

**THE SCHOOL DISTRICT OF PHILADELPHIA
MEETING OF THE SCHOOL REFORM COMMISSION**

OCTOBER 15, 2015

A public meeting was held by the School Reform Commission on October 15, 2015 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 5:40 p.m. by Chair Neff. Chair Neff stated that Dr. Hite and members of the School Reform Commission were joined last week by members of City Council to sign an Intergovernmental Agreement that will increase real-time access to information and enhance financial accountability between our institutions. She thanked Council President Clarke and Councilwoman Blackwell for their partnership in creating the agreement. Chair Neff stated that the signed agreement can be accessed on the School Reform Commission webpage.

Chair Neff stated that last school year, the School Reform Commission and the District leadership team developed a process to better incorporate public input into our regular review of resolutions, and that process is continuing this year. In this process, Chair Neff stated that resolutions are posted publicly on the School Reform Commission website approximately three weeks prior to the action meeting at which they are voted on. She stated that individuals who would like to have their comments or questions on the resolutions incorporated into the Commissioners' review process should submit them by email to src@philasd.org. Chair Neff stated that members of the public who would wish to receive written answers to their questions should submit their comments no later than one week after resolutions are posted. She stated that answers and clarifications to public comments will be posted on the SRC website in advance of each meeting. They will also be included, along with questions and comments, with the resolutions provided to Commissioners for review.

Michael A. Davis, General Counsel, announced that the School Reform Commission met in Executive Session to discuss personnel matters, litigation, and quasi judicial proceedings.

Members Present: Mr. Green, Ms. Jimenez, Ms. Simms, Chair Neff – 4

Members Absent: Ms. Houstoun – 1

Evelyn Sample-Oates, Chief of Family and Community Engagement, provided an overview of the order of the meeting. She stated that a representative from the Deaf-Hearing Communication Center is present to provide sign language interpretation of the proceedings. She stated that representatives from the Office of Family and Community Engagement are stationed in the lobby to help with interpretation services. Ms. Sample-Oates stated that the SRC meeting is being streamed live on the internet and is being recorded by the School District of Philadelphia. She stated that the School District's recordings are protected by the copyright laws of the United States and may not be used in any manner without the express written consent of The School District. Ms. Sample-Oates stated that by participating in the meeting, members of the public acknowledge that the School District may use its recordings for any purpose without obtaining permission or paying any compensation.

William R. Hite, Superintendent, provided remarks. Dr. Hite stated that earlier in the month he announced a plan to give more than 5,000 students at 15 schools better access to quality educational opportunities close to where they live. He has proposed different approaches to meet the unique needs of neighborhoods across the city, including new schools, expanded schools, Renaissance charter schools, and school consolidations. He stated that the recommendations are in response to what is happening in neighborhoods. For instance, nearly 800 of the 950 students who live in the Beeber Middle School attendance boundary choose to attend elsewhere. Dr. Hite stated that the recommendations have sparked questions, concerns, and for some, pushback. Dr. Hite stated that he would personally ensure that the District is providing well-noticed, multiple opportunities for families to ask questions, share ideas, and participate in the process. With regard to Source4Teachers, Dr. Hite stated that he is committed to solving the long-standing challenge the District has had with filling substitute positions and school-year vacancies. He reiterated that he is not satisfied with Source4Teachers' performance. Dr. Hite stated that the District has provided Source4Teachers with specific instructions to help them increase their recruitment efforts, and have instructed them to raise the rates and pay for clearances. He stated that Source4Teachers is on notice about its performance and that the District will continue to monitor it closely. He stated that there is a plan in place to evaluate their progress at the end of the month. Dr. Hite stated that he made a call to action and invited all interested candidates, especially our retired teachers, to come work in our schools. He stated that the District has hired 600 teachers this year and continues to do everything possible to get additional highly qualified staff into classrooms as quickly as possible. He stated that this addition of teachers is an investment in all schools and is helping to restore key programs like Art, Music, AP, literacy specialists and other important academic opportunities. Dr. Hite reported that more than 25,000 students took the PSAT exam on October 14, 2015. Dr. Hite also acknowledged that October is National Principals Month, Hispanic Heritage Month, and National Bullying Prevention Month.

The Office Depot Senior of the Month Awards for October 2015 were presented to Miranda Lawrence, Overbrook High School, and Camille White, South Philadelphia High School. Dr. Hite introduced a video presentation which highlighted each recipient.

The Teacher of the Month Award for October 2015 was presented to Jessica Troyer, Emlen Elementary School.

The following proclamation was read:

Family Appreciation Month

WHEREAS, The School District of Philadelphia values families in the educational process, recognizing the important role that families play in every child's life through love, support, care, dedication, and the unwavering belief in their child's unique gifts abilities and talents; and

WHEREAS, We owe much recognition for the tireless efforts that our families devote to support their children's healthy growth and development, their natural curiosity, while laying the foundation for learning, supporting their children with homework, advocating for their unique needs; and

WHEREAS, The School District of Philadelphia recognizes that family engagement in a child's education is an important factor in determining success in school; and

WHEREAS, To further highlight the importance of family engagement, throughout the month of October 2015, a number of programs and events will take place to honor, inform and collaborate with the families of School District students; it is therefore

RESOLVED, that in the spirit of support for strong school-family partnerships, the School Reform Commission and the Superintendent hereby proclaim October 2015 as Family Appreciation Month in The School District of Philadelphia.

Chair Neff introduced David Kipphut, Deputy Chief, Career and Technical Education, who provided a presentation on Career and Technical Education Update, and Tonya Wolford, Deputy, Research and Evaluation, who provided a presentation on the 2014-2015 District-wide Surveys: Rationale, Participation and Results at a Glance. Mr. Kipphut's presentation included an overview of Career and Technical Education in the School District and an overview of the Center for Advanced Manufacturing and Engineering at Benjamin Franklin High School. Eight CTE Programs are being phased in over a 2-year period. The following programs opened in September 2015: Electromechanical/Mechatronics Technology; Precision Machine Tool Technology; Welding Technology; and Industrial Facilities Maintenance and Operations. Programs opening in September 2016 include: Computer Aided Drafting and Design (CADD); Electronics Technology; Engineering Technology; and Renewable Energy Engineering. Ms. Wolford's presentation included an overview of the process and a review of the survey results. She stated that responses were received from 13,360 parents/guardians; 46,695 students; 5,423 teachers; and 185 principals, for a total of 65,663 respondents. Items surveyed included climate and safety. Ms. Wolford stated that survey results and individual school reports will be available the end of October. Meetings and support for using survey data for school improvement will begin in mid-November. *A complete copy of both powerpoint presentations is on file with the minutes of the School Reform Commission.*

The meeting was opened to the public for presentation of statements.

The following individuals presented statements in support of One Bright Ray Community High School:

- Jaque Watson, student
- Cyani Terry, student
- Terron Brown, parent

Terrena Clements, SAC Chair at Dick Elementary School, stated that many family and community members are ready, willing, and able to make the time and put in the hard work needed to ensure that children who attend neighborhood schools receive a high quality education. Directed at Dr. Hite, Ms. Clements stated that we want you to know that while we support you today, we will hold you accountable for creating more great neighborhood schools so that all of our children have a better chance for a brighter tomorrow.

