has increased the number of AHERA inspections to address asbestos materials in schools, and has increased transparency and regular communication around the abatement and remediation of environmental conditions at the District.

Related resolution(s)/approval(s):

January 27, 2022, No. 25

December 15, 2022, A-17

Funding Source(s):
FY22-25: Operating Budget

Office Originating Request: Operations - Facilities

Action Item - 21.

Title: Amendment to Contract with Tetra Tech, Inc. for AHERA Management Program ($5,320,492.89)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
Tetra Tech, Inc.

Purpose:
To amend the existing contract to continue to support the School District's efforts to restructure the Districts' 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.

Original Start Date: 4/1/2022

Current End Date: 3/31/2025

Amended End Date: 3/31/2025

Currently Authorized Compensation: $24,224,861.64

Additional Compensation:
$5,320,492.89

Total New Compensation: $29,545,354.53

Location:
All District Schools

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 contracted with Tetra Tech, Inc., a large environmental project management firm with the resources to assist the School District with staffing, planning, design, and execution of Asbestos Hazard Emergency Response Act (AHERA) inspections, surveillance, data gathering and reporting. The management of asbestos containing materials in schools nationwide is regulated under which requires public school districts to: (1) inspect their schools for asbestos containing materials; (2) prepare management plans; and (3) take appropriate response actions. The School District's AHERA program, which includes more than 300 facilities, is managed within OEMS.

Tetra Tech is providing the staffing and expertise necessary to maintain AHERA compliance for the over 300 School District owned properties. This contract is measured through the implementation of AHERA elements for all School District owned properties. Success is 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.

Tetra Tech has been asked to provide the following additional support for the AHERA Program in order to maintain AHERA compliance and to create a program that is sustainable over time:
Staff augmentation
Conduct 200 additional 3-year inspections to normalize the schedule
Expedited inspections and overtime hours to minimize disruptions to the school community or school closures
Creating a manageable inspection schedule to facilitate an easy transition to the School District, or its designee, at the end of Tetra Tech’s contract

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."

Related resolution(s)/approval(s):
March 24, 2022 A-27

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 - 22.

Title: Amendment of Contracts with M&M Lawn Care East, Inc. and Townscapes, Inc. - Landscaping Services ($800,000)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
M&M Lawn Care East, Inc.
Townscapes, Inc.

Purpose:
To provide landscaping services for District schools

Original Start Date: 7/1/2022

Current End Date: 6/30/2025

Currently Authorized Compensation: $1,500,000

Additional Compensation:
M&M Lawn Care East, Inc. - $500,000
Townscapes, Inc. - $300,000

Total New Compensation: $2,300,000

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: M&M: Each option at fixed amount of $458,583; Townscapes: Each option at fixed amount of $441,417

Description:

Why is this contract needed?
The purpose of this amendment of contract is to supplement the landscaping tools and staff that the District already has in place to bring the exterior grounds and landscaping at schools to a higher level of appearance. This will allocate more resources for tree and shrub pruning to improve the curb appeal of our schools as well as protect the safety of our students and staff. The Office of Facilities Management & Service's intent is to have all District school grounds well manicured, maintained, and inviting every day.
How is this work connected to the District's plan to achieve Goals & Guardrails?
Guardrail 1, Welcoming and Supportive Schools - Every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day.
How will the success of this contract be measured?
The success of the contract will be measured by the Office of Facilities Management & Service inspecting the grooming and maintenance of large trees and school grounds to maintain curb appeal.
The Office of Minority and Small Business (OMSBD) will review and verify M/WBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.
If this is the continuation of a contract, how has success been measured in the past and what specific information do we have to show that it was successful?
This is a continuation of the existing contract. Success has been previously measured by District school grounds continually maintained and manicured providing a welcoming environment for students.

Related resolution(s)/approval(s):
June 23, 2022; #43

Funding Source(s):
FY23-24 Operating
FY24-25 Operating

Office Originating Request: Operations - Facilities

Action Item - 23.

