

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

JUNE 16, 2016

A public meeting was held by the School Reform Commission on June 16, 2016 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 5:35 p.m. by Chair Neff.

Isaiah Gonzalez, Senior at Kensington Health Sciences High School, provided an overview of the meeting.

Chair Neff extended congratulations to students, staff, families, and communities for completion of the 2015-16 school year. She stated that individual copies of the resolution summary were not printed due to the high volume of resolutions on tonight's agenda. Instead, there are binders in the back of the auditorium with copies of the summary for you to view.

Chair Neff also stated that we made an announcement that the SRC was considering beginning its monthly Action Meetings at an earlier time for the upcoming school year. She stated that since that announcement, we collected public feedback on the possible change in Action meeting start time through an online survey. We received 1,352 responses to the survey. The majority of respondents prefer the start time of the Action Meetings to begin at 4:30 pm. She stated that on tonight's agenda, you will see a resolution (SRC-3) to adopt the proposed public meeting schedule for the 2016-17 school year which reflects this change.

Commissioner Simms provided information on the SAC process. She expresses thanks to those that dedicated their time and input into the process of developing the School Advisory Council policy scheduled to be voted on tonight. Commissioner Simms stated that ensuring that each and every one of our schools has an active and engaged family and community advisory council is her priority and passion, and she believes it is a priority of the entire SRC. She stated that the policy being voted on tonight ensures that there will be a School Advisory Council in every District school. Commissioner Simms stated that earlier this school year, a group of stakeholders helped put together a Strategies, Policy and Priorities meeting with over 200 participants, representing 67 District schools. She stated that from there, a working group of 24 members representing each of the District's Neighborhood Networks, Autonomy and Turnaround Networks was formed. The goal of the working group was to draft a policy recommendation which reflected the feedback collected from the community and other stakeholders. Commissioner Simms stated that SACs are critical to the success of schools because they give the community a voice in school decision making and support the principal in gaining trust and buy-in from the community.

Miles H. Shore, Deputy General Counsel, stated that the School Reform Commission met in Executive Session to discuss quasi-judicial proceedings, labor relations, litigation, and privileged and confidential matters.

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

Members Absent: Ms. Jimenez – 1

The minutes of the following School Reform Commission meetings were approved: March 17, 2017, March 17, 2017 (*Intermediate Unit*).

The vote was as follows:

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

Nays: 0

Zachary Epps, Office of the Superintendent, provided the order of business for today's meeting of the School Reform Commission. He also stated that the proceedings of today's School Reform Commission meeting are being streamed live on the internet and recorded by the School District of Philadelphia. Mr. Epps stated that the School District's recordings are protected by the copyright laws of the United States.

William R. Hite, Jr., Superintendent, provided remarks. Dr. Hite offered a moment of silence for victims of Orlando shooting that happened earlier in the week. Dr. Hite shared successes of the 2015-16 school year and noted staff departures, and retirements. He extended congratulations to all on achievements and future endeavors. Dr. Hite acknowledged the donation of AED devices the subsequent School District launch of the Think AED Campaign. Dr. Hite stated that the District ratified 4 year contract agreement between the District and 32BJ SEIU. He stated that CASA rejected their tentative agreement. Dr. Hite stated that reaching a contract agreement for all unions in the District remains our goal. Dr. Hite stated that teacher recruitment efforts are underway to eliminate all teacher vacancies by the end of the month.

The following citation was read and presented:

2016 George Washington and Delaware Valley Science Fairs

WHEREAS, School District of Philadelphia students continue to compete in impressive numbers at the George Washington Carver and Delaware Science Fairs, and 33 of these students recently received awards at the highest levels of these competitions for various scientific disciplines, and

WHEREAS, those who won **Best of Fair** awards at the Carver competition, included Prem Modi from CCA Baldi Middle School, Jaden Scheib from Richmond Elementary, and Brady DeGrands from Penn Alexander Elementary School, and

WHEREAS, first prize winner at the Delaware Valley competition was Ashish Dahal from Central High School, and

WHEREAS, students who won first prizes at the Carver competition included: Neel Patel, Joseph Seagal, Prem Modi, Andrei Birlandeanu, Aryan Azime, Andrew Mullen, and Dmitrii Gradinari all from CCA Baldi Middle School,

Joshua Kouassi, Jesus Davaloz, Marcus Seauright, and Kai Tinsley all from Carver Engineering and Sciences, Joey Huang, Humna Chaudry, Forest Platzer, Jeremiah Martin, Beka Kalandadze, Abraham Ashish, Caspar Nguyen, Jude Dartey all from Central High School,

Franklin Okpala from Frankford High School,

Amanda Hamid, Srisa Changolkar, both from Julia R. Masterman,

Sandy Li from McCall Elementary School,

Jorgii Nedrecka, Jaspree Bains both from Northeast High School,

Charlotte Poehlmann, Maggie Lapp both from Penn Alexander School,

Jarin Akther, Imara Honay, Tamia DeSeignoria, and Shakya Young, all from Philadelphia High School for Girls, now therefore be it

RESOLVED, that the School Reform Commission and the Superintendent join with the principals, teachers, parents and family members of these students in congratulating them for these outstanding accomplishments, and extending best wishes for continuing excellence in scientific endeavors.

Honorary Diplomas were presented to the following individuals under "Operation Recognition": Joseph James, who attended George Washington High School and served in the Vietnam War, and Richard D. Hoffler, who attended Overbrook High School and served in the Vietnam War.

Special Recognition was presented to Ms. Alfreda Johnson for graduating from the South Philadelphia High School Educational Opportunities Program at the young age of 78. Councilman Kinyatta Johnson made a special presentation to Ms. Johnson.

Dawnlyne Kacer, Executive Director, Charter Schools Office provided a presentation on the Russel Byers Charter School Renewal Application. Ms. Kacer's presentation included an overview of Academic Success, Organizational Viability and Compliance, and Financial Health and Sustainability. The Charter Schools Office is recommending a 5-year renewal with conditions. The proposed action on this will be in August 2016.

**A complete copy of Ms. Kacer's powerpoint presentation is on file with the minutes of the School Reform Commission.*

Chair Neff noted "late" resolutions, which were added this week: SRC-19; A-67 through A-69; A-72 through A-76; and B-41.

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

Adamaris Betancourt, 7th grade student, expressed support of John B. Stetson Charter School.

Trang Lam, 11th grade student at Central High School, advocated for access to safe, palatable, and appealing drinking water in Philadelphia schools.

Sasha Melendez, 10th grade student at Kensington CAPA, and member of Youth United for Change, presented a vision for what school advisory councils should look like.

Robin Roberts, parent, discussed the importance of parental involvement. She stated that the SAC Policy does not include the voice of parents.

Lisa Haver, retired teacher and member of the Alliance for Philadelphia Public Schools, expressed concerns about the charter schools that have been recommended for nonrenewal by the Charter Schools Office, particularly the Charter Schools operated by ASPIRA.

Barbara Dowdall, provided an overview of the Renaissance and Charter renewal process in the context of the SRC and its origins in 2001, its consistency since that time and the effects of these approaches on the lives of school district students, parents, and staff.

Deborah Grill stated that a District that values and supports teachers would not cancel their contract under questionable circumstances, would not deny teachers well-earned raises over the past three years, would not eliminate step salary increases and increases for graduate degrees, and would not spend money appealing the lower court rulings on the contract cancellation.

Lynda Rubin presented on the importance of the teacher experience and consistency, versus the chaos caused by continual teacher turnover.

Galeet Cohen, teacher at Central High School, expressed concerns about the impact of cuts to school staffs and PFT contract negotiations.

Heather Marcus, graduate, presented on the importance of school counselors.

Marilyn Szarka, teacher at Loesche Elementary School, described her experience working on the School Advisory Council (SAC) Policy and recommended that the School Reform Commission approve the Policy.

Jay Cohen, parent, expressed support of the School Advisory Council (SAC) Policy.

Orlando Acosta expressed concerns about hearing that City Year is not going to be at his son's school after next year. Mr. Acosta stated that originally he was involved in development of the Student Advisory Council Policy, but later, was not called back.

Robin Lowry, expressed concerns about resolution SRC-8, Contract with Aream Strategies.

Nina Bryan, resident of the Eastwick community and member of the Eastwick Community Network, expressed concerns about the postponement of the STEM program at Penrose Elementary School. She also raised concerns about the school's principal.

Jerome Wilcox, Philadelphia College of Osteopathic Medicine, described the STEM (science, technology, engineering, mathematics, and medicine) Program. He expressed an interest in exposing students to the program at Olney Charter High School

Rich Migliore read excerpts from his book *Whose School is It? The Democratic Imperative for Our Schools*.

Mama Gail stated that she is tired seeing children that can't write their name. She stated that the issue is not about money, but about people doing what's right with the money.

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

I. SCHOOL REFORM COMMISSION

SRC-1

Proposed Student Expulsion – T. B.

RESOLVED, that Student T.B. shall be *temporarily expelled* from the School District of Philadelphia effective April 19, 2016, through the end of the 2016-2017 School Year, and be it

FURTHER RESOLVED, that Student T.B. *shall not* be permitted to return to the school where the incident took place, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student T.B.'s permanent school record, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the school and the minutes of the School Reform Commission be adopted.

The vote was as follows:

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

Nays: 0

SRC-2

Authorization of Limited Contract Process 2016-2017

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Limited Contract Review Committee, to execute, deliver and perform contracts for professional services, site licenses, or both, not to exceed \$20,000 each, for an aggregate amount not to exceed \$3,000,000.00, for periods up to but no longer than one year, and for terms commencing between July 1, 2016 and June 30, 2017, provided that: (a) the subject of each contract is professional services, site licensing or both; (b) the value of each contract and the compensation paid to any one person or entity does not exceed \$20,000 for a contract by a single School District school or office and does not exceed \$100,000 for any single contractor in a series of limited contracts approved between July 1, 2016 and June 30, 2017; (c) each limited contract and the contracted services shall comply with all applicable laws, policies and procedures; (d) each limited contract is reviewed and approved by the Limited Contract Review Committee to ensure compliance with the School District's academic, business, policy and organizational goals; (e) each quarter the School Reform Commission receives a list of all contracts the Limited Contract Review Committee has approved over the previous three months; and (f) this resolution does not authorize the ratification of any contract; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the Superintendent, the Chief Operating Officer, the Chief Financial Officer, the Chief Academic Support Officer and the General Counsel to serve or

designate one or more staff to serve as members of the limited contract review committee from July 1, 2016 through June 30, 2017.

Description: This resolution seeks to continue the successful limited contract process the School District has used since 1996. Limited Contracts are for professional services and site licenses that do not exceed \$20,000 each. This system has allowed schools, learning networks and central office management to procure small engagements in an efficient process. If this resolution is adopted, the Limited Contract Review Committee (the "Review Committee") will continue to require contracts \$20,000 and under to meet the requirements set forth in this SRC resolution establishing the limited contract process.

- All expenditures must be allowed by the budget of the contract preparer, and the SRC must have previously approved the budget allowing the expenditure;
- Review Committee members designated by the Superintendent, Chief Operating Officer, Chief Financial Officer, Chief Academic Support Officer, and General Counsel have the right to review and if appropriate to approve each limited contract;
- The Finance Office and the Office of Grants Compliance must certify that funds are available and allowable for each limited contract;
- Risk Management reviews and approves (a) insurance requirements for limited contracts, and (b) certificates documenting compliance with insurance requirements;
- The Review Committee reviews and approves limited contracts using a standard protocol, communicated to contract preparers; and
- Standard terms and conditions (current edition June 2014) developed by the Office of General Counsel ("OGC") must be attached to the contract or the contract must be approved by OGC.

For the 2016-2017 Fiscal Year of the School District, staff will continue the successful practice of the altered term limitation implemented during 2014-2015 which permitted contracts with a period of performance of no more than one year provided that this term commences between July 1, 2016 and June 30, 2017. Previously, limited contracts had to have terms of performance ending on or before the June 30 fiscal year end. This change assisted offices in contracting for services in the spring of each fiscal year for services in the following summer and fall. In the final quarter of each fiscal year the Review Committee receives numerous contracts for the following fiscal year; this change permitted better planning for contracted operations in the new fiscal year.

While this resolution grants contracting authority to the Limited Contract Review Committee, this granting of authority does not increase any School District or school budget, and schools and other offices must charge limited contracts and associated expenditures to existing available operating or grant budgets.

Through the 3rd quarter for 2015-2016, the LCA Committee has reviewed 270 LCs, and approved 234 LCs for a total amount of \$1,344,287, averaging \$448,096 per quarter. The remaining LCs were either disapproved or withdrawn. Many of the LCs were submitted by schools for staff professional development and student centered activities such as supplemental onsite and off-site enrichment programs and arts programs. Administrative office LCs were primarily for professional development and consulting services.

The vote was as follows:

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

Nays: 0

SRC-3

School Reform Commission Public Meeting Schedule 2016-2017

RESOLVED, that the School Reform Commission adopt the following public meeting schedule for the 2016-2017 school year:

Action Meeting @ 4:30 p.m.

*July 1, 2016 (TRAN) @ 10:00 a.m.; August 18, 2016; September 15, 2016; October 13, 2016; November 17, 2016; December 15, 2016; January 19, 2017; February 16, 2017; March 16, 2017; March 23, 2017 (Lump Sum Statement); April 20, 2017 (Budget Hearing); April 27, 2017; May 18, 2017; May 25, 2017 (Budget Adoption); June 15, 2017; June 30, 2017 (Levy Taxes)

The vote was as follows:

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

Nays: 0

SRC-4

Adoption of School Advisory Council Policy

RESOLVED, that the School Reform Commission approves and adopts a Board Policy on School Advisory Councils, in the form attached to this resolution.

Description: On March 2, 2016, the SRC held a Strategy, Policy, and Priorities Meeting on family and community school advisory groups. There were more than 200 participants and 67 schools represented at the meeting. Subsequently, the SRC received more than 65 nomination forms from those interested in participating on the SRC working group to develop a policy recommendation. The working group consisted of 24 members. Members included Commissioners, an Assistant Superintendent, principals, student, teachers, District staff, school based staff, parents, and community members. The group represented each of the Neighborhood Networks along with the Autonomy and Turnaround Networks. The working group met three times to develop a policy recommendation and collect input from the general public. All materials from these meetings have been posted on the SRC website. The School District's Office of Family and Community Engagement will begin developing an implementation plan subsequent to the SRC's vote on the policy recommendation.

The vote was as follows:

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

Nays: 0

SRC-5

Adoption of Youth Suicide Awareness and Prevention Policy

RESOLVED, that the School Reform Commission approves a Policy for Youth Suicide Awareness and Prevention in the form attached.

Description: On June 26, 2014 legislature amended the Pennsylvania School Code to include Act 71, which specifically requires school entities to: (1) adopt a youth suicide awareness and prevention policy; and (2) provide ongoing professional development in youth suicide awareness and prevention for professional educators in the building serving students in grades 6-12.

The vote was as follows:

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

Nays: 0

SRC-6*

Adoption of Transgender and Gender Non-Conforming Students Policy

RESOLVED, that the School Reform Commission approves and adopts Board Policy 252 Transgender and Gender Non-Conforming Students, in the form attached to this resolution.

Description: The Policy sets forth all legal requirements for schools to accommodate transgender and non-conforming students. The purpose of this policy is to codify the current non-discrimination practices in place.

The vote was as follows:

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

Nays: 0

**A complete copy of the policy is on file with the minutes of the School Reform Commission.*

SRC-7

Operating Budget: \$30,000 Amendment of Memorandum of Understanding with the City of Philadelphia – Inspector General Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Chair of the School Reform Commission or her designee, to execute, deliver and perform an amendment of a Memorandum of Understanding, originally entered into with The City of Philadelphia, pursuant to Resolution SRC-8, approved by the School Reform Commission on January 15, 2015, and further amended pursuant to Resolution SRC-22, approved by the School Reform Commission on June 18, 2015, for inspector general services by extending the term of the MOU from its scheduled expiration date of June 30, 2016 through June 30, 2017, and by increasing the amount of the MOU by an additional \$30,000 from the \$50,000 authorized by Resolution SRC-22, to an amount not to exceed \$80,000.

Description: The Inspector General of The City of Philadelphia has established and implemented an inspector general function at and for the City in order to deliver enhanced integrity in government operations and contracting, and the City's Inspector General has earned a reputation for skillful and highly competent execution of the functions of an inspector general. On October 9, 2014, Mayor Nutter signed City Executive Order No. 7-14, updating and re-defining the powers, duties and functions of the City's Office of the Inspector General, and its relationship with other City departments, agencies, officers and employees. On January 15, 2015 the School Reform Commission entered into a Memorandum of Understanding with the City's Inspector General that enhanced the powers, duties and functions of the School District Inspector General and our Office of the Inspector General by authorizing the City's Inspector General to provide to the School District and the Commission the functions of an Inspector General's Office.

The Commission defines the enhanced powers, duties and functions of the School District's Inspector General Office through a Memorandum of Understanding negotiated with the City's Inspector General. Commission staff has exercised oversight in the negotiation of the terms of this Memorandum of Understanding. The School District

and the OIG have agreed to extend the term of the MOU for an additional year.

ABC Code/Funding Source \$30,000.00

The vote was as follows:

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

Nays: 0

SRC-8

Operating Budget: \$84,000 Ratification of Contract Amendment with Arena Strategies

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Chair of the School Reform Commission, of an amendment of Contract No. 0817/F15, originally entered into with Arena Strategies, LLC, pursuant to Resolution SRC-6, approved by the School Reform Commission on May 21, 2015, by increasing the amount of contract by an additional \$84,000 from the \$84,000 approved by Resolutions SRC-4, SRC-9 and SRC-6, to an amount not to exceed \$194,500, and by extending the term of the contract from its scheduled expiration date of June 1, 2016 through June 1, 2017.

Description: The School Reform Commission authorized The School District of Philadelphia, through the Chairman of the School Reform Commission, to execute, deliver and perform a contract with Arena Strategies LLC to provide consulting services to support The School District's governmental relations with public officials and perform general lobbying activities. This is a ratification due to staff changes in the Office of Communications.

ABC/Code/Funding Source \$84,000.00

The vote was as follows:

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

Nays: 0

SRC-9

Withdrawn by Staff 6.16.16

SRC-10

Withdrawn by Staff 6.16.16

SRC-11

Withdrawn by Staff 6.16.16

SRC-12 (Updated 6.16.16)

Ratification of Charter Amendment – Pan American Academy 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 the Board of Trustees of PAN AMERICAN CHARTER SCHOOL ("Charter School") to operate a charter school for a five-year term, which term commenced in 2008; and

WHEREAS, the SRC renewed the Charter School's Charter for a five-year term in 2013; and

WHEREAS, on or about December 8, 2015, the Charter School submitted a charter amendment request ("Amendment Request") to amend the Charter School's Charter to increase its authorized enrollment by an additional 7 seats in school year 2016-2017 and an additional 26 seats in school year 2017-2018 for a total enrollment increase of 33 seats over the period school year 2016-2017 through school year 2017-2018; and

WHEREAS, the Charter School has submitted certain additional documents in response to questions raised by the Charter Schools Office; and

WHEREAS, the Charter Schools Office has reviewed and evaluated the representations, statements and materials contained in the Amendment Request, additional documents submitted by the Charter School to the Charter Schools Office, and other documents in the record; and

WHEREAS, on May 19, 2016, the SRC adopted SRC-17, which as amended by the SRC from the floor, authorized the grant of the Charter School's Amendment Request; now be it

RESOLVED, that pursuant to the representations, statements and materials contained in the Amendment Request and additional documents submitted by Pan American Charter School, the SRC hereby ratifies the approval of the Amendment Request of the Charter School as follows: the Charter School will enroll students only in Kindergarten through Grade 8 with a maximum of 724 students commencing in school year 2016-2017 and with a maximum of 750 commencing in school year 2017-2018, provided that the Charter School submits the following documentation ("Required Documentation") to the Charter Schools Office no later than July 31, 2016:

1. A revised enrollment policy for the Charter School satisfactory to the Charter Schools Office. In particular, the Charter School may only require from students at the time of enrollment those forms that are allowed to be requested under Pennsylvania law, and the Charter School shall not require that parents of prospective students attend a school event or complete an assessment prior to finalizing student enrollment including

for students seeking to enroll in school year 2016-17.

2. A certification from the Board of Trustees of the Charter School that (i) the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and will be posted in the future; and (ii) the minutes from Board meetings shall identify the date, time, and location of all Board meetings and shall be posted on the Charter School's website within two weeks after approval by the Board of Trustees.
3. A certification from the Board of Trustees of the Charter School that the Charter School shall submit its independent financial audit for fiscal year ending June 30, 2016 to the Charter Schools Office by December 31, 2016 and on time for each subsequent fiscal year;

and be it

FURTHER RESOLVED, that the written Charter Amendment shall contain the following terms and conditions:

1. The School District and the Charter School acknowledge and agree that the Charter School shall be authorized to operate as a Kindergarten through Grade 8 charter school with a maximum enrollment of 724 students commencing in school year 2016-2017 and with a maximum enrollment of 750 students commencing in school year 2017-2018 during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without SRC approval by resolution. Regardless of the provisions above, at no point shall the Charter School enroll, under the Charter or using any funds provided based on student enrollment at the Charter School, students in pre-K or preschool programs;

and be it

FURTHER RESOLVED, that the grant of Charter Amendment ratified by this Resolution will not take effect until the written Charter Amendment, incorporating the terms of this Resolution, has been issued and signed by the Chair of the SRC and the Chair of the Charter School's Board of Trustees, or another member of the Board or the Chief Executive Office duly designated by the Board.

The vote was as follows:

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

Nays: 0

SRC-13

Withdrawn by Staff 6.14.16

SRC-14

Withdrawn by Staff 6.14.16

SRC-15 (Updated 6.16.16)

Charter Agreement – KIPP West Philadelphia Charter School

WHEREAS, on or before November 15, 2014, the applicant for KIPP West Philadelphia Charter School ("KWPCS" or "Charter School") submitted an Application to the Charter Schools Office of The School District of Philadelphia ("School District") to start a charter school; and
WHEREAS, the School Reform Commission ("SRC") reviewed the representations, statements and materials contained in the Application submitted by KWPCS and made during the public hearings by representatives for KWPCS; and

WHEREAS, the SRC denied the Application by Resolution SRC-20, dated February 18, 2015, and adopted an adjudication supporting the denial; and

WHEREAS, KWPCS submitted a Revised Application on April 3, 2015, a day on which the School District's offices were closed, thus, the official date of resubmission was determined to be April 6, 2015, which was the next day that the School District's offices were open; and

WHEREAS, the SRC reviewed the representations, statements and materials contained in the Revised Application submitted by KWPCS and other record documents; and

WHEREAS, on May 21, 2015, the SRC adopted SRC-9 ("SRC-9"), which authorized the grant of this Charter for the Charter School upon meeting the conditions set forth in SRC-9; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the granting of the Charter and has submitted a charter agreement ("Charter Agreement") signed by the Charter School to the Charter Schools Office setting forth agreed terms and conditions; and

WHEREAS, the management company for the Charter School, KIPP Administrative Services Corporation, is the management company for KIPP West Philadelphia Preparatory Charter School ("KIPP Preparatory"), a grade 5-8 charter school; and now be it

RESOLVED, that the SRC hereby grants a Charter to "KIPP West Philadelphia Charter School" to operate a public charter school for a three year period commencing on July 1, 2016 and ending on June 30, 2019 ("Term"), effective

upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or by another member of the Board or the Chief Executive Officer duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed that on or before July 1, 2016, the Charter School shall provide the following documentation (“Required Documentation”) to the Charter Schools Office, in form and substance acceptable to the Charter Schools Office:

1. A certified copy of the Articles of Incorporation of the Charter School, and any amendments thereto, certified by the Secretary of State of the Commonwealth of Pennsylvania.
2. A good standing certificate for the Charter School issued by the Secretary of State of the Commonwealth of Pennsylvania.
3. A duly approved Charter Board Resolution, certified by the Secretary of the Charter Board (i) authorizing the execution and delivery of the Charter and the performance of the transactions contemplated hereby, (ii) stating that no members of the Charter Board or their immediate family will have business dealings with the Charter School, and that the Charter Board will comply with the Pennsylvania Public Official and Employee Ethics Act; and (iii) providing the names and addresses (including email addresses) of the officers of the Charter Board and stating that such persons are authorized to execute and request payments under the Charter.
4. A copy of the Charter School’s current bylaws. Such bylaws shall describe the method for replacing Board members and officers and shall adopt the requirements set forth in the “Required Management Organization of the Board of Trustees and Requirements for Bylaws”.
5. A true, correct and complete dated copy of the Charter School’s Internal Revenue Service (“IRS”) Form 1023 application for recognition under Section 501(c)(3) of the Internal Revenue Code with a representation as to the date on which the IRS Form 1023 was submitted to the Internal Revenue Service or a copy of the determination letter issued by the IRS stating that the Charter School is a federally tax exempt entity as described in Section 501(c)(3) of the Internal Revenue Code.
6. An affidavit signed by the chair of the Board of Trustees, indicating that a sufficient staff, with complete and appropriate criminal and child abuse records checks, and all necessary certifications as required by this Charter and Applicable Laws (as hereinafter defined), have been hired to serve the actual enrollment of the Charter School.
7. A copy of the Charter School’s Student Records Policy for the collection, maintenance, and dissemination of student records as required by 22 Pa. Code Chapter 12.
8. A copy of the signed lease or recorded deed for each facility the Charter School shall utilize during the Term of the Charter.
9. A valid Certificate of Occupancy or memorandum that a new Certificate of Occupancy is not required for use as a school, issued by the City of Philadelphia Office of Licenses and Inspections for each facility the Charter School shall utilize during the Term of the Charter.
10. A Certificate of Insurance evidencing all required insurance coverages, satisfactory to the School District’s Office of Risk Management.
11. The Statement of Assurances attached to the Charter, and all Application appendices and attachments referred to therein.
12. Any contracts for the provision of management, consulting or similar services to the Charter School.
13. A locally developed curriculum establishing alignment with Pennsylvania standards for all grade levels to be served. Such curriculum shall include specific provisions for English as Second Language (“ESL”) students.
14. A plan for ESL programming which complies with 22 Pa. Code Chapter 4 standards.
15. Budget documents which demonstrate that the Charter School has performed adequate financial planning for the opening and operation of the Charter School.
16. Plan documents for any 403(b) deferred compensation retirement plan for the Charter School, outlining the terms, conditions and benefits of the plan, including an employer contribution.

17. Should the Charter School be sited in a facility which contains another public school, a facility and security plan that addresses how the operations of two schools will be separated within the facility and how appropriate security and safety measures will be put into place to address the mixture of grades and age levels within one facility.
18. Revised job descriptions that reflect appropriate certification for all persons employed as principals, assistant principals and/or vice principals in accordance with applicable law.
19. A resolution duly approved by the Board of Trustees of the Charter School indicating that all teachers, including teachers of English Language Learners, will be employed directly by the Charter School, rather than as being engaged as contractors.
20. A resolution duly approved by the Board of Trustees of the Charter School resolving that the Board agrees that if the SRC grants a charter to KIPP or a related KIPP entity to operate a Renaissance charter school or if KIPP or a related KIPP entity becomes the operator of an existing Renaissance charter school prior to the 2016-2017 school year, the Board agrees that it will forfeit and surrender this Charter granted to KWPCS and agrees to waive its rights to any appeals to the Charter School Appeal Board, to any administrative agency or to any court, or to the commencement of any court actions, related to the forfeiture and surrender of the KWPCS Charter;

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain conditions (“Conditions”) as set forth below. Failure to comply with the Conditions may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.
2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year in K-Grade 4 or between school years for grades 1-4, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall adopt Bylaws and shall provide a copy of the Bylaws and a list of names and addresses of the Board of Trustees of the Charter School to the Charter Schools Office no later than July 1, 2016. The Bylaws and the Board list shall demonstrate that none of the Board members of the Charter School serve on the Board of Trustees of KIPP Administrative Services Corporation, the management company.
4. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
5. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School’s website. Furthermore, minutes from Board meetings shall be posted on the Charter School’s website within two weeks of approval by the Board of Trustees.
6. The contract between the Charter School and the Charter School’s management company, KIPP Administrative Services Corporation, that accurately reflects all of the duties, services, obligations and liabilities of each party to the other with respect to the operation of the Charter School or services to be provided to the Charter School, including specific provisions on management fees, which shall be approved by the respective governing boards of each entity, in a form that is acceptable to the Charter Schools Office.
7. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School’s Annual Report, or separately if not included in the Charter School’s

Annual Report, evidence that 75% of the Charter School’s professional staff are certified in accordance with the Charter School Law.

8. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School’s Annual Report, or separately if not included in the Charter School’s Annual Report, evidence that 100% of the Charter School’s teachers with primary responsibility for direct instruction in one or more of No Child Left Behind’s core academic subjects demonstrate that they satisfy the definition of a “Highly Qualified Teacher” provided this remains a state requirement.
9. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks during the term of the Charter. The Board of Trustees shall submit a signed affidavit to the School District annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement; and be it

FURTHER RESOLVED, that the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in the following grades with a maximum number of students as set forth below during the Term of the Charter, and any renewal thereof, unless the parties agree in writing to other terms:

<u>Years</u>	<u>Grades Served</u>	<u>Total Student Enrollment</u>
School Year 2016-2017	K-4	200*
School Year 2017-2018	K-4	300
School Year 2018-2019	K-4	375

*In accordance with a license agreement with the School District, the Charter School has agreed to enroll only 100 students in Kindergarten for the 2016-17 school year.