Jerry Jordan, President of the Philadelphia Federation of Teachers, stated that the District needs to end its contract with Source4Teachers, a firm that has failed miserably to provide substitutes for our schools. He also stated that there is a huge number of unfilled vacancies in our schools as well. Mr. Jordan stated that there are more than 200 teacher vacancies, as well as vacancies for certified school nurses. He also stated that the District's decision to convert Huey, Cooke, and Wister Elementary Schools to charter schools is the wrong choice for our school children. Mr. Jordan stated that the PFT is calling for Cooke, Huey, and Wister to be turned into community schools. He stated that using existing school buildings, community schools bring in community partners that provide wraparound services for students and their families.

Karel Kilimnik stated that she has been asking the same questions since August. Ms. Kilimnik stated that she received an email response to her question regarding what Committees does each Commissioner chair asked in public which she read. In part, she read that to date the SRC has chosen not to operate through a formal Committee structure. Since 2012 there have been two ad-hoc advisory Committees met to facilitate staff briefings: an ad-hoc Advisory Finance Committee overseen by Commissioner Houston; and an ad-hoc Advisory Charter School Committee, overseen initially by former Commissioner Joseph Dworetzky and later by Commissioner Jimenez. She also stated that the contract with Source4Teachers should be cancelled. Ms. Kilimnik stated that she has been attending community meetings at Wister Elementary School and is outraged at an apparent lack of respect shown to parents, citing the District's recommendation to convert the school into a Renaissance Charter.

Diane Payne stated that our public school system is being systematically destroyed by the officials entrusted with its care. She stated that Dr. Hite and the SRC continue to shut out the public. Citing resolution A-2, Ms. Payne questioned what evidence was used to select Mastery Charter School teachers as coaches for our staff rather than the expertise and knowledge of District teachers.

Lisa Haver, retired teacher and member of the Alliance for Philadelphia Public Schools, questioned transparency and democracy of the SRC. She stated that parents of Cooke, Wister, and Huey Elementary Schools were given the incorrect location for community meetings. Ms. Haver also stated that the Alliance for Philadelphia Public Schools became a target of attempted intimidation when a letter was sent to Commissioner Jimenez asking of matters of public concern. Ms. Haver cited Commissioner Jimenez's August 20, 2015 vote on a resolution for a \$300,000 contract with Mastery Charter School. She presented questions on why did Commissioner Jimenez take part in discussions in Executive Session to give Frederick Douglass Elementary School to Mastery; why did Commissioner assume oversight of the District Charter Schools Office and oversee the Charter application process. Ms. Haver stated that the public has the right to ask questions of public officials on matters of public concern.

Barbara McDowell Dowdall, retired English Department Head, expressed concerns about accepting from a corporate charter school entity thousands of dollars to provide staff professional development. She stated that there are hundreds of teachers in Philadelphia traditional public schools that could provide invaluable, scintillating, and effective staff development.

Robin Lowry, community member and teacher at Wister Elementary School, questioned the need for a contract with the New Teacher Project for candidate phone screening services as presented in resolution A-3.

Debra Grill expressed concerns about outsourcing the screening of principal candidates to the New Teachers Project (A-3). She also expressed concerns about outsourcing teacher coaching to a charter school and the outsourcing of substitute services to Source4Teachers.

Shalyn Martin provided information on ACN U.S. Business Products.

Mia White, parent of a student attending Gideon Elementary School, expressed concerns that her daughter's education and future is being compromised because of the lack of funding at her school.

Margaret Devine, certified school nurse at Lincoln High School, stated that Dr. Hite's and by complicity all SRC members' complete disregard for the students and families of this District is appalling. She stated that the District's distribution of certified nurses is extremely dangerous. Ms. Devine cited the death of student Laporshia Massey. She stated that at least 16 schools do not have a nurse assigned. She asked that the SRC vote to dissolve itself.

Regina Feighan-Drach, kindergarten teacher at Key Elementary School, describing a student medical emergency, stated that there needs to be a nurse in every school.

Dukobi Stays, parent, expressed support of Aspira operating Stetson as a Renaissance school. She also stated that more parental involvement is needed.

Quibila Devine, education advocate, stated that it's time to rebuild the village so that we can raise educated children who receive quality PreK-12 education within their own neighborhoods.

Daniel Jean stated that it is important that the District create more choices and there needs to be more quality schools in Philadelphia. He stated that we need to create more opportunities for students.

Mama Gail stated that our children are not for sale. She also stated that carbon monoxide detectors still have not been given to building engineers. She stated that the District owes the children more than it is giving.

Elizabeth Mofitt, grandparent of a student who attends a Renaissance school, stated that with quality providers, Renaissance schools are having significant success. She stated that it has been several years and her grandchild continues to make great strides.

Toya Algarin, parent of a graduate and current student at KIPP DuBois Collegiate Academy, expressed support of the school. She encouraged the SRC to approve the KIPP charters

Deanna Lewis, teacher at Huey Elementary School, expressed opposition to the recommendation that Huey become a charter school. She stated that Huey has not received adequate resources and supports. Ms. Lewis expressed support of the community school model.

Sherrie Cohen, former candidate for City Council at Large, graduate of Philadelphia public schools, activist, and resident of Northwest Philadelphia, asked if the SRC respects parents, teachers, and traditional public schools. She stated that the SRC is denying parents the right to choose traditional public schools, and limiting their choice to charter operators. She asked what data was used to identify Cooke, Wister, and Huey for charter conversion.

Robin Roberts stated that the District should be ashamed for handing schools over to charter operators.

Deborah Azore's, (not present), statement was read by Ms. Brown, regarding opposition to Renaissance conversion of Cooke Elementary School.

Kenya Nation-Holmes, parent of two students attending Wister Elementary School, expressed opposition to the school becoming a charter school. She suggested that Wister be turned into a community school.

Leah Clouden stated that Huey Elementary has not been given resources. She requested that schools be supplied with the resources needed to succeed.

Tomika Anglin stated that the School District has responsibility for the quality of services, however, Dr. Hite routinely outsources that responsibility. Ms. Anglin stated that the contract for substitute services has been a failure. She stated that neighborhood schools are starved of resources.

David Cohen, principal at Duckrey Elementary School, described positive changes at the school. He stated that Duckrey is proof that despite the hardships, we are able to succeed by sticking together and putting students first.

Danita Bates, parent, described the positive changes at Duckrey Elementary School.

George Bezanis, history teacher at Central High School, citing democracy, stated that it's time for the School Reform Commission to vote to dissolve itself.

Carmella Cappetti, parent of student in learning support at Mastbaum High School, expressed concerns about high numbers of students in classes and there not being enough teachers. She stated that her daughter's IEP is not in compliance and that she intends to report to the State if it is not resolved in the next two weeks.

Susan Grobreski, parent, expressed concerns about the restructuring of schools. She stated that the District needs to be stabilized. She stated that the Source4Teachers contract has been devastating.

Orlando Acosta, parent, stated that his children were transferred to another school without his consent. He stated that he has filed charges against the School District.

Ron Whitehorne, PCAPS Coordinator, requested that the SRC reject the District's new school closures and charterization plan and instead commit to a transparent and democratic process to make Cooke, Wister, and Huey Elementary Schools transformative community schools.