Title: Amendment of Contract with Vital Records Holdings, LLC ($300,000)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With:
Vital Records Holdings LLC, successor to Docusafe, LLC

Purpose:
Extension to existing contract for offsite records storage and retrieval

Original Start Date: 1/1/2018

Current End Date: 12/31/2023

Amended End Date: 12/31/2024

Currently Authorized Compensation: $1,295,000

Additional Compensation:
$300,000

Total New Compensation: $1,595,000

Location:
All Schools; Administrative Office(s);

Renewal Options: No

Description:
Why is this contract needed?

Extending the contract with the current warehouse is imperative for accessibility and the security of student records. This extension provides for uninterrupted record retrieval and management services, crucial for administrative and academic functions and aligns with our commitment to safeguarding student data, maintaining operational excellence, and responsible resource allocation.

How is this work connected to the District's plan to achieve Goals & Guardrails?
An effective and efficient records retrieval process is an integral part of supporting and empowering students to succeed beyond the classroom. Having a vendor that can assist former students with obtaining their records aligns with the Board's goal to support students' college and career goals as well as Guardrail 2: Enriching and Well-Rounded Experiences that continues throughout their academic career.

How will the success of this contract be measured?
The District fulfills an average of 24,121 student record requests each year. Success is measured by the condition of the records that have been stored and by the company's ability to locate and return records stored in the vendor's warehouse,

If this is the continuation of a contract, how has success been measured in the past and what specific information do we have to show that it was successful?
Success will continue to be measured by the vendor's ability to maintain and retrieve records.

Related resolution(s)/approval(s):
November 16, 2017: A-15

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

Office Originating Request: Student Support Services

Action Item - 25.

Title: Contract with Bluum USA, Inc. for Purchase of Evolv Express Weapons Detection System for Minimally Invasive Weapons Detection Scan Pilot ($97,553)

Board of Education Meeting Date: 12/7/2023

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:
Bluum USA, Inc.

Purpose:
To used grants funds to purchase of an Evolv Express weapons detection system, including installation, training, software, and maintenance

Start date: 12/11/2023

End date: 12/10/2027

Compensation not to exceed: $97,553

Location:
Administrative Office(s);

Renewal Options: No

Description:
Why is this contract needed?
The Office of School Safety and Office of Student Support Services, in a collaborative application, were awarded the Pennsylvania Commission on Crime and Delinquency (PCCD) School Mental Health & Safety and Security FY22-23 Grant. The grant provides over $6 million in funding for a variety of critical mental health, and safety and security supports.
The grant provides funding to the District to pilot the Evolv Express minimally invasive weapons detection system. The Evolv Express weapons detection system is designed to detect weapons while being a faster, smoother, and less invasive process than traditional weapons detection systems. The Office of School Safety will deploy and pilot the Evolv system at the entrance to the District Central Office at 440 North Broad Street. Piloting and

evaluating the Evolv technology under grant funding allows School Safety to test a newer technology that may make the scanning process less invasive.

How is this work connected to the District's plan to achieve Goals & Guardrails?
This contract is aligned with Guardrail 1 in support of safe schools.

How will the success of this contract be measured?
To ensure that School Safety operations are effective and evolving, the Office of School Safety must consider, test, and evaluate new safety and security technologies in consideration of wider use across the District. Under this contract, the Office of School Safety will evaluate the function and effectiveness of the Evolv Express system, and the ability of the system to facilitate a more efficient and less intrusive visitor entry process relative to the systems currently in use.

Was a larger community of District community members and/or stakeholders involved in this selection process?
There was no direct community consultation regarding the selection of the Evolv technology for the pilot at the Education Center. The Office of School Safety has worked to transform the weapons detection and administrative scan process to ensure that it is an efficient, effective, standardized, and transparent process to keep weapons from entering District schools and properties. The process is designed to be both procedurally just and to avoid negative experiences for students and visitors. The updates and process improvements that have been made and embedded over the last several years were brought into place in part based on concerns raised by students in 2019. The Office of School Safety continually monitors and evaluates the weapons detection process to ensure that the process is being administered properly and according to protocols.