The Charter School agrees that under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the SRC agrees that KWPCS may enroll students in Kindergarten through Grade 8 with a maximum authorized enrollment of 860 students commencing in the 2017-2018 school year, provided that the following conditions are met:

1. At or before the end of the current term of KIPP Preparatory’s Charter, which is scheduled to end on June 30, 2017, the SRC must take action to renew the Charter for KIPP Preparatory without the imposition of academic conditions specific to the academic performance of KIPP Preparatory as recommended by the Charter Schools Office other than compliance with the general charter school performance standards established for all charter schools authorized by the SRC. The decision to impose academic conditions on KIPP Preparatory is in the sole discretion of the SRC; and
2. If the SRC renews the Charter for KIPP Preparatory without the imposition of academic conditions specific to the academic performance of KIPP Preparatory as recommended by the Charter Schools Office other than compliance with the general charter school performance standards established for all charter schools authorized by the SRC, KIPP Preparatory’s Board of Trustees must approve a resolution to surrender and forfeit the KIPP Preparatory Charter prior to June 30, 2017 in exchange for the expanded KWPCS enrollment and grade configuration; and
3. The parties must execute an amendment to KWPCS’s Charter acceptable to the Charter Schools Office. Such amendment shall include the same provisions concerning the charter performance framework as found in the written charters for the 2016-17 charter school renewal cohort; and
4. The School District and the Charter School acknowledge and agree that if the Charter for KIPP Preparatory is renewed as a result of an order or other directive by any entity or governmental body other than the SRC, including but not limited to the State Charter School Appeal Board or the Commonwealth Court, then the amended enrollment and grade provisions set forth above for KWPCS will not be triggered and will not be enforceable; and
5. Under no circumstances shall these conditions or this Resolution be interpreted to permit KWPCS to expand its grade or enrollment if the conditions are not met and if KIPP Preparatory does not surrender and forfeit its Charter;

and be it

FURTHER RESOLVED, that the Charter School and the Charter Schools Office has negotiated a mutually agreeable attendance zone for the Charter School for new students enrolled for Years 1, 2 and 3 of the Charter as specified in the written Charter; and be it

FURTHER RESOLVED, that the Charter School has agreed that:

1. The Charter School shall participate in the School District’s charter school performance framework and monitoring system as set forth in the School District charter school policies and procedures and any

amendments thereto. The charter school performance framework will include annual assessments of the Charter School's academic, financial, and organizational performance. The Charter School agrees to submit to the School District all student level academic information required for assessment of academic performance as part of the charter school performance framework and monitoring system.

2. For each year during the term of the Charter, the Charter School shall seek to achieve (i) a School Performance Profile ("SPP") score of 70 or better, (ii) the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and (iii) the Average Growth Index ("AGI") growth measure, consistent with the Pennsylvania Department of Education's Accountability System pursuant to NCLB or ESSA.
3. If the Charter School achieves a ranking in the bottom two levels on the School District's charter school performance framework and monitoring system during any year of the term of the Charter, the School District shall require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's charter school performance framework and monitoring system for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.

FURTHER RESOLVED, that the Charter granted herein will not take effect until the written Charter has been issued and signed by the Chair of the SRC and the Chair of the Charter School's Board of Trustees, or another member of the Board or the Chief Executive Office duly designated by the Board.

The vote was as follows:

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

Nays: 0

SRC-16 (Updated 6.16.16)

Request for Charter Amendment (Name Change) – Multi-Cultural Academy 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 "Multi-Cultural Academy Charter School" ("Charter School") to operate a public charter school for a term of five (5) years commencing on September 1, 2002; and

WHEREAS, the School Reform Commission ("SRC") renewed the Charter School's Charter for a five-year terms in 2007 and 2012; and

WHEREAS, on or about January 16, 2016, the Charter School changed its name to "Multicultural Academy Charter School" by filing the required documents with the Commonwealth of Pennsylvania; and

WHEREAS, on or about March 15, 2016, the Charter School notified the Internal Revenue Service of the name change; NOW BE IT

RESOLVED, that the SRC amends the Charter solely to change the name of the Charter School from "Multi-Cultural Academy Charter School" to "Multicultural Academy Charter School" and that all other terms and conditions in the Charter shall remain in full force and effect for the duration of the Charter Term; and be it

FURTHER RESOLVED, that the amendment to the Charter granted herein will not take effect until the written amendment to the Charter, incorporating the terms of this Resolution, has been issued and signed by the Chair of the SRC and the Chair of the Charter School's Board of Trustees, or another member of the Board or the Chief Executive Office duly designated by the Board.

The vote was as follows:

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

Nays: 0

SRC-17 (Updated 6.16.16)

Request for Charter Amendment – TECH Freire 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 the Board of Trustees of TECH FREIRE CHARTER SCHOOL ("Charter School") to operate a charter school at 2221-2225 North Broad Street, Philadelphia, Pennsylvania, 19132 for a three-year term for the period commencing on July 1, 2016 through June 30, 2019; and

WHEREAS, the Charter School has submitted a request to the Charter Schools Office of The School District of Philadelphia ("School District") to amend the admission preferences in the Charter School's Charter effective July 1, 2016; and

WHEREAS, the Charter Schools Office and the Charter School have discussed certain terms and conditions in connection with the request to amend the admissions preference in the Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the amendment to the Charter; and

WHEREAS, Charter Schools Office staff have recommended to the SRC that the SRC grant the Charter School's request to amend its Charter to modify the admissions preference; now be it

RESOLVED, that the School District and the Charter School has agreed that the Charter School shall have an admissions preference for students living in the Strawberry Mansion High School ("Strawberry Mansion") catchment area, in that sixty percent (60%) of the new students enrolling in any given year shall reside in the Strawberry Mansion catchment area. If enrollment slots are still available after admitting: (i) students having sibling or founder preferences; and (ii) applicants residing in the Strawberry Mansion catchment area for 60% of new students enrolling in any given year, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. Provided, however, that for students enrolling for or during the 2016-2017 school year only, the Charter School may include students formerly enrolled in another Pennsylvania charter school which will or has closed or ceased to operate during 2016 within the 60% preference for students residing in the Strawberry Mansion catchment area so that for students enrolling for or during the 2016- 2017 school year only, the 60% preference shall include both students residing in the Strawberry Mansion catchment area and students formerly enrolled in another Pennsylvania charter school which will or has closed or ceased to operate during 2016. Other than these requirements, the Charter School may not exclude children on any basis; and be it

FURTHER RESOLVED, that the amendment to the Charter granted herein will not take effect until the written amendment to the Charter, incorporating the terms of this Resolution, has been issued and signed by the Chair of the SRC and the Chair of the Charter School's Board of Trustees, or another member of the Board or the Chief Executive Office duly designated by the Board.

The vote was as follows:

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

Nays: 0

SRC-18 (Updated 6.16.16)

Authorization to Levy and Assess Taxes – Real Estate Tax, Use & Occupancy Tax, School Income Tax and Liquor by the Drink Tax

WHEREAS, Article XII, Section 305 of the Philadelphia Home Rule Charter requires the Board of Education to levy taxes annually within the authority prescribed by the General Assembly of the Commonwealth or the Council of the City in amounts sufficient to fund current operations, interest and all other charges on debt and incidental services and to certify said tax levy to the City of Philadelphia; and

WHEREAS, pursuant to Section 696(e)(1) of the Public School Code of 1949, as amended, following the issuance of a declaration by the Secretary of Education under Section 691(c) of the Public School Code, all powers and duties granted to the Board of Education, including its authority to levy taxes, shall be vested in the School Reform Commission; and

WHEREAS, the Council of the City of Philadelphia by ordinances enacted on June 16, 2016 (Bill No. 160173 and Bill No. 160174) (the "Ordinances") has authorized the levy of taxes for school purposes as described in Sections 1 and 2 of this Resolution, said rates having been established based upon the assessment of real estate by the City of Philadelphia, as returned by the Office of Property Assessment; and

WHEREAS, the School Reform Commission was authorized to impose certain annual taxes for school purposes within the City of Philadelphia for the year 2017; and

WHEREAS, by this Resolution, the School Reform Commission desires to levy and impose annual taxes for school purposes within the limits prescribed by the Council of the City of Philadelphia.

Now be it

RESOLVED,

(A) That the School Reform Commission of The School District of Philadelphia, Pennsylvania, hereby levies and assesses the following taxes:

1. For the tax year 2017, a tax rate (the "Tax Rate") of 0.7681% or seventy-six and eighty-one hundredths cents (\$0.7681) per one hundred dollars (\$100.00). The tax shall be calculated, by multiplying the Tax Rate by the Net Taxable Value of the property. Net Taxable Value shall be calculated by subtracting the amount of Homestead Exclusion, if any, provided and defined in Section 19-1301 of the Philadelphia Code, from the assessed value of the property returned by the Office of Property Assessment in the year immediately preceding the tax year, but in no event may Net Taxable Value be less than zero.

2. For the tax year beginning July 1, 2016 a tax on the use or occupancy of real estate within the School District for the purpose of carrying on any business, trade, occupation, profession, vocation, or any other commercial or industrial activity at a tax rate (the "U&O Tax Rate") of one and twenty-one hundredths percent (1.21%). The tax shall be computed pursuant to the formula set forth in Section 19-1806 (4) of Ordinance (Bill No. 160173) utilizing the U&O Tax Rate and the definitions of Assessed Value and Exemption Amount set forth therein.

3. For Fiscal Year 2017 a tax on net income from the ownership, lease, sale or other disposition of real property and tangible and intangible personal property of residents of the School District of Philadelphia received or credited from January 1, 2016 to December 31, 2016, at the rate of three and nine hundred ten-two thousandths percent (3.9102%) or approximately three dollars and nine hundred ten-two thousandths of a cent (\$3.9102) on each one hundred dollars (\$100.00) of net income in accord with the Act of August 9, 1963, P.L. 640, 53 P.S. §16101 *et seq.*, as amended, and Philadelphia Code § 19-1804, and in the event the rate of any tax imposed hereunder is determined to exceed any limitation imposed by statute, it is the intent of this resolution to impose such tax at the maximum permissible rate (mirroring Resident City Wage Tax).

4. For the year beginning July 1, 2016, a tax on the sales at retail of liquor and malt and brewed beverages at the rate of ten percent (10%) of the sale price in accord with Philadelphia Code §19-1805 (1994), App. No. 228.

(B) That the School Reform Commission shall forthwith certify this levy of school taxes, under the seal of the School District attested by the Chair of the School Reform Commission and the Secretary, to the Office of Property Assessment, the Board of Revision of Taxes or other proper authority of the City of Philadelphia authorized to prepare tax duplicates, to be entered thereon, and by such authority to be certified to the City's Department of Revenue, such taxes to be collected as provided by law, at the same time, in the same manner and with like authority as other taxes collected in the City, and

(C) That the officials collecting municipal taxes in the City of Philadelphia are directed to collect said taxes and do all acts necessary in connection therewith.

(D) In the event that subsequent to the adoption of this Resolution, any of the Ordinances are amended or modified, whether by action of City Council or otherwise, with respect to the basis upon which taxable real property is assessed for the year 2017, this Resolution shall, without further action of the School Reform Commission, be amended to reflect such amendment or modification.

In response to Commissioner Green, Miles Shore, Deputy General Counsel, explained why resolution SRC-18 is necessary.

In response to Commissioner Green, Miles Shore, Deputy General Counsel and Uri Monson, Chief Financial Officer, provided an explanation of resolution SRC-18.

The vote was as follows:

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

Nays: 0

SRC-19 (Added 6.14.16)

Ratification of Memorandum of Agreement with Local 32BJ District 1201

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent or his designee, of a Memorandum of Agreement with Service Employees International Union Local 32BJ District 1201, which Memorandum has been signed by the parties. A copy of the Memorandum of Agreement will be filed with the minutes of the School Reform Commission.

The vote was as follows:

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

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 May 31, 2016 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 the Superintendent or his designees, and shall serve at the pleasure of the School Reform Commission.

The vote was as follows:

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

Nays: 0

A-2

Categorical/Grant Fund: \$661,032 Contract with the New Teacher Project – New Principal Coaching

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 The New Teacher Project, to provide coaching to first- and second-year principals, as part of the New Principals Academy, for an amount not to exceed \$661,032, for the period commencing June 17, 2016 through June 30, 2017.

Description: The School District of Philadelphia is seeking job-embedded coaching and professional development (PD) facilitation support for first- and second-year principals participating in the New Principals’ Academy. The coaching and professional development facilitation support will improve principals’ effectiveness as instructional leaders and building managers as measured by improvements in student learning, as well as improvement in principals’ performance on the Pennsylvania Department of Education (PDE) Framework for Leadership in the following domains: 1b (uses data for informed decision making), 2b (ensures a high-quality, high-performing staff), 3c (implements high-quality instruction), and 4a (maximizes professional responsibilities through parent involvement and community outreach).

ABC Code/Funding Source \$661,032.00
334X-G07-9750-2272-5831

The vote was as follows:

Yeas: Mr. Green, Ms. Houstoun, Ms. Simms – 3

Nays: Chair Neff – 1

A-3

Categorical/Grant Fund: \$90,000 Contract with Teach for America, Inc. – Highly Qualified Teachers in Critical Needs Subjects Alternative Route to Certification Program

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 Teach For America, Inc. to hire up to 20 new and support 10 second year teachers at the School District’s sole discretion for the 2016-2017 school year, at a rate of \$3,000 per teacher per year, for a total amount not to exceed \$90,000, for the period commencing July 1, 2016 through June 30, 2017, with three one-year options to renew through June 30, 2020.

Description: In keeping with the District’s goal to recruit highly qualified teachers in hard to staff subjects by utilizing Alternative Route to Certification programs which attract mid-career professionals/career changers, the District proposes to continue to partner with Teach For America, Inc. (TFA) to provide up to 20 new and 10 second year Highly Qualified teachers for the start of School Year 2016-2017. All fees are paid to TFA after the start of the school year in September.

The program design will enhance the delivery of Highly Qualified teachers in high need subject areas, as well as strive to provide for higher diversity rates and increased retention which are both strategically targeted goals.

TFA’s recruitment efforts will focus especially on recent college graduates and mid-career professionals targeting committed individuals with strong content knowledge who are seeking to make a long-term career change. TFA will provide teachers in high need subjects such as those who are dual certified in Math, Science, English, and Special Education.

After a rigorous selection process, the TFA teachers undergo extensive pre-service training in the TFA Institute which will provide direct, supervised in-classroom experience to TFA corps members. TFA provides ongoing supports to its teachers. The TFA corps teachers serve for a minimum of two years, with the long term goal of becoming educational leaders within the District.

ABC Code/Funding Source \$90,000.00
334X-G55-9400-283B-3291

The vote was as follows:

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

Nays: 0

A-4

Operating Budget: \$61,152 Contract Amendment with SearchSoft Solutions, Inc. – Applicant Tracking System

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 871/F15, originally entered into with SearchSoft Solutions Inc., pursuant to Resolution A-22, approved by the School Reform Commission on June 18, 2015, as amended pursuant to Resolution No. A-2, approved by the School Reform Commission on August 20, 2015, by extending the term of the contract from its scheduled expiration date of June 30, 2016, through June 30, 2017, and by increasing the amount of the contract by an additional \$61,152 from the \$61,152 approved by Resolutions A-22 and A-2, to an amount not to exceed \$122,304.

Description: This is an amendment to resolution A-22 passed for SearchSoft Solutions Inc. (which has since merged with PeopleAdmin) by the SRC on June 18, 2015 to extend the contract for one additional year, through June 30,

2017.

SearchSoft Solutions, Inc. is an applicant tracking system that houses the applications for all positions at the School District, as well as all data related to the candidates who apply to work for the School District. It provides a universal system for candidates to submit their application materials, which allows for a streamlined hiring process for candidates and greater efficiency in application review for hiring managers. It also provides data tracking tools to facilitate reviewing application trends, synthesizing candidate demographic information, and monitoring progress to hiring goals across vacant positions in the School District.

ABC Code/Funding Source \$61,152.00
1100-055-9400-2831-3311 Operating

The vote was as follows:

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

Nays: 0

A-5

Operating Budget: \$914,000 Contract with HM Insurance (Highmark) – Stop Loss Insurance

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 HM Insurance (Highmark) for stop loss insurance for the self-funded employee medical program for an amount not to exceed \$914,000 for the period commencing July 1, 2016 and ending June 30, 2017.

Description: Under its self-funded arrangement with Independence Blue Cross, the School District of Philadelphia (SDP) is responsible for claims it incurs and pays. Stop loss insurance is purchased to protect against catastrophic claims, limiting the SDP's exposure.

The HM policy allows for unlimited annual and lifetime maximums. Additionally, in compliance with Health Care Reform, the District's policy does not restrict dependent eligibility or include a pre-existing condition clause. Premature births along with their ongoing complications, cancer claimants and the associated specialty drugs can all impact the SDP's experience and claims.

ABC Code/Funding Source \$914,000.00
9011-xxx-6885-xxxx-xxxx

The vote was as follows:

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

Nays: 0

Information Technology

A-6

Categorical/Grant Fund: \$180,000 Acceptance of Sub-Grant Award from the William Penn Foundation through WHY Y – Media Arts Education Project

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, if awarded, a sub-grant from the William Penn Foundation, through WHY Y, for an amount not to exceed \$180,000 for the purpose of purchasing equipment to support the Media Arts Education Project, commencing on September 1, 2016.

Description: The School District of Philadelphia and WHY Y are partners for the WHY Y Media Lab Program. This is the second year of the program in which students are taught video and audio productions to create documentaries, school media projects, and news features around topics affecting their lives. WHY Y instructors come to the schools to work with and train teachers and students. In the first year of the program, Media Labs were placed in five schools. As a result of this second year of the program, Media Labs will be placed in an additional ten schools.

The ten schools will be selected by WHY Y following a detailed application process. Each school submitted an application which was reviewed by the School District and WHY Y personnel, and scored according to a rubric created by WHY Y. The initial round of applications were narrowed down and the finalists are being interviewed by WHY Y. Following the interviews, WHY Y will make the final decision, in consultation with the William Penn Foundation, regarding which schools will be selected.

WHY Y will work with the School District to purchase the equipment for the Media Labs, and all equipment provided through the project will remain at each participating school. WHY Y will provide qualified media instructors to the participant schools to run an after-school program, train teachers in using media production in classrooms, and assist teachers with classroom media projects. WHY Y will also provide stipends to teachers participating in the project.

ABC Code/Funding Source \$180,000.00

The vote was as follows:

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

Nays: 0

A-7

Operating Budget: \$118,624 Contract with Keystone Information Systems, Inc. – School Computer Network Software Maintenance

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 Keystone Information Systems, Inc. for software maintenance of the School District's student information and database system (School Computer Network - SCN), for an amount not to exceed \$118,624 for the period commencing September 1, 2016 through August 31, 2017.

Description: The District's enterprise student information system, more commonly known as the School Computer Network (SCN), is central and critical to the management, administration and storage of all student information, records, and data required to support the operation of the schools and administrative offices. This annual computer software maintenance agreement will provide the District with the necessary technical support and software upgrades required to ensure the continued and uninterrupted operation of the centralized software systems and applications that are vital in managing student information throughout the District. As in prior years, the District has negotiated with Keystone Information Systems to cap the total combined annual maintenance fee of the application software and the database software. Despite a typical annual software fee increase that would normally accompany the database component, the District will not incur any additional increase in the total annual software maintenance fee. The software maintenance agreement will provide uninterrupted coverage of existing services for the period September 1, 2016 through August 31, 2017.

ABC Code/Funding Source	\$118,624.00
1100-044-9840-239B-6461 Operating FY17 (\$45,000.00)	
1100-056-9420-2842-6461 Operating FY17 (\$73,624.00)	
1100-056-9420-2842-6461 Operating FY18 (\$0.00)	

The vote was as follows:

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

Nays: 0

Operations

A-8

Capital Fund: \$625,000 Contracts with Batta, Inc., KEM, Inc., and Kleinfelder, Inc. – Professional Geotechnical and Environmental Site Assessments Consulting Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Batta Environmental Associates, Inc., KEM Partners, Inc. and Kleinfelder, Inc., to provide professional geotechnical consulting services and environmental site assessments consulting services, for an aggregate amount not to exceed \$625,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: The School District of Philadelphia publicly solicited a Request for Proposals/Qualifications (RFP/RFQ) to obtain public competitive proposals from pre-qualified firms to perform professional geotechnical consulting services for the Capital Improvement Program, to conduct mandated environmental site assessments as required by federal, state and local laws, for all sites where soil would be impacted for new facility construction, new addition to an existing facility, and/or an exterior site development such as a playground, garden or recreation area, by professional geotechnical and geo-environmental science consultants, as well as to conduct required testing, laboratory analysis, reporting and monitoring of underground storage tanks during removal and replacement, soil/groundwater investigations, tank permitting and testing, site contamination remediation design, the completion of Phase I and Phase II environmental site assessments, and associated public involvement program requirements, on an as-needed basis, for a period beginning July 1, 2016 through June 30, 2017. Three firms submitted proposals in response to the RFP/RFQ. Three pre-qualified and selected firms met the pre-established criteria and requirements set forth in the RFP/RFQ.

The entire fund of \$625,000 for professional geotechnical consulting services will be pooled, thereby providing flexibility in the selection of the appropriate firm to perform professional geotechnical consulting services or environmental site assessments consulting services on specific assigned projects. Firms will be selected to perform specific assigned projects based on RFP/RFQ technical rankings, RFP/RFQ costs rankings, project schedule deadlines, firm's current workload, firm's ability to complete particular work assignment on-time and on-budget, and expertise of firm personnel required for particular work assignment.

ABC Code/Funding Source	\$625,000.00
8A15-065-9AL0-4232-3411 (\$325,000.00)	
8XXX-065-9AL0-4232-3411 (\$300,000.00)	

The vote was as follows:

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

Nays: 0

A-9

Capital Fund: \$1,236,000 Contracts with Batta, Inc., KEM, Inc., AET, Criterion, Vertex, Inc., TTI, Inc., G&G, Inc., Synertech, Inc., ETC, Inc., and USA, Inc. – Professional Environmental Design and Testing Services
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Batta Environmental Associates, Inc., KEM Partners, Inc., AET, Vertex, Inc., TTI, Inc., G&C Environmental, Inc., Synertech, Inc., ETC, Inc., Criterion, Inc., and USA Environmental, Inc., to provide professional environmental design and testing consulting services, for an aggregate amount not to exceed \$1,236,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: The School District of Philadelphia publicly solicited a Request for Proposals/Qualifications (RFP/RFQ) to obtain public competitive proposals from pre-qualified firms to perform professional environmental design and testing services for the Capital Improvement Program, for professional services that include testing, laboratory analysis, design services, site inspection, quality assurance, and regulatory compliance monitoring for asbestos, lead and mold abatement and remediation projects, on an as-needed basis, for a period beginning July 1, 2016, through June 30, 2017. Ten firms submitted proposals in response to the RFP/RFQ. Ten pre-qualified and selected firms met the pre-established criteria and requirements set forth in the RFP/RFQ.

The entire fund of \$1,236,000 for professional environmental design and testing services will be pooled, thereby providing flexibility in the selection of the appropriate firm to perform professional environmental design and testing consulting services on specific assigned projects. Firms will be selected to perform specific assigned projects based on RFP/RFQ technical rankings, RFP/RFQ costs rankings, project schedule deadlines, firm’s current workload, firm’s ability to complete particular work assignment on-time and on-budget, and expertise of firm personnel required for particular work assignment.

ABC Code/Funding Source	\$1,236,000.00
8A15-065-9AL0-4541-3411 Capital (\$600,000.00)	
8XXX-065-9AL0-4541-3411 Capital (\$636,000.00)	

The vote was as follows:

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

Nays: 0

A-10

Capital Fund: \$100,000 Contracts with Criterion Laboratories, Inc., EMSL, and Access Training – Professional Environmental and Safety Training Consulting Services
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Criterion Laboratories, Inc., EMSL, Inc., and Access Training, to provide professional environmental and safety training consulting services on an as-needed basis, for an aggregate amount not to exceed \$100,000, for the period commencing June 17, 2016 through June 30, 2017.

Description: In order to adhere to Federal law (Asbestos Hazard Emergency Response Act [AHERA], Environmental Protection Agency [EPA], 40 CFR Part 763), State law (Pennsylvania Department of Labor and Industry, Asbestos Occupations Accreditation and Certification Act), and Local regulations (City of Philadelphia, Department of Public Health, Asbestos Control Regulations), the School District of Philadelphia is required to provide certified training for personnel who are involved in asbestos, lead, and mold abatement activities. The School District employs eighteen (18) technicians who perform asbestos, lead, and mold abatement activities throughout the School District and, therefore, require this certified training. Also, sixty (60) trades Maintenance, Custodial, and Facilities personnel require certified training so that they can perform their trades work, such as steam fitting and plumbing, while in an asbestos-containing work environment. Furthermore, all Maintenance, Custodial, and Facilities personnel (approximately 1,000) must receive certified 2-hour Asbestos Awareness and Lead Paint Repair/Renovation training.

The School District of Philadelphia is in a situation of constant renovation/construction and maintenance work that very often impacts asbestos containing materials and lead-based paint. In order to maintain a safe environment for the continued education of children attending Philadelphia schools, the asbestos containing materials and lead-based paint associated with various projects must be identified and properly abated by specially trained School District personnel. Improper identification and abatement would result in substantial penalties by federal and state agencies, as well as the possible closure of a school facility with the resultant disruption of the educational process.

Approval of the \$100,000 per year will cover the costs associated with all required training for the School District’s in-house asbestos and lead abatement team, as well as for all Maintenance, Custodial, and Facilities personnel.

In November 2015, the School District of Philadelphia used a competitive Request for Proposal (RFP) process to solicit proposals from firms to perform professional environmental and safety training consulting services. Three firms responded to the Request for Proposals (RFP). Each firm met the requirements set forth in the RFP. According to previously established evaluation criteria, all firms were selected to perform professional environmental and safety training consulting services on an as-needed basis. The entire fund of \$100,000 for professional environmental and safety training consulting services will be pooled, thereby providing flexibility in the selection of the appropriate firm to perform environmental and safety training consulting services on specific assigned projects. Firms will be selected to perform specific assigned projects based on RFP technical rankings, RFP costs rankings, project schedule deadlines, firm’s current workload and availability to perform assignments, firm’s ability to

complete particular work assignment on-time and on-budget, and expertise of firm personnel required for particular work assignment.

ABC Code/Funding Source \$100,000.00
8000-065-9AL0-4693-3291 Capital

The vote was as follows:

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

Nays: 0

A-11

Capital Fund: \$300,000 Contracts with KEM, Inc., Criterion, Inc., ECS Mid Atlantic, LLC – Professional Indoor Air Quality Consulting Services, Air Quality Emissions Consulting Services, and Radon Testing Consulting Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with KEM Partners, Inc., Criterion Labs, Inc. and Compliance ECS Mid Atlantic, LLC, to provide professional indoor air quality consulting services, air quality emissions consulting services, and radon testing consulting services, for an aggregate amount not to exceed \$300,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: The School District of Philadelphia publicly solicited a Request for Proposals/Qualifications (RFP/RFQ) to obtain public competitive proposals from pre-qualified firms to perform professional indoor air quality consulting services, air quality emissions consulting services, and radon testing consulting services to support the School District of Philadelphia's Indoor Environmental Quality (IEQ) Management Program that is based upon the US Environmental Protection Agency's Indoor Air Quality Tools for Schools guidelines. The IEQ Program provides a comprehensive approach to maintaining healthy school environments which directly impacts student academic performance and student and teacher health. The IEQ consulting contracts provide services related to inspection, evaluation, testing/sampling, reporting, training and tracking of IEQ parameters within schools, on an as-needed basis, for a period beginning July 1, 2016 through June 30, 2017. Three firms submitted proposals in response to the RFP/RFQ. Three pre-qualified and selected firms met the pre-established criteria and requirements set forth in the RFP/RFQ.

The entire fund of \$300,000 for professional indoor air quality consulting services will be pooled, thereby providing flexibility in the selection of the appropriate firm to perform professional indoor air quality consulting services, air quality emissions consulting services, and radon testing consulting services on specific assigned projects. Firms will be selected to perform specific assigned projects based on RFP/RFQ technical rankings, RFP/RFQ costs rankings, project schedule deadlines, firm's current workload, firm's ability to complete particular work assignment on-time and on-budget, and expertise of firm personnel required for particular work assignment.

ABC Code/Funding Source \$300,000.00
8000-065-9AL0-4693-3411 Capital

The vote was as follows:

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

Nays: 0

A-12

Capital Fund: \$4,450,000 Contracts with Various Vendors – Professional Supplemental Staffing Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform separate indefinite demand/indefinite quantity (IDIQ) contracts with Adcon Consultants, Inc., Armand Corporation, Constructonomics, HAKS, Hudson Companies, KS Engineers, P.C., The McCloud Group, LLC, McKissack & McKissack, Promatech Inc., The Temple Group and Tishman, to provide professional supplemental staffing services for the Office of Capital Programs, for an amount not to exceed \$4,450,000, for the period commencing July 1, 2016 through June 30, 2018.

Description: On March 25, 2016, the School District of Philadelphia, Office of Capital Programs publically advertised and issued a Request for a Proposals/Request for Qualifications (RFP/RFQ) to obtain public competitive proposals from qualified, professional firms to perform supplemental staffing and Consulting Services to the District. A total of (15) fifteen firms responded to this RFP/RFQ on April 22, 2016.

Evaluations of the technical proposals and rankings were performed by a four person Evaluation Committee consisting of both school district construction management staff and school district design management staff from the Office of Capital Programs.

After administrative review by Contract Compliance and technical evaluations of submitted proposals, eleven (11) firms were selected by the Evaluation Committee based on the pre-established criteria as follows: the firm's professional staffing experience working with design and construction departments similar to the school district's Office of Capital Program, the firm's previous experience working with the Office of Capital Program, the professional qualifications and experience of the proposed staff, the ability of key personnel to perform the work as reflected by the technical training and education, the fee proposal hourly rates, MBE/WBE Participation and Tax Compliance.