In response to comments made by speakers, Dr. Hite stated that there was not a hiring freeze of nurses, and that in fact, the District is actively seeking nurses. Dr. Hite also requested that out of respect for a student (Laporshia Massey) who passed away, that her situation not be used to demonstrate how from [your] perspective we are putting the lives of children at risk. He stated that the student did not have an asthma attack at school, but at home, several hours after arriving. Noting that there were many comments about minority students and students experiencing poverty, Dr. Hite stated that it is very important to talk about minority children and ask that why, at the schools that are serving minority children, we have not been able to determine or figure out how to teach them to read and do math. He stated that these children were not performing even when we had the resources. Dr. Hite stated that his recommendations also included expanding access to quality neighborhood schools. He stated that to say that the District does not pay attention to neighborhood schools is not a true representation of the work.

Commissioner Green thanked Dr. Hite for his comments. He again stated, as he has stated at many SRC meetings, that the District does not allocate the resources we have to spend in schools and on our children. Until we have appropriate resources, we will have to continue to make difficult choices that are completely unfair to schools, students and families. Commissioner Green stated that the \$80 million received this year does not buy anything new, but keeps us at status quo. He stated that we need the State to pass a budget that gives us additional resources that will allow us to do the things we need to do, like settle contracts, have more teachers, nurses, and counselors, all the things we desire to have for all of our children.

The following resolutions were presented for formal action by the School Reform Commission:

I. SCHOOL REFORM COMMISSION

SRC-1

Withdrawn by Staff 10.14.15

SRC-2 (Added 9.30.15)

Young Scholars Frederick Douglass Charter School – Approval of Charter School Name Change to Frederick Douglass Mastery Charter School

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission ("SRC") granted a charter ("Charter") to Young Scholars Frederick Douglass Charter School ("Charter School") to operate a public charter school for a term of five (5) years commencing on July 1, 2010; and

WHEREAS, the School Reform Commission ("SRC") renewed the Charter School's Charter for five-year terms in 2015; and

WHEREAS, on or about July 6, 2015, the Charter School changed its name to Frederick Douglass Mastery Charter School by filing the required documents with the Commonwealth of Pennsylvania; and

WHEREAS, on or about September 4, 2015, the Charter School notified the Internal Revenue Service of the name change; NOW BE IT

RESOLVED, that the SRC amends the Charter to change the name of the Charter School from Young Scholars Frederick Douglass Charter School to Frederick Douglass Mastery Charter School; and be it

FURTHER RESOLVED, that the School District shall not be bound by the terms of this Resolution unless and until the School District and the Chair of the Board of Trustees of the Charter School fully execute an amendment to the charter agreement incorporating the terms of this Resolution; and that all other terms and conditions in the charter agreement shall remain in force for the duration of the Charter term.

Michael A, Davis, General Counsel, noted for the record that Commissioner Jimenez would be abstaining on SRC-2 due to personal conflict of interest.

The vote was as follows:

Yeas: Mr. Green, Ms. Houstoun, Ms. Simms, Chair Neff – 4

Nays: 0

Abstention: Ms. Jimenez – 1

Commissioner Green stated that he voted yes on this resolution, as he has been to Pastorious and other schools that Mastery has taken over, and they are doing a phenomenal job in neighborhood schools that were previously failing.

SRC-3 (Added 9.30.15)

Khepera Charter School – Amendment to Change Facilities Location

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to Khepera Charter School (“Charter School”) to operate a public charter school commencing in 2004; and

WHEREAS, the School Reform Commission (“SRC”) renewed the Charter School’s charter in 2009 and 2014; and

WHEREAS, under the terms of the Charter School’s Charter, the Charter School is authorized to operate at facilities located at 144 W. Carpenter Lane, Philadelphia, PA 19119 and 6611 Anderson Street, Philadelphia, PA 19119; and

WHEREAS, the Charter School has notified the School District’s Charter Schools Office that the Charter School has moved to a new location at 926 Sedgley Avenue, Philadelphia, PA and has provided required documentation to the Charter Schools Office; NOW BE IT

RESOLVED, that the SRC amends the Charter to change the authorized location of the Charter School to 926 Sedgley Avenue, Philadelphia, PA 19140; and be it

FURTHER RESOLVED, that the School District shall not be bound by the terms of this Resolution unless and until the Chair of the SRC and the Chair of the Board of Trustees of the Charter School fully execute an amendment to the Charter incorporating the terms of this Resolution; and that all other terms and conditions in the Charter shall remain in force for the duration of the Charter term.

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

SRC-4 (Added 10.14.15)

Ratification of Intergovernmental Cooperation Agreement with the City Council of Philadelphia

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance of an Intergovernmental Cooperation Agreement by The School District of Philadelphia and the School Reform Commission with The City Council of Philadelphia.

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

II. EDUCATION SUPPORT SERVICES

Human Resources

A-1

General/Categorical Funds: Approves Personnel, Terminations

RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through September 30, 2015 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 the Deputy Superintendent or their designees, and shall serve at the pleasure of the School Reform Commission.

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

A-2

Donation: \$45,080 Acceptance of Donation from Mastery Charter Schools Foundation – School-Base Coaching Program

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept, with appreciation, the donation of \$45,080, from Mastery Charter School as part of a grant from the William Penn Foundation, to pay for school-based peer coaching programs at Nebinger, McDaniel and Mayfair Elementary Schools, for the period commencing October 27, 2015 through June 30, 2016.

Description: The School District, in partnership with Mastery and with support from the William Penn Foundation, is seeking to pilot a coaching program that targets a population of District teachers who are currently not served by existing District coaching programs and builds informal leadership capacity within schools to increase the opportunity for professional growth for all teachers. The ultimate goal is to build a program that yields significant gains in student growth and achievement through improved instructional practice, attained through peer coaching.

The purpose of this program is to support the creation of an effective, school-based peer-coaching model that leverages excellent teachers to coach other teachers who are either adequate or good at their craft and want to improve from adequate to good or from good to great.

Through this program, District master teachers will coach fellow District teachers who voluntarily participate in one of three coaching cycles per year. The program expects to impact 30 teachers with 1:1 coaching in each building and 90 teachers across three schools through comprehensive professional development opportunities. The participating schools are Nebinger, McDaniel, and Mayfair, each of which submitted an application of interest to participate in the program. Time for coaching will either be scheduled during release time or compensated prep payback time. Additionally, coaches will be compensated for time spent on the project outside of school hours.

The coaches and their principal will receive ongoing professional development from Mastery throughout the school year. Mastery will compile progress data and work with the School District team to access and analyze data available from the District at the teacher and school level to gauge impact of the program.

While the focus of the project is on creating a sustainable model inside participating schools for providing effective professional development through peer to peer coaching, the Mastery team will also work with the School District's Office of Effectiveness to create central leadership for the program so that the District will be able to run the program internally without Mastery supports in the future.

The grant funds will pay for EC and release time for peer coaches to support teachers during the school day and after school; for teachers to participate in select professional development after school, and for substitutes when coaches or principals are attending professional development during the day.

These funds are directly connected to Resolution A-4, approved by the School Reform Commission on August 20, 2015.

ABC Code/Funding Source \$40,080.00

Yeas: Mr. Green, Ms. Houstoun, Ms. Simms, Chair Neff – 4

Nays: 0

Abstention: Ms. Jimenez – 1

A-3 (Updated 10.6.15)

Operating Budget: \$10,000 Contract Ratification with The New Teacher Project – Candidate Phone Screening Services

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a contract with The New Teacher Project, Inc, for principal candidate phone screening services, for an amount not to exceed \$10,000, for the period commencing February 1, 2015 through June 30, 2015.