Funding Source(s):
FY24 School Safety Grant Funds

Office Originating Request: Operations - School Safety

Action Item - 26.

Title: Amendment of Contract with Institute for the Development of African American Youth, Inc. for Expansion of Safe Path School and Community Safety Corridor Program ($699,174)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

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

Purpose:
To authorize additional compensation to the Institute for the Development of African American Youth, Inc. for services under the expanded District Safe Path program.

Original Start Date: 3/28/2022

Current End Date: 6/30/2024

Currently Authorized Compensation: $1,124,514

Additional Compensation:
Institute for the Development of African American Youth, Inc. - $699,174

Total New Compensation: $1,823,688

Location:
Bartram High School; Edison High School, Lincoln High School; Roxborough High School; Sayre High School; Ben Franklin High School; Dobbins High School; Mastbaum High School; Overbrook High School; Philadelphia Military Academy; Vaux Big Picture High School; Frances E. Willard School; Conwell Middle School; Wagner Middle School; Louis Elkin School

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: Each option fixed at $1,067,869

Description:
The Office of School Safety leads the District Safe Path program. Safe Path is a program that activates members of the community through contracted community-based organizations to keep students safe on their way home from school. The Program launched in August 2022, at the start of the 2022-23 school year, initially supporting six schools. The program has now undergone multiple rounds of expansion and is now active in supporting 24 schools. Of the 24 schools served by the program, 15 are supported by a direct contract between the District and the Institute for the Development of African American Youth, Inc. (IDAAY). An additional nine schools are served in the program through a PCCD grant held by the University of Pennsylvania Injury Science Center (PISC) and in a partnership between the District, PISC, and contracted community-based partners.

Why is this contract needed?
Through this action item, the Office of School Safety seeks to amend its existing contract with the Institute for the Development of African American Youth, Inc. (IDAAY) to authorize additional spending to fund the full cost of the expanded Safe Path program 15 sites administered directly by the District. The budget for the program continues to be based on the pricing established in the original competitive bid awarded to IDAAY, NG10074. The program is currently completely grant-funded.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The Safe Path program directly supports Guardrail 1: Welcoming and Supportive Schools, supporting school and community safety and emphasizing positive student and community engagement. The Program also aligns with Guarrail 2: Partnering with Parents/Family Members, as the program works directly with community-based partners to activate and compensate members of the community to be an active part of supporting safety and building community around our schools.

How will the success of the contract be measured?
The Safe Path Program is being evaluated as part of the PCCD grant held by the University of Pennsylvania Injury Science Center. Beyond evaluating operational effectiveness and program management, community safety will be measured using crime data and school incident data to assess change in violent incidents within proximity to schools on or near Safe Path sites and change in the number of violent incidents that involve students. An additional measure that will be evaluated is changes in reported feelings of safety as measured by the Philly School Experience Survey.

Related resolution(s)/approval(s):

April 20, 2023; 1
March 24, 2023; 15
December 15, 2022; 31
November 17, 2022; 1

Funding Source(s):
FY24 School Safety Grants

Office Originating Request: Operations - School Safety

Action Item - 27.

Title: Contracts with Various Vendors on the PEPPM Cooperative Agreement - Technology Equipment and Peripherals - $2,475,000

Board of Education Meeting Date: 12/7/2023

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:
CDW Government LLC
Mythics, Inc
B & H Photo & Electronics Corp.
Bluum USA, Inc (f.k.a., Troxell Communications, Inc.)