The eleven (11) firms selected were deemed the most qualified to perform Professional Supplemental Staffing Services to assist Capital Program in the following disciplines: Architecture, Engineering, Estimating, Claims Analysis, Technical Specification Writing, Project Management and Construction Scheduling.

The Award to eleven (11) firms will provide flexibility in the assignment of personnel on an as-needed basis to support capital project work. As the need arises, the Office of Capital Programs (OCP) will reach out to all the firms whose RFP included the requested position, invite the specific candidates for oral interviews, and make a selection based on the interview, professional qualifications and experience, hourly rates and availability. OCP maintains a monthly summary report which monitors all assignments for all professional service contacts. The entire fund of \$4,450,000.00 will be pooled among the eleven firms.

ABC Code/Funding Source	\$4,450,000.00
8000-065-9620-4342-4531 Capital	

The vote was as follows:

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

Nays: 0

A-13

Operating Budget: \$304,000 Contracts with Brinkerhoff, Clean Venture, Environmental Management Technologies, KEM, Inc., Manage Direct Systems, TTI, and Triumvirate – Professional Hazardous Materials and Hazardous Waste Management

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Brinkerhoff, Clean Venture, Environmental Management Technologies, KEM, Inc., Manage Direct Systems, TTI and Triumvirate, to provide professional hazardous materials and hazardous waste consulting services, for an aggregate amount not to exceed \$304,000, for the period commencing June 17, 2016 through June 30, 2017.

Description: The School District of Philadelphia publicly solicited a Request for Proposals/Qualifications (RFP/RFQ) to obtain public competitive proposals from pre-qualified firms to perform professional hazardous materials and hazardous waste management consulting services for the Capital Improvement Program, to ensure safe and chemical-hazard free environments for children receiving instruction in School District-owned and/or operated buildings, and to assure compliance with Federal, State and Local regulations regarding the proper storage, handling and disposal of chemicals and other hazardous materials, on an as-needed basis, for a period beginning June 17, 2016 through June 30, 2017. Eight firms submitted proposals in response to the RFP/RFQ. One firm's proposal was incomplete. All remaining seven pre-qualified and selected firms met the pre-established criteria and requirements set forth in the RFP/RFQ.

The entire fund of \$304,000 for professional hazardous materials and hazardous waste management consulting services will be pooled, thereby providing flexibility in the selection of the appropriate firm to perform hazardous materials and hazardous waste management consulting services on specific assigned projects. Firms will be selected to perform specific assigned projects based on RFP/RFQ technical rankings, RFP/RFQ costs rankings, project schedule deadlines, firm's current workload, firm's ability to complete particular work assignment on-time and on-budget, and expertise of firm personnel required for particular work assignment.

ABC Code/Funding Source	\$304,000.00
1100-031-9270-2624-3411 FY16 Operating Fund (\$150,000)	
1100-031-9270-2624-3411 FY17 Operating Fund (\$154,000)	

The vote was as follows:

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

Nays: 0

A-14

Capital Fund: No Cost Contract Amendment with L2Partridge – Professional Architectural Design Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform an amendment of a contract originally entered into with L2Partridge, pursuant to Resolution No. A-14, approved by the School Reform Commission on January 21, 2016, by extending the term of the contract from its scheduled expiration date of July 22, 2016 through December 17, 2016 or project completion, at no additional cost to the School District.

Description: In 2005, The School District of Philadelphia consolidated all its administrative functions and offices into a single facility located at 440 North Broad Street and occupied approximately 532,725 square feet of usable space. Over the course of several years due to the reductions in the District's labor force, the utilization of the Education Center has steadily declined. As a result, the School District underutilized space within the Education Center.

In early 2014, the School District enlisted the services of L2Partridge to provide feedback on two different areas of interest. The first was a restacking initiative that would free up large amounts of square footage within the Education Center that could be made available for lease. The second scope of services explored the feasibility of relocating a District high school into available space within the building.

Given L2's previous work and knowledge of the Education Center and previous history working on restacking projects with other non-profit and private organizations, the Office of Capital Programs seeks to engage L2 to do the following:

1. Survey and document a CAD base of the existing fourth and fifth floors. This work was never performed during the 2005 relocation and is a critical exercise to detail the amount of usable square footage on these floors to create a blocking study.
2. Conduct a series of interviews with the District's senior leadership team to establish a set of design principles and work space guidelines that will inform restacking scenarios.
3. Collect and summarize data on the space needs based on the count of current and projected staff assigned to the Education Center.
4. Present proposed stacking plans to the District senior leadership team and recommended space and workstation guidelines.
5. Based on the feedback provided, generate a final stacking plan and preliminary budget for relocation activities.

ABC Code/Funding Source

N/A

The vote was as follows:

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

Nays: 0

A-15

Capital Fund: \$129,378 Authorization of Net Cost Change Orders

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform amendments of the attached contracts for a net credit to the School District not to exceed \$129,378.00.

Description: This resolution seeks approval for various revisions to the on-going construction project as detailed on the attached Modification of Contract document. Changes include items designated as errors or omissions, differing site conditions, unforeseen conditions and revisions requested by School District representatives. Change orders approved to rectify errors or omissions will be further reviewed by the Offices of Capital Program and General Counsel for possible recovery of costs through the professional liability insurance policies of the design professionals, negotiations, and filing of claims or lawsuits against the design professionals.

ABC Code/Funding Source

\$129,378.00

Capital

The vote was as follows:

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

Nays: 0

A-16

Capital Fund: \$539,777 Capital Award – Robert Michaels and Associates – Façade Restoration – Thomas Creighton Elementary School

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver, and perform contract B-037 C of 2015/16 with Robert Michaels and Associates, Inc., the lowest responsible bidder, at a cost of \$539,777.00.

Description:

Spec: B-037 C

of 2015/16 General Contract - Façade Restoration

Thomas Creighton Elementary School - 5401 Tabor Road

Robert Michaels and Associates, Inc. - \$539,777.00

Richboro, Pennsylvania 18954

ABC Code: \$47,426 - 8A15-065-7240-4600-4541-30

\$492,351 - 8XXX-065-7240-4600-4541-30

Total Aggregate M/WBE Participation: 35.2%

This general contract covers the labor, material, and equipment necessary for the selective restoration of the building exterior at this location.

The bids for the Thomas Creighton Elementary School project were publicly advertised on 4/15/2016, 4/20/2016, and 4/22/2016 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 met the technical and construction specifications. Bids were publicly opened on 5/17/2016. After review of the bids and a de-scoping meeting it was determined that Robert Michaels and Associates, Inc. was the lowest responsible bidder with a bid of \$539,777.00.

The Facilities Condition Index (FCI) at this location is 85.93%. There is no School Progress Report (SPR) at this location because it is a Renaissance Charter School.

ABC Code/Funding Source

\$539,777.00

8A15-065-7240-4600-4541 Capital (\$47,426.00)
8XXX-065-7240-4600-4541 Capital (\$492,351.00)

The vote was as follows:

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

Nays: 0

A-17

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 the 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 of repairs to green stormwater infrastructure that was installed in September 2013, on the George W. Nebinger Elementary School property, from the Philadelphia Water Department, valued at approximately \$65,000; 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 commence June 17, 2016 and completed by no later than September 6, 2016.

ABC Code/Funding Source \$65,000.00

The vote was as follows:

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

Nays: 0

A-18

Operating Budget: \$338,136 License Agreement with KIPP West Philadelphia Preparatory Charter School – John P. Turner Middle School

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, by and through the Superintendent or his designee, to execute, deliver and perform a license agreement with KIPP West Philadelphia Preparatory Charter School for use of part of the John P. Turner Middle School (approximately 32,185 square feet), as a charter school facility from July 1, 2016 through June 30, 2017, and to terminate in the event that the charter is revoked, at a license fee of \$338,136 per year (cost of \$10.50 per square foot) to be paid monthly, which amounts include the School District's operating costs of all utilities, snow removal, trash pick-up, a building engineer, a custodial assistant, facilities maintenance and supplies. KIPP West Philadelphia Preparatory Charter School shall be responsible for any costs related to security and repairs due to vandalism. The terms of the license agreement must be acceptable to the School District's Office of General Counsel and Office of Risk Management.

Description: The School Reform Commission ("SRC") granted a charter to KIPP West Philadelphia Preparatory Charter School ("Charter School") to operate a charter school beginning July 1, 2009. The SRC renewed the Charter School's charter in 2012 for a five-year term through June 30, 2017. The School District has agreed to allow the Charter School to use approximately 32,185 square feet, including use of part of the gym and part of the cafeteria, at the John P. Turner Middle School, 5900 Baltimore Avenue, Philadelphia, PA 19143, for a one-year period under a License Agreement at a license fee of \$338,136 per year at a cost of \$10.50 per square foot, to be paid monthly.

ABC Code/Funding Source \$338,136.00

The vote was as follows:

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

Nays: 0

A-19

Operating Budget: \$48,000 License Agreement with LF Driscoll/Tishman IV – 777 Schuylkill Avenue – Parking

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a license agreement with LF Driscoll/Tishman JV for the use of a portion of the parking lot at the 777 Schuylkill Avenue property located at 777-787 Schuylkill Avenue, Philadelphia, Pa 19146 as shown on the attached drawing (the “Premises”), for a license fee of \$48,000 per year, payable monthly at the rate of \$4,000.00 per month, for a one (1) year term commencing on July 1, 2016 and ending on June 30, 2017, under mutually agreed upon terms and conditions. In addition, LF Driscoll/Tishman JV will be solely responsible for payment of any and all taxes assessed and imposed upon the Premises and/or on the income received by the School District by virtue of the license agreement. LF Driscoll/Tishman JV will also be required, at its own expense, to obtain and maintain in effect for the term of the license agreement adequate insurance coverage, including insurance for its vehicles, naming the School District as an additional insured. The license agreement shall be terminable by either party upon thirty (30) days advance written notice. The other terms of the license agreement must be acceptable to the School District’s Office of Real Property Management, Office of General Counsel and the Office of Risk Management.

Description: The CHOP Schuylkill Phase I Project is located at 2716 South Street, Philadelphia, PA. The project is a Joint Venture between L.F. Driscoll Co., LLC and Tishman Construction (LF Driscoll/Tishman JV). The project includes the construction of a new Class A Office Tower to be used by The Children’s Hospital of Philadelphia for Clinical Research and Administrative Office programs, and the construction of a pedestrian bridge to span from the promenade plaza over the CSX tracks to the Schuylkill River trail. The project also includes site utilities, infrastructure, below grade parking and surface parking area, site improvements, loading dock spaces located in the Plinth, and an existing cell tower that must be constructed and relocated to allow for the construction of the new building. LF Driscoll/Tishman JV intends to use a portion of the 777 Schuylkill Avenue property for parking to provide additional parking spaces for the expanding construction workforce during project construction.

ABC Code/Funding Source \$48,000.00

The vote was as follows:

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

Nays: 0

A-20

Operating Budget: \$13,100 License Agreement with Mastery Charter School Simon Gratz Campus – Staff Parking Lot

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a license agreement with Mastery Charter School Simon Gratz Campus for the parking lot at Simon Gratz High School, 1798 Hunting Park Avenue, Philadelphia, for a license fee of \$13,100 per year, payable at the rate of \$1,092 per month, for the period commencing September 1, 2016 through August 31, 2017, with an option to renew for the period commencing September 1, 2017 through June 30, 2018, for a license fee of \$13,493 a year, payable at the rate of rate of \$1,124 per month. Mastery Charter School Simon Gratz Campus will be responsible for all necessary improvements to the site, including, but not limited to fencing, striping of parking spaces, surface repairs, security at the entrance/exit gate, and for payment of any and all taxes assessed and imposed upon the School District and/or on the income received by the School District by virtue of the license agreement. Mastery Charter School Simon Gratz Campus will also be required, at its own expense, to obtain and maintain in effect for the term of the license agreement adequate insurance coverage naming the School District as an additional insured. The School District may terminate the license agreement upon thirty (30) days advance notice. The other terms of the license agreement must be acceptable to the School District’s Office of Real Property Management, Office of General Counsel and the Office of Risk Management.

Description: Mastery Charter School Simon Gratz Campus intends to use the parking lot at Simon Gratz High School located at 1798 Hunting Park Avenue, Philadelphia, PA 19140 for parking spaces for their staff. Mastery Charter School Simon Gratz Campus will be responsible for all necessary improvements to the site, including, but not limited to fencing, striping of parking spaces, surface repairs and security at the entrance/exit gate.

ABC Code/Funding Source \$13,100.00

The vote was as follows:

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

Nays: 0

A-21

Operating Budget: \$518,000 License Agreement with Camelot Schools of Pennsylvania, LLC – Daniel Boone High School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a license agreement with Camelot Schools of Pennsylvania, L/L.C., an alternative education provider, to operate an AEDY transition program serving 300 students and a Multiple Pathways program serving 200 students, for use of the Daniel Boone School, located at 1435 N. 26th Street, Philadelphia, PA 19121, as office and classroom space under contract with the School District of Philadelphia, at an annual rate of \$518,000 (\$9.25 per square foot) for approximately 56,000 square feet to be paid

monthly, which includes the School District's operating costs for all utilities, building engineer, custodial, maintenance, snow removal, and trash pick-up, for a term of one year commencing July 1, 2016 through June 30, 2017, with an option for a one year renewal through June 30, 2018. The rent for any renewal term will increase by 3%. The terms of the lease agreement must be acceptable to the School District's Office of General Counsel and Office of Risk Management.

Description: Camelot operates an alternative education AEDY Transition program and a Multiple Pathways Accelerated program under contract with The School District of Philadelphia. These programs serves a maximum of 500 students in grades 6-12 who: 1) require a temporary alternative school setting due to serious violations of the Code of Student Conduct (AEDY Transition), or 2) are overage for their current grade and off-track to graduation by two or more years, have previously dropped out, or have been identified as at risk of dropping out based on Project U-Turn indicators (Accelerated). Students are provided with a highly engaging academic program that promotes their educational, social, and emotional development in preparation for successful transition back to a traditional academic setting or postsecondary education and/or employment.

ABC Code/Funding Source \$518,000.00

The vote was as follows:

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

Nays: 0

A-22

Operating Budget: \$90,000 Lease Agreement with Camelot Schools of Pennsylvania – Hunting Park School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a lease agreement with Camelot Schools of Pennsylvania, L.L.C., an alternative education provider to operate a transition program serving 200 students, for use of a portion of the Hunting Park School located at 4224 North Front Street, Philadelphia, PA 19140, as office and classroom space under contract with the School District of Philadelphia, at an annual rate of \$90,000 (\$9.00 per square foot) for approximately 10,000 square feet to be paid monthly, which includes the School District's operating costs for all utilities, building engineer, custodial, maintenance, snow removal, and trash pick-up, for a term of one year commencing July 1, 2016 through June 30, 2017, with options for a one year renewal through June 30, 2018. The rent for any renewal term will increase by 3%. The terms of the lease agreement must be acceptable to the School District's Office of General Counsel and Office of Risk Management.

Description: Camelot operates an Alternative Education Transition program under contract with The School District of Philadelphia. This program serves a maximum of 200 students in grades 6-12 who require a temporary alternative school setting due to violations of the Code of Student Conduct. Students are provided with a highly engaging academic program that promotes their educational, social, and emotional development in preparation for successful transition back to a traditional academic setting.

ABC Code/Funding Source \$90,000.00

The vote was as follows:

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

Nays: 0

A-23

Operating Budget: \$83,160 Lease Agreement with One Bright Ray – Bartram Annex Building

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a lease agreement with One Bright Ray, for use of the Bartram Annex School located at 6401 Elmwood Avenue, Philadelphia, as office and classroom space for alternative special education provider under contract with the School District of Philadelphia, at an annual rate of \$83,160 (\$9.00 per square foot) for approximately 9,240 square feet to be paid monthly, which payment includes the School District's operating costs for all utilities, building engineer, custodial, maintenance, snow removal and trash pick-up, for a term of one year commencing July 1, 2016 through June 30, 2017, with an option for a one year renewal through June 30, 2018. The rent for any renewal term will increase by 3%. The terms of the lease agreement must be acceptable to the School District's Office of General Counsel and Office of Risk Management.

Description: One Bright Ray operates an Alternative Special Education Setting program under contract with The School District of Philadelphia. This program serves a maximum of 60 students in grades K-12 who have been identified with emotional and behavioral problems. For some students, these problems may be accompanied by learning disabilities or other diagnoses such as autism, traumatic brain injury or other health impairments. The program is staffed with Special Education teachers, Classroom Counselors, Social Workers, Behavioral Specialists and Administrators. The goals of the program include: improving academic achievement; reducing/eliminating behaviors that negatively impact learning; minimizing the impact of student' diagnosed behavioral disorders on interpersonal relationships; improving parental participation; preparing students for graduation or post-secondary placement; and, preparing students for transition to a less-restrictive learning environment.

ABC Code/Funding Source 83,160.00

The vote was as follows:

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

Nays: 0

A-24

Operating Budget: \$939,862.87 Renewal of Lease Agreements with Various Lessors – Utilities

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver and perform renewals of leases with various lessors for the rental fees and periods indicated in the attached Exhibit A Renewals/Amendments, and to pay utilities (water, gas, electricity and oil), for an aggregate amount not to exceed \$939,862.87 for the period commencing July 1, 2016 through June 30, 2017.

Description: The various leased facilities on the School Reform Commission resolution identified as lease Renewals to Lease Agreements, accommodate educational programs that can't be housed in School District buildings. These leased facilities have provided classrooms, lunchrooms, food preparation areas, lavatories, offices, storage and indoor/outdoor areas to these educational programs.

The Funding sources are:
ABC code: 1100-031-9FPO-2628-4411
Funding source: Operating Budget: General Fund
FY-16
TOTAL \$657,862.87

UTILITIES

Funding Source:
ABC Funding Source Operating Budget
1100-033-9270-2696-4241 Water \$20,000
1100-033-9270-2697-6211 Gas \$47,000
1100-033-9279-2697-6221 Electric \$200,000
1100-033-9270-2697-6241 Oil \$15,000
TOTAL \$282,000

The vote was as follows:

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

Nays: 0

A-25

Operating Budget: \$8,100,000 Contract with J. P. Mascaro & Sons – Waste Management, Trash Removal and Recycling Services

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 J. P. Mascaro & Sons for waste management, trash removal and recycling services, for an amount not to exceed \$8,100,000, for the period commencing July 1, 2016 through June 30, 2019.

Description: This contract establishes a source for the removal of trash, refuse, and recyclables from all district sites. This vendor will be responsible for providing all work force and equipment deployments, project management, route development, operational integrity, and scheduling regimen for district-wide trash removal services and recycling operations. The service is necessary for the district to maintain clean and safe learning environments and to ensure that all sites are compliant with city and state law.

This proposed award represents completion of the public solicitation under RFP-487, Waste Management, issued by Procurement on April 19, 2016. Three (3) vendors submitted proposals.

The vendors that submitted proposals were DRM Waste Management, Republic Services, and J. P. Mascaro & Sons.

ABC Code/Funding Source \$8,100,000.00
1100-033-9270-2695-4111 FY17 (\$2,700,000.00)
F1100-033-9270-2695-4111 Y18 (\$2,700,000.00)
1100-033-9270-2695-4111 FY19 (\$2,700,000.00)

The vote was as follows:

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

Nays: 0

A-26

Operating Budget: \$400,000 Contract with Guaranteed On Site – Drapery Cleaning & Fireproofing

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Guaranteed On Site, to purchase drapery cleaning and fireproofing services, for an amount not to exceed \$400,000, subject to funding, for the period commencing from June 17, 2016 through June 30, 2018.

Description: This contract establishes a source for drapery cleaning and fireproofing services. The district requires these services to stay in compliance with state laws regarding the fire safety of public buildings.

This proposed award represents completion of the public solicitation under A16-60086, Drapery Cleaning & Fireproofing, issued by Procurement on March 31, 2016. It was sent to 16 vendors and several area assist agencies. Six (6) companies downloaded the solicitation. Of those, one (1) vendor submitted a proposal.

The vendor that submitted a proposal was Guaranteed On Site.

ABC Code/Funding Source	\$400,000.00
1100-031-9270-2621-4131 FY16 (\$250,000.00)	
1100-031-9270-2621-4131 FY17 (\$75,000.00)	
1100-031-9270-2621-4131 FY18 (\$75,000.00)	

The vote was as follows:

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

Nays: 0

A-27

Operating Budget: \$550,000 Contracts with Pittsburgh Stage, Spire AVL, Janson Industries Stage Equipment, and Parlights, Inc. Inc. – Stage Curtains

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to their COSTARS contracts, to execute, deliver and perform contracts with Pittsburgh Stage, Spire AVL, Janson Industries Stage Equipment, and Parlights, Inc., to purchase stage curtains, for an amount not to exceed \$550,000, subject to funding, for the period commencing June 17, 2016 through June 30, 2017.

Description: This proposed award via COSTARS cooperative contracts establishes several potential sources for the stage and window curtains used in district school auditoriums.

During the 2015-2016 school year, the Operations division took advantage of low fuel pricing and collaborated with District administrative officers and school staff to achieve considerable energy cost savings. This money is being reinvested in schools via one-time purchases meant to enhance school environments and achieve relevant district anchor goals. Replacing stage curtains is one of those reinvestments.

ABC Code/Funding Source	\$550,000.00
1100-031-9270-2621-4131 FY16 (\$350,000.00)	
1100-031-9270-2621-4131 FY17 (\$100,000.00)	
1100-031-9270-2621-4131 FY18 (\$100,000.00)	

The vote was as follows:

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

Nays: 0

A-28

Operating Budget: \$130,000 Contract Amendment with Time Recorders Unlimited, Inc. – Biometric Time and Attendance Reporting System

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with Time Recorders Unlimited Inc., pursuant to Resolution No. A-55, approved by the School Reform Commission on June 18, 2015, by increasing the amount of the contract by an additional \$130,000, from the \$130,000 authorized by Resolution A-55, to an amount not to exceed \$260,000, subject to funding, and by extending the term of the contract from its scheduled expiration date of June 30, 2016 through June 30, 2017.

Description: This is an amendment of a contract that establishes a source for the district's biometric time and attendance recording system, which is designed to verify an individual's identity based on unique personal characteristics. This proposed amendment will allow the district to maintain the current level of service for this system, including the hardware maintenance. Presently there are 285 clocks installed in 270 educational and administrative sites with approximately 2,500 employees enrolled, primarily from Facilities and Capital Programs.

ABC Code/Funding Source	\$130,000.00
1100-037-9270-2618-3311 Operating	

The vote was as follows:

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

Nays: 0

A-29

General Fund: \$7,133,249 Contracts with Veolia for Steam and the City of Philadelphia Water Revenue for Water and Sewer Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform separately a contract with Veolia for steam, for an amount not to exceed \$687,145, and a contract with the City of Philadelphia Water Revenue Bureau for water and sewer services, for an amount not to exceed \$6,446,104, for an aggregate amount not to exceed \$7,133,249, for the period commencing July 1, 2016 through June 30, 2017.

Description: These contracts establish sources for steam heat and water and sewer services.

ABC Code/Funding Source	\$7,133,249.00
1100-033-9270-2696-4241 F17 General Fund (Water) (\$6,446,104.00)	
1100-033-9270-2697-6281 F17 General Fund (Steam) (\$687,145.00)	

The vote was as follows:

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

Nays: 0

A-30

Operating Budget: \$620,000 Contract with Mansfield Oil Company – Ultra-Low Sulfur Diesel Fuel

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to a contract negotiated by the City of Philadelphia for the benefit of both the City and the School District of Philadelphia, to execute, deliver and perform a contract with Mansfield Oil Company for the purchase of Ultra-Low Sulfur Diesel fuel, for an amount not to exceed \$620,000, for the period commencing July 1, 2016, through June 30, 2017.

Description: In order to take advantage of economies of scale for the purchase of Ultra-Low Sulfur Diesel (ULSD) fuel, the City of Philadelphia ("the City") negotiates a contract for the benefit of both the City and the School District of Philadelphia (SDP). The City has opted to renew its contract with Mansfield Oil Company, which is scheduled to terminate June, 30, 2016.

The current price paid for diesel fuel by the City and SDP is equal to the Oil Price Information Service (OPIS) PADD 1 Report, 5-Day Average, Harrisburg, ULS2 SME 2 percent Biodiesel price plus a premium of \$0.003 for deliveries of 6,000 gallons or more or \$0.087 for deliveries of less than 6,000 gallons. The average price of diesel fuel purchased by the District was \$3.23 in Fiscal Year 2012, \$3.22 in Fiscal Year 2013, \$3.13 in Fiscal Year 2014, \$2.27 in Fiscal Year 2015. For the Fiscal Year 2016 academic term, SDP is projected to purchase a total of 352,478 gallons of ULSD fuel at an average cost of \$1.41 per gallon for a total of \$495,860. For FY17 we are requesting \$620,000 for diesel fuel purchases. The requested amount provides protection from potential fuel price increases that may occur in Fiscal Year 2017.

ABC Code/Funding Source	\$620,000.00
1100-027-9590-2721-6271 Operating	

The vote was as follows:

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

Nays: 0

A-31

Operating Budget: \$1,289,000 Authorization of Reimbursement to City of Philadelphia – Fuel

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay or reimburse the City of Philadelphia for the cost of fuel supplied to School District vehicles from City fueling stations, for an amount not to exceed \$1,289,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: In order to pay the lowest possible prices for fuel, the School District of Philadelphia (SDP) partners with the City of Philadelphia ("the City") for the purchase and distribution of diesel and unleaded fuel. In this way, both SDP and the City can utilize economies of scale in the purchasing of fuel. The partnership also provides the SDP fleet with the opportunity to fuel at any of the City fuel stations located throughout the City. SDP does not currently maintain pumps for unleaded fuel. Likewise, City vehicles may obtain diesel fuel at SDP locations. The City submits invoices to SDP for reimbursement of the net cost difference.

SDP expects to purchase approximately 643,674 gallons of fuel at an average price of approximately \$2.14 per gallon - for a projected total of \$978,808 - from City-operated pumps. This includes 309,321 gallons of diesel fuel from City-operated pumps at an average price of \$2.15 for a total of \$309,321. The total fuel purchased at City-operated pumps was \$1,464,261 in Fiscal Year 2015 and is projected to total \$1,030,964 in Fiscal Year 2016. In Fiscal Year 2017, Transportation Services does not anticipate a significant increase in fuel usage compared to Fiscal Year 2016. However, in recognition of the volatility of the per gallon fuel price, Transportation Services is requesting \$1,289,000, for the Fiscal Year 2017 budget. The requested amount provides protection from potential fuel price increases that may occur in Fiscal Year 2017.

ABC Code/Funding Source
1100-027-9590-2531-6261

\$1,289,000.00

The vote was as follows:

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

Nays: 0

A-32

Operating Budget: \$325,000 Contract Amendment with U.S. Computing, Inc. (aka SEON) – Transportation Management Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 427/F13, originally entered into with the SEON pursuant to Resolution No. A-12, approved by the School Reform Commission on December 20, 2012, by increasing the amount of the contract by an additional \$325,000, from the \$1,140,951.35 approved by Resolution A-12, to an amount not to exceed \$1,465,951.35.

Description: The School District of Philadelphia (SDP) Transportation Services serves more than 100,000 students attending more than 600 public, charter and non-public schools throughout the region. In 2011, SDP contracted with SEON to acquire routing software, which was used for the first time prior to the 2015-16 academic year. SEON was chosen through a competitive RFP process (RFP-315) that began in November 2011. RFP-315 required that prospective vendors provide an application that would automate the complete process of scheduling, reporting, tracking/monitoring, and other support of its student transportation services. SDP received responses from six vendors and the RFP Review Committee – comprised of staff from Transportation, Facilities, Specialized Services, Information Technology, and School Operations – evaluated the written and oral responses of those vendors using a formal rubric based on criteria in the following categories: product solution, customer support, vendor assessment, pricing, technical compatibility, and MWBE plan qualification. RFP Review Committee members also called the references of the respondents in order to obtain information about the user experiences of respective clients.

During the year, many issues were identified that are directly related to limited functionality within the software platform. As such, Transportation Services has been working with SEON to define new functionality requirements. Transportation Services is currently unable to access real-time data regarding route changes, on-time performance, and other Key Performance Indicators that would allow for objective analysis and establishing performance metrics. The limitations are largely attributable to the lack of functionality of the COMPASS system as it is currently being used.

ABC Code/Funding Source
1100-027-9590-2713-3311 FY16 (\$125,000.00)
1100-027-9590-2713-3311 FY17 (\$200,000.00)

\$325,000.00

The vote was as follows:

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

Nays: 0

A-33

Operating Budget: \$34,386,161 Contract with SEPTA – Student TransPasses

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 Southeastern Pennsylvania Transportation Authority, to pay the net cost of Student Transpasses or other fare-based instruments supplied to the School District, for an amount not to exceed \$34,386,161 for the period commencing July 1, 2016, through June 30, 2017.

Description: In school year 2007/2008, the School District of Philadelphia (SDP) and the Southeastern Pennsylvania Transportation Authority (SEPTA) entered into an agreement to provide free transportation on SEPTA routes to Public, Charter and Non-Public school students who meet specific eligibility criteria. SDP initially incurs the cost and is reimbursed annually by the State.

The Student TransPass is valid during school hours, and - during the summer - is priced at a discount compared to standard passes. Students participating in after-school activities may receive a sticker for their passes which allows them to ride SEPTA after school hours. SEPTA student passes currently cost SDP \$18.10 per 5-day pass compared to a standard cost of \$24.00 for each pass. Passes for weeks with fewer than 5 school days are priced on a pro rata basis. In order to receive the discounted rate, SDP will prepay SEPTA for each month's order. In addition to the to-from program, TransPasses and Convenience Passes are available for purchase from Transportation Services by Public Schools for summer camp activities and student enrichment sponsored by SDP.