Description: The School District of Philadelphia's Office of Recruiting is committed to hiring excellent principals to lead School District schools.

To assist the School District with the initial screening of principal applicants, TNTP will conduct principal phone interviews with candidates identified by the School District, using interview questions and a scoring rubric developed by the School District. TNTP will take notes during the phone screening and provide such notes and its screening score to the School District. The School District will use the phone screen notes and score as part of its principal hiring process.

This ratification is a result of TNTP being unable to agree to the District's limited contract terms by the required LCA process deadline. As a result, and in the interest of adhering to the principal selection and hiring timelines, TNTP provided the assistance with principal screening for which we were originally contracting. Since then, our legal teams have been in communication and we do not foresee any complications with future contracts.

ABC Code/Funding Source \$10,000.00
1100-055-9400-283f-3311 Operating

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms – 4

Nays: Chair Neff – 1

Operations

A-4

Donation: \$65,000 Acceptance of Donation from the Philadelphia Water Department – Repair Stormwater Infrastructure at George W. Nebinger Elementary; License & Right of Entry Agreement with JPC Group, Inc.
RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the generous donation from the Philadelphia Water Department of repairs to green stormwater infrastructure that was installed in September 2013 with a total value of approximately \$65,000 on the George W. Nebinger Elementary School property; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee: (i) to execute, deliver and perform a License and Right of Entry with JPC Group, Inc. to perform and install the repairs to the green stormwater infrastructure on the George W. Nebinger Elementary School property; and (ii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution.

Description: The Philadelphia Water Department (PWD), the US Environmental Protection Agency (US EPA) and the Partnership for the Delaware Estuary (PDE) joined together to advance green stormwater infrastructure in Philadelphia. These partners worked with The School District of Philadelphia to develop a model for stormwater management and educational programming at George W. Nebinger Elementary School. Construction of the stormwater management systems was completed on September 8, 2013 at a value of \$145,000.

PWD has selected JPC Group, Inc. to complete repairs to the constructed stormwater improvements. The repairs will consist of excavation on the edge of the Nebinger property and installing waterproofing material along the base of a neighboring house and a subsurface drain system that connects back to the sewer system. Due to the nature of the repair, a portion of the Nebinger parking lot will be demolished and replaced once JPC Group has completed installation. The anticipated duration for construction is approximately four days. PWD will coordinate the specific dates for construction activities with the Principal of Nebinger to minimize any disruption to the instruction program and staff parking. The repairs will be completed by no later than January 8, 2016.

ABC Code/Funding Source \$65,000.00

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

A-5

Capital Fund: \$1,396,500 Capital Project Awards

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver, and perform contracts with the lowest responsible bidders identified in the attachment at an aggregate cost of \$1,396,500.00.

Description:

Spec: B-024 C
of 2014/15 General Contract - Plaza Roof Deck Replacement
E. Washington Rhodes Middle School - 3100 North 29th Street
TE Construction Services, LLC - \$256,600.00
Warminster, Pennsylvania 18974
ABC Code: 8Q11-065-4150-4637-4541-06
Total Aggregate M/WBE Participation: 35.2%

This contract covers the labor, material, and equipment necessary for exterior renovations at this location. The bids for Rhodes MS project were publicly advertised on 7/10/15, 7/17/15, and 7/31/15 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. Bids were publically opened on 9/1/15. After review of the bids and a de-scoping meeting it was determined that TE Construction Services, LLC was the lowest responsible bidder with a bid of \$256,600.00.

The Facilities Condition Assessment (FCA) at this location is 20.14%. The School Progress Report (SPR) at this location is 21.

Spec: B-025 C
of 2014/15 Electrical Contract - Electrical Service Upgrade
E. Washington Rhodes Middle School - 3100 North 29th Street
E J Electric, Inc. - \$470,000.00
Philadelphia, Pennsylvania 19134
ABC Code: 8Q11-065-4150-4627-4561-09
Total Aggregate M/WBE Participation: 15.2%

This contract covers the labor, material and equipment necessary to perform electrical upgrades at this location.

The bids for Rhodes MS project were publicly advertised on 7/17/15, 7/31/15, and 8/5/15 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. Bids were publically opened on 9/1/15. After review of the bids and a de-scoping meeting it was determined that E J Electric, Inc. was the lowest responsible bidder with a bid of \$470,000.00. The Facilities Condition Assessment (FCA) at this location is 20.14%. The School Progress Report (SPR) at this location is 21.

Spec: B-042 C
of 2014/15 Electrical Contract - Electrical Service Upgrade
Alexander Adaire Elementary School - 1300 East Palmer Street
Hyde Electric Corporation - \$669,900.00
Philadelphia, Pennsylvania 19129
ABC Code: 8Q11-065-5200-4627-4561--09
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material and equipment necessary to perform electrical upgrades at this location.

The bids for Alexander Adaire Elementary School project were publicly advertised on 7/17/15, 7/31/15, and 8/5/15 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. Bids were publically opened on 9/1/15. After review of the bids and a de-scoping meeting it was determined that Hyde Electric Corporation was the lowest responsible bidder with a bid of \$669,900.00.

The Facilities Condition Assessment (FCA) at this location is 36.39%. The School Progress Report (SPR) at this location is 51.

ABC Code/Funding Source	\$1,396,500.00
8Q11-065-4150-4637-4541 Capital (\$256,600.00)	
8Q11-065-4150-4627-4561 Capital (\$470,000.00)	
8Q11-065-5200-4627-4561 Capital (\$669,900.00)	

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

A-6

Capital Fund: \$3,109,500 Capital Project Awards II

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver, and perform contracts with the lowest responsible bidders identified in the attachment at an aggregate cost of \$3,109,500.00.

Description:

Spec: B-010 C
of 2014/15 Electrical Contract - Elevator Replacement
Penn Treaty High School - 600 East Thompson Street
E J Electric, Inc. - \$1,279,000.00
Philadelphia, Pennsylvania 19134
ABC Code: 8Q11-065-5110-4628-4561-02
Total Aggregate M/WBE Participation: 31.9%

This electrical contract covers the labor, material, and equipment necessary for the demolition and replacement of two electric traction elevators at this location.

The bids for Penn Treaty HS project were publicly advertised on 7/24/15, 8/5/15, and 8/11/15 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. Bids were publically opened on 9/10/15. After review of the bids and a de-scoping meeting it was determined that E J Electric, Inc. was the lowest responsible bidder with a bid of \$1,279,000.00.

The Facilities Condition Assessment (FCA) at this location is 24.38%. The School Progress Report (SPR) at this location is 40.

Spec: B-016 C
of 2014/15 Mechanical Contract - Chiller Replacement / CUV Replacement
Tanner Duckrey Elementary School - 1501 West Diamond Street
Herman Goldner Co., Inc. - \$1,068,000.00
Philadelphia, PA 19153
ABC Code: 8Q11-065-4460-4695-4591-05
Total Aggregate M/WBE Participation: 15.0%

This mechanical contract covers the labor, material and equipment necessary to perform mechanical upgrades at this location.