Purpose:
To provide general technology hardware, software, peripherals, parts, and related supplies for the Office of Information Technology

Start date: 1/1/2024

End date: 12/31/2024

Compensation not to exceed: $2,475,000

Separate Compensation by Vendor:
CDW Government LLC - PEPPM Contract 531722-002 - $2,000,000
Mythics, Inc - PEPPM Contract 533902-224 - $225,000
B & H Photo & Electronics Corp. - PEPPM Contract 532462-002 - $125,000
Bluum USA, Inc (f.k.a., Troxell Communications, Inc.) - PEPPM Contract 531722-001 - $125,000

Location:
All Schools; Administrative Office(s);

Renewal Options: No

Description:

1. **Why is this contract needed?**
   These contracts with various catalog vendors are necessary to support cost-effective and streamlined access to purchase technology hardware, software, and related maintenance services. Purchases may include, but are not limited to, special purpose computing equipment, enterprise servers and data storage platforms, media and production equipment, assistive technology, productivity and application software, cloud subscription services, telecommunications and networking hardware, HVAC and electrical system components, and consumables and spare parts. Given the diverse nature of equipment that may need to be purchased, utilization of a cooperative agreement offers of the Office of Information Technology the ability to purchase consumables in an on-demand way using negotiated pricing through the Pennsylvania Education Purchasing Program for Microcomputers (PEPPM), competitively bid through IU 16 Central Susquehanna Intermediate Unit (CSIU).

2. **How is this work connected to the District's plan to achieve Goals & Guardrails?**
   These contracts will support the ongoing operations of the Office of Information Technology using competitively negotiated agreements in a cost-effective, streamlined manner. Successful IT operations are critical to high availability access to internet and other technology resources in our schools and administrative offices.

3. **How will the success of this contract be measured?**
   Successful contracts will be measured by the vendors' abilities to provide competitive pricing and meet all order needs of the district in a timely manner.

Funding Source(s):
All IT Operating Budgets: FY24, FY25

Office Originating Request: Information Technology

Action Item - 28.

Title: Contract with Neubauer Family Foundation and Philadelphia Academies, Inc. for Support and Expansion the 9th Grade On-Track program ($2,604,064.65) (Added 11.22.2023/Updated 12.06.2023)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

Memorandum of Understanding with: Neubauer Family Foundation and Philadelphia Academies, Inc.

Purpose: Establish a structure for support of the 9th Grade On-Track program

Start Date: 12/16/2023
End Date: 06/30/2027

Renewal Options: Yes
2 options for 1 year each

Contract With: Philadelphia Academies, Inc.

Purpose: To sustain and expand the 9th Grade On-Track program with data coaching and support

Start Date: 7/1/2024
End Date: 6/30/2027

Compensation Not to Exceed: $2,604,064.65.

FY25 - $774,953.44
FY26 - $895,697.44
FY27 - $933,413.77

Locations: Eligible high schools as determined by the Division of Academic Services

Renewal Options: Yes
2 options for 1 year each

Compensation during Option Period: $1,000,000.00 per option period.

Description

School District of Philadelphia (District) data consistently shows that 9th Grade On-Track status is linked with on-time graduation. In the spring of 2023, 27% of 9th grade students tested on grade level in ELA and 18% in math. At the end of the 2022-23, 73% of 9th graders were on track to graduate in four years, and 27% were firmly on track. The Board previously authorized the District to enter into a Memorandum of Understanding with Philadelphia Academies, Inc. (PAI) and The Chicago To&Through Project to expand the 9th Grade On-Track work, reduce dropouts, and increase four-year graduation rates. These services are supported entirely by funding from the Neubauer Family Foundation (NFF) during the 2023-2024 school year. These contracts with Philadelphia Academies, Inc. for SY25 through SY27 and with NFF are needed to reflect the District's willingness to commit to sharing in the costs associated with continuing and expanding the 9th Grade On-Track program. NFF has generously committed to supporting the effort by funding $225,000 worth of services provided by The Chicago To&Through Project and PAI in 2023-2024, $223,000 worth of services provided by The Chicago To&Through Project in 2024-2025, and $230,000 worth of services provided by The Chicago To&Through Project in 2025-2026 totaling $1,278,000. In alignment with achieving the Strategic Plan–Accelerate Philly, the School District is seeking approval to assume the costs for the work to be done by Philadelphia Academies, Inc. related to 9th Grade On-Track team data coaching and support beginning in SY25. In alignment with achieving the Strategic Plan–Accelerate Philly, the School District is seeking approval to assume the costs for the work to be done by Philadelphia Academies, Inc. related to 9th Grade On-Track team data coaching and support beginning SY25.