Four times each academic year, SEPTA calculates the difference between student passes purchased and the actual number of student passes used. Due to absences and other reasons, the number of passes actually used is expected to be less than purchased, resulting in a credit to SDP.

Approximately 60,000 students are eligible for the Student TransPass this year.

ABC Code/Funding Source

\$34,836,161.00

1100-027-9590-2725-5151 Operating Fund (\$17,629,785.00)
1100-027-9590-2752-5151 Operating Fund (\$5,243,890.00)
1100-027-9590-2762-5151 Operating Fund (\$11,512,486.00)

The vote was as follows:

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

Nays: 0

A-34

Operating Budget: \$65,000 Authorization of Payments to Various School Districts –Transportation of Homeless Students

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay or reimburse suburban school districts for fifty percent of the cost of transporting homeless students living in Philadelphia and attending schools in other districts, pursuant to the McKinney-Vento Act, for an aggregate amount not to exceed \$65,000, subject to funding, for the period commencing September 1, 2016 through June 30, 2017.

Description: The McKinney-Vento Act provides students experiencing homelessness with the right to continue attending their school of origin. The McKinney-Vento Act also requires school districts to provide transportation to the school of origin, even if it requires students to cross district lines. If two districts are involved, they must agree upon a method to apportion the cost and responsibility of transportation, or share the cost and responsibility equally.

ABC Code/Funding Source	\$65,000.00
1100-027-9590-2721-5131	

The vote was as follows:

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

Nays: 0

A-35

Operating Budget: \$438,500 Authorization of Reimbursement of Transportation Expenses to Parents

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to reimburse parents of eligible students for transportation expenses incurred while traveling from home to school and return when bus transportation is not available, for an amount not to exceed \$438,500, for the period commencing July 1, 2016 through June 30, 2017.

Description: When Transportation Services determines that school bus service is neither practical nor economical because the student's home is not on an existing bus route, parents are encouraged to provide transportation for their children to and from their home and school. Parents are reimbursed at the current IRS standard mileage rate for business miles. The District is reimbursed for cost of this program by the State.

Currently, there are 342 students who are eligible for reimbursement, of which the parents of 285 such students choose to participate in the program. This represents less than 1% of the total eligible population. The total expense for reimbursement of parents was \$475,708 in Fiscal Year 2015 and is projected to total \$414,970 in Fiscal Year 2016. The request for Fiscal Year 2017 reflects a 5.67 percent increase, which will satisfy any potential IRS mileage reimbursement rate increase between 2016 and 2017 and increases, over the 2016 projected cost, to cover any potential increase in participation.

ABC Code/Funding Source	\$65,000.00
1100-027-9590-2721-5132 Operating Fund (\$3,500.00)	
1100-027-9590-2751-5132 Operating Fund (\$210,000.00)	
1100-027-9590-2761-5132 Operating Fund (\$225,000.00)	

The vote was as follows:

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

Nays: 0

A-36

Operating Budget: \$1,500,000 Contract Amendment with Easter Seals of Southeastern Pennsylvania – Early Intervention Transportation

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with Easter Seals of Southeastern Pennsylvania, pursuant to Resolution No. A-46(1), approved by the School Reform Commission on June 13, 2011, by increasing the amount of the contract by an additional \$1,500,000, from the \$1,933,994.80 approved by Resolution A-46, to an amount not to exceed \$2,433,994.80, subject to funding, and by extending the term of the contract from its scheduled expiration date of June 30, 2016 through June 30, 2019.

Description: This award establishes a source for the transportation of eligible Early Intervention students to Easter Seals locations, including vehicles, drivers and attendants. This service is mandated by State and Federal

governments for children aged 2 through 5 who have been identified with a disability.

ABC Code/Funding Source	\$1,500,000.00
1100-027-9590-2746-5131 FY17 (\$390,699.89)	
1100-027-9590-2746-5131 FY18 (\$402,420.89)	
1100-027-9590-2746-5131 FY19 (\$414,493.52)	
1901-005-9580-2734-4131 FY17 (\$94,595.65)	
1901-005-9580-2734-4131 FY18 (\$97,433.52)	
1901-005-9580-2734-4131 FY19 (\$100,356.53)	

The vote was as follows:

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

Nays: 0

A-37

Operating Budget: \$1,000,000 Contract Amendment with United Cerebral Palsy – To/From School Bus Transportation Service

RESOLVED, that the School Reform Commission Resolved, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with United Cerebral Palsy, for early intervention transportation services, pursuant to Resolution A-46, approved by the School Reform Commission on June 13, 2011, by increasing the amount of the contract by an additional \$1,000,000, from the \$1,080,150 approved by Resolution A-46, to an amount not to exceed \$2,080,150, subject to funding, and by extending the term of the contract from its scheduled expiration date of June 30, 2016 through June 30, 2019.

Description: This award establishes a source for the transportation of eligible Early Intervention students to United Cerebral Palsy locations, including vehicles, drivers and attendants. This service is mandated by State and Federal governments for children aged 2 through 5 who have been identified with a disability.

ABC Code/Funding Source	\$1,500,000.00
1100-027-9590-2746-5131 FY17 (\$251,807.97)	
1100-027-9590-2746-5131 FY18 (\$259,362.21)	
1100-027-9590-2746-5131 FY19 (\$267,143.07)	
1901-005-9580-2734-4131 FY17 (\$71,722.39)	
1901-005-9590-2734-4131 FY18 (\$73,874.07)	
1901-005-9590-2734-4131 FY19 (\$76,090.29)	

The vote was as follows:

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

Nays: 0

A-38

Operating Budget: \$10,966,514 Contract with MPC Bus Corporation (Total Transportation) – To/From Bus Services Additional Routes – Subject to Funding

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 MPC Bus Corp. (Total Transportation), for to and from school busing, including bus attendants, for an amount not to exceed \$10,966,514 subject to funding, for the period commencing July 1, 2016 through June 30, 2019.

Description: This proposed award represents completion of the public solicitation under RFP #488 To-From and Charter Transportation Services issued by Procurement Services on 04/19/2016. This solicitation was sent to 47 bus vendors including our host of area assist agencies. 31 companies downloaded the solicitation. Two of these submitted responses to this solicitation.

Procurement Services released RFP #488 on 04/19/2016 for 40 routes in response to attrition with the School District of Philadelphia drivers.

Of the two respondents, two had capacity to run all 40 routes. The RFP was reviewed for capacity, experience, expertise, financial stability, pricing and minority participation.

ABC Code/Funding Source	\$10,966,514.00
1100-027-9590-vari-5133 Year 1 (\$2,724,000.00)	
1100-027-9590-vari-5133 Year 2 (\$2,805,720.00)	
1100-027-9590-vari-5133 Year 3 (\$2,889,892.00)	
1901-005-9580-2734-4131 Year 1 (\$824,000.00)	
1901-005-9580-2734-4131 Year 2 (\$848,720.00)	
1901-005-9580-2734-4131 Year 3 (\$874,182.00)	

The vote was as follows:

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

Nays: 0

A-39

Operating Budget: \$500,000 Contract with Mobilease Space, Inc. – Modular Classroom Facility

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to Keystone Purchasing Network Contract #KPN-201203-02, to execute, deliver and perform a contract with Mobilease Modular Space Inc, to purchase a modular classroom facility, for an amount not to exceed \$500,000, subject to funding, for the period commencing from June 17, 2016 through January 31, 2017.

Description: This contract establishes a source for a modular classroom facility for Overbrook Elementary School as well as related services such as engineering, site preparation, installation, and coordination with state and local officials to ensure legal compliance.

Specifically, the purchase will include:

1. Demolition and removal of three existing trailers located on the Overbrook Elementary School campus
2. Provision of sealed engineered drawings for the installation of the facilities
3. Installation of a modular classroom facility, including four 72x60' foot classrooms and the associated restroom facilities

On February 18, 2016, pursuant to Resolution A-4, the School Reform Commission approved the closure of the Dimmer Beeber Middle School. Correspondingly, the district will expand the grades of Beeber's elementary feeder schools from K-6 to K-8 beginning in September 2016. The feeder schools will reach their full grade complement by September 2017. As a result, Overbrook Elementary School requires additional space to support its increased student population. This modular classroom facility will provide the school with capacity for an additional 132 seats.

ABC Code/Funding Source	\$500,000.00
1100-031-9270-2693-7582 FY16 (\$345,000.00)	
1100-031-9270-2693-7582 FY17 (\$155,000.00)	

The vote was as follows:

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

Nays: 0

A-40

Operating Budget: \$80,000 Contract with Northwest Transmissions, Inc. – Auto Transmission Service

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Northwest Transmissions Inc, to purchase auto transmission service, for an amount not to exceed \$80,000, subject to funding, for the period commencing from July 1, 2016 through June 30, 2018.

Description: This contract establishes a source for auto transmission repair. The district uses this service to maintain all district vehicles.

This proposed award represents completion of the public solicitation under A16-60404, Service: Auto Transmission, issued by Procurement on May 10, 2016. It was sent to seventeen (17) vendors and several area assist agencies. Eight (8) companies downloaded the solicitation. Of those, two (2) vendors submitted proposals.

The vendors that submitted proposals were Pacifico Ford and Northwest Transmissions Inc.

ABC Code/Funding Source	\$80,000.00
1100-027-9590-2654-4311 FY17 (\$40,000.00)	
1100-027-9590-2654-4311 FY18 (\$40,000.00)	

The vote was as follows:

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

Nays: 0

A-41

Operating Budget: \$575,000 Contract with Tunstall Corporation – Steam Traps

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to GSA Schedule 056, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Tunstall Corporation, to purchase steam traps, for an amount not to exceed \$575,000, subject to funding, for the period commencing from June 17, 2016 through June 30, 2018.

Description: This contract, made via GSA Schedule 056, establishes a source for steam traps and steam trap parts. The Facilities department replaces and repairs steam traps for the HVAC systems in schools.

The proposed award will be made via a cooperative contract. Many commodities, including this one, are being

purchased by multiple city and government agencies, but each agency does its own solicitation. By aggregating purchasing power, cooperatives are generally able to negotiate lower prices than the District can as a single entity. In addition, because these contracts have already undergone a rigorous procurement process, the District does not need to spend resources conducting its own solicitation or issuing its own contract. Anticipating these benefits, the Office of Procurement Services is making an effort to direct more of its purchasing to cooperative contracts.

ABC Code/Funding Source	\$575,000.00
1100-031-9270-2622-7641 FY16 (\$375,000.00)	
1100-031-9270-2622-7641 FY17 (\$100,000.00)	
1100-031-9270-2622-7641 FY18 (\$100,000.00)	

The vote was as follows:

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

Nays: 0

A-42

Operating Budget: \$575,000 Contract Amendment with Blankin Equipment Corporation – Steam Traps
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with Blankin Equipment Corp., pursuant to Resolution A-8, approved by the School Reform Commission on August 21, 2014, by increasing the amount of the contract by an additional \$575,000, from the \$275,004.20 approved by Resolution A-8, to an amount not to exceed \$850,004.20, subject to funding, and by extending the term of the contract from its scheduled expiration date of August 31, 2016 through June 30, 2018.

Description: This is an amendment of a contract that establishes a source for steam traps and steam trap parts. The Facilities department replaces and repairs steam traps for the HVAC systems in schools.

Blankin was selected via the public solicitation under A14-49953, Steam Traps, issued by Procurement on March 21, 2014. It was sent to 17 vendors and several area assist agencies. Fourteen (14) companies downloaded the solicitation and of those, two (2) vendors submitted proposals. Blankin was awarded the contract after the other vendor was found to be non-responsive. In addition, there are specific business reasons to amend and extend the contract. Blankin is the local distributor for Barnes & Jones steam trap and steam trap parts. Because the majority of steam traps in district schools are manufactured by Barnes & Jones and the replacement parts are proprietary, Blankin is the only vendor who can reliably provide this service for the majority of our schools.

ABC Code/Funding Source	\$575,000.00
1100-031-9270-2622-7641 FY16 (\$375,000.00)	
1100-031-9270-2622-7641 FY17 (\$100,000.00)	
1100-031-9270-2622-7641 FY18 (\$100,000.00)	

The vote was as follows:

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

Nays: 0

A-43

Operating Budget: \$900,000 Contracts with Pitney Bowes and the United States Postal Service – Postage
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 Pitney Bowes and the United States Postal Service for the usage of postage and related services, for an amount not to exceed \$900,000, subject to funding, for the period commencing July 1, 2016 through June 30, 2017.

Description: This contract establishes a source for postage and related services. Pitney Bowes is a pure pass-through agency that handles postage fees between the School District of Philadelphia and the United States Postal Services and there are no fees the District pays to Pitney Bowes.

ABC Code/Funding Source	\$900,000.00
1100-032-9270-2531-5000 FY17 (\$50,000.00)	
Various Schools and Offices FY17 (\$850,000.00)	

The vote was as follows:

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

Nays: 0

A-44

Operating Budget: \$336,000 Contract with Sherwin Williams – Whiteboard Skins
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Sherwin Williams, to purchase whiteboard skins for an amount not to exceed \$336,000, subject to funding, for the period

commencing from June 17, 2016, through June 30, 2017.

Description: This contract establishes a source for whiteboard skins. Facilities uses these to convert old, damaged chalkboards into whiteboards for use in the classroom.

This proposed award represents completion of the public solicitation under A16-60331, Whiteboard Skins, issued by Procurement on April 14, 2016. It was sent to 21 vendors and several area assist agencies. Twenty-one companies downloaded the solicitation. Of those, three (3) vendors submitted proposals.

The vendors that submitted proposals were Sherwin Williams, Venus Supplies Company, and Everase Corporation.

ABC Code/Funding Source	\$336,000.00
1100-031-9270-2622-6132 FY16 (\$300,000.00)	
1100-031-9270-2622-6132 FY17 (\$100,000.00)	
1100-031-9270-2622-6132 FY18 (\$100,000.00)	

The vote was as follows:

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

Nays: 0

A-45

Various Funds: \$3,300,000 Contract Amendment with Visual Sound, Inc. – Interactive Whiteboards and Presentation Systems

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract originally entered into with Visual Sound, Inc., for interactive whiteboards and presentation systems, pursuant to Resolution A-2(21), approved by the School Reform Commission on June 16, 2010, amended pursuant to Resolution A-32(9), approved by the School Reform Commission on June 21, 2012, further amended pursuant to Resolution A-6(7), approved by the School Reform Commission on May 15, 2013, further amended pursuant to Resolution A-1, approved by the School Reform Commission on June 19, 2014, and further amended pursuant to Resolution A-12, approved by the School Reform Commission on May 21, 2015, by increasing the amount of the contract by an additional \$3,300,000 from the \$19,200,000 approved by Resolutions A-2(21), A-32(9), A-6(7), A-1 and A-12, for an amount not to exceed \$22,500,000, subject to funding, and by extending the term of the contract from its amended expiration date of June 30, 2016 through June 30, 2017.

Description: This extension to Visual Sound (VSI) allows for continued acquisition and installation of SMART-branded classroom interactive whiteboards and associated peripherals, presentation and projection systems.

ABC Code/Funding Source	\$3,500,000.00
Various	

The vote was as follows:

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

Nays: 0

A-46

Various Funds: \$3,500,000 Contracts with Various Vendors – IT Hardware, Software, and Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to COSTARS contract, to purchase and pay for IT Hardware and Services, and IT Software and Services, from various vendors, for an amount not to exceed \$3,500,000, subject to funding, for the period commencing July 1, 2016 through June 30, 2017.

Description: This award, made via a COSTARS cooperative contract, establishes a source for the technology equipment, software and related maintenance services needed by schools and administrative offices to permit the continued upgrade and ongoing upkeep of technology equipment and software in classrooms, computer labs, and offices. Schools and offices will continue to have an efficient and cost effective vehicle for purchasing various computer technology, including spare parts and consumables, and various computer software, software licenses, and software subscriptions, that are critical to maintaining their technology infrastructure.

ABC Code/Funding Source	\$3,500,000.00
Various	

The vote was as follows:

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

Nays: 0

A-47

Various Funds: \$2,500,000 Contract Amendments with Office Depot and School Specialty – Office and School Supplies

RESOLVED, that the School Reform Commission Resolved, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with Office Depot, pursuant to Resolution A-6(6), approved by the School Reform Commission on May 15, 2013, by increasing the amount of the contract by an additional \$2,000,000 from the \$8,000,000 approved by Resolution A-6(6), to an amount not to exceed \$10,000,000, and by extending the term of the contract from its scheduled expiration date of June 30, 2016 through June 30, 2017; and be it

FURTHER RESOLVED, that the School Reform Commission Further Resolved, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with School Specialty, pursuant to Resolution A-6(6), approved by the School Reform Commission on May 15, 2013, by increasing the amount of the contract by an additional \$500,000 from the \$2,750,000 approved by Resolution A-6(6), to an amount not to exceed \$3,250,000, and by extending the term of the contract from its scheduled expiration date of June 30, 2016 through June 30, 2017.

Description: These are extensions to comprehensive contracts that establish sources for office and school supplies for District and school-based staff.

ABC Code/Funding Source \$2,500,000.00
Various

The vote was as follows:

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

Nays: 0

A-48

Capital Fund: \$128,000 Contract with TheSafetyHouse.com – Asbestos Removal Supplies

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to purchase asbestos removal supplies from TheSafetyHouse.com, for an amount not to exceed \$128,000, for the period commencing June 20, 2016 through November 30, 2016.

Description: This contract establishes a source for asbestos removal supplies.

ABC Code/Funding Source \$128,000.00
8000-065-9AL0-4693-6132 Capital

The vote was as follows:

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

Nays: 0

A-49

Operating Budget: \$200,000 Contract with Northeast Fence & Iron Works – Tubular Steel Fencing

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Northeast Fence & Iron Works to purchase tubular steel fencing for an amount not to exceed \$200,000, subject to funding, for the period commencing from July 1, 2016 through June 30, 2017.

Description: This contract establishes a source for tubular steel fencing. The district uses this specific fencing for the perimeter of school campuses, ensuring the safety and security of students. This proposed award represents completion of the public solicitation under A16-59706, Tubular Steel Fencing, issued by Procurement on March 10, 2016. It was sent to 20 vendors and several area assist agencies. Sixteen (16) companies downloaded the solicitation. Of those, one (1) vendor submitted a proposal.

The vendor that submitted a proposal was Northeast Fence & Iron Works.

ABC Code/Funding Source \$200,000.00
1100-031-9270-2623-6132 Operating

The vote was as follows:

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

Nays: 0

A-50

Operating Budget: \$80,000 Contract with Marchetty Machinery II, LLC – Industrial Equipment Repair
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Marchetty Machinery II, LLC, to purchase industrial equipment repair, for an amount not to exceed \$80,000, subject to funding, for the period commencing from July 1, 2016 through June 30, 2018.

Description: This contract establishes a source for the repair of industrial equipment used in the District’s career and technical education (CTE) programs.

This proposed award represents completion of the public solicitation under A16-59820, Industrial Equipment Repair, issued by Procurement Services on March 15, 2016. It was sent to 26 vendors and several area assist agencies. Ten (10) companies downloaded the solicitation. Of those, two (2) vendors submitted proposals.

The vendors that submitted proposals were Marchetty Machinery II, LLC and Aircon Filters.

ABC Code/Funding Source	\$80,000.00
1200-006-9240-1391-4311 FY17 (\$40,000.00)	
1200-006-9240-1391-4311 FY18 (\$40,000.00)	

The vote was as follows:

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

Nays: 0

A-51

Cafeteria Fund: \$600,000 Contract with Interboro Packaging – Polybags

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Interboro Packaging, to purchase polybags, for an amount not to exceed \$600,000, subject to funding, for the period commencing from July 1, 2016 through June 30, 2018.

Description: This contract establishes a source for polybags. Food services requires these trash bags for use in the kitchens at district schools.

This proposed award represents completion of the public solicitation under A16-59880, Polybags, issued by Procurement Services on March 18, 2016. It was sent to 58 vendors and several area assist agencies. Thirty-eight (38) companies downloaded the solicitation. Of those, seven (7) vendors submitted proposals.

The vendors that submitted proposals were Interboro Packaging, Central Poly Corp, 503 Corporation, General Chemical and Supply, Alliance Supply Group, LLC, Camden Bag and Paper Co, and Imperial Bag and Paper Co.

ABC Code/Funding Source	\$600,000.00
9001-029-9360-2495-6132 FY17 (\$300,000.00)	
9001-029-9360-2495-6132 FY18 (\$300,000.00)	

The vote was as follows:

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

Nays: 0

Finance

A-52

Categorical/Grant Fund/Operating Budget: \$156,000 Contract with MetaSource, LLC – Document Imaging Services

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 MetaSource, LLC, for imaging and document management services for the Employee Records, Health Services, Accounts Payable, General Accounting, Grants Compliance and Fiscal Services and the Office of Records Management departments, for an amount not to exceed \$156,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: The intent of this project is to purchase services related to records imaging, scanning and documentation management and includes providing and maintaining the imaging software and scanning hardware used to image and retrieve School District of Philadelphia documents in the areas specified below. The District currently utilizes document image/scanning/indexing services from this vendor which include web-based software, ApplicationXtender, which offers cost effective storage, electronic file management and full text indexing. The maintenance required with the web-based software provides remote technical support.

Accounts Payable and General Accounting: Provide record documentation and management services related to scanning Accounts Payable and General Accounting documents (payment vouchers, invoices, journal voucher entries and manual warrants) into the Document Management System for release and indexing of document images

to allow easy retrieval and viewing. Approximately 382,000 (300,000 payment vouchers, 72,000 invoices and 10,000 JV's/MW's) documents are expected to be scanned each year.

Grant Compliance and Fiscal Services (GCFS): Imaging of key documents required by federal laws and rules that provide proof funds were spent on the purposes awarded in the grants. The documents are produced and maintained at all District schools and central offices. The documents include, but are not limited to: Payroll TPERs, time and effort documentation (semi-annual employee certifications and time sheets), PD/EC Attendance Logs, JV approvals and documentation, budget amendments approvals and documentations, compliance and sub-grantee monitoring forms and documentation, etc. Approximately 90,000 documents are expected to be scanned each year.

Employee Health Services and Employee Records: Provide record documentation and management services for Employee Records and Employee Health Services. Provide imaging/scanning of personnel, payroll and health documents into the Document Management System and release of document images to the SDP. Over 100,000 pages are scanned annually for these areas.

The Office of Records Management is responsible for ensuring student records are complete and accurate. Imaging student records will assure easier access and retrieval of this information when requested.

The Office of Information Technology and Data Management will utilize the vendor based upon a time and materials fee structure for technical assistance with Application Xtender upgrades, problem troubleshooting and resolution, and/or product configuration changes, on an as-need basis only.

ABC Code/Funding Source	\$156,000.00
9CPX-G53-9070-2515-3311 Overhead (\$20,000.00)	
9CPX-G53-9070-2516-3311 Overhead (\$20,000.00)	
1100-053-9070-2515-3311 (\$51,000.00)	
1100-055-9401-2833-3111 (\$30,000.00)	
1100-056-9500-2844-4311 (\$25,000.00)	
1100-058-9830-2547-3311 (\$10,000.00)	

The vote was as follows:

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

Nays: 0

A-53

Operating Budget: \$29,737.20 Contract Amendments with Atelier Art Services – Inventory and Storage of Artwork

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 488/F10, originally entered into with Atelier Art Services, Inc., pursuant to Resolution No. A-19, approved by the School Reform Commission on October 21, 2009, as amended pursuant to Resolution No. A-10, approved by the School Reform Commission on October 26, 2011, Resolution No. A-14, approved by the School pursuant to Resolution No. A-38, approved by the School Reform Commission on May 29, 2014, as amended pursuant to Resolution No. A-40, approved by the School Reform Commission on August 21, 2014 and as amended pursuant to Resolution No. B-5, approved by the School Reform Commission on October 15, 2015, by increasing the amount of the contract by an additional \$12,000 from \$72,734.60 approved by Resolutions A-19, A-10, A-14, A-40 and B-5, to an amount not to exceed \$84,734.60 to conduct a one-time physical inventory of the artwork in storage, and by extending the term of the contract from its amended scheduled expiration date of June 30, 2016 through June 30, 2018 and by increasing the amount of the contract by an additional \$17,737.20 from \$84,734.60 approved by Resolutions Nos. A-19, A-10, A-14, A-40 and B-5 to an amount not to exceed \$102,471.80.

Description: The purpose of this Resolution is to engage with an arts storage facility that will safeguard the District's artworks. In addition, the vendor will work with the District to complete a physical inventory of the artwork. This is an important set of services needed to protect our valuable art assets.

ABC Code/Funding Source	\$29,737.20
1100-051-9020-2361-3111 Operating (\$17,737.20)	
1100-053-9070-2515-3000 Operating (\$12,000.00)	

The vote was as follows:

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

Nays: 0

A-54

Categorical/Grant Fund: No Cost Contract Extension with Lakeside Educational Network – Independence Mission Schools

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform an amendment to Contract No. 615/F16, originally entered into with Lakeside Educational Network, pursuant to Resolution No. A-2, approved by the School Reform Commission on February 18, 2016, by extending the term of the contract from its currently scheduled expiration date of June 30, 2016 through August 31, 2016, at no additional cost.

Description: During the 2015-16 academic year, Independence Mission Schools (IMS) is offering professional development to administrators and teachers to enhance and enrich awareness, understanding and appreciation of the nature of trauma including essential concepts, facts and principles they can apply and present to parents and guardians, and discussions related to the skills that allow for trauma-sensitive responses to students and parents who might be trauma-survivors.

Lakeside Educational Network is providing four, six-week professional development courses on Enhancing Trauma Awareness to a total of 60 administrators and teachers of Pre-K through 8th grade students.

This resolution will allow the six-week courses to extend through August 31, 2016.

ABC Code/Funding Source N/A

The vote was as follows:

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

Nays: 0

A-55

Operating Budget: \$7,693,454 Regular Educational Payments to Other Educational Entities

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to make payments to any Intermediate Unit, School District or educational entity that provides an educational program to the students whose parents or guardians are residents of Philadelphia and who submit proper invoices and documentation, in an amount not to exceed \$7,693,454 for the period commencing July 1, 2016 through June 30, 2017.

Payments for previous years were made to the following:

IUs: Berks County, Bucks County, Chester County, Colonial Northampton, Delaware County, Lancaster Lebanon, Luzerne County, Montgomery County, Northeastern, Northwest Tri-County.

School Districts: Allegheny Clarion Valley; Bensalem Twp, Bethlehem Area; Bloomsburg Area; Butler Area; Buxmont; Centennial; Central Susquehanna; Central York; Chambersburg Area; Chester Upland; Colonial; Cornellsville Area; Conrad Weiser; East Stroudsburg Area; Easton Area; Elizabethtown Area; Erie City; Franklin Area; Glendale; Greensburg Salem; Grove City Area; Harbor Creek; Hazelton Area; Hatboro Horsham; Hazelton; Interboro; Jim Thorpe; Kiski Area; Lancaster; Lower Merion; Mt. Lebanon; Marple Newtown; Neshaminy; Norristown Area; Northampton Area; North Penn; Northern Potter; Penn Manor; Pennsbury; Peters Twp; Pittston Area; Pleasant Valley; Pottsgrove; Pottstown; Quakertown Community; Shamokin Area; Souderton Area; South Park; Southern Lehigh; Upper Dublin, Upper Merion, Washington Area; Waynesboro Area; Western Wayne; West Chester Area; Wilson Area.

Other Educational Entities: Fairmount Behavioral Health; UHS of Pennsylvania.

Description: An estimated 2,500 Philadelphia students in residential institutions, partial hospitalizations, unpaid foster homes, and incarceration institutions are expected to receive their regular educational programs in school districts, intermediate units and other educational institutions which are non School District of Philadelphia facilities. Each year students are placed by the Philadelphia Departments of Human Services (DHS), Community Behavioral Health (CBH), and the Juvenile Justice System but remain legal residents of Philadelphia.

By Pennsylvania School Law 24PS§13-1306 and 13-1308, the District is responsible for payment of the educational programs for such students. This proposal addresses payment of services for an estimated 2,500 Regular Education Students placed by non-educational entities for the 2016-2017 fiscal year including some out of state placements. The anticipated cost is \$7,693,454.

ABC Code/Funding Source \$7,693,454.00
1100-081-9889-1131-5612 Operating

The vote was as follows:

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

Nays: 0

A-56

Operating Budget: \$20,691,466 Special Education Payments to Other Educational Entities

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to make payments pursuant to the Public School Code, to any Intermediate Unit, School District, or educational entity that provides a special educational program to students whose parents or guardians are residents of Philadelphia, and who submit proper invoices and documentation, for an aggregate amount not to exceed \$20,691,466 for the period commencing July 1, 2016 through June 30, 2017. Payments for previous years were made to the following:

IUs: Bucks County, Chester County, Colonial, Northampton, Delaware County, Montgomery County, Northeastern, Northwest Tri-County.

School Districts: Allegheny-Clarion; Bensalem; Central Bucks; Centennial; Chester Upland; Colonial; Conrad Weiser; Derry Township; East Stroudsburg Area; Easton Area; Fox Chapel Area; Franklin Area; Grove City Area; Hazelton Area; Hatboro Horsham; Lakeland; Mt. Lebanon; Marple Newtown; Neshaminy; Norristown Area; Pennsbury; Penncrest; Pittston; Pleasant Valley; Radnor Township; Reading; Rose Tree Media; Salisbury Township; Shamokin Area; Springfield Township; Tyrone Area; Upper Dublin, Upper Merion, Waynesboro Area; Western Wayne; West Chester Area; Wilson Area.