The bids for Duckrey ES project were publicly advertised on 7/31/15, 8/12/15, and 8/18/15 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. Bids were publically opened on 9/10/15. After review of the bids and a de-scoping meeting it was determined that Herman Goldner Co., Inc. was the lowest responsible bidder with a bid of \$1,068,000.00.

The Facilities Condition Assessment (FCA) at this location is 24.41%. The School Progress Report (SPR) at this location is 35.

Spec: B-017 C
of 2014/15 Electrical Contract - Chiller Replacement / CUV Replacement
Tanner Duckrey Elementary School - 1501 West Diamond Street
C.A.D. Electric, Inc. (W) - \$65,000.00
Rose Valley, Pennsylvania 19063
ABC Code: 8Q11-065-4460-4695-4561-05
Total Aggregate M/WBE Participation: 100.0%

This electrical contract covers the labor, material, and equipment necessary to perform the electrical work required to support the mechanical upgrades at this location.

The bids for Duckrey ES project were publicly advertised on 7/31/15, 8/12/15, and 8/18/15 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. Bids were publically opened on 9/10/15. After review of the bids and a de-scoping meeting it was determined that C.A.D. Electric, Inc. was the lowest responsible bidder with a bid of \$65,000.00.

The Facilities Condition Assessment (FCA) at this location is 24.41%. The School Progress Report (SPR) at this location is 35.

Spec: B-044 C
of 2014/15 Electrical Contract - Electrical Service Upgrade
General George A. McCall Elementary School - 325 South 7th Street
C.A.D. Electric, Inc. (W) - \$697,500.00
Rose Valley, Pennsylvania 19063
ABC Code: 8Q11-065-2340-4627-4561--09
Total Aggregate M/WBE Participation: 100.0%

This electrical contract covers the labor, material and equipment necessary to perform electrical upgrades at this location.

The bids for McCall ES project were publicly advertised on 7/31/15, 8/12/15, and 8/18/15 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. Bids were publically opened on 9/10/15. After review of the bids and a de-scoping meeting it was determined that C.A.D. Electric, Inc. was the lowest responsible bidder with a bid of \$697,500.00.

The Facilities Condition Assessment (FCA) at this location is 54.46%. The School Progress Report (SPR) at this location is 78.

ABC Code/Funding Source	\$3,109,500.00
8Q11-065-5110-4628-4561 Capital (\$1,279,000.00)	
8Q11-065-4460-4695-4591 Capital (\$1,068,000.00)	
8Q11-065-4460-4695-4561 Capital (\$65,000.00)	
8Q11-065-2340-4627-4561 Capital (\$697,500.00)	

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

Executive

A-7

Ratification of Amendment of Acceptance Period of Grants and Donations – Barra Foundation

RESOLVED, that the School Reform Commission hereby ratifies the amendment by The School District of Philadelphia, through the Superintendent or his designee, to extend the acceptance period for grants and donations from the Barra Foundation, originally authorized by Resolution A-36, approved by the School Reform Commission on August 21, 2014, by extending the acceptance period from the original date of September 30, 2015, approved in Resolution A-36, to June 30, 2017.

Description: Resolution A-36 approved the acceptance of a grant from the Barra Foundation to support the School Redesign Initiative during the 2014-15 school year and summer. Although Resolution A-36 was intended to cover the time period from August 22, 2014 through September 30, 2015, additional funds remain for the grant due to the fact that the District selected fewer than the maximum number of schools in the first round. Therefore, funds remain to support additional redesign selected during the 2015-2016 school year to implement their redesigns during the 2016-2017 school year. The Barra Foundation has granted the district permission, pending SRC approval, to extend the grant for a second year. This resolution amends Resolution A-36 only by extending the end date to June 30, 2017, and makes no other changes to the previously approved resolution. This resolution is being submitted as a ratification now, as key staff were unaware the acceptance period was coming to a close at the end of September.

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

General Counsel

A-8

Withdrawn by Staff 10.14.15

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Donation: \$110,000 Acceptance of Sports Equipment, Sports Uniforms, Training Materials and Equipment, Transportation and Staff Support from The Special Olympics Project Unify

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of sports equipment, sports uniforms, training materials and equipment, transportation, Special Olympics staff support and other related items, valued at \$110,000 from Special Olympics Project Unify in support of the Project UNIFY program to offer sports training and competition opportunities, a So Get Into It classroom curriculum, an anti-bullying/inclusion "r-word" campaign, and other activities to promote acceptance and inclusion, for the period commencing October 16, 2015, through June 30, 2016.

Description: This project will bring Project UNIFY and related activities to General and Special Education students within 25 schools ranging from grades K-12. Fourteen high schools (CAPA, Edison, Fels, Frankford, Furness, High School of the Future, Lincoln, Martin Luther King, Northeast, Parkway West, Sayre, South Philadelphia., Swenson, Washington) have selected to include an elective course that brings together selected students to learn and play the game of soccer, bocce and/or athletics (track and field). The remaining participating schools will be selected from elementary and middle schools and will be based on eligibility of population, interest and Special Olympic's ability to support programming.

Special Education students with Intellectual Disabilities and Regular Education students who select this course as an elective, will participate in the Unified Sports course during Physical Education class and then meet periodically outside of school to scrimmage with each other. Students will also incorporate several activities for acceptance, inclusion and leadership. All of the schools will conduct Project UNIFY activities, including youth leadership and inclusion activities, with the support of the school's identified Special Olympics Liaison(s), Physical Education teacher, Special Education Liaisons and Special Education teachers.

Additional initiatives at the schools include Youth Activation Committees or Partners Clubs, a youth summit, an "r-word" campaign (focused activities to end the use of the word "retard" or "retarded"), and the "SO Get Into It" curriculum (age-appropriate lessons designed to be taught in the context of class periods with activities tied to service learning opportunities). These initiatives introduce students to teamwork, both on and off the court or field, teach leadership, collaboration and managing relationships. This program is designed to educate students about the abilities of Special Olympics athletes and students with disabilities in general while generating interest, excitement and an attitude of "I can make a difference." Both students and teachers become agents for positive change in the new environment created.

Project UNIFY activities for the 2015-2016 school year build on several successful school partnerships established in prior years. Last year, more than 500 students with and without Intellectual Disabilities participated in soccer, bocce and/or track and field from 18 schools. Each school hosted a Spread the Word to End the Word, "R-Word" Campaign, with over 17,000 students exposed to the campaign. This past year, 1 student traveled to Seattle for the National Youth Leadership Conference, 1 team traveled to Hershey to participate in the first ever Pennsylvania Unified Bocce Tournament, 1 team participated in a Major League Soccer Exchange Match sponsored by the Philadelphia Union, 2 students traveled to an all-star Unified Soccer game in Denver, Colorado, and 6 schools participated in the Unified Relay Across America Torch Run that came through Philadelphia on it's way to the World Games in Los Angeles.

This year, soccer, bocce and athletics (track and field) are the sports being offered through schools. Each participating school will identify the sports and tailor the additional initiatives that best fit their school. Funding to support these activities is being provided by Special Olympics North America (SONA) and Special Olympics Pennsylvania (SOPA). Grant funding to support the activities is also provided by the US Department of Education, SONA internal funds, SOPA and corporate sponsorship.