Philadelphia Academies, Inc. and Chicago To&Through Project will continue to implement the 9th Grade On Track data coaching and support which provides professional development, coaching, and network-wide learning to identified schools. 9th Grade On Track teams will collaborate to share data-driven interventions and student supports to assist students in developing the necessary skills and mindsets to pursue and achieve academic and postsecondary success.

The addition of new schools will be based on key data points (e.g. a school's 9th grade class size and graduation rate), a pre-existing school application process and a joint selection committee made up of partners from the Chicago To&Through, Philadelphia Academies, Inc. and the District.

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

The relationship with The University of Chicago To&Through Project, supported the NFF, and Philadelphia Academies, Inc. strives to close the systemic gap in on-time high school graduation for Black, Latinx, economically-disadvantaged, and other marginalized student groups by building capacity of 9th grade teacher teams to support their students and increase 9th Grade On-Track rates. This work aligns with the Board of Education's Goals & Guardrails and the District's strategic plan, Accelerate Philly- both of which are designed to drive student success.

How will the success of this contract be measured?

The success of the contract will be measured by the number and rate of 9th graders who are on-track for four-year graduation and other measures such as the usage of data monitoring tools available to staff and students, and results from District satisfaction surveys.

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

In general terms, schools receiving this support have seen larger gains in their 9th grade on-track rates than other schools in those two networks. These gains are particularly notable among some student groups. For example, among males identifying as Black/African American, the rate dropped slightly (about 1 percentage point) at the Network 3 and 14 schools that did not participate. In contrast, schools joining in 2018-19 and 2019-20 saw increases of 2 and 20 percentage points, respectively. Similarly, the 2019-20 and 2020-21 schools saw large gains among male students identifying as Hispanic/Latino (22 and 16 percentage points, respectively).

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

The larger community of District community members have been engaged, including senior executive leadership, school administrators in regard to needing this level of professional learning and support. The district has had a standing relationship with the To&Through Project since 2014-15. Through surveys and several public forums, school leaders have highlighted how important the support has been in working to support 9th graders on-track status.

Related resolution(s)/action item(s):
06/29/23 No. 96

Office Originating Request: Academic Support

Action Items - Intermediate Unit - 1.

Title: Contract with Curriculum Associates, LLC for Phonics for Reading Materials and Professional Development ($477,584)

Board of Education Meeting Date: 12/7/2023

Action under consideration

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

With: Curriculum Associates, LLC

Purpose: To purchase Phonics for Reading supplemental special education instructional intervention materials for teachers and students and to provide professional development to teachers on implementation.

Start date: 12/8/2023

End date: 12/7/2024

Compensation not to exceed: $477,584

Location: All Schools

Renewal Options: Yes

Number of Options: 3

Maximum compensation authorized per option period:
Each option at a fixed amount of 110% of the preceding year amount

Description:

Why is the contract needed?
Many District elementary and middle school students struggle with reading. This is particularly true of the special education students diagnosed with Specific Learning Disabilities (SLD) who are typically two to three grade levels behind in reading. Without a strong foundation in reading, these students will be unable to master the core curriculum and graduate ready for college and career. The Phonics for Reading program is a scientifically-based solution designed to enable striving readers to make significant gains during the school year by providing them with the tools and instructional framework that teaches students the critical foundational skills they need to become proficient readers.