Out of State: Benchmark; Judge Rotenberg Center, Gulf Coast Treatment Center, The Pines RTC.

Description: An estimated 1,500 Philadelphia resident students with disabilities are expected to receive their special educational programs in school districts and intermediate units other than Philadelphia and in some cases providers outside of Pennsylvania. Each year Philadelphia resident students are placed in facilities outside of the City by the Department of Human Services (DHS), Community Behavioral Health (CBH), and the Juvenile Justice System but remain legal residents of Philadelphia. By law 24PS§13-1306, the School District is required to reimburse the host IU, District or provider for the actual cost of educating these students. This proposal addresses payment of services for an anticipated 1,500 special education students for the 2016/2017 fiscal year. The School District is required to verify Philadelphia residency of students educated in facilities and institutions outside of the City. The anticipated cost is \$20,691,466.

ABC Code/Funding Source	\$20,691,466.00
1100-081-9889-1245-3221 (\$11,440,847.00)	
1100-081-9889-1245-5613 (\$9,250,619.00)	

The vote was as follows:

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

Nays: 0

A-57

Operating Budget: \$654,639 Special Education Direct Payments – Out of State Placed Students

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make payments pursuant to the Public School Code, to any outside of Pennsylvania educational entity that provides a special educational program to students whose parents or guardians are residents of Philadelphia, and who submit proper invoices and documentation, for an aggregate amount not to exceed \$654,639 for the period commencing July 1, 2016 through June 30, 2017. Payments for previous years were made to the following: Bancroft Neurohealth and Benchmark Behavioral Health Services

Description: An estimated 12 Philadelphia resident students with disabilities are expected to receive their special educational programs in institutions outside of Pennsylvania. Each year Philadelphia resident students are placed in facilities outside of the State but remain legal residents of Philadelphia. By law 24PS§13-1306, the School District is required to reimburse institutions for the actual cost of educating these students. This proposal addresses payment of services for an anticipated 12 special education students for the 2016/2017 fiscal year.

The School District is required to verify Philadelphia residency of students educated in facilities and institutions outside of the City. The anticipated cost is \$654,639.

ABC Code/Funding Source	\$654,639.00
1100-081-9889-1246-5613 Operating	

The vote was as follows:

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

Nays: 0

A-58

Operating Budget: \$120,000 Contract Amendment with Phoenix Capital Partners LLP – Financial Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 015/F14, originally entered into with Phoenix Capital Partners, LLP, pursuant to Resolution No. A-21 approved by the School Reform Commission on June 19, 2013, and amended pursuant to Resolution No. A-42 approved by the School Reform Commission on June 19, 2014 and further amended pursuant to Resolution No. A-10 approved by the School Reform Commission on June 18, 2015, to provide financial services including, but not limited to, cash flow analysis, bond defeasement and revenue forecasting, by increasing the amount of the contract by an additional \$120,000 from the \$390,000 approved by Resolutions A-21, A-42 and A-10, to an amount not to exceed \$510,000, and by extending the term of the contract from its amended scheduled expiration date of July 31, 2016 through July 31, 2017.

Description: The Office of Financial Services under the Chief Financial Officer’s management is responsible for daily cash management and cash flow forecasting; debt service management and bond issuance; and detailed revenue projections and forecasting for the budget and five year plan. Additionally, with recent property sales there is the additional need for bond defeasement analysis. Due to lack of staffing with these particular technical skills within the office, there is a need for additional financial and treasury support services.

Phoenix Capital will provide the technical support necessary to carry out the above responsibilities in addition to helping train new staff, if positions are approved, and provide for succession planning specifically in these areas. These positions have been difficult to fill and there is an immediate need to have these services fully implemented.

ABC Code/Funding Source	\$120,000.00
1100-053-9600-2513-3311 Operating FY17 (\$109,166.67)	
1100-053-9600-2513-3311 Operating FY18 (\$10,833.33)	

The vote was as follows:

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

Nays: 0

A-59

Operating Budget: \$1,661,581 Contract with Conner Strong and Buckelew Companies, Inc. – Casualty and Property Insurance

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 the School District's Insurance Broker of Record, Conner Strong & Buckelew ("Conner Strong") to bind and purchase various casualty and property insurance policies, for an aggregate premium not to exceed \$1,661,581 for the period commencing July 1, 2016 through June 30, 2017.

Description: Although The School District of Philadelphia ("School District") enjoys protection under the Commonwealth's governmental immunity laws; it still requires a suite of casualty and property insurance products to address many of the exposures presented by its activities.

The insurance program renews as of July 1, 2016. The suite of coverages includes:

- *Excess Workers' Compensation coverage
- *Crime (theft of funds by employees)
- *Tenant User Liability Insurance Program (TULIP) special events coverage)
- *Travel Insurance (coverage for the SRC)
- *Sports Accident coverage (for varsity and junior varsity athletes)
- *Student Participation
- *Foreign Travel Package (for approved trips outside the US)
- *Student Professional Liability (for programs in nursing homes, hospitals, etc.)
- *Property Insurance
- *Public Official Bonds (as required by law)

Additionally, there are premium fees related to the reconciliation of the Excess Workers' Compensation coverage based on the audited payroll for FY 2015-16. The School District underestimates the payroll and pays the reconciled premium fee instead of risking an overestimation which won't allow for a credit.

Connor Strong is the School District's Insurance Broker of Record and consultant on insurance and related matters. Their current contract term is through December 31, 2016 and was based on an RFP process and a management review.

The role of the insurance broker is to help the District design the best insurance coverage strategy, survey the marketplace for the best possible insurance terms and rates with carriers meeting the School District's qualifications. The School District pays the broker for the cost of the insurance plus a management/consultation fee in lieu of commission. The broker receives the insurance premiums from the District in escrow and thereafter pays the carriers for the assorted coverages.

Under the management of the CFO and the Deputy CFO and with the assistance of the Capital Programs Office, the Office of Risk Management provided a more expansive and updated description of the School District's portfolio of properties. This information aided Conner Strong's marketing efforts which resulted in less than a 1% increase on an annualized basis in overall premium (not including reconciliation fees) despite a pending \$1,000,000 plus property claim (boiler explosion) and significant workers' compensation claim related to the same incident. Please note that the expiring premiums for Property, Sports Accident, Student Participant and Foreign Travel were based on an 11 months period while the renewal represents a 12 month period. Last year, these policies were issued on an 11 month in order to have a common expiration date of 7/1/16.

COVERAGE RENEWAL

Property	\$1,378,112.00
Excess Workers' Comp	\$160,382.00
Excess WC Reconciliations (Estimate)	\$25,000.00
Crime	\$17,600.00
Special Events (TULIP)	\$2,575.00
Travel Accident	\$1,000.00
Sports Accident	\$45,000.00
Student Participant	\$9,000.00
Foreign Travel	\$7,480.00
Student Professional	\$4,375.00
Public Officials Bonds (Estimate)	\$7,189.00

TOTAL \$1,661,581.00

ABC Code/Funding Source
1100-061-9530-2698-5232 Operating

\$1,661,581.00

The vote was as follows:

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

Nays: 0

Student Support Services

A-60

Authorization of Operation Recognition 2016 – Honorary High School Diplomas

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the Operation Recognition program authorized by Section 1611 of the Public School Code, to grant honorary high school diplomas to the following honorably-discharged veterans who did not graduate from high school due to entry into military service: Joseph James, who attended George Washington High School and served in the Vietnam War and Richard D. Hoffler, who attended Overbrook High School and served in the Vietnam War; and be it

FURTHER RESOLVED, that the School Reform Commission present the honorary diplomas to these eligible veterans at the School Reform Commission meeting on June 16, 2016.

Description: The Operation Recognition Act, codified in Section 16-1611(b) of the Public School Code, governs the issuance of honorary high school diplomas to eligible veterans of World War II, the Korean Conflict, and the Vietnam War. Upon the filing of a written statement to the School Reform Commission, honorary diplomas will be distributed to eligible veterans that meet the following criteria:

- Was honorably discharged from the Armed Forces of the United States of America.
- Served in the United States military between September 16, 1940 and December 31, 1946 (during World War II); or between June 27, 1950 and January 30, 1955 (during the Korean Conflict); or between February 28, 1961 and May 7, 1975 (during the Vietnam War).
- Attended high school between 1937 and 1946 (WWII); between 1947 and 1955 (Korean Conflict); or between 1958 and 1975 (Vietnam War).
- Would have been a member of a graduating class during 1941 through 1950 (WWII); or 1951 through 1957 (Korean Conflict); or 1961 through 1975 (Vietnam War) but did not graduate due to entry into military service.
- Attended high school within the School District of Philadelphia.

Upon proper application, the School Reform Commission may posthumously award a diploma to a veteran who meets the stated requirements.

The vote was as follows:

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

Nays: 0

A-61

Categorical/Grant Fund: \$1,251,175 Contracts with Various Vendors – Teen Parent Social Service Support – ELECT

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Communities In Schools of Philadelphia, Congreso de Latinos Unidos, Inc., EducationWorks, Jewish Family and Children's Services of Greater Philadelphia and Turning Points for Children, to provide social service supports for 800 pregnant and parenting teens enrolled in high schools, for an aggregate amount not to exceed \$1,251,175, for the period commencing July 1, 2016 through December 31, 2016.

Description: For more than two decades, the School District of Philadelphia has been awarded funding to implement the ELECT (Education Leading to Employment and Career Training) and EFI (ELECT Fatherhood Initiative) programs. As of present, the District has received \$3,200,000 for school year 2015/16, and will receive its next award of \$3,200,000 on July 1, 2016 for school year 2016/17.

This resolution is seeking authorization to award contracts to expend up to but not in excess of \$1,251,175. ELECT staff will determine individual dollar allocations to individual contractors based on a number of factors including among other things, successful performance and prior years experience. Initially, the ELECT program plans the following allocations:

- Communities In Schools of Philadelphia- \$526,375 for 338 student slots;
- Congreso de Latinos Unidos, Inc., - \$234,750 for 150 student slots;
- EducationWorks- \$105,925 for 67 student slots;
- Jewish Family and Children's Services of Greater Philadelphia- \$273,475 for 175 student slots; and
- Turning Points for Children- \$110,650 for 70 student slots

The ELECT program will monitor performance and may reallocate student slots and funding from poorly performing contractors to contractors performing satisfactory at various points over the school year, to ensure 800 participants receive the vital services without delay.

Each service provider has been contracted by The School District of Philadelphia to administer the Education Leading to Employment and Career Training (ELECT) and ELECT Fatherhood programs and their components and work directly with high schools and providers to ensure a strong unified program, and will be responsible for ensuring that all grant requirements are met, which includes: year round intensive individualized and group support services, back-to-school or re-enrollment support, attendance tracking, preparation for high school graduation or GED completion, referrals to public and social services agencies preparation for post secondary education or employment. In addition, ELECT students receive extensive prevention, parenting, child development, health/nutrition, life skills, child care, and job readiness information; and home visits are provided in order to model and demonstrate effective parenting. Without such a program, The School District of Philadelphia would likely see about 80% of its pregnant or parenting teens drop out of school similar to other school districts around the country.

The ELECT program aims to deliver a broad and comprehensive array of supportive services designed to help pregnant and/or parenting students stay in school, earn a high school diploma or GED, and achieve the self-sufficiency required to make a successful transition to employment. The program also assists ELECT participants in securing post-graduation employment, education or training that will help them become successful parents and self-sufficient adults. In addition to promoting self-sufficiency, ELECT programs provide participants with pregnancy prevention information and the guidance and services to reduce the incidence of a secondary youth pregnancy. Programs also provide services to promote the importance of healthy parental relationships and encourage the involvement of fathers in their children's lives.

Through the years, the ELECT programs have achieved their programming goals and have proven to provide teen parents a better opportunity to graduate.

ABC Code/Funding Source	\$1,251,175.00
236X-G58-9KN0-1155-3291 ELECT GRANT (\$1,051,175.00)	
454X-G58-9KN0-1155-3291 EFI GRANT (\$200,000.00)	

The vote was as follows:

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

Nays: 0

A-62

Operating Budget: \$100,000 Contract Amendment with Language Line Solutions – Translation and Interpretation Services

RESOLVED, that the School Reform Commission Resolved, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver and perform an amendment of Contract No. 457B/F14, originally entered into with LanguageLine Solutions, pursuant to Resolution No. A-13, approved by the School Reform Commission on January 21, 2016, by increasing the amount of the contract by an additional \$100,000 from the \$300,000 approved in Resolution A-13, to an amount not to exceed \$400,000, and by extending the term of the contract from its scheduled expiration date from June 30, 2016 through June 30, 2017.

Description: Translation and interpretation services are managed and coordinated by the Office of Family and Community Engagement (FACE), and acts as the essential bridge of communication between English Learning (EL) families and the School District of Philadelphia. Interpretation refers to the process of orally rendering communication from one language into another, while translation refers to the same process in written language.

The Office of Family and Community Engagement seeks to contract with LanguageLine Solutions a comprehensive language service provider which helps to eliminate language barriers by offering telephonic interpreting, document translation, and consulting services to serve Limited English Proficient individuals in more than 200 languages available 24 hours a day, 7 days a week, and 365 days a year. LanguageLine Solutions ability to guarantee continuous service is a result of its infrastructures' complete redundancy and its geographically distributed workforce.

Telephonic interpretation provides a powerful and effective tool in serving the District's non-English speaking constituents. This service, implemented to support principals, teachers, counselors, school police, and other staff to communicate with non-English speaking families, is convenient, reliable, available at any time, and has become one of the most effective tools to communicate with multilingual parents and communities.

LanguageLine Solutions was selected through a competitive RFP processed procured by the City of Philadelphia. Under the guidance of the District's Office of Procurement Services, FACE has piggybacked on the City's procurement process. Pursuant to Commonwealth Procurement Code, section 1902 of Act 57 of May 15, 1998, as amended, (Title 62 Pa. C.S. 1902) local public procurement units, local municipalities, and authorities are permitted to participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement of any supplies, services, or construction with one or more public procurement units or external procurement activities in accordance with an agreement entered into between the participants. Based on this Local Public Procurement Units located within the County of Philadelphia, or as otherwise by the County and the contractor may, at its discretion, avail themselves of contract(s) awarded by the County of Philadelphia, provided the contractor agrees.

The successful use of telephonic interpretation has been steadily promoted by an extensive campaign to simultaneously train District staff about its use while informing non-English speaking members of the District community that the service is available in all District related offices. FACE has designed, produced, and distributed language ID charts, posters describing the use of telephonic service, and language service request cards in multiple languages to encourage and promote the use of this service.

ABC Code/Funding Source \$100,000.00
1100-045-9JS0-2264-3291 Operating (\$80,000.00)
237X-G45-9JS0-2264-3291 Title III (\$20,000.00)

The vote was as follows:

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

Nays: 0

A-63

Operating Funds: \$1,700,000 Contract with City Year Philadelphia – In-School Comprehensive Support Services

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 City Year Philadelphia to provide students with math and literacy tutoring and academic support activities, attendance and behavior coaching, after school programs, positive climate activities, community service activities, civic engagement opportunities and college and career awareness activities in schools, for an amount not to exceed \$1,700,000, and not to exceed \$170,000 per school, for the period commencing July 1, 2016 through June 30, 2017.

Description: City Year Philadelphia is a youth service AmeriCorps program that has worked in successful collaboration with the district over the past eighteen years. City Year Corps Members are persons 18-25 years of age, who make a one-year, full-time service commitment to working in Philadelphia’s elementary, middle and high schools. Teams of Corps members represent a diverse population as defined by race, culture, class and education level. The following schools expected to participate in School Year 2016/2017 include, but are not limited to: Bethune Elementary, Blaine Elementary, Childs Elementary, Cooke Elementary, Duckrey Elementary, Feltonville School of Arts and Sciences, Finletter Elementary, Gideon Elementary, Kenderton Elementary, Kensington Business and Urban Education, Kensington Health Sciences, McClure Elementary, McMichael Elementary, Mitchell Elementary, Southwark Elementary, Thurgood Marshall Elementary, and WD Kelley Elementary. Through this collaboration, City Year will continue to work intensively with students, teachers, principals and school staff to enhance academic support activities, after school activities, positive climate activities, and college and career awareness activities. Corps members will work with school staff to identify students to receive targeted and intensive supports. City Year will deploy teams of corps members managed by one City Year staff member (Impact Manager). The Managing Director, Impact Director and the Executive Director will provide senior staff input and oversight for this program. The project will report directly to the Office of Student Support Services. Contracted City Year services will fall into the categories described below:

ACADEMIC SUPPORT – Provide academic support for students in grades 3-9. Services include: providing in-class academic support including pull-out or push-in one-on-one or small group tutoring, report card conferences with students, attendance and behavior coaching/mentoring and attendance phone calls home.

COLLEGE AND CAREER PREPARATION – Under the direction of or in partnership with the school counselor–developing and implementing college/career programs; assist in the development and execution of goals formalized in the Individualized Learning Plans (ILP) process as it relates to college and career awareness. Assist in the introduction and exposure of 9th grade students to college and career activities that will increase awareness and practical steps that are necessary to achieve goals that have been set in the ILP. This includes and is not limiting to assisting in the planning and implementation of college and career fairs, career day(s) and registration for PSAT.

AFTER SCHOOL ENRICHMENT ACTIVITIES – Engage students in after school enrichment activities that support academic achievement and address student needs, with a focus on homework assistance, individual/small group tutoring, character building and leadership development activities.

POSITIVE SCHOOL CLIMATE – Teams may plan or support events that recognize outstanding or improved student attendance, behavior or academic performance as well as events that build school pride, safety and student engagement, including but not limited to fall festivals, math and literacy family nights, spirit days, etc.

COMMUNITY SERVICE AND CIVIC ENGAGEMENT – Engage students in community service and civic service projects that help them fulfill 9th grade community service requirements towards graduation and prepare them to be productive and engaged citizens. Services include; developing school and community service projects in addition to other leadership development activities. Corps members will be present in schools a total of 9.5 hours per day based on the start and end time of the school. Corps members will occasionally help staff district events on weekday evenings and weekends.

ABC Code/Funding Source \$1,700,000.00
Various

The vote was as follows:

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

Nays: 0

General Counsel

A-64

Operating Budget: \$2,214,809 Extension of Authorization to Retain and Pay Fees and Costs – Outside Counsel

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the

General Counsel, to retain the following law firms as outside counsel to represent the School Reform Commission, The School District of Philadelphia and its employees, and to pay counsel fees and related costs and expenses, including, but not limited to, court filing fees, deposition transcripts, expert witness fees, arbitrator and mediator fees and other professional costs, not to exceed \$500,000 for fees and costs per matter (except not to exceed \$750,000 for fees and costs for labor negotiations, audits and investigations), for an aggregate amount not to exceed \$2,214,809, for the period commencing July 1, 2016 through October 31, 2016:

Ahmad Zaffarese, LLC; Archer & Greiner, P.C.; Assigned Counsel Incorporated (temporary attorneys and paralegals); The Axelrod Firm, PC; Ballard Spahr LLP; Bazelon Less & Feldman, P.C.; Blank Rome LLP; Bowman & Partners, LLP; Brustein & Manasevit, PLLC; Buchanan Ingersoll Rooney P.C.; Cozen O'Connor; Dilworth Paxson LLP; Eckert Seamans Cherin & Mellott, LLC; Fineman, Krekstein & Harris, P.C.; Fox Rothschild LLP; Garcia, Rudolph; Hangley Aronchick Segal Pudlin & Schiller; King, Spry, Herman, Freund & Faul, LLC; Klehr Harrison Harvey Branzburg LLP; Kolber & Randazzo, P.C.; Law Office of Dolores Rocco Kulp; Levin Legal Group; Manko Gold Katcher Fox LLP; O'Hagan LLC; Pepper Hamilton, LLP; Raffaele & Puppio, LLC; Saul Ewing, LLP; Schnader Harrison Segal & Lewis, LLP; Law Offices of Richard A. Stoloff; Tucker Law Group LLC; White and Williams LLP; Wilson Elser Moskowitz Edelman & Dicker LLP

Description: The Office of General Counsel provides the School District and the School Reform Commission with comprehensive legal services and support in the practice areas of Litigation (Claims, Torts and Civil Rights Litigation, Commercial Litigation, Labor & Employment, audits, investigations, ethics), Transactional (Contracts, Procurement, Real Estate, Design and Construction, Environmental, Charter Schools, Grants, Right-to-Know Law) and Special Education, regulatory matters and School Law. The District retains outside counsel for legal assistance in practice areas including labor negotiations, complex and impact litigation, environmental law, intellectual property, complex real estate and financial transactions, business and corporate law advice, appellate litigation, investigations and audits, pension and profit-sharing plans and other employee benefit plans.

The Office of General Counsel works cooperatively with outside counsel to negotiate reasonable hourly rates, to develop guidelines and strategies for defense, negotiation, settlement and appeals, to manage the work product of outside counsel and to assist outside counsel in acquiring the information they need in order to function at the highest level and to resolve legal matters of the District and to review and approve bills.

The Office of General Counsel and Office of Procurement Services published a Request for Qualifications for outside counsel services in April 2015 (RFQ 141). Thirty law firms and one placement agency responded to the RFQ. After an evaluation process, which includes a diversity questionnaire, the law firms and agencies listed in the Resolved paragraph were found to be qualified. This resolution seeks authority to extend the engagement of outside counsel, approved pursuant to Resolution No. A-20, approved by the School Reform Commission on June 18, 2015, for the period commencing July 1, 2016 through October 31, 2016, in the amount of \$2,214,809, which is 33% of the FY 16 budget for Outside Counsel, pending approval of a reorganization of the Office of General Counsel, a new competitive process and subsequent approval by the School Reform Commission of the retention of outside counsel no later than October, 2016..

ABC Code/Funding Source	\$2,214,809.00
1100-051-9370-2355-3311 Operating	

The vote was as follows:

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

Nays: 0

Executive

A-65

Official School File – Grade Organization and Grade Changes for SY16-17

RESOLVED, that the School Reform Commission hereby approves The School District of Philadelphia's school grade changes and grade organizations for the 2016-2017 school year, as set forth on the official School District school list attached hereto as Exhibit A and made a part hereof; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make adjustments as needed to the School District's school list, attached hereto as Exhibit A, no later than August 15, 2016 and to notify the Pennsylvania Department of Education as necessary.

Description: This resolution with its accompanying Appendices will serve as the official record for The School District of Philadelphia with respect to grade changes for SY 2016-2017.

The vote was as follows:

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

Nays: 0

A-66

Authorization of Memoranda of Understanding with Various Agencies – 21st Century Community Learning Centers – Cohorts 6a, 7, and 8

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the

Superintendent or his designee, to execute, deliver and perform individual Memoranda of Understanding with any agency or organization that is granted an award from the Pennsylvania Department of Education to establish and operate through Cohorts 6a, 7 and 8, a 21st Century Community Learning Center in any School District-managed school serving students during three consecutive school years beginning October 1, 2016 through September 30, 2018 and if funding allows, for a two year extension through September 30, 2020.

Description: From time to time, the Pennsylvania Department of Education issues three-year grants to community-based organizations to operate 21st Century Community Learning Centers. Each three year period is referred to as a cohort. For the school year 2016-2017, there will be three different cohorts of programs operating in our schools. Cohort 6a programs will be in the second year of a two year extension to their original three year grant period. Cohort 7 programs will be operating in the third year of their three year grant period. Cohort 8 programs will be operating in their second year of a three year grant period.

These Centers provide academic enrichment opportunities during non-school hours for students who attend high-poverty and low-performing schools.

These activities include, but are not limited to, literacy, mathematics and science activities, arts and music activities, tutoring and mentoring, service learning, technology and engineering activities, character education, recreation and physical education activities, parent involvement and family literacy.

The Centers operate 12-15 hours per week for a minimum of 36 weeks and are meant to serve the same students over the course of the year. The more a student participates the more likely it will result in a positive impact on student achievement, school attendance, and engagement in school, grades and behavior.

Historically, for each grant cohort, anywhere from twelve to twenty agencies receive three-year 21st CCLC grants from the Pennsylvania Department of Education (PDE) to operate a Center in that many or more schools serving from 50 - 150 students, grades K - 12 in each school daily over the course of the school year. Additionally, some of the agencies operate summer programming also.

The vote was as follows:

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

Nays: 0

A-67 (Updated 6.14.16)

Re-establishment of the Kenderton School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to re-open Kenderton School, a neighborhood elementary school located at 1500 W. Ontario St. and serving grades K through 8. The school shall re-open in the 2016-2017 school year; and be it FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to prepare, execute and file all documents necessary to obtain approval from the Pennsylvania Department of Education to re-establish the Kenderton School commencing in the 2016-2017 school year.

Description: The School District of Philadelphia plans to re-establish Kenderton School as a District-operated neighborhood elementary school. Prior to July 1, 2013, the District had operated a neighborhood elementary school in the Kenderton School building. Under the Renaissance Schools Initiative, through a request for proposal process, the School Reform Commission granted a charter to Young Scholars Kenderton Charter School to operate a charter school for a five-year term commencing on July 1, 2013 in the Kenderton School building.

In May 2016, the Board of Trustees of Young Scholars Kenderton Charter School indicated that it would no longer operate a charter school at the Kenderton School building after the 2015-2016 school year and that the Board would surrender its Charter. The District anticipates that it will re-establish the Kenderton School as a District school effective upon the surrender of the Charter of Young Scholars Kenderton Charter School. The re-established Kenderton School will be a neighborhood elementary school serving grades K through 8 beginning in the 2016-2017 school year. The school will maintain its current catchment area in North Philadelphia serving portions of the 19140, 19132, and 19133 zip codes.

The vote was as follows:

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

Nays: 0

Performance

A-68 (Updated 6.15.16)

Categorical/Grant Fund: \$100,000 Contract with Education Analytics – School Progress Reports Auditor

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 Education Analytics to serve as an external auditor for School Progress Reports, for an amount not to exceed \$100,000, for the period commencing July 1, 2016 through June 30, 2017, pending approval of this expenditure by the granting agency, with the option to renew for an additional year for an amount not to exceed \$100,000 for the period commencing July 1, 2017 through June 30, 2018, pending identification of an alternate funding source.

Description: The School District of Philadelphia District Performance Office (DPO) will partner with Education Analytics to serve as an external auditor for the district's School Progress Reports (SPR). The contract term will be for one year, commencing July 1, 2016 through June 30, 2017, with the option to renew for an additional year commencing July 1, 2017 through June 30, 2018.

The vendor was selected through a competitive formal Request for Proposal (RFP) process. The RFP process closed the week of May 30th with vendor review and selection shortly thereafter.

The vote was as follows:

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

Nays: 0

A-69 (Updated 6.13.16)

Categorical/Grant Fund: \$11,000 Ratification of Contract with Tembo

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 Tembo, Inc, for a School Progress Report Calculator, for an amount not to exceed \$11,000.00, for the period commencing January 5, 2016 through February 29, 2016.

Description: Upgrades, hosting fee and maintenance of the SPR Calculator web tool to align with the SY2014-15 SPR, for a total amount of \$11,000, for the period commencing January 15, 2016 through February 5, 2016.

ABC Code/Funding Source	\$11,000.00
1100-051-9340-2369-3311 Operating	

The vote was as follows:

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

Nays: 0

Operations

A-70

Withdrawn by Staff

A-71

Withdrawn by Staff

A-72 (Added 6.10.16)

Donation: Acceptance of Donation from the City of Philadelphia – Replacement of Roof at L. P. Hill School; License Agreement and Right of Way with City

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, by and through the Superintendent or his designee: (i) to accept with appreciation the generous donation from the City of Philadelphia of materials and labor valued at approximately \$150,000, to replace the roof of the gymnasium at LP Hill School; (ii) to execute, deliver and perform a License and Right of Entry, and any other necessary documents, with the City of Philadelphia to install the roof over the gym at LP Hill, for the period commencing July 5, 2016 and ending August 31, 2016 ; and (iii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution. The replacement of the roof at LP Hill must be acceptable to the Office of Facilities and Operations, the Office of Capital Programs, the Office of Risk Management and the Office of General Counsel.

Description: The School District of Philadelphia has been working with the City of Philadelphia and the Police Athletic League (PAL) to support the PAL program using the gym at the LP Hill School. The materials to replace the roof were purchased from funds of Council District 5. A crew from the City of Philadelphia will replace the roof with the following products: Rubber roofing (10 by 1000 rolls) EPDM060 – rubber roofing RPI – rubber bonding adhesive – WEP seam tape. The value of materials and repairs is approximately \$150,000. Duration of repairs are expected to take fifteen (15) working days.

ABC Code/Funding Source	\$150,000.00
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The vote was as follows:

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

Nays: 0

A-73 (Added 6.10.16)

Capital Fund: \$711,500 Capital Awards II – F. S. Edmonds School

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 \$711,500.00.

Description:
Spec: B-080 C

of 2015/16 Mechanical Contract - Mechanical Plant Replacement
Franklin S. Edmonds Elementary School - 8025 Thouron Avenue
Allstates Mechanical, Ltd. - \$629,000.00
Boothwyn, Pennsylvania 19061
ABC Code: 8A15-065-6210-4623-4591-05
Total Aggregate M/WBE Participation: 0.0%

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

The bids for Franklin S. Edmonds School project were publicly advertised on 5/13/2016, 5/18/2016, and 5/20/2016 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 met the technical and construction specifications. Bids were publicly opened on 6/7/2016. After review of the bids and a de-scoping meeting it was determined that Allstates Mechanical, Ltd. was the lowest responsible bidder with a bid of \$629,000.00.

The Facilities Condition Index (FCI) at this location is 81.17%. The School Progress Report (SPR) at this location is 40.