ABC Code/Funding Source \$110,000.00

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

Academic – Payments/Contracts

B-2

Operating Budget/Donations: \$45,000 Contract with Playworks/\$810,000 Acceptance of Gifts and Donations from Various Donors – Socialized Recess

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver and perform a contract with Playworks to pay the cost to implement the socialized recess program at Alexander McClure Elementary School, for an amount not to exceed \$30,000 and at Robert Pollock Elementary School, for an amount not to exceed \$15,000, for an aggregate amount not to exceed \$45,000, for the period commencing October 16, 2015 through June 30, 2016; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to accept the donation of services from Playworks, valued at a total of \$810,000, provided at no cost to the District or its schools, to implement socialized recess programs at Arthur, Bache-Martin, Greenfield, Henry, Jackson, Kearny, Lea, McCall, McClure, McMichael, Pollock, and Powel Elementary schools, for the period commencing October 16, 2015 through June 30, 2016, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a memorandum of understanding with Playworks for the provision of these programs at these schools, for the period commencing October 16, 2015 through June 30, 2016.

Description: For the last 20 years, Playworks has been positively impacting children's health and well-being by harnessing the power of play during recess and throughout the school day and creating valuable opportunities for children to grow physically, emotionally, and socially. A first-of-its-kind nationwide Gallup Poll of school principals conducted in 2009 revealed that principals overwhelmingly believe recess has a positive impact on students' social skills, as well as achievement and learning in the classroom. However, the poll also found that many schools cut recess to meet testing requirements, many schools continue to take recess away as a punishment for bad behavior, and due to the multiple challenges that recess presents, schools are looking for help. Furthermore, a study published by the Journal of School Health in 2011 by Kristine Madsen, MD, MPH Professor at the University of California, showed that students exposed to one year of Playworks programming showed statistically significant increases in the following four protective factors as compared to students with no exposure to Playworks: physical activity, problems solving skills, meaningful participation in school and goals and aspirations. The study noted that these factors are essential for maintaining a positive developmental trajectory despite adverse circumstances and are "associated with positive social and academic outcomes". Playworks' coaches are the key to the program's success and the people who implement the five-component, youth development curriculum to build young people's academic and life skills and provide them with meaningful role and leadership opportunities and foster supportive relationships with peers and adults. The program specifically works to engage kids who are not typically involved in play on the playground—those who do not feel safe, those who are intimidated or bullied, those who are overweight, and those who feel their skill level is not up to par. To the delight of the children, the coach plays, too, which provides an element of fun as well as the opportunity to model appropriate behavior.

Playworks has been supporting the implementation of socialized recess in Philadelphia public schools for the past several years. For the coming year in Philadelphia, Playworks has been working with several schools and the District's Office of Health, Safety and Physical Education, as well as with multiple local funders and community groups to minimize the cost to schools for the programming. To begin the process, interested schools contact Playworks and local partners.

Arrangements have been made so that the programming will be implemented in 12 schools, with nearly all of the funding (\$810,000 out of a total cost of \$855,000) coming from external sources. Through its own internal fundraising efforts, Playworks itself is able to contribute \$315,000 toward the total cost of the program. Other stakeholders that have stepped forward to contribute toward the cost of the programming and will be providing funding directly to Playworks so that the school will not have to pay include the following:

- The Lenfest Foundation is providing Playworks \$28,000 toward the cost of the program at Arthur Elementary;
- Friends of Arthur School is providing Playworks \$2,000 toward the cost of the program at Arthur Elementary;
- Drexel University is providing Playworks \$30,000 toward the cost of the program at McMichael Elementary and \$15,000 toward the cost of the program at Powel Elementary;
- Powel's Home and School Association is providing Playworks \$ \$15,000 toward the cost of the program at Powel Elementary;
- Berwind Corporation is providing Playworks \$30,000 toward the cost of the program at Kearny Elementary;
- The Netter Center at the University of Pennsylvania is providing Playworks \$30,000 toward the cost of the program at Lea Elementary
- Friends of Jackson School is providing Playworks \$15,000 toward the cost of the program at Andrew Jackson Elementary;
- The Home and School Associations at Bache-Martin, Henry and McCall Schools are each providing Playworks \$30,000 (\$90,000 total) toward the cost of the program at those three schools;
- The Home and School Association at Greenfield Elementary is providing Playworks \$60,000 toward the cost of the program at Albert M. Greenfield School; and
- The City of Philadelphia is providing Playworks \$180,000 toward the cost of the program at Sheppard School, William Cramp Elementary School and Disston Elementary School.

Below is a step-by-step description of the Playworks program at each school:

- First, Playworks' coaches organize recess, by establishing specific areas on the playground for games, developing standard rules for behavior and teaching conflict resolution techniques, such as rock/paper/scissors so that students can resolve conflicts on their own.
- Second, coaches work with teachers to provide 45 minutes of game time specifically for their students during the week. This allows students to receive one-on-one attention, enables coaches to reinforce positive social and playground behaviors, and strengthens the student-teacher bond by enabling students to see their teacher in a new "playful" role.
- Third, coaches nurture a cadre of 4th and 5th grade students to serve as Junior Coaches. This peer leadership program has been successful in improving children's self-esteem, social behaviors and desire to do better in school.
- Fourth, coaches provide high quality after-school programming for 4th and 5th graders, including homework assistance.
- Fifth, coaches run interscholastic sports leagues for 4th and 5th graders in a variety of sports, including co-ed volleyball and all girls' basketball. These non-competitive teams are designed to build skills, provide children with a team experience and teach good sporting behavior.

In the 2015-2016 school year, Playworks will provide a program model called TeamUp. The purpose is to establish a framework for implementing a socialized recess program while also providing consultative trainings to school staff that will be primarily responsible for running this program at their school. The goal of the program is to establish a culture at recess where play is valued and can positively impact school climate, which is also run by the school staff with the best practices and consultative support of Playworks professionals.

ABC Code/Funding Source \$45,000.00
1100-002-7380-1101-3291 (\$30,000.00)
1100-002-8410-1101-3291 (\$15,000.00)

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

B-3

Operating Budget: \$32,000 Authorization of Payment to Middle States Association of Colleges and Schools – Annual Membership Dues

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay invoices to the Middle States Association of Colleges and Schools for annual membership dues for 33 School District high schools, for an amount not to exceed \$32,800, for the period commencing October 16, 2015 through June 30, 2016.

Description: The purpose of this resolution is to authorize the payment of invoices to the Middle States Association of Colleges and Schools for annual dues required to maintain the membership of thirty-three (33) District high schools for an amount not to exceed \$32,800.00. Middle States Association of Colleges and Schools (MSA) is a non-governmental association of educational institutions in the middle-Atlantic region of the United States. The objective of MSA is to encourage, advance, assist, and preserve the achievement of quality education in this region in cooperation with all interested federal, state and private educational organizations, agencies and institutions. Membership in MSA is open to public and non-public schools, colleges and universities. MSA’s accreditation of schools is an expression of confidence by a team of outside observers in the purpose, resources, and performance of the schools so that graduates may be admitted into institutions of higher learning. Accreditation by the Middle States Association for Secondary Schools is in keeping with the high expectations the District has for its children. The accreditation process engages schools in self-examination and on-going reflective practices. MSA dues are paid annually so that each high school may maintain its accreditation status.