Authorization is requested to continue to provide District teachers, staff, and students with

disabilities in grades 3 through 8 with the Curriculum Associates, LLC Phonics for Reading intervention program. For the 2023-2024 school year, the program includes both materials and professional development on appropriate classroom implementation. Phonics for Reading has been successfully used by the District since the 2022-2023 school year to significantly improve the reading levels of students with Specific Learning Disabilities (SLD) in 77 schools. Phonics for Reading is a scientifically-based, well-researched intervention with demonstrable success in improving the foundational literacy skills of students with disabilities. The program was specifically designed for students in grades 3 to 12 who struggle with reading and decoding words by providing them with a structured curriculum primarily focused on phonics and understanding how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns. Phonics for Reading is intended to supplement the District's high-quality core instructional resources and aligns with our rigorous standards for curriculum selection.

The Individuals with Disabilities Education Act (IDEA), Part B is a federal program that provides the District with grant funds to support the educational needs of students with disabilities. IDEA recommends the use of grant funds for purchasing scientifically-based educational materials and interventions and for professional development to implement these educational resources. The Office of Diverse Learners (ODL) plans to utilize IDEA grant funding to contract with Curriculum Associates, LLC for the purchase of Phonics for Reading materials and for professional development on appropriate classroom implementation by teachers and staff.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Phonics for Reading is a research-based reading intervention program designed to help striving readers develop the foundational skills they need to become proficient readers. The Phonics for Reading supplemental special education instructional/intervention materials will help our students develop the reading skills they need to succeed in college and career. The program's focus on decoding, encoding, and fluency helps students read accurately and quickly, which is essential for success in all content areas. The program's emphasis on vocabulary and comprehension helps students to understand what they are reading. Phonics for Reading enables students to develop the confidence and self-efficacy they need to be successful learners. The program's focus on mastery helps students feel successful, motivating them to continue learning. Additionally, the positive and supportive learning environment fostered by the program can help students develop a love of reading. All of these factors contribute to the work of the Goals & Guardrails, which emphasize core content proficiency and college and career readiness.

How will the success of this contract be measured?
The success of this contract will be measured by assessing the changes in student reading performance using the i-Ready Diagnostic test and the STAR Renaissance Assessment. These testing tools provide teachers with data and a complete picture of student performance relating to their grade level and national norms.

If this is the continuation of a contract, how has success been measured in the past, and what specific information do we have to show that it was successful?
During the 2022-2023 school year, Phonics for Reading was introduced to 2,010 students across

77 District schools. Using the i-Ready Diagnostic Assessment tool, these students on average demonstrated significant improvements in reading fluency and comprehension, with many students moving up a grade level during this year. Using the same diagnostic assessments, this high level of improvement far exceeded the reading outcomes these same students made the previous school year without the support of the Phonics for Reading program.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?
Phonics for Reading is a research, scientific and evidence-based approach to literacy instruction developed by Dr. Anita Archer. The program provides striving readers in Grades 3–12 with the confidence and tools they need to become independent readers. Phonics for Reading utilizes systematic phonics instruction with a focus on phonetic awareness to teach students the knowledge and skills that are essential in connecting letters to sounds and acquiring decoding and word-reading skills. The program's systematic and explicit instruction in phonics, decoding, and fluency is consistent with the Science of Reading, the body of research that has identified the most effective ways to teach reading. The utility and success of phonics-based programs in improving the literacy outcomes of striving readers have been consistently demonstrated by peer review and the studies of research-based educational institutions throughout the country. In addition, the success of the Phonics for Reading program was demonstrated by the improved reading outcomes of District students using this intervention during the 2022-2023 school year.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
The Phonics for Reading program was selected through the RFP process through the Office of Procurement negotiation Number NG10238. Professional staff from the Offices of Diverse Learners, Curriculum & Instruction, Climate & Culture, as well as District principals and teachers, were part of the RFP selection team, which chose Phonics for Reading as the best instructional intervention for striving readers in grades 3 to 8.

Funding Source(s): FY23-24 IDEA Grant

Office Originating Request: Academic Support

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ATTACHMENTS:

Description	Type