Description of Project:

Spec: B-081 C
of 2015/16 Electrical Contract - Mechanical Plant Replacement
Franklin S. Edmonds Elementary School - 8025 Thouron Avenue
Hyde Electric Corporation - \$82,500.00
Philadelphia, Pennsylvania 19129
ABC Code: 8A10-065-6210-4623-4561-05
Total Aggregate M/WBE Participation: 0.0%

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

The bids for the Franklin S. Edmonds School project were publicly advertised on 5/13/2016, 5/18/2016, and 5/20/2016 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 met the technical and construction specifications. Bids were publicly opened on 6/7/2016. 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 \$82,500.00.

The Facilities Condition Index (FCI) at this location is 81.17%. The School Progress Report (SPR) at this location is 40.

ABC Code/Funding Source	\$711,500.00
8A15-065-6210-4623-4591 Capital (\$629,000.00)	
8A15-065-6210-4623-4561 Capital (\$82,500.00)	

The vote was as follows:

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

Nays: 0

Executive

A-74 (Added 6.10.16)

Operating Budget: \$400,000 Contract Amendment with The Fund for The School District of Philadelphia
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract 0071/F16, originally entered into with Fund for the School District of Philadelphia, pursuant to Resolution No. A-21, approved by the School Reform Commission on March 19, 2015, by increasing the amount of the contract by an additional \$400,000 from the \$240,000 authorized by Resolution A-21, to an amount not to exceed \$640,000, to perform direct project oversight of its strategic fundraising activities with the philanthropic community and private donors.

Description: The Fund for the School District of Philadelphia is part of a national initiative to build public-private partnerships that strengthen public education in our country's major urban areas through private sector support. Founded in 2003 as Philadelphia's Children's First Fund, the mission is to serve as a vehicle for generating, directing, and managing private philanthropic resources to respond to the needs and goals of the School District of Philadelphia and to create innovative opportunities for promoting student achievement. The Fund for the School District of Philadelphia is the official not-for profit entity for the School District of Philadelphia. The partners are private foundations, corporations and businesses, and individual donors.

ABC Code/Funding Source	\$400,000.00
1100-051-9930-239E-3000 Operating	

The vote was as follows:

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

Nays: 0

Operations

A-75 (Added 6.14.16)

Operating Budget: \$132,720 License Agreement with KIPP West Philadelphia Charter School – John B. Turner Middle School

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, by and through the Superintendent or his designee, to execute, deliver and perform a license agreement with KIPP West Philadelphia Charter School for use of part of the John P. Turner Middle School (approximately 12,640 square feet), as a charter school facility at a license fee of \$132,720 per year (cost of \$10.50 per square foot) to be paid monthly, which license fee includes the School District's operating costs of all utilities, snow removal, trash pick-up, a building engineer, a custodial assistant, facilities maintenance and supplies, for the period commencing July 1, 2016 through June 30, 2017, and to terminate in the event that the charter is revoked. KIPP West Philadelphia Charter School shall be responsible for any costs related to security and repairs due to vandalism. The terms of the license agreement must be acceptable to the School District's Office of General Counsel and Office of Risk Management.

Description: The School Reform Commission ("SRC") granted a charter to KIPP West Philadelphia Charter School ("Charter School") to operate a charter school beginning July 1, 2016. The School District has agreed to allow the Charter School to use approximately 12,640 square feet at the John P. Turner Middle School, 5900 Baltimore Avenue, Philadelphia, PA 19143, for a one-year period under a License Agreement at a license fee of \$132,720 per year at a cost of \$10.50 per square foot, to be paid monthly.

ABC Code/Funding Source \$132,720.00

The vote was as follows:

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

Nays: 0

A-76 (Added 6.16.16)

Donation: \$200,000 Acceptance of Donation from the City of Philadelphia to Renovate the Beeber-Wynnefield School Annex Schoolyard/License and Right of Entry Agreement with the City of Philadelphia

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, by and through the Superintendent or his designee (i) to accept with appreciation the generous donation from the City of Philadelphia of design services and installed constructed exterior improvements with a total value of approximately \$200,000.00 at Beeber-Wynnefield School Annex Schoolyard located at 1818 North 53rd Street, 19131; (ii) to execute, deliver and perform a License and Right of Entry, and any other necessary documents, with the City of Philadelphia to perform, install and construct improvements at the Beeber-Wynnefield School Annex Schoolyard; and (iii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution. The design, installation and construction of the exterior improvements at the Beeber-Wynnefield School Annex Schoolyard must be acceptable to the Office of Facilities and Operations, the Office of Capital Programs, the Office of Risk Management and the Office of General Counsel.

Description: The School District of Philadelphia has been working with the City of Philadelphia and the Office of Councilman Curtis Jones, Jr. to make improvements to the exterior publicly utilized space at the now closed Beeber-Wynnefield School Annex. In order to ensure proper space for neighborhood children to recreate, the City will undertake various improvements to the exterior schoolyard at this site. The renovation will consist the construction of a new eight-foot fence surrounding the schoolyard; new full and half basketball courts with asphalt, concrete, nets and structure and security lighting; two new bleachers; and a new twenty-two foot by twenty-foot play area.

The City of Philadelphia will undertake all design and construction on this site. The anticipated project completion date is July 15, 2016.

The vote was as follows:

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

Nays: 0

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Categorical/Grant Fund: \$705,032 Ratification of Acceptance of Grant from the William Penn Foundation – Early Learning Programs

RESOLVED, that the School Reform Commission hereby ratifies the acceptance by The School District of Philadelphia, through the Superintendent or his designee, of a grant from the William Penn Foundation, in an amount not to exceed \$705,032, to support the renovations and refurbishments needed to facilitate activity-based learning across a total of 30 District-operated classrooms ranging in level from Pre-K to Grade 2, for the period commencing May 1, 2016 through October 31, 2018.

Description: This ratification is being requested in accordance with SRC Policy 820, subsection 8, regarding the acceptance of grant funding.

With grant funds from the William Penn Foundation, the District will redesign the physical space in 30 preK-2

classrooms in order to develop students' early academic and cognitive skills by capitalizing on interactive, activity-based and applied learning centers, as supported by research about how young children learn best. A small amount of funding will also be used to train teachers in how to incorporate the new equipment and materials into daily instruction.

Despite the very clear benefits to young students of hands-on, independent and interactive learning, too few pre-K and early elementary grade classrooms in the District are organized for this kind of brain-transforming instruction. In pre-K and Kindergarten classrooms, inquiry-based learning can be supported through workstations for art, dramatic play, block building, writing, math activities, and sand/water/tactile learning. In first and second grades, inquiry-based learning requires science and math centers that enable students to experiment and discover, comfortable reading corners, listening centers to engage with audio materials, and kidney-shaped tables that allow the teacher easy access to students when conducting small group instruction.

With the District's recent efforts to revamp early literacy instruction, Philadelphia's teachers are poised to take full advantage of the benefits of interactive classroom workstations. Teachers have become more adept at creating student-directed workstations throughout the classroom to enable purposeful, inquiry-based learning at various points throughout the school day while the teachers work with smaller groups of students to teach individual reading skills. However, getting the most benefit out of these kinds of learning stations often requires furniture and materials that many District classrooms do not currently have, as well as physical alterations like replacing wood with vinyl flooring to eliminate damage from sand and water stations.

Grant funds from the William Penn Foundation will support a relatively modest pilot investment across 30 classrooms that will provide the District with the evidence and impetus to rethink its classroom design work and investment strategy in the long-term. Classrooms will be selected for participation by reviewing data and information related to how well the principal and instructional team is implementing the guided and independent reading stations associated with the early literacy work, the readiness of physical environment, and the capacity and willingness of the school team to incorporate the workstations into daily instruction. Priority will be given to schools where less than half of third graders are reading at proficient and above, and where teachers have already begun implementing the new guided and independent reading centers with fidelity in order to ensure that teachers have demonstrated the ability to implement routines necessary to effectively use additional activity-based stations. Recommendations of both treatment and control classrooms will be reviewed and approved by the District's Anchor Goal 2 leads as well as the Office of Research and Evaluation.

Treatment classrooms will have the opportunity to select from a list of pre-approved and competitively bid furniture, equipment and improvement options that have been identified and vetted centrally by the facilities and academic offices, with the goal of ensuring that every treatment classroom has four to six reconfigurable and mobile learning stations. Needed physical improvements and equipment delivery and set up will be completed during the summer months. Ongoing training for teachers in how to make best use of multiple activity centers will occur both prior to and after treatments are completed.

ABC Code/Funding Source \$705,032.00

The vote was as follows:

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

Nays: 0

B-2

Donation: \$250,000 Acceptance of Donation of Services from Mt. Airy USA – Emlen, Day, Henry, Houston, and Lingelbach Elementary Schools

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of a grant from the Lenfest Foundation, as grantor, to accept with appreciation the donation of professional services and materials from Mt. Airy USA to teachers and administrators at the following five schools: Eleanor C. Emlen, Anna B. Day, Charles W. Henry, Henry H. Houston, and Anna L. Lingelbach, valued up to \$250,000 per year for the period commencing July 1, 2016 through June 30, 2019.

Description: Support from the Lenfest Foundation will allow Mt. Airy USA to continue supporting a network of five schools where classroom K-3 teachers can develop their skills through high quality training, one-on-one coaching, and peer visits. Participating schools (Eleanor C. Emlen, Anna B. Day, Charles W. Henry, Henry H. Houston, and Anna L. Lingelbach) were selected by Mt. Airy USA based upon their geographic service area and will continue to receive intensive training and guidance from the Children's Literacy Initiative (CLI). CLI has worked to improve teachers' capacity for quality literacy instruction since 1988 and their work has been validated through numerous external evaluations.

Each school will receive training, materials, and one-on-one teacher coaching according to each school's needs. The project will also create a place-based network of schools supporting one another's efforts to improve literacy outcomes. Teacher leaders from each school will receive advanced training that will prepare them to conduct professional development sessions for their colleagues. These sessions will build relationships between schools by inviting participants to share best practices and model lessons. Teachers throughout the network will also be encouraged to observe their colleagues' classrooms both informally and as "Lesson Study" while working with their coach to develop specific skills. "Family Literacy Nights" opened to the entire community will also provide families with strategies and resources to help their children grow as readers while demonstrating the neighborhood's commitment to the goals of the Mt. Airy Reads campaign.

Mt. Airy Reads is the first example of a consortium of schools and community organizations adopting the goals of the READ by 4th initiative on a neighborhood level, including mobilizing community volunteers, promoting summer reading, and evaluating the availability of quality, affordable childcare and pre-K. Support from the Lenfest Foundation provided to Mt. Airy USA will continue this comprehensive, place-based effort to ensure that all schools and families have the supports they need to promote literacy. This investment will also spur significant momentum for the entire Mt. Airy Reads initiative, which if successful, can serve as a model for other neighborhoods throughout Philadelphia.

ABC Code/Funding Source \$250,000.00

The vote was as follows:

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

Nays: 0

B-3

Donation: \$2,000,000 Acceptance of Donation of Professional Services from Children’s Literacy Initiative Model Classrooms

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 professional development services and materials to support Kindergarten to Grade 3 classrooms, valued at an amount not to exceed \$2,000,000 per year from Children’s Literacy Initiative contingent upon funding for the period commencing July 1, 2016 through June 30, 2019.

Description: During the last eight school years, Children’s Literacy Initiative (CLI) has worked in partnership with The School District to establish model K-3 grade classrooms. The classrooms serve as powerful exemplars of effective, successful literacy instruction. All K-3 model classrooms are available for guided visits by other K-3 teachers to observe best practices.

CLI provides professional development services and materials to existing K-3 classrooms. Materials include large book collections, replacement furniture, bookshelves to establish a classroom library, areas for small group instruction, and writing centers.

CLI’s Sustainability Model will serve, pending funding, between 10-15 SDP schools during the 2016-2019 school years through their standard level of services. All teachers and principals will receive coaching and resources; including seminar training, one-on-one coaching and/or small group coaching with CLI Professional Developers, and collections of children’s books and other materials for classrooms.

Additionally, CLI will continue to sustain model schools by continuing to support model classrooms in the following 13 schools: Henry H. Houston, William D. Kelley, George W. Nebinger, Penrose School, Greenfield, AS Jenks, Gideon, Lingelbach, McCloskey, Finletter, Lawton, Farrell, and Powell. These schools will receive sustainability services designed to transform them into hubs of innovation and learning for peer schools in the city. CLI works intensively with Model Schools to develop and deepen their practice as exemplars of CLI culture and instruction and to support them in extending knowledge of what works into other neighborhood schools.

Under CLIs standard model they will begin to support up to 15 schools over the three year period pending funding. When selecting schools priority will be given to those schools where 50% or more of the population is not reading on grade level.

ABC Code/Funding Source \$200,000.00

The vote was as follows:

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

Nays: 0

B-4

Categorical/Grant Fund: \$1,180,000 Grant Acceptance from the U. S. Department of Education, Office of Postsecondary Education – Educational Opportunity Centers Program

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept, if awarded, a grant from the United States Department of Education, Office of Postsecondary Education for the purpose of providing counseling and information services in the areas of postsecondary academic planning and financial and economic literacy for qualified adults entering or continuing postsecondary education, for an amount up to \$1,180,000.00, for the period commencing July 1, 2016 through June 30, 2021.

Description: The purpose of this resolution is to authorize the acceptance of a monetary grant from the United States Department of Education/Office of Postsecondary Education to create an Educational Opportunity Centers Program (EOC) to: (1) provide information regarding financial and academic assistance available for qualified adults who want to enter or continue to pursue a program of postsecondary education; (2) provide assistance to those individuals in applying for admission to institutions at which a program of postsecondary education is offered, including preparing necessary applications for use by admissions and financial aid officers; and (3) assist in improving the financial and economic literacy of program participants.

The EOC program will be named Counseling & Access for Postsecondary Success (CAPS) and embedded within The School District of Philadelphia's (SDP) existing Educational Options Program (EOP), a well-known education option, through which adults residing in the City of Philadelphia have the opportunity to earn a high school diploma. The target population for the CAPS Program is the current four EOP sites located at Benjamin Franklin High School, Philadelphia Learning Academy North, Philadelphia Learning Academy South, and South Philadelphia High School. The overarching goal of the CAPS Initiative is to not only educate and support students through completion of a high school diploma, but to also prepare and support students through the necessary activities that lead to their enrollment in postsecondary education.

The SDP Opportunity Network, through its Office of Multiple Pathways to Graduation, seeks to offer adult students, 19 years of age and older, "one-stop" access to high school completion and postsecondary counseling and planning via EOP. All individuals eligible for EOP who are 19 years of age or older are welcome to participate in the CAPS Initiative. The CAPS Initiative is ambitiously designed to reach the stated annual targets for each objective noted in the evaluation method section of this resolution. Through the CAPS Initiative, discrete, research-based services will be offered to our student participants that lead to the proposed targets for each objective.

Students who participate in the CAPS Initiative via EOP will receive: (1) a specialized nine-week advisory class that will imbed postsecondary exploration and access for students within the regular program schedule; (2) individual postsecondary counseling sessions; (3) financial and economic literacy. The CAPS Initiative will provide professional development for EOP Teachers and Counselors to deliver the nine-week advisory class and provide counseling services. In addition, the CAPS Initiative will strengthen existing partnerships with external organizations and build new partnerships to support students through high school graduation and college matriculation (e.g., colleges/universities, community-based social service agencies).

The District recognizes that key stakeholders from business, industry, community, social services, and postsecondary entities must be engaged in the conception, development, and implementation of the CAPS Initiative. Our CAPS Initiative has received partnership commitments from Community College of Philadelphia, Mayor's Commission on Literacy, PNC Bank, PhillyGoes2College, Philadelphia Vet Center, and Temple University to support successful implementation of the project. Additionally, support has been received from The SDP Office of College and Career Readiness, who's goal is to align and create supports in high schools to achieve the District's Anchor Goal#1: 100% of our students will graduate ready for college and careers.

The District will be engaging in the following grant related activities:

Grants Fiscal Services, Grants Compliance & Other Directly Associated SDP Personnel: Direct administrative support is necessary to assist in the daily operations of the CAPS Initiative. Responsibilities include: review, approve, & process all budgetary requirements, program expenditures, and other activities needed to support implementing the CAPS Initiative.

Human Resources: Using the processes and partnership of the SDP Office of Talent, the Opportunity Network will hire one (1) 12-month CAPS Initiative Coordinator, EOP Counselors currently employed will work additional hours, and four (4) Part-Time EOP Counselors will be hired.

Materials and Supplies: Vendor/Contractor to be determined; the RFP process will be implemented if applicable

SDP Office of Research and Evaluation (ORE): Evaluation of grant activities

Professional Development: All CAPS Initiative Counselors and Teachers, totaling 32 participants, will be trained to deliver the Naviance college and career readiness curriculum to students and to use the Naviance platform for assigning activities, tracking student progress, and pulling data reports.

Other:

Consulting: The Naviance consultant will provide hands-on support and guidance to ensure successful implementation of the College & Career Readiness Lesson Plans for CAPS staff (Teachers & Counselors).

Information Sessions: 1) Two (2) College-Going Culture information sessions at each of the four CAPS Initiative sites will introduce CAPS Initiative participants to The School District of Philadelphia's Office of Family & Community Engagement (FACE) services and programs ; 2) Two (2) information sessions at each of the four CAPS Initiative sites will be held in collaboration with the Philadelphia Vet Center and will introduce CAPS Initiative participants to the Center.

Travel: Local travel to EOP sites, central office, college visits, and partnership meetings with community based organizations and postsecondary institutions.

ABC Code/Funding Source \$1,180,000.00

The vote was as follows:

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

Nays: 0

B-5

Donation: \$103,749.50 Acceptance of Donation of Services from the Center for the Study and Prevention of Violence – Blueprints for Healthy Development Life Skills Training

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 professional development, technical assistance, materials and supplies, incentives and other related items, valued at \$103,749.50 from The Center for the Study and Prevention of Violence, by Altria Client Services on behalf of Philip Morris USA, John Middleton Co., and U.S. Smokeless Tobacco Company LLC and the National Health Promotion Associates to support the implementation of the research-based, Blueprints for Healthy Youth Development substance abuse, violence prevention and social skills curriculum, Life Skills Training, to twelve schools with middle grades, for the period commencing September 15, 2016, through July 31, 2019.

Description: The School District of Philadelphia will be implementing the research-based Life Skills Training (LST) curriculum as a vehicle to prevent high-risk behaviors, including substance abuse and violence, and improve social skills among middle school students (grades 6-8) in 12 schools in the District, including AMY Northwest, Baldi, Blaine, Bregy, Childs, Conwell, T. Marshall, Munoz-Marin, Sharswood, Vare-Washington and Ziegler. These schools are continuing with the curriculum, having implemented LST for the last 3 years.

Over the course of the 2016/17 school year, a total of 10-40 teachers will receive training, technical assistance (TA), and materials necessary to begin and continue LST implementation with approximately 1,208 6th graders, 1,165 7th graders, and 1,053 8th graders. Members of National Health Promotion Associates (NHPA) will facilitate trainings. By the end of the 2016-2017 program year, it is expected that 10-40 District teachers will have delivered LST to approximately 3,426 6th-8th grade students with fidelity to the model and success in terms of measurable student outcomes.

ABC Code/Funding Source \$103,749.50

The vote was as follows:

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

Nays: 0

B-6

Donation: \$300,000 Acceptance of Donation of Services from The College of New Jersey; Memorandum of Understanding with The College of New Jersey – Professional Development & Curriculum Writing

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the gift of professional development and curriculum writing services valued at approximately \$300,000 provided to Chester A. Arthur School at no cost to the District by the College of New Jersey; and be it.

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to execute, deliver and perform a memorandum of understanding with the College of New Jersey for the provision of professional development and curriculum writing services for Chester A. Arthur School for the period beginning July 1, 2016 and ending July 1, 2020.

Description: TCNJ's integrative-STEM (i-STEM) educational services consists of four areas: (I) Teacher Professional Development (PD), (II) Curriculum development/ writing, (III) Program Impacts (measurement and analysis) and (IV) Construction of a "Resource Workbook" that compiles key aspects of the project.

I. Teacher PD:

Teacher PD will be divided into two main categories: (a) Preparatory PD and (b) ongoing PD and coaching (instructional and curriculum). The goal will be to transform teachers' methods to more routinely include i-STEM methods ("design-centric problem-based learning"), and to enable teachers to be developers of i-STEM curricular units. TCNJ expects to start with lead teachers and, over time, phase in additional teachers.

II. Curriculum Development

Curriculum will be developed that strongly connects the students and teachers to the teaching and learning possibilities of the playground infrastructure and surrounding regions. Starting with previous work completed by TCNJ for FoCA, we plan to develop several curricular units that span the K-8 grades, as well as the four "STEM Lab spaces" in the playground. These curricular units will be i-STEM units, including non-STEM connections, and will connect to specific standards across disciplines. In a collaborative/ coaching fashion with teachers, 8 units will be developed using Understanding by Design (UbD) and Universal Design for Learning (UDL) models.

ABC Code/Funding Source \$300,000.00

The vote was as follows:

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

Nays: 0

B-7

Categorical/Grant Fund: \$400,000 Acceptance of Grant from the Pennsylvania Department of Education – Title II Part B Math and Science Partnership; \$98,000 Contracts with Drexel University and Metis Associates

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a grant from Pennsylvania Department of Education's Title II Part B Math and Science Partnership, if awarded, of up to \$400,000, to provide comprehensive professional

development to teachers of math and science in grades 4 through 12, for the period commencing July 1, 2016 through September 30, 2017; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this grant, to execute, deliver, and perform separate contracts with Drexel University, for an amount not to exceed \$50,000, to provide summer coursework and follow-up professional development; and with Metis Associates, for an amount not to exceed \$48,000, to provide evaluation of services/programs for the Title II Part B Math and Science Partnership grant, for the period commencing July 1, 2016 through September 30, 2017.

Description: This resolution seeks authorization to accept, if awarded a grant from the Pennsylvania Department of Education valued up to \$400,000. Contingent upon receipt of the Pennsylvania Department of Education-Title II Part B Math and Science Partnership grant, the School District of Philadelphia is proposing to contract with Drexel University and Metis Associates. Drexel University will provide coursework and follow-up professional development to a cadre of teachers of math and science in grades 6 through 12 for an amount not to exceed \$50,000.00. Metis Associates, the external evaluators of the Title II Part B Math and Science program, will conduct a series of assessments to identify successful practices as well as problems encountered during the assessment process, for an amount not to exceed \$48,000.00. The remaining \$302,000.00 will be utilized for 35 teachers in grades 6 through 12 to be compensated at the professional development rate for 80 hours of content knowledge, pedagogy, and ongoing professional development presented by visiting experts, consultants, and resident speakers.

ABC Code/Funding Source \$400,000.00
38ax-g67-9190-2272-3291

The vote was as follows:

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

Nays: 0

B-8

Donation: \$129,575 Acceptance of Donation from the Associated Alumni of Central High School – Distribution of 2016 Central High School Alumni Awards

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 \$ 129,575 from the Associated Alumni of Central High School, and authorizes The School District of Philadelphia, contingent upon receipt of this donation, to distribute the funds for awards to Central High School graduating seniors at the 275th class commencement and to undergraduate students at the awards assembly on June 21, 2016.

Description: The Associated Alumni of Central High School maintains a Scholarship Awards Fund, which is utilized for annual disbursements to students at Central High School. These disbursements occur at both Commencement and Undergraduate Awards programs on June 21, 2016.

ABC Code/Funding Source \$129,575.00

The vote was as follows:

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

Nays: 0

Academic – Payments/Contracts

B-9

Categorical/Grant Fund: \$180,000 Contracts with Explore Colleges and All Aboard Tours and Travels LLC – College Tours

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 Explore Colleges to provide customized enhanced college tours for Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) schools for an amount not to exceed \$90,000 for the period commencing October 1, 2016 through September 24, 2017.

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 contract with All Aboard Tours and Travels, LLC to provide customized enhanced college tours for Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) schools for an amount not to exceed \$90,000 for the period commencing October 1, 2016 through September 24, 2017.

Description: Explore Colleges (EC) and All Aboard (AA) will support the Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) Project by guiding early preparation for post-secondary education through college and career planning, as well as increasing awareness of post-secondary options. This will be achieved via deliberate, interactive single and multi-day campus tours (during the academic school year, with opportunities for college trips to support GEAR UP summer enrichment programs) for students from GEAR UP designated high schools, which include: Benjamin Franklin, Edison, Frankford, Fels, Kensington CAPA, Kensington Health Sciences, Kensington Urban/Business, School of the Future, Martin Luther King Jr., Overbrook, Penn Treaty, and West Philadelphia and their elementary/middle school feeders.

During their college visit experience, students will be provided information about campus enrollment, academic programs, tuition rates, housing options, admissions requirements, and campus life. Providing this information will allow students insight into what is needed for their college exploration process.

Both Explore Colleges and All Aboard have been selected as college experience vendors for their level of professionalism, quality of the visit experience, and their capacity to accommodate the varied requests of all GEAR UP CRCC schools.

More specifically,

1. Level of professionalism – Explore Colleges and All Aboard understand the need and breadth of the GEAR UP CRCC initiative. In this understanding, both vendors have been able to customize the college campus experience based on the needs of the participating students and the goals of the GEAR UP CRCC grant.
2. Quality of Enhanced Visit Experience – Explore Colleges and All Aboard are one of few providers who allow students in-depth insight into the college life experience. This is done through personalized campus tours, meetings with college and university faculty and staff and a customized presentation with the Admissions Staff.
3. Capacity to accommodate – unlike the other vendors that were vetted, based on the individuality of each GEAR UP school and the rate at which requests for campus visit experiences would be received, both Explore Colleges and All Aboard are able to accommodate throughout the academic year in addition to any requests during the summer months.

Based on the above, and their flexibility in pricing, both Explore Colleges and All Aboard are most compatible in their ability to accommodate the needs of the GEAR UP CRCC Project.

ABC Code/Funding Source	\$90,000.00
38BX-G58-97A0-2260-3291 GEAR UP	

The vote was as follows:

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

Nays: 0

B-10

Categorical/Grant Fund: \$1,818,740 Contract with The Advancement Via Individual Determination (AVID) Program – Gaining Early Awareness and Readiness for Undergraduate Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver, and perform a multi-year contract with The Advancement via Individual Determination (AVID) Center to provide up to 10 participating Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities Project (GEAR UP - CRCC) high schools and their perspective feeder middle schools with support, including yearly summer institute training, on-going local Path to School-wide training, and monthly coaching for teachers and administrators; AVID Curriculum libraries, and yearly AVID Center membership fees for technical assistance, for an amount not to exceed \$1,818,740.00 for the period commencing June 17, 2016 through June 30, 2021.

Description: The Advancement Via Individualized Determination (AVID) College Readiness System is designed to enable schoolwide implementation of AVID's proven instructional methodologies and content area with best practices to improve outcomes for all students. AVID goes beyond the elective course to affect the entire school by creating a college-going culture. Participating GEAR UP schools include: Benjamin Franklin, Edison, Frankford, Fels, Kensington CAPA, Kensington Health Science, Kensington Urban Education/Business, High School of the Future, Martin Luther King Jr., Overbrook, Penn Treaty, and West Philadelphia and their respective middle schools, will receive materials, training, coaching and support to implement the program.

The services that will be provided include:

AVID Summer Institute, which is AVID's annual professional learning event for AVID members. Each year GEAR UP School's educators are positioned to learn the latest in AVID methodologies and strategies to successfully implement the program in their schools.

AVID Path to School-wide trainings, feature a rigorous curriculum that promotes student achievement at the highest levels. Path to School-wide trainings offer teachers, administrators, academic counselors, and career advisors resources to help students fulfill their potential and successfully prepare them for college. Participants will become familiar with AVID methodologies and learn to focus their school systems to strategically improve the performance of all students.

Additionally, all schools will be provided with a curriculum library to support AVID best practices at the school level and to serve as a resource for students and teachers, and AVID will provide continuous technical assistance on every aspect of the program and system implementation including use of an AVID coach to support, and model AVID instructional practices.

AVID is a sole source provider of the Advancement Via Individualized Determination College Readiness system including all resources and professional development for administrators, teachers, and students.

ABC Code/Funding Source	\$1,818,740.00
38BX-G58-97A0-2260-3291	

The vote was as follows:

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

Nays: 0

B-11

Categorical/Grant Fund: \$90,000 Contract with CookSpeak – The Youth Engagement Company

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 CoolSpeak: The Youth Engagement Company, to facilitate a five day overnight college experience, called the Power of Youth Program and a series of motivational workshops for approximately 250 middle school students in the Gaining Early Awareness and Readiness for Undergraduate Programs, College Readiness Collaborative Communities (GEAR UP - CRCC) program, for an amount not to exceed \$90,000.00 for the period, commencing June 30, 2016 through August 31, 2016.

Description: CoolSpeak is a full service youth engagement organization delivering speakers, programs and events designed to keep students inspired, parents involved and teachers engaged. The CoolSpeak engagement platform offers specifically tailored experiences that allow educational institutions, non-profit organizations and businesses to foster educational agendas and support proactive youth outreach. CoolSpeak allows for the cultivation of stronger and more meaningful connections that empowers youth to become catalysts for positive change, intrinsic motivation, personal growth and self-sustaining inspiration. Initially chosen through an RFP process, CoolSpeak has a longstanding relationship with the GEAR UP program. Its engaging student activities have continued, over the years, to meet and exceed the needs of the GEAR UP grant and its goals.