The current high school list for 2015-2016 includes: Bartram; Bodine; CAPA; Carver; Central; Dobbins; Edison; Fels; Frankford; Franklin; FLC; Furness; GAMP; Girls; Kensington CAPA; Kensington Culinary; Kensington Int’l Business; King; Lankenau; Lincoln; Mastbaum; Masterman; Northeast; Overbrook; Parkway West; Robeson; Roxborough; Saul; South Philadelphia; Strawberry Mansion; Swenson; Washington; and West Philadelphia.

ABC Code/Funding Source \$32,000.00
1100-059-9770-2818-5841 Operating

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

B-4

Approval of Occupational Advisory Committee Members 2015-2016 – Career and Technical Education

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to approve the appointment of business, industry, post-secondary and community members as Occupational Advisory Committee members of The School District of Philadelphia’s Career and Technical Education programs, for the period commencing October 16, 2015 through August 31, 2016.

Description: The purpose of this resolution is to approve the appointment of individuals to the District’s Career and Technical Education (“CTE”) Occupational Advisory Committees (“OACs”). The OAC member list is attached to and made part of this resolution. Chapter 339 (Vocational Education Standards) of the PA School Code requires that all CTE programs establish OACs, and must meet at least twice annually. Chapter 339 also requires that the appointment of OAC members within a district must be approved by the district’s board of education or directors. The main purpose of an OAC is to strengthen the CTE program by making recommendations for program improvement and providing technical assistance on curriculum development and delivery, equipment purchases, facilities, technology, safety and student work-based learning opportunities. OACs must be primarily comprised of industry experts in the occupation for which CTE training is being provided to students, as well as post-secondary, community organizations, parents and students. OACs serve as a vital link between the CTE programs and business and industry, as they assist in assuring that CTE programs are aligned to current industry standards, thus preparing students with relevant skills training. An active OAC also demonstrates the commitment of the schools to fully engage the community in improving the quality of CTE programs, as well as increase public awareness of the same.

The PDE-approved CTE end-of-program assessment, NOCTI (National Occupational Competency Testing Institute) is the major indicator of success used when determining whether students are attaining technical skills needed to be successful in a specific career area. In The School District of Philadelphia, NOCTI scores have increased by 15.0% from 55.9% of students scoring Competent/Advanced in 2009-10 to 71.1% of students scoring Competent/Advanced in 2014-15.

Much of the success in NOCTI is attributable to CTE programs better engaging the business and industry community. There is certainly a direct correlation between CTE programs experiencing success on NOCTI and the support of active OACs, as industry experts who serve on these active OACs regularly provide invaluable service, advice and recommendations on specific technical skills needed to be successful in industry, NOCTI preparation and proctoring, equipment donations, professional development, and student work-based learning internships.

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

B-5 (Updated 10.6.15)

Operating Budget: \$8,868.60 Ratification of Contract Amendment with Atelier Art Services – Storage of Artwork

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by the School District of Philadelphia, through the Superintendent, of an amendment to Contract No. 488/F10 originally entered with Atelier Art Services, Inc., pursuant to Resolution No. A-19, approved by the School Reform Commission on October 21, 2009, as amended by Resolution No. A-10, approved by the School Reform Commission on October 26, 2011 and Resolution No. A-14, approved by the School Reform Commission on February 21, 2013, as amended by Resolution No. A-38, approved by the School Reform Commission on May 29, 2014 as amended by Resolution No. A-40, approved by the School Reform Commission on August 21, 2014, by extending the terms of the contract from its scheduled expiration date of June 30, 2015 through June 30, 2016 and by increasing the amount of the contract by an additional \$8,868.60 from \$52,048.60 approved by Resolution Nos. A-19, A-10, A-14, and A-40 to an amount not to exceed \$60,917.20, to provide storage for valuable artwork owned by the School District.

Description: Atelier Art Services, Inc. will continue to provide safe and secure storage for over 200 works of art from District schools and administrative buildings in a state-of-the-art climate controlled facility. The Office of Comprehensive Arts is working on a plan to utilize the art for public viewing. We have maintained a good relationship with Atelier and find their services more than sufficient for our storage. This contract will allow the District more time to develop a long-term strategy for usage of the art. Many pieces need to be appraised and thus must remain in storage for the time being. Because a permanent solution has not been identified as of June 30, 2015, this resolution is being presented to extend services of the current contract with Atelier.

ABC Code/Funding Source	\$8,868.60
1100-051-9020-2361-3111 Operating	

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

B-6 (Added 10.1.15)

Donation: \$40,000 Acceptance from the Friends of Chester Arthur – After-school Programs

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of an amount not to exceed \$40,000 from the Friends of Chester Arthur, to support an after school program at the Chester A. Arthur School, for use for the period commencing October 16, 2015 through June 30, 2016.

Description: The Friends of Chester Arthur (FoCA) will be making a donation not to exceed \$40,000 to support after school programming in tutoring, robotics, civil engineering, and drama for middle school students at the Arthur School. The donation is made possible by a grant from the Lenfest Foundation.

ABC Code/Funding Source	\$40,000.00
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Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

B-7 (Added 10.7.15)

Operating Budget: \$1,200,000 Contract Amendments with Community Council Health Systems and Citizens Acting Together Can Help, Inc. Emotional Support Classrooms

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver, and perform amendments to fiscal year 2016 contracts originally entered into with Community Council Health Systems and Citizens Acting Together Can Help, Inc., pursuant to Resolution B-19 approved by the SRC on June 18, 2015 by increasing the amount of the contracts by \$1,200,000 from the \$4,050,000 approved in Resolution B-19 to an amount not to exceed \$5,250,000.

Description: The original Resolution B-19, approved by the SRC on June 18, 2015, authorized the provision of twenty-seven (27) contracted emotional support classrooms. Each contracted emotional support classroom includes one appropriately certified special education teacher and a minimum of two classroom behavioral health assistants. This resolution is to request eight (8) additional contracted emotional support classrooms for a total of thirty-five (35) classrooms. These eight additional contracted emotional support classrooms are needed to fill District emotional support teacher vacancies that were not anticipated when planning for the beginning of the 2015/2016 school year, and that did not exist at the time the original resolution was filed in June 2015.

Contracted emotional support classrooms are used by the District to provide intensive support to students with severe emotional support disabilities. In addition, contracted emotional support classrooms can be utilized by the District in the event the Office of Talent cannot, after strenuous effort and in compliance with union collective bargaining agreements, recruit qualified special education teachers to fill vacant positions for these classrooms. Qualified special education teachers for students enrolled in emotional support classrooms are one of the most difficult positions for the District to recruit for and fill. This year there are thirty-five vacancies for these positions. Eight of these vacancies were not anticipated when the school year began. Contracting with the selected providers will allow

the District to hire highly specialized staff who are difficult to recruit, at a lower cost.

Community Council Health Systems (CC) and Citizens Acting Together Can Help, Inc. (CATCH) were selected through the Request for Proposal process (RFP No. 420, issued on June 5, 2014) conducted by the Office of Procurement Services. Silver Springs, CC, and CATCH were identified as three qualified behavioral health provider agencies. These agencies were chosen to provide service delivery models for therapeutic emotional support programming in emotional support classrooms. Through Resolution B-19, the SRC authorized the Office of Specialized Services (OSS) to contract with these behavioral health provider agencies to operate emotional support classrooms by delivering qualified teachers and a wide range of academic and behavioral services and supports to students with serious emotional disturbance, and for whom the District believes more complex educational and therapeutic supports are required.