The Power of Youth Program (PYM) is an interactive youth empowerment program, designed to cultivate self-advocacy and self-esteem, to help students achieve their personal and academic goals. A total of fifty (50) GEAR UP middle school students will be transported to Kutztown University to participate in PYM. Students who elect to participate in the program will be required to submit a teacher recommendation and attend an informational meeting to discuss the expectations and responsibilities of involvement. Students who self-select to participate in the program will be admitted into the program on a first-come, first-served basis. Over the course of five (5) days, the Power of Youth team will engage students through motivational presentations, team building activities, small group discussion, and individual personal development assignments. As a result of participating in the program, students will:

- Strengthen their non-cognitive skills, including self-efficacy, self-regulation, academic tenacity and excellence through student engagement;
- Aspire to be a leader at school and in their community;
- Increase their knowledge of college as a post-secondary option;
- Increase their knowledge about the tools necessary to achieve personal and academic success.

Additionally, CoolSpeak will provide motivational workshops, for 200 students, at a minimum of five GEAR UP - CRCC middle schools. Workshops will include interactive activities specifically designed to cultivate post-secondary aspirations, leadership skills, and academic tenacity.

ABC Code/Funding Source	\$90,000.00
38BX-G58-97A0-2260-3291	

The vote was as follows:

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

Nays: 0

B-12

Categorical/Grant Fund: \$91,770 Contract with Philadelphia Education Fund – Postsecondary Success Asset Mapping

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 the Philadelphia Education Fund to provide Postsecondary Success Asset Mapping (PSAM) and project management services for up to 12 Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) High Schools to support the GEAR UP College Readiness Collaborative Communities (CRCC) Project for an amount not to exceed \$91,770, for the period commencing July 1, 2016 through September 24, 2018.

Description: The Philadelphia Education Fund (PEF) aims to provide exceptional outcomes for all students by developing and building paths to college and career success. An active and frequent partner of The School District of Philadelphia over the past thirty years, PEF has continuously strived to help create a Philadelphia in which all young people have the skills and opportunity to succeed in college and career. In 2009 PEF embarked on the Philadelphia Postsecondary Success Project (PPSP). The PPSP is a tri-state initiative designed to increase access to and success in postsecondary education for students from traditionally underserved urban public high schools.

A component of the PPSP initiative is the Postsecondary Success Asset Mapping (PSAM) tool created by FHI360, a nonprofit human development organization specializing in addressing interrelated development challenges. FHI360 serves more than 70 countries and all U.S. states and territories, and has conducted significant research in the area of college and career readiness.

The Postsecondary Success Asset Mapping tool is a research-based tool that helps schools reimagine and more

effectively align existing resources, such as time, money and human capital. Its purpose is to assist high schools in guiding underserved students toward successful college careers. The PSAM tool provides a school with an accurate evaluation of strengths and opportunities for growth around postsecondary success initiatives, broken down into five domains:

- Domain 1 - Transition Knowledge & Skills
- Domain 2 - Content Knowledge
- Domain 3 - Learning Skills & Techniques
- Domain 4 - Cognitive Skills
- Domain 5 - School Systems Generate Asset Map Reports

PEF will develop a yearlong project management protocol intended to help GEAR UP CRCC high schools set and achieve postsecondary success goals through the use of the PSAM tool to serve the following GEAR UP CRCC schools: Benjamin Franklin High School, Edison High School, School of the Future, Martin Luther King High School, Penn Treaty, Overbrook High School, West Philadelphia High School, Kensington – Business, CAPA, Health Sciences and Urban Education High Schools, Frankford High School, and Samuel Fels High School. This protocol will include staff training, establishing a Postsecondary Leadership Committee at each of the designated high schools and conduct the Postsecondary Asset Mapping, providing regular and ongoing, support, monitoring and a continuous feedback loop.

ABC Code/Funding Source \$91,770.00
38BX-G58-97A0-2260-3291

The vote was as follows:

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

Nays: 0

B-13

Categorical/Grant Fund: \$109,428 Contract with International Institute for Restorative Practices – 9th Grade Academy Pilot

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 International Institute for Restorative Practices to provide training and professional development to school staff for Frankford High School, South Philadelphia High School, Sayre High School, and Kensington High School in the area of restorative practices, for an amount not to exceed \$109,428, for the period commencing July 1, 2016 through June 30, 2017.

Description: Aligned to the District’s Framework for College and Career Readiness is a renewed focus on supporting the 9th grade transition to high school. Four District high schools were selected to participate in the 9th Grade Academy Pilot Program in an effort to reset school culture and set the conditions needed to influence positive student outcomes. Schools were selected based on student achievement data, organizational capacity, and leadership readiness. Whole-School Change is a program of the International Institute for Restorative Practices (IIRP), a graduate school based in Bethlehem, Pennsylvania. Since 1999 the IIRP Continuing Education Division has helped even the most challenging schools improve their teaching and learning environment through “restorative practices,” a proactive approach to whole school climate change based on communication and responsibility.

The IIRP’s Whole-School Change program is a cost-effective way to achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violence and bullying and creates a sense of community. IIRP provides a comprehensive two-year school implementation program, unlike piecemeal efforts using varied approaches that lack an explicit focus. IIRP helps the school leadership and staff develop a customized plan based on its own needs and goals, organizes staff “professional learning groups” and regular follow-up phone meetings, delivers onsite professional development and assists with evaluation. Everyone on the school staff has a say and a role in implementation. Several staff are selected and trained as professional development instructors to ensure program sustainability.

Whole-School Change was chosen to support the 9th Grade Academy pilot high schools because they have developed the full school program that districts across the country are using to implement restorative practices.

They have worked with many District schools, most recently the following: Harding MS, Roxborough HS, HS of the Future, Martin Luther King HS, Morris Elementary, K-CAPA HS, and Overbrook HS.

The schools will implement the program over the year, beginning with 4 days this summer. During the school year, IIRP will schedule onsite consultation days and conference calls to sustain implementation, with a Training of Trainers held sometime in the middle to end of the school year.

Specific trainings and materials associated include the following topics: Introduction to Restorative Practices, Using Circles Effectively, Facilitating Restorative Conferences, and Family Engagement and Empowerment. There are four on-site consultation days during the year. These days include a building administration leadership meeting, classroom visits to include observation and modeling of restorative practices, meeting with professional learning communities to support understanding of restorative practices amongst the staff, engaging students in the understanding of restorative practices, meeting with the parent leadership group and any additional issues or topics that need to be discussed.

Part of the Whole School Change Program is creating a sustainable restorative school culture. One aspect of this is for up to 6 restorative school leaders to become licensed trainers of the IIRP for Introduction to Restorative

Practices, Using Circles Effectively, Facilitating Restorative Conferences, and Family Engagement & Empowerment. In this way, the school can train new staff in-house, for only the cost of the books that accompany each training.

In order to support the fidelity of the program, there are periodic conference calls held with the school leadership team. The calls aid in sustaining implementation momentum and in deepening implementation of restorative practices.

The school will also receive an extensive “Restorative Practices Professional Library” containing essential books, videos, and other resources to be used for ongoing staff development.

ABC Code/Funding Source	\$109,428.00
201X-G58-97A0-2260-3291 Title 1	

The vote was as follows:

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

Nays: 0

B-14

Categorical/Grant Fund: \$1,000,000 Contract with City Year of Philadelphia – In-School Comprehensive Services

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 City Year Philadelphia to provide students with math and literacy tutoring and academic support activities, attendance and behavior coaching, after school programs, positive climate activities, community service activities, civic engagement opportunities and college and career awareness/readiness activities in the Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP – CRCC) project schools, for an aggregate amount not to exceed \$1,000,000.00 for the period commencing July 1, 2016 through September 25, 2017.

Description: City Year Philadelphia is a youth service AmeriCorps program that has worked in successful collaboration with the district over the past eighteen years. City Year Corps Members are persons 18-25 years of age, who make a one-year, full-time service commitment to working in Philadelphia’s elementary, middle and high schools. Teams of Corps members represent a diverse population as defined by race, culture, class and education level. The following schools expected to participate in School Year 2016 - 2017 include, but are not limited to: Harding Middle School, Frankford High School, Edison High School, Ben Franklin High School, Overbrook High School, Kensington CAPA High School, Penn Treaty High School and High School of the Future. Through this collaboration, City Year will continue to work intensively with students, teachers, principals and school staff to enhance academic support activities, after school activities, positive climate activities, and college and career awareness activities. Corps members will work with school staff to identify students that will receive targeted and intensive supports. City Year will deploy teams of corps members managed by one City Year staff member (Impact Manager). The Managing Director, Impact Director, and the Executive Director will provide senior staff input and oversight for this program. The program will report directly to the GEAR UP College Readiness Collaborative Communities (CRCC) Project in the District’s Office of College and Career Readiness.

Contracted City Year services will fall into the categories described below in each of the participating schools:

ACADEMIC SUPPORT – City year will provide academic support for students in grades 8-9. Services include: providing in-class academic support including pull-out, push-in, one-on-one or small group tutoring, report card conferences with students, attendance and behavior coaching/mentoring and phone calls home if students are absent to prevent truancy.

COLLEGE AND CAREER PREPARATION – Under the direction of or in partnership with the school counselor and GEAR UP Program Managers– corps members will develop and implement college/career programs; assist in the development and execution of goals formalized in the Individualized Learning Plans (ILP) process as it relates to college and career awareness; assist in the introduction and exposure of 9th grade students to college and career activities that will increase awareness and practical steps that are necessary to achieve goals that have been set in the ILP. This includes and is not limited to assisting in the planning and implementation of college and career fairs, college trips, career day(s) and registration for PSAT.

AFTER SCHOOL ENRICHMENT ACTIVITIES – Corps members will engage students in after school enrichment activities that support academic achievement and address student needs, with a focus on homework assistance, individual/small group tutoring, character building and leadership development activities.

POSITIVE SCHOOL CLIMATE – Corps members may plan or support events that recognize outstanding or improved student attendance, behavior or academic performance as well as events that build school pride, safety and student engagement, including but not limited to fall festivals, math and literacy family nights, honor roll and perfect attendance celebrations, spirit days, etc.

COMMUNITY SERVICE AND CIVIC ENGAGEMENT – Corps members will engage students in community service and civic service projects that help them fulfill 9th grade community service requirements towards graduation and prepare them to be productive and engaged citizens. Services include: developing school and community service projects in addition to other leadership development activities.

Corps members will be present in schools a total of 9.5 hours per day based on the start and end time of the school. Corps members will occasionally help with GEAR UP events on weekdays, evenings and weekends.

City Year focuses on fighting the national dropout crisis. They are able to leverage the talent, energy and idealism of corps members to serve as tutors, mentors and role models in underserved, urban schools to help students stay on track and get back on track in order to graduate on time and help increase the graduation rate nationally. Each year, more than half of the approximately 1.2 million students who drop out across the country are from minority groups. City Year serves in 24 major communities to reverse this trend and develop an urban graduate pipeline.

In Philadelphia, over 255 corps members have served 17,000 students. City Year's focus aligns with the GEAR UP Partnership goals as listed in the justification section below as well as the District's Anchor Goal 1. The following are bullet points taken from the City Year Year 2 Evaluation Report 2014-2015 as prepared by the School District of Philadelphia's Office of Research and Evaluation

Key findings

Implementation (Page 3)

- Students were highly satisfied with the mentoring they received...
- Teachers felt strongly supported by corps members' contributions to their classrooms.

Impact (Page 3)

- Teachers reported an increased ability to differentiate instruction when corps members were working in their classrooms.
- Independent of hours accumulated, being on a City Year focus list for most of the year, which is largely dependent on early identification, was associated with:
 - o Higher English grades, including the finding that these City Year students outperformed matched control students.
 - o Higher Math PSSA scaled scores, including better performance compared with matched controls.
- Math tutoring was most impactful for the most underperforming students.
- Intensive attendance coaching, in terms of number of coaching minutes, led to significantly improved Average Daily Attendance

ABC Code/Funding Source \$1,000,000.00
38BX-G58-97A0-2260-3291

The vote was as follows:

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

Nays: 0

B-15

Operating Budget: \$437,500 Contract and Memorandum of Understanding with Philadelphia Youth Network, Inc. – Payroll Management and Support for 2016 Summer Student Internship Program

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 Philadelphia Youth Network, Inc. to provide payment of student wages, payroll management and support for the District's Summer Internship Program, for an amount not to exceed \$437,500.00, for the period commencing July 1, 2016 through October 31, 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 Philadelphia Youth Network, Inc., under which Philadelphia Youth Network, Inc. will provide 260 student summer experience slots, valued at up to \$150,000.00, for the District's Summer Internship Program, for the period commencing July 1, 2016 through October 31, 2016.

Description: The purpose of this resolution is twofold: 1) to authorize a contract with PYN to support the successful implementation and execution of the District's 2016 Summer Internship Program, including the payment of all additional student wages, payroll management and support; and 2) to authorize a Memorandum of Understanding with Philadelphia Youth Network, Inc. (PYN), under which PYN will commit up to 260 student summer experience slots and payroll management and support for the District's Summer Internship Program, valued at up to \$150,000.00.

The District's Office of Career and Technical Education (CTE) will provide summer internships and academic enrichment opportunities for approximately five hundred (500) high school students who are enrolled in CTE programs of Study, as well as approximately one hundred (100) teen parent students who are enrolled in the District's ELECT program. PYN will manage funds allocated by the District for the purposes of making payments and accounting for expenditures made on behalf of the District, with primary use of funds for student wages and provision of student payroll services with a 7% administration/overhead charge.

The Summer Internship Program is an extension of the curriculum that students learn throughout the school year. This opportunity allows students to receive real life hands-on experiences that cannot be learned in the classroom. The experience will permit students to utilize the content of their classroom curriculum in a practical setting. These opportunities include positions in School District buildings with District personnel, local businesses, and academic enrichment/industry certification programs. CTE students throughout the District have the opportunity to apply for this program.

Specifically, there are two tracks for the Summer Program:

1. Work-Based Internships

- Students participate in Automotive, Health Related Careers, Construction Trades, Cosmetology, Graphic Arts and Design, Business, Information Technology, Hospitality, and Culinary Arts summer work-based learning job placements.
- All of the work-related job placements are directly aligned to each respective career cluster’s curriculum that is taught during the academic year in CTE Programs of Study in the high schools.
- Students participating in work-based internships will be compensated at the rate of \$7.25 - \$8.00/hour for up to 40 hours/week for up to 8 weeks.

2. Academic Enrichment

- Students participate in academic enrichment classes which provide students with advanced instruction in various subject areas.
- The program provides career and technical education students the opportunity to earn the necessary hours needed for them to receive industry-recognized certifications upon graduation, that otherwise may not be obtained.
- Students participating in academic enrichment programs will receive a stipend of \$100 per week for 4-6 weeks. In connection to the 2016 Summer Internship Program, PYN will provide payment, enrollment, payroll management, and data collection services.

ABC Code/Funding Source	\$437,500.00
1100-059-9240-2125-3291 Student Certs (\$300,000.00)	
1100-004-9KN0-1155-3291 School Age Parents Operating (\$137,500.00)	

The vote was as follows:

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

Nays: 0

B-16

Operating Budget: \$80,000 Contract with the Philadelphia Fire Department – Firefighter/EMT Training Program at Randolph Career Academy

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 the Philadelphia Fire Department to provide a Firefighting/Emergency Medical Training Program at A. Philip Randolph Career Academy, for an amount not to exceed \$80,000.00, for the period commencing July 1, 2016 through June 30, 2017.

Description: The purpose of this resolution is to authorize a contract with the Philadelphia Fire Department (PFD) to provide a Firefighting/EMT Academy Program to Career and Technical Education students at Randolph Career Academy. The program is designed to provide quality, real world training, which will increase the number of individuals who are qualified to become fire fighters and emergency paramedics in the City of Philadelphia. This program will expose up to seventy-two (72) Randolph Career Academy students, from Grades 10 through 12, to the demanding field of public safety.

The Philadelphia Fire Department will provide three full-time Firefighter/Emergency Service Paramedics, who will be responsible for teaching the course on a daily basis, over the course of the 2016-17 school year, beginning with an industry credential program in Summer 2016. The instructors all possess Emergency Medical Training (EMT) and Cardiopulmonary Resuscitation (CPR) certifications and will be preparing students to receive their certifications as well. The Emergency Medical Technician curriculum that will be taught at the school directly mirrors the U.S. Department of Transportation, National Highway Safety Administration, EMT-Basic and National Standard Curriculum. The instructors will be responsible for not only teaching the class, but also for preparing daily lesson plans, which will come from the EMT/EMS curriculum, grading quizzes and tests, developing and coordinating Philadelphia Fire Department-sponsored activities for students, and conducting recruitment trips to middle schools to promote the Randolph Fire/EMT Academy as a viable option for students interested in the public safety profession. In addition to the full-time instructors, the Fire/EMT Academy will receive weekly visits and on-going support from other personnel from the Philadelphia Fire Department, such as a Fire Lieutenant and a Fire Captain, who will provide additional workshops and resources to support the instructors and students.

The Fire/EMT Academy Program serves 10th, 11th and 12th grade Randolph Career Academy students, and consists primarily of instruction, both theory and hands-on, in emergency medical services, which typically begins with certification of the students as EMT-Basic during the summer. In order to efficiently and effectively accomplish this goal, qualified firefighters who are certified as Emergency Medical Services instructors are required. The Philadelphia Fire Department will provide personnel who meet this requirement.

ABC Code/Funding Source	\$80,000.00
1100-059-9240-2125-3291	

The vote was as follows:

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

Nays: 0

B-17

No Cost Contract Amendment with McGraw Hill Education – Interim Assessments and Related Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of the contract originally entered into with McGraw Hill Education, pursuant to Resolution No. B-29, approved by the School Reform Commission on August 16, 2012, and amended pursuant to Resolution No. B-11, approved by the School Reform Commission on May 21, 2015, by extending the term of the contract from its amended scheduled expiration date of July 1, 2016 through June 30, 2017, at no additional cost.

Description: The overall purpose of developing and implementing a supplemental Interim Assessment System is to provide data to teachers and schools that will allow them to more precisely target their instructional efforts to areas that are most in need, both at the student- and classroom-level. In addition, the Interim Assessment System will be developed to align to the scope and sequence, which has been redeveloped to align with the Pennsylvania core standards.

Specifically, McGraw Hill Education will continue with or develop the following:

- Interim assessments in all PSSA assessed grade levels that support instruction in reading and math
- Interim assessments in Keystone assessed courses that support instruction in reading, math and science

In addition, McGraw Hill Education must provide all operational aspects of online and paper-and-pencil test administrations. McGraw Hill Education will also develop instructional materials and provide necessary professional development (a) to help schools successfully implement the program and (b) to use the assessment results to inform instructional practice and make curricular decisions. Finally, McGraw Hill Education will modify and/or expand the program when required, and provide a continuing high level of performance for the duration of the contract, including maintaining the appropriate quality control procedures to ensure the accurate processing and reporting of assessment results.

ABC Code/Funding Source

N/A

The vote was as follows:

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

Nays: 0

B-18

Various Funding: \$10,000,000 Contracts with Various Vendors – Academic Interventions for Multi-Tiered Systems of Support for RtII – Subject to Funding

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with approved pre-qualified vendors listed below, for academic intervention products and programs to support the District's Multi-Tiered Systems of Support - Response to Intervention and Instruction (MTSS-RtII) initiative for mathematics and literacy instruction, for an aggregate amount not to exceed \$10,000,000, for the period commencing July 1, 2016 through June 30, 2018.

Description: In 2013-2014, the Office of Curriculum, Instruction and Assessment in collaboration with the RtII District Leadership Team, Office of Procurement and Office of Educational Technology conducted a request for quote (RFQ) and established a district approved list of qualified vendors for academic interventions for SY 2013-2014 to SY 2015-2016 for tiered instruction. Due to the ending of the RFQ, a request for proposals (RFP) became necessary to provide schools with a new district approved list of qualified vendors for academic interventions.

The District released RFP-480 to receive proposals from qualified vendors for academic intervention products and programs that support a multi-tiered system of support for literacy and mathematics instruction. The vendors identified through this RFP will provide intervention products and programs for literacy and mathematics that will prevent and address student-learning gaps. The selection of academic intervention products and programs will provide support and resources to address each individual student's academic needs within tiers that vary in intensity sometimes referred to as levels of prevention.

This proposed award represents completion of the public solicitation under RFP-480, Academic Interventions, issued by Procurement on March 3, 2016. Eighty (80) companies downloaded the solicitation. Twenty-seven (27) vendors responded to this solicitation.

There are a total of thirty (30) selected interventions for literacy and/or math, pending review of RFP-480 vendors' written and oral score. The name of the intervention as well as the name of the vendor include the following: Accelerated Reader (Renaissance Learning); Anchor Comprehension Workshop (Benchmark Education Company); Burst Reading (Amplify); Early Intervention in Reading (McGraw Hill); Empower PA (Achieve 3000); Failure Free Reading (Failure Free Reading); Fev Tutor(Focus Care Inc.); First in Math (Suntex); iLit (Pearson); iReady Math (Curriculum Associates); iReady Reading (Curriculum Associates); IStation Reading (IStation); Kid Biz PA(Achieve 3000); Level Literacy Intervention (Heinemann); Mathia X(Carnegie Learning); Number Worlds(McGraw Hill); Teen Biz PA(Achieve 3000); Lexia Core 5(Lexia); Pathblazer K-8 Literacy (Compass

Learning); Pathblazer K-8 Math (Compass Learning); Reading Plus(R.E. Reinert & Associates); Shmoop (Shmoop University); Smarty Ants (Achieve 3000); SRA Flex Literacy(McGraw Hill); Success Maker Math(Pearson); Think Through Math (Think Through Learning); Waterford Math/Science (Waterford); Waterford Reading (Waterford); Words Their Way(Pearson). This includes a total of twenty literacy interventions, eight math interventions and two literacy/math combined interventions.

ABC Code/Funding Source \$10,000,000.00
Various

The vote was as follows:

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

Nays: 0

B-19

Operating Budget: \$400,000 Contract with International Baccalaureate – Educational Program and Certificates

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 the International Baccalaureate to provide educational program and certificates to various elementary, middle and high schools, for an amount not to exceed \$400,000, for the period commencing August 31, 2016 through June 30, 2017.

Description: The purpose of this resolution is to authorize payment of invoices from International Baccalaureate Organization for annual fees, annual candidate fees, and examination fees, which allow schools to participate in an International Baccalaureate Programme. The participating schools include, but are not limited to, Bodine High School, Central High School, Girls High School, Northeast High School, Washington High School, Hill-Freedman Middle School, Mayfair Elementary School, and Wilson Middle School. We currently have approximately eighteen hundred students enrolled in International Baccalaureate (IB) classes.

The IB Programme aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessments. IB is the sole provider of these programs and the District has been participating in the Programme for over a decade.

Individual schools make the decision to pursue the International Baccalaureate Programme by submitting an application, participating in a rigorous site visit and ultimately being granted approval by the International Baccalaureate Organization.

Participating schools do not receive any direct funds; funds are centrally allocated to pay all fees associated with the IB Programme

ABC Code/Funding Source \$400,000.00
1100-004-9440-124B-3311 Operating

The vote was as follows:

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

Nays: 0

B-20

Categorical/Grant Fund/Operating Budget: \$760,000 Contract with College Board – Advanced Placement/PSAT/SAT

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 The College Board to deliver and score the PSAT 8/9, PSAT, and SAT as well as the Advanced Placement Assessment in all School District of Philadelphia high schools for an amount not to exceed \$760,000 for the period commencing September 1, 2016 through June 30, 2017.

Description: The College Board is a mission driven organization that was created to connect students to higher education opportunities. The company will provide School District of Philadelphia students in grades 9 through 11 with the Preliminary Scholastic Aptitude Test (PSAT) and students in grade 12 with the Scholastic Aptitude Test (SAT). In addition, College Board will provide students participating in Advanced Placement (AP) classes with the assessment for the course.

During the fall of 2015 over 15,000 School District of Philadelphia students in grades 9 through 11 participated in taking the PSAT district wide. This opportunity provided students with early exposure to the SAT and gave them the ability to be one step closer to college preparedness. In addition, students were able to receive free personalized online resources and practice exams tailored to their strengths and weaknesses related to the SAT as a result of their scores on the PSAT. The district recognizes the importance of this initiative and would like to continue to provide students, who otherwise may have not taken the PSAT exam with the opportunity to do so during the 2016-2017 school year. The Office of Curriculum, Instruction and Assessment would also like to extend this opportunity to include twelfth grade students taking the SAT during the fall of 2016. This will increase the number of high school

students district wide that have access to the PSAT as well as the SAT.

The College Board will also provide professional development sessions for teachers teaching advanced placement courses across all district high schools. The week long training session across multiple content areas will allow teachers to stay abreast of the most up to date information in their respective areas of expertise.

ABC Code/Funding Source	\$760,000.00
\$450,000.00 - 1100-004-97A0-124A-3291	
\$310,000.00 - 201x-G04-9060-2819-3291	

The vote was as follows:

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

Nays: 0

B-21

Operating Budget: \$50,000 Authorization of Reimbursement to The City of Philadelphia Police Department – School Crossing Guards for Summer Programming

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to reimburse the City of Philadelphia Police Department for the provision of School Crossing Guards at approximately 30 School District elementary and middle schools, during the summer program, for an amount not to exceed \$50,000, for the period commencing July 1, 2016 through July 28, 2016.

Description: Pursuant to Sections 12-309 and 12-402 of the Philadelphia Home Rule Charter, the Philadelphia Police Department will be reimbursed for crossing guard services provided to The School District of Philadelphia's elementary/middle during the 2016 summer program, for the period of July 1, 2016 and ending July, 28, 2016, Monday thru Thursday. These services are necessary to provide direction and safety for students and motorists in high traffic locations. The services will take place before the start of the summer school day and at the closing of each day to ensure student safety.

ABC Code/Funding Source	\$50,000.00
1100-007-9440-1421-3291	

The vote was as follows:

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

Nays: 0

B-22

Operating Budget: \$30,000 Contract with Playworks – Socialized Recess Program at Bayard Taylor Elementary School

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 for the implementation of a socialized recess program at Bayard Taylor School for an amount not to exceed \$30,000 for the period commencing September 1, 2016 through June 30, 2017.

Description: The mission of Playworks is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. Playworks contracts with schools to provide a high quality, multi-faceted program to accomplish this mission during the school day and after school. The program specifically works to engage kid 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.

First, Playworks coaches organized recess by establishing specific areas on the playground for games, developing standard rules for behavior and teaching conflict resolution.
Second, coaches work with teachers to provide 45 minutes of game time specifically for their students during the week. This allows students to receive on-on-one attention. This time also enables coaches to reinforce positive social and playground behaviors and strengthens the student-teacher bond by enabling students to see their teachers in a new playful role.

Third, coaches nurture a group of students to serve as Junior Coaches. This peer leadership program has been successful in improving kids' self-esteem, social behavior and desire to do better in school.

ABC Code/Funding Source	\$30,000.00
1100-002-7440-1101-3291	

The vote was as follows:

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

Nays: 0

B-23

Operating Budget: \$180,000 Ratification of Contract with Playworks – Socialized Recess Programs at Disston, Cramp, and Sheppard Elementary Schools

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 Playworks, to pay the cost to implement the socialized recess program at Cramp Elementary School, for an amount not to exceed \$60,000, at Disston Elementary School, for an amount not to exceed \$60,000, and at Sheppard Elementary School, for an amount not to exceed \$60,000, for an aggregate amount not to exceed \$180,000, for the period commencing October 16, 2015 through June 30, 2016.

Description: Cramp, Disston and Sheppard were among the schools this year receiving services from the socialized recess provider, Playworks, as identified in resolution B-2, approved by the School Reform Commission on October 15, 2015. Each school either paid for the program or identified a partner to pay for the services. The funder identified for these 3 schools, was not able to fulfill the commitment. The schools were so pleased with the program and results that when the funding was compromised, they chose to pay with operating funds. Those funds were not available until later in the school year. A ratification is necessary in order to satisfy the three invoices.

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. 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 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.

Playworks has been supporting the implementation of socialized recess in Philadelphia public schools for the past several years. For the current 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. Arrangements were made so that the programming would be implemented in 12 schools.

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.

ABC Code/Funding Source	\$180,000.00
1100-002-5470-1101-3291 Operating (\$60,000.00)	
1100-002-5410-1101-3291 Operating (\$60,000.00)	
1100-002-8240-1101-3291 Operating (\$60,000.00)	

The vote was as follows:

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

Nays: 0

B-24

Operating Budget: \$51,000 Contract with Lorin Nicole Clay – Program and Community Partnerships Coordinator – Science Leadership Academy at Beeber

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 Lorin Nicole Clay to provide guidance with respect to community partnering, organizing and maintaining coursework with these partners, supporting academic programs, and recruitment events at Science Leadership Academy at Beeber, for an amount not to exceed \$51,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: As the Coordinator, Lorin Clay will assist Science Leadership Academy at Beeber with creating and maintaining relationships with outside partners, organize mini-courses and Individualized Learning Projects. Consultant will also support the school with recruitment efforts, site visits, new student orientation, open houses, and supporting academic programs.

ABC Code/Funding Source	\$51,000.00
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The vote was as follows:

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

Nays: 0

B-25

Operating Budget: \$24,712,500 Contracts with Various Vendors – Alternative Education Programs
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with the following alternative education providers to operate school programs at 15 locations: Big Picture Philadelphia, for an amount not to exceed \$1,750,000.00; The Camelot Schools of Pennsylvania, L.L.C., for an amount not to exceed \$11,000,000.00; Communities in Schools of Philadelphia, Inc., for an amount not to exceed \$1,250,000.00; International Education and Community Initiatives (d/b/a One Bright Ray, Inc.), for an amount not to exceed \$7,000,000.00; Opportunities Industrialization Centers of America, Inc., for an amount not to exceed \$1,300,000.00; Ombudsman Educational Services, LTD., for an amount not to exceed \$450,000.00; YES Philly, for an amount not to exceed 1,000,000.00; Community College of Philadelphia, for an amount not to exceed \$962,500.00, for an aggregate amount not to exceed \$24,712,500.00 for the period commencing July 1, 2016 through June 30, 2017.