The providers shall use the curriculum mandated by the District according to the PA Core Standards, and implement this curriculum with fidelity. In addition, the providers will utilize research-based interventions and evidence-based therapeutic models that provide both educational and behavioral supports for emotional support students. The student referral process to the contracted emotional support program involves the student multidisciplinary team at the school level in collaboration with an OSS Special Education Director and the OSS Coordinator of Emotional Support Programs. Additional input and support shall also be requested as appropriate from the school psychologist, school nurse, and the Response to Instruction and Intervention (RTII) team. Collaboration among this core team is crucial in determining whether the contracted emotional support class is the optimal solution and placement for a student. Students referred to the emotional support program must fit a profile that identifies the need for intensive emotional and behavioral supports. Students' behavioral issues may range from anger control to conduct disorders to severe depression and post-traumatic stress disorder. These students present persistent and often volatile behaviors of aggression and explosive episodes in the school and home setting. The need for a more therapeutic environment becomes evident as student behaviors persist and regular modes of treatment and intervention prove ineffectual. Therapeutic supports provided in these classrooms ensure that students are safely educated with a repertoire of research-based and evidence-based interventions.

The provision of these programs is consistent with each student's Individualized Education Program (IEP) and addresses the instruction and related services that are needed for students who require additional mental health supports in order to achieve both academic and behavior success. Each vendor offers a distinctive array of programs designed to provide students who have challenging behaviors with the supports and interventions they need. Emotional support programs provided by CC will consist minimally of one full-time, certified special education teacher, a teacher assistant, and behavioral assistant. In addition, within their administration structure, a service coordinator or identified agency member will support interagency involvement, linking with parents and mental and behavioral supports to provide a continuum of care for both students in the class as well as other students identified within the schools needing behavioral health supports. CC uses a research-based model called the "Circle of Courage" and evidence based-intervention, "Skills Streaming." This model is part of the national re-education movement which view children holistically rather than as solely problematic. The Circle of Courage model focuses on character and leadership development in preparation for positive lifestyle and increases participation in the general population.

The CATCH school team will minimally consist of a full-time certified special education teacher, a classroom assistant, and classroom mentor who will provide behavioral management support. CATCH has a long standing history in the community as a licensed and credentialed provider of behavioral health supports, child development, and wrap around supports. The CATCH emotional support program operates within the fabric of the community with an objective to reduce barriers that prevents students from achieving academic and social success. CATCH utilizes a self-monitoring behavioral management program that is based on the TALID system. The TALID system is an evidence-based program that has been researched and scientifically studied. The goal of this systematic step process is for students to transition into the general education classroom.

Each emotional support classroom shall cost the District \$150,000. The cost of eight additional emotional support classrooms totals \$1,200,000.

ABC Code/Funding Source \$1,200,000.00
1901-005-9580-1231-3291 Operating

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

The meeting was recessed at 8:49 p.m. and adjourned at 8:50 p.m. following the business of the Intermediate Unit.

Marjorie G. Neff, Chair
School Reform Commission

William R. Hite, Jr.
Superintendent

**PHILADELPHIA INTERMEDIATE UNIT #26
MEETING OF THE SCHOOL REFORM COMMISSION
PHILADELPHIA, PA**

OCTOBER 15, 2015

A meeting of the School Reform Commission sitting as the Board of the Intermediate Unit was held on October 15, 2015 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 8:49 p.m. by Chair Neff.

Members present: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Members absent: 0

The following resolution was presented for formal action by the School Reform Commission:

INTERMEDIATE UNIT

IU-1

IDEA: \$247,000 Contract with STAR Autism Support, Inc. – Professional Development for Teachers of Students with Autism Grades 6-12

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Acting Executive Director or his designee, to execute, deliver and perform a contract with STAR Autism Support, Inc., to provide professional development and consultation for teachers and support staff of students with autism in grades six through twelve, on the implementation of Applied Behavioral Analysis teaching methods and practices, and on the Links curriculum, for an amount not to exceed \$247,000, for the period commencing October 16, 2015 through June 30, 2016.

Description: The Office of Specialized Services (“OSS”) is proposing to contract with STAR Autism Support (“SAS”) to train and support District teachers and staff working with students diagnosed with Autism Spectrum Disorder (“ASD”) in grades six through twelve. SAS is one of the county’s leading research and teacher training institutions dedicated to the education of children with autism. SAS developed the Strategies for Teaching Based on Autism Research (“STAR”) Program and the Links curriculum. The STAR Program was developed to teach students with autism the critical skills identified by the National Research Council, by implementing Applied Behavior Analysis (“ABA”) instructional methods which include discrete trial training, pivotal response training and teaching functional routines. ABA is one of the few educational treatment programs for autism whose benefits have been consistently validated by independent scientific research. Links is a highly effective curriculum for students with autism based on the principles for ABA.

The primary purpose of this proposed program is to grow the capacity of District teachers and professional staff to rigorously implement highly effective and research-based ABA strategies in the classroom, so as to enable students on the autism spectrum to succeed and to make significant academic and behavioral advancements as they enter and progress through the middle and secondary grades. An important component of this proposed program is the provision of training, consultation and support to principals, school-based administrators, and general education teachers for the purpose of preparing them to include students with autism, in the middle and secondary grades, in the least restrictive environment (LRE) and in the general education classroom setting.

Training and consultation provided by SAS shall be available to all grade six through grade twelve teachers of students with autism. SAS shall conduct the training in up to fifty-seven District middle schools and high schools. The proposed contracted services from SAS shall be provided by a team of autism experts, researchers and trainers who are trained in ABA methods and the Links curriculum. SAS consultants shall provide approximately 30 newly appointed and 80 veteran District middle and high school autistic Support (AS) teachers and support staff, with the comprehensive training and support needed to effectively implement ABA methods and the Links curriculum in classrooms. The SAS team will administer a needs assessment evaluation of District grade six through twelve classrooms and use outcomes to plan the consultation and training schedule. Guided by the professional development needs of the teachers and staff, consultants will plan for and provide classroom-based training and support to teachers and staff to effectively support the implementation of the Links curriculum strategies, ABA teaching methods such as discrete trial training, functional routines, classroom schedules, tasks analysis, naturalistic teaching, reinforcement and self management. At a minimum, new teachers shall receive an equivalent of two full days of professional development, five in-classroom visits and five webinars. Returning teachers shall receive an equivalent of two full days of professional development, two in-classroom visits and five webinar trainings. All teacher training and consultation shall be conditional and dependent on teacher availability and access. To evaluate the outcomes of this proposed program, SAS consultants shall monitor the progress of a representative sample of students of the teachers they train to determine progress made by these students as a result of using the Links curriculum and ABA strategies. The District’s Administration shall also monitor student progress through the Links web-based system.

SAS was selected through a formal competitive Request for Qualification (“RFQ 99”) issued by the School District on May 26, 2015. Education Alternatives For ABA also submitted a proposal. SAS was unanimously selected by a District evaluation team as the most capable and qualified candidate.

ABC Code/Funding Source
242X-G05-9CLO-2272-3291 IDEA

\$247,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Houstoun, Ms. Jimenez, Ms. Simms, Chair Neff – 5

Nays: 0

On motion, the meeting was adjourned at 8:50 p.m.

Marjorie G. Neff, Chair
School Reform Commission

William R. Hite, Jr.
Acting Executive Director