Description: This resolution seeks authorization for The School District of Philadelphia to contract with eight (8) Alternative Education providers for one-year renewals of the current contracts.

Alternative Education contractors were selected through a 2013 competitive bid process- RFP 355. The approved SRC Resolution No. B-7 dated April 18, 2013 and SRC Resolution No. B-18 dated May 16, 2013 authorized the initial negotiation of these contracts for a period of three years (July 1, 2013 to June 30, 2016), with the option to extend contracts for two additional years through June 30, 2018. We seek approval to renew contracts for one year with vendors of three school program types: AEDY Transition, Accelerated, and Dual Enrollment.

AEDY Transition programs serve students in grades 6-12 who have committed serious violations of the Code of Student Conduct. AEDY Transition programs are authorized under 24 P.S. § 19-1901-C(1) to educate “disruptive” students and provide them with a sound course of study and counseling aimed at modifying disruptive behavior and returning students to a regular school curriculum. Students enroll in an AEDY Transition program for an average of one year and after making adequate academic, attendance and behavior progress are transitioned back to a regular education setting.

Accelerated programs serve students ages 15-21 who: are overage for their current grade and off-track to graduation by two or more years, have previously dropped out, or have been identified as at risk of dropping out based on Project U-Turn indicators (e.g., chronic truancy, core course failure, repeating 9th grade, etc.). Students are enrolled for six to 36 months, depending on their distance from high school graduation. Accelerated programs provide students with remediation in basic reading and math skills, accelerate learning toward a high school diploma, and create an achievable plan for postsecondary education and/or employment.

Gateway to College is a dual-enrollment program operated by Community of College of Philadelphia (CCP) and serves students ages 16-21. The program is a full-time, multiple pathways option at the CCP campus in Center City Philadelphia. Gateway enrolls District students who have dropped out and are interested in completing their high school diplomas while earning credits towards their Associate’s degrees. Students must be out of school for at least six months prior to enrollment and have earned between 0 and 17 high school credits prior to dropping out. CCP provides an intense academic and social support counseling model for all students enrolled, with an academic counselor to student ratio of at least 1 to 30. Students move through their initial semester of coursework in small cohorts so that they can become acclimated to the schedule and rigor of college-level work.

The three program models discussed in this resolution are described below, along with the providers recommended for renewal under each program model, the number of sites for each provider, and the total number of students to be served.

AEDY Transition (500 students, 1 provider):

- 1) Camelot Schools of Pennsylvania- 500 students, 2 sites

Accelerated (1,920 students, 7 providers):

- 1) Big Picture of Philadelphia- 175 students, 1 site
- 2) Camelot Schools of Pennsylvania- 600 students, 2 sites
- 3) Communities in Schools- 125 students, 1 site
- 4) International Education and Community Initiatives, d/b/a One Bright Ray- 700 students, 4 sites
- 5) Ombudsman- 90 students, 1 site
- 6) Opportunities Industrialization Centers of America- 130 students, 2 sites
- 7) YES Philly- 100 students, 1 site

Dual Enrollment (125 students, 1 provider):

- 1) Community College of Philadelphia- 125 students, 1 site

ABC Code/Funding Source	\$24,712,500.00
1100-081-9900-144A-3291 Operating (\$19,712,500.00)	
1100-081-9840-1442-3291 Operating (\$5,000,000.00)	

The vote was as follows:

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

Nays: 0

B-26

Authorization of License Agreements with Various Vendors for use of School District Facilities –Head Start Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a license agreement with Asociacion Puertorriquenos en Marcha (APM) for use of 9,724 square feet in the Rivera Center, 2603-11 North 5th Street, Philadelphia, PA, for the period commencing July 1, 2016 through June 30, 2017, which shall terminate in the event that the School District's contract with the entity is terminated, for a total license fee of not less than \$63,900.33 per year to be paid monthly, an amount which shall include the School District's costs for utilities, custodial services, building maintenance, repairs, snow removal, security, and trash pick-up. APM shall be responsible for procuring and paying for any and all costs of repairs due to vandalism. The terms of the license agreement must be acceptable to The School District of Philadelphia's Office of General Counsel and Office of Risk Management; 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 license agreement with APM for use of 8,471 square feet in the Trinidad Center, 1038 West Sedgley Avenue, Philadelphia, PA, for the period commencing July 1, 2016 through June 30, 2017, which shall terminate in the event that the School District's contract with the entity is terminated, for a total license fee of not less than \$84,982.77 per year to be paid monthly, an amount which shall include the School District's costs for utilities, custodial services, building maintenance, repairs, snow removal, and trash pick-up. APM shall be responsible for procuring and paying for any and all costs of security and repairs due to vandalism. The terms of the license agreement must be acceptable to The School District of Philadelphia's Office of General Counsel and Office of Risk Management; 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 license agreement with Norris Square Community Alliance for use of 9,200 square feet in the Willard Center, 3070 Frankford Avenue, Philadelphia, PA, for the period commencing July 1, 2016 through June 30, 2017, which shall terminate in the event that the School District's contract with the entity is terminated, for a total license fee of not less than \$110,679.68 per year to be paid monthly, an amount which shall include the School District's costs for utilities, custodial services, building maintenance, repairs, snow removal, and trash pick-up. Norris Square Community Alliance shall be responsible for procuring and paying for any and all costs of security and repairs due to vandalism. The terms of the license agreement must be acceptable to The School District of Philadelphia's Office of General Counsel and Office of Risk Management; 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 license agreement with Today's Child Learning Centers for use of 15,155 square feet in the Feltonville Center, 4901 Rising Sun Avenue, Philadelphia, PA, for the period commencing July 1, 2016 through June 30, 2017, which shall terminate in the event that the School District's contract with the entity is terminated, for a total license fee of not less than \$141,579.53 per year to be paid monthly, an amount which shall include the School District's costs for utilities, custodial services, building maintenance, repairs, snow removal, and trash pick-up. Today's Child Learning Centers shall be responsible for procuring and paying for any and all costs of security and repairs due to vandalism. The terms of the license agreement must be acceptable to The School District of Philadelphia's Office of General Counsel and Office of Risk Management.

Description: This resolution is related to another pending resolution entitled "Contracts with Various Vendors - Preschool Programs," also sponsored by the Office of Early Childhood Education, which, if approved, will authorize The School District of Philadelphia to enter into separate contracts with certain community-based early learning service providers to deliver comprehensive pre-k programming for three- and four-year-old children. The specific providers listed above are included in that resolution as well, and were selected through a Request for Proposal process (RFP-375) that solicited proposals from highly-qualified early learning organizations to provide Head Start programming in District-owned sites. These partners have been providing Head Start services under licensing agreements at these sites for the past three (3) program years, i.e., since July 1, 2013. By this resolution, the SRC would authorize the School District to establish license agreements with those providers for use of its facilities to support the delivery of comprehensive Head Start services for the upcoming program year commencing July 1, 2016 through June 30, 2017.

ABC Code/Funding Source

The vote was as follows:

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

Nays: 0

B-27

Categorical/Grant Funds: \$51,923,665 Contracts with Various Vendors – Preschool Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of a Pre-K Counts Continuation Grant from the PA

Department of Education (PDE), in an amount not to exceed \$27,557,000, and a Head Start Supplemental Assistance Grant, also from PDE, in an amount not to exceed \$14,812,231, and a Head Start Basic Continuation Grant from the US Department of Health and Human Services, in an amount not to exceed \$39,983,152, to execute, deliver, and perform individual contracts with each of the following 52 community-based early learning and/or support organizations, for the provision of comprehensive preschool services to an aggregate total of over 7,000 age- and income-eligible children and their families throughout the City of Philadelphia, for individual dollar amounts and numbers of student program slots not to exceed those listed below, for an aggregate dollar amount not to exceed \$51,923,665, for the period commencing July 1, 2016 through June 30, 2017:

Community-Based Childcare Partners--
AlGen Holding Company, \$1,543,980 (214 pre-k service slots);
Ann Kids Corp, \$143,400 (20 pre-k service slots);
Asociacion de Puertorriquenos en Marcha, \$3,338,910 (463 pre-k service slots);
ASPIRA of Pennsylvania, \$2,975,550 (415 pre-k service slots);
A Step Ahead Day Care, \$296,400 (40 pre-k service slots);
Bambi Day Care, \$425,790 (57 pre-k service slots);
Brightside Academy, \$4,761,000 (660 pre-k service slots);
Caring People Alliance, \$1,324,200 (180 pre-k service slots);
Children's Playhouse Early Learning, \$143,400 (20 pre-k service slots);
Children's Village, \$1,446,945 (211 pre-k service slots);
Childspace Daycare Centers, \$473,220 (66 pre-k service slots);
Chinatown Learning Center, \$215,100 (30 pre-k service slots);
Community Concern #13, \$148,200 (20 pre-k service slots);
Community Education Alliance of West Philadelphia, \$803,040 (112 pre-k service slots);
Creative Learning Environments, \$408,690 (57 pre-k service slots);
Diversified Community Services, \$1,035,300 (140 pre-k service slots);
Early Childhood Environments, \$501,900 (70 pre-k service slots);
Elwyn Inc., \$857,580 (118 pre-k service slots);
Federation Day Care Services, \$895,440 (119 pre-k service slots);
Grace Neighborhood Development Corp., \$1,767,450 (245 pre-k service slots);
Grace Trinity United Church of Christ, \$444,600 (60 pre-k service slots);
Just Children, \$469,080 (64 pre-k service slots);
KenCrest Services, \$5,882,310 (777 pre-k service slots);
Kinder Academy, \$1,701,780 (234 pre-k service slots);
Korean Community Development Services, \$148,200 (20 pre-k service slots);
Little People's Village, \$741,000 (100 pre-k service slots);
Mercy Neighborhood Ministries, \$435,000 (60 pre-k service slots);
Methodist Family Services of Philadelphia, \$272,460 (38 pre-k service slots);
Molly's Child Care Center, \$148,200 (20 pre-k service slots);
Montgomery Early Learning Centers, \$448,200 (60 pre-k service slots);
Norris Square Civic Association, \$2,021,940 (282 pre-k service slots);
Porter's Day Care & Educational Center, \$1,444,650 (196 pre-k service slots);
Pratt Street Learning Center, \$215,100 (30 pre-k service slots);
Precious Angels, \$430,200 (60 pre-k service slots);
Settlement Music School of Phila, \$709,830 (99 pre-k service slots);
Sound Start Child Care Center, \$309,600 (40 pre-k service slots);
Special People in Northeast, \$3,270,000 (437 pre-k service slots);
The Caring Center, \$149,100 (20 pre-k service slots);
The Green/Byrne Child Care Center, \$77,400 (10 pre-k service slots);
The Lighthouse, \$1,290,600 (180 pre-k service slots);
The Parent-Infant Center, \$179,400 (23 pre-k service slots);
Today's Child Learning Centers, \$1,290,600 (180 pre-k service slots);
Total Childcare Systems, \$747,000 (100 pre-k service slots);
Tuny Haven International Early Learning Center, \$549,750 (75 pre-k service slots);
T.Y.L. II, \$597,600 (80 pre-k service slots);
YMCA of Philadelphia & Vicinity, \$960,690 (149 pre-k service slots);
Young World Early Learning Center, \$335,820 (46 pre-k service slots);
Your Child's World Learning Center, \$2,525,160 (348 pre-k service slots); and
Youth Enrichment Programs, \$522,900 (70 pre-k service slots); and

Supplemental Support Service Providers--
American Kitchen Machinery & Repair, \$30,000 (food service appliance repair);
Public Health Management Corp., \$30,000 (community needs assessment activities); and
Salus University/PA College of Optometry, \$40,000 (mandatory child vision screenings); and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of the FY17 state and federal pre-k grant funding noted above, to: 1) purchase pre-paid public transit fares (e.g., tokens, daily passes) from Southeastern Pennsylvania Transportation Authority for parents/caregivers participating in center-based or network-wide family outreach/engagement activities, for an amount not to exceed \$2,000, for the period commencing July 1, 2016 through June 30, 2017; and 2) continue a Parent Activity Fund to provide parents the opportunity and experience in planning, developing and implementing their own projects and to enhance family/community involvement throughout the local Head Start network at each of over 100 program locations, for an amount not to exceed \$115,650, for the period commencing July 1, 2016 through June 30, 2017; all for an aggregate additional dollar amount not to exceed \$117,650.

Description: This resolution seeks authorization for the continued operation in 2016-17 of the District's annual pre-Kindergarten programming currently funded through state and federal grants. The School District of Philadelphia (SDP) is the single largest provider of pre-k program services for three- and four-year-olds in the City of Philadelphia, currently serving almost 10,000 children from low-income families through internally-operated programs in school buildings and partner-operated programs in high-quality, community-based centers. There are two basic models of preschool programming for both internal and partner-operated programs, each of which has different content, performance, and administrative requirements due to the nature of the funding source: Pre-Kindergarten Head Start (PKHS) and Pre-K Counts (PKC). PKHS programming is governed by federal regulations and policies, including the Head Start Act of 2007 and the Head Start Performance Standards, in which all required programs and services are delineated, including the creation of a formal Policy Council through which parents can participate in decisions about the program. PKC programming is governed by state regulations and policies, including Act 45 of 2007 (as amended in both 2008 and 2010) and the official program guidance document (recently updated for 2016), in which all required programs and services are delineated.

All of the District's pre-k programs are free of charge; serve three and four year olds; operate during the school year and during school hours; and provide breakfast, lunch, and afternoon snack for all participating children. Eligibility for the respective programs is based on household income: in order to qualify for PKHS, families must be living at or below 130% of the federal poverty level; to qualify for PKC, families must be living at or below 300% of the federal poverty level. The 2016 federal poverty level for a family of four equates to an annual maximum household income of \$24,300.

With almost 18,000 three- and four-year-old children from low-income families in Philadelphia lacking access to high-quality pre-k programming, the District took a significant step forward during the 2015/16 school year by successfully applying for competitive pre-k expansion grant funding from the Commonwealth of Pennsylvania that resulted in nearly 1,000 additional pre-k seats for local children from low-income backgrounds. An expansion of this magnitude required substantial coordination with and reliance upon the District's robust citywide network of high-quality community-based early learning partners, whose delivery of comprehensive preschool services has improved steadily through successive formal agency qualification processes as well as sustained and intensive monitoring activities conducted by specially-trained District personnel. Almost two decades since its inception, the District's pre-k partnership network now contains over 50 high quality providers operating a total of more than 7,000 pre-k slots at nearly 100 different sites across Philadelphia.

Also being proposed at this time are three contracts with organizations proven to possess the capacity and expertise for large-scale delivery of supplemental services that are key to overall program success, including mandatory child vision screenings, kitchen appliance repair/maintenance related to the daily feeding activities, and on-going community needs assessment efforts. Finally, this resolution seeks authorization for two special arrangements that are critical for maintaining compliance with federal Head Start parent involvement and shared governance requirements: (1) the continuation of an independent, grant-supported Parent Activity Fund containing sufficient resources to implement a broad array of parent-driven family and community engagement initiatives over the course of next year's project period; and (2) the purchase of public transit tokens and passes to subsidize, as appropriate, the equitable participation of program families in outreach events and to foster the regular involvement of parents and caregivers in both site-based and centralized Policy Council decision-making sessions.

ABC Code/Funding Source	\$51,923,665.00
4E1X-G01-9150-1807-3291 PA Pre-K Counts Grant Program (\$19,580,175.00)	
4A0X-G01-9390-1807-3291 PA Head Start Supplemental Assistance Grant Program (\$8,338,710.00)	
216X-G01-9390-1807-3291 Federal Head Start Continuation Grant Program (\$23,904,780.00)	
216X-G01-9390-1803-4312 Federal Head Start Continuation Grant Program (\$25,000.00)	
4E1X-G01-9150-1802-4312 PA Pre-K Counts Grant Program (\$5,000.00)	
216X-G01-9390-1801-3311 Federal Head Start Continuation Grant Program (\$50,000.00)	
4A0X-G01-9390-1801-3311 PA Head Start Supplemental Assistance Grant Program (\$10,000.00)	
4E1X-G01-9150-1801-3311 PA Pre-K Counts Grant Program (\$10,000.00)	

The vote was as follows:

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

Nays: 0

B-28

Categorical/Grant Fund: \$54,899 Contract with Center for Applied Linguistics – Professional Development 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 the Center for Applied Linguistics to provide professional development and technical assistance/consultation services for School District staff including but not limited to administrators and teachers in grades K-5 at five Dual Language schools, to enhance the instruction for English Language Learners, for an amount not to exceed \$54,899.00 for the period commencing August 1, 2016 through July 31, 2017.

Description: The Center for Applied Linguistics (CAL), founded in 1959, serves as a link between the communities of academic linguists and practicing language educators. In addition to conducting research and engaging in projects through multiple partnerships, CAL offers many services and professional development (PD) opportunities designed to enhance the education of English Language Learners. The Office of Multilingual Curriculum and Programs intends to contract with CAL to offer a Dual Language Leadership PD for principals as well as school and district leaders, a Foundations of Dual Language Education PD for Dual Language teachers, a Two-Way Sheltered Instruction Observation Protocol (SIOP) PD for Dual Language teachers, job-embedded support for both Dual

Language teachers and their principals, and technical assistance/consultation for district-level staff. Details for these offerings are described below. Multilingual managers and curriculum development specialists will offer on-going coaching and follow-up training to ensure that participants apply the approaches and strategies learned.

Dual Language Leadership

This two-day session is intended for school and district leaders, including principals, assistant principals, and teacher leaders, who are seeking to deepen their practical understanding of the impact that bilingualism has on student achievement, as well as the importance of ensuring program and language equity, in order to create a campus culture where bilingualism, biliteracy, and multicultural competence thrive. The CAL publication, *Guiding Principles for Dual Language Education*, will serve as a framework for knowledge building, planning, and networking with peers. Participants will leave the institute with a wealth of strategies for long term planning as well as practical hands-on activities that can be implemented right away. Through the exploration of concrete instructional and programmatic examples, participants will be encouraged to actively reflect, collaborate, and delineate next steps for action to provide all language learners with access to rigorous bilingual content and language instruction to improve student performance.

Foundations of Dual Language Education

This one-day workshop, based on CAL's highly-acclaimed *Guiding Principles for Dual Language Education*, will provide dual language educators with research-aligned strategies and hands-on activities that promote bilingualism, biliteracy, and multicultural competence for their emergent bilingual students learning in English and a partner language. Participants will engage in interactive activities that integrate language and content and promote mutual respect between and among students of varying linguistic and cultural backgrounds. Through exploration of concrete instructional and classroom examples, participants will be invited to actively reflect on their instructional practices. In addition, opportunities will be provided for collaboration with colleagues in the design of research-aligned activities that participants will then be able to turn around and implement immediately in their own classrooms.

Two-Way SLOP Professional Development

The professional development project is designed to introduce dual language teachers to effective sheltering strategies in order to integrate content and language instruction for dual language learners. Over the course of two (not necessarily consecutive) days, teachers will receive a comprehensive overview of the research-validated Two-Way SLOP Model and learn how to incorporate three of its eight components to improve classroom instruction for emergent bilingual learners.

Job-Embedded Support

The two CAL dual language PD specialists will meet with school leaders and teachers at the five focus schools for a half-day each to focus on implementing the research-based strategies and approaches learned in the professional development sessions described above. The CAL Dual language coaches will spend 2.5 days with principals and school leaders and 2.5 days with teachers on each of the two coaching visits.

Technical Assistance

A dual language PD specialist will meet with district leaders via a series of four conferences (face-to-face meetings in Philadelphia, contiguous with other visits for PD and job-embedded support if possible; otherwise web-based teleconference meetings) lasting two hours each and focusing on effective practices in dual language program implementation.

ABC Code/Funding Source
237X-G07-9470-2264-3291 Title III

\$54,899.00

The vote was as follows:

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

Nays: 0

B-29

Categorical/Grant Fund: \$58,750 Contract with Temple University School of Public Health – AIDS Risk Reduction through Education and Student Training (ARREST)

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 Temple University School of Public Health, to implement two school health surveillance programs to fulfill the requirements of a federal grant: the Youth Risk Behavior Survey and Profiles, for an amount not to exceed \$58,750, for the period commencing August 1, 2016 through July 31, 2017.

Description: The AIDS Risk Reduction Through Education and Staff Training (ARREST) grant from the Centers for Disease Control and Prevention Division of Adolescent School Health (DASH), provides The School District of Philadelphia with the resources to develop, implement and evaluate interventions for improving the health and educational outcomes for young people. We are seeking authorization to contract with Temple University School of Public Health (TUPH) to provide implementation of surveillance activities on behalf of the School District of Philadelphia. Temple University (TUPH) administers the School Health Profiles (Profiles) on the even year (i.e., 2016) assessing school health policies, practices and the status of school health education. On the odd year (i.e., 2017) Temple administers the Youth Risk Behavior Survey (YRBS). During the year following a survey the data is analyzed, published and reported.

Profiles monitors the current status of school health education requirements and content, physical education and physical activity, school health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition, asthma management activities, family and community involvement in school health programs, and school health

coordination.

The YRBS monitors priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include

- Behaviors that contribute to unintentional injuries and violence
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted infections, including HIV infection
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

ABC Code/Funding Source \$58,750.00
344X-G52-9BP0-2265-3291

The vote was as follows:

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

Nays: 0

B-30

Operating Budget: \$378,590 Contracts with Temple University Physicians, Temple University Kinesiology, and University of Pennsylvania Department of Orthopedic Surgery – Athletic Training Services

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 Temple University Physicians to provide certified athletic trainers for Fall, Winter, and Spring sports, to coordinate scheduling services and to generate reports for all levels of evaluation of project work activities for all athletic trainers assigned to School District schools for athletic events, for an amount not to exceed \$237,340 for the period commencing August 23, 2016 through June 30, 2017; 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 contracts separately with Temple University Kinesiology, for an amount not to exceed \$64,000, and with The University of Pennsylvania Department of Orthopedic Surgery, for an amount not to exceed \$77,250, for an aggregate amount pursuant to this paragraph not to exceed \$141,250, each to provide certified athletic trainers for Fall, Winter, and Spring sports, for the period commencing August 23, 2016 through June 30, 2017.

Description: The care and prevention of athletic injuries is imperative to the High School interscholastic athletic programs sponsored by the Office of Athletics.

There are very few providers for athletic trainers, consequently the Office of Athletics must contract with several providers to create coverage for all fall, winter and spring teams where needed. Temple University Physicians created what is now known as sports medicine/athletic training coverage for high school athletics. Since Temple University provides the most trainers, the Office of Athletics coordinated with Temple University Physicians, collectively orchestrating service for all District high schools. Other school districts have athletic trainers on staff and assign one trainer to each middle and high school. Temple University Physicians coordinate all coverage for athletic contests and practices for their athletic trainers, as well as the athletic trainers from the following providers: Temple University Kinesiology and the University of Pennsylvania Orthopedics. The goal of the Office of Athletics is to provide one trainer at every high school providing athletic trainer evaluation throughout the day.

Temple University Physicians will provide athletic trainers that are certified through the National Athletic Trainers Association who will provide immediate first aid care to students during athletic events and practices taking place at the following high schools:

- Bodine, Central, Dobbins, Edison, Fels, Frankford, Girls' High, Kensington, Lincoln, Mastbaum, Northeast, Penn Treaty, Strawberry Mansion, Swenson, George Washington, Academy at Rush.
- Additionally, athletic trainer services will be provided to all middle grades football games in their coverage area.

Temple University - Department of Kinesiology Athletic Training will provide athletic trainers that are certified through the National Athletic Trainer's Association, who will provide immediate first aid care to students during athletic events and practices in the following high schools:

- Hill Freedman, Roxborough, Martin Luther King, Parkway Northwest, Saul.
- Additionally, athletic trainer services will be provided to all middle grades football games in their coverage area.

The University of Pennsylvania Health System Athletic Training (Orthopedic Surgery) will provide athletic trainers that are certified through the National Athletic Trainer's Association, who will provide immediate first aid care to students during athletic events and practices to the following high schools:

- Academy at Palumbo, Bartram, Furness, Girard Academic Music Program, Lankenau, Overbrook, Parkway Center City, Parkway West, Randolph Skills Center, Paul Robeson, Sayre, School of the Future, South Philadelphia, West Philadelphia.
- Additionally, athletic trainer services will be provided to all middle grades football games in their coverage area.

The level of utilization is to provide immediate medical treatment and a safe playing environment for all high-impact sports and other intramural sports.

The PIAA requires that all sports contests have no fewer than one athletic trainer at each game. Many schools employ medical doctors to work the sidelines during football and wrestling contests. Now that the NFL and NCAA continue to provide ongoing educational regarding neck and head injuries, the level of understanding and the importance of immediate medical care regarding concussions is a necessity. The PIAA and the National Federation of High School Sports requires that all coaches in all sports complete an annual on-line certification in concussion awareness. No athletic contests can be played without athletic trainers, as per PIAA compliance requirements.

ABC Code/Funding Source	\$378,590.00
1100-004-9jq0-3251-3291 Operating (\$301,340.00)	
1100-004-9jq0-3252-3291 Operating (\$77,250.00)	

The vote was as follows:

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

Nays: 0

B-31

No Cost Contracts with Universities and Hospitals – Student Nursing, Health, Behavioral Interventions and Support, Speech and Related Services, Professional Placements and Internships

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 following schools and hospitals: The Children’s Hospital of Philadelphia, Community College of Philadelphia, Gwynedd-Mercy College, Philadelphia University, Tenet Healthsystem St. Christopher’s Hospital for Children, Eastern University, LaSalle University, Temple University, Drexel University, University of Pennsylvania, Villanova University, Thomas Jefferson University, Salus University PA College of Optometry, Harcum College, Aria Health Frankford School of Nursing, Kutztown University; University of Pittsburg; University of Massachusetts- Boston; Dominican College; Hunter College of the City College of NY; Teachers College, Columbia University; Ohio State University, Gallaudet University; McDaniel College; The College of New Jersey; Canisius College; Hunter College, CUNY; National Technical Institute for the Deaf (NTID); Barton College; Lenoir-Rhyne University; University of North Carolina at Greensboro; Kent State University; Saint Joseph’s University; Radford University, George Washington University, Howard University, University of the District of Columbia, Loyola University Maryland, Towson University, University of Maryland (College Park), Boston University, Emerson College, MGH Institute of Health Professions, Northeastern University, University of Massachusetts, Amherst, Worcester State University, Kean University of New Jersey, Montclair State University, Richard Stockton College of New Jersey, Seton Hall University, William Paterson University of New Jersey, Adelphi University, Buffalo State College, College of Saint Rose, CUNY, Brooklyn College, CUNY, Lehman College, CUNY, Queens College, Hofstra University, Ithaca College, LIU Brooklyn, LIU Post, Mercy College, Molloy College, Nazareth College of Rochester, New York Medical College, New York University, St. John’s University, SUNY at Buffalo, SUNY at Cortland, SUNY at Fredonia, SUNY at New Paltz, SUNY at Plattsburgh, Syracuse University, Teachers College, Columbia University, Touro College, Bloomsburg University of Pennsylvania, California University of Pennsylvania, Clarion University of Pennsylvania, Duquesne University, East Stroudsburg University, Edinboro University of Pennsylvania, Indiana University of Pennsylvania, Marywood University, Misericordia University, Pennsylvania State University, University of Pittsburgh, West Chester University, and other qualifying medical schools, nursing schools, educational institutions, hospitals, schools of public health, colleges and universities, to permit qualifying students of nursing, school psychology, mental health, behavioral counseling and therapy, behavior analysis, occupational therapy, physical therapy, hearing therapy, vision therapy, and speech/language therapy to be assigned to various District schools and central administration offices under the supervision of District personnel for the purposes of assisting and supporting school nurses, teachers, related services providers, therapists, behavioral shapers, mental health providers, behavioral experts, and Board Certified Behavior Analysts with school health, educational, behavioral, and therapeutic programs and services that support teaching and learning, providing assistance to health education instructors in the delivery of health education curriculum, and introducing and exposing students to careers and studies in allied health professions that they may enter after having graduating from high school, at no cost to the School District for the period commencing August 21, 2016 through August 20, 2017.

Description: The Office of Specialized Services (OSS) will partner with local colleges and universities that offer educational programs for nursing, therapeutic, clinical and public health students to provide student placements as part of the trainings and educational programs for these individuals at no cost to the District. University health students who are placed in schools are able to learn about the roles and responsibilities of school nurses, physical therapists and occupational therapists, school administrators and health educators, as well acquire an understanding for how these instructional and non-instructional services support teaching and learning and improve academic achievement.

The university health student's placement is approved by school principals or the principal's appointed designee. The location or placement of the university health student is determined by OSS, in collaboration with the Student Placement Coordinator of each college or university. OSS will place students in elementary, middle and high schools that are under performing academically, and are in need of additional supportive services in order to improve academic achievement through these professional placements. District students will be introduced to a variety of careers in allied health such as nursing, occupational and physical therapy careers in public health.

School District clinical personnel will provide instruction, and support to the university health students and ensure that they are completing their course work, while the university health students are providing assistance to school nurses and therapists, by increasing productivity in school health mandated programs. University health students will provide support to school nurses to complete mandated State screenings and to conduct educational programs for students about the importance of having a medical facility where they can receive services in various areas of

vision, oral health, and primary medical services.

University health students will also provide assistance to health education instructors by supporting the health education curriculum in the classroom and teaching District students how to take ownership of their health and become good consumers of healthcare services, as well as the benefits of maintaining a healthy lifestyle. University health students placed in high schools will specifically concentrate in the area of sexual education. The District currently collaborates with the Philadelphia Department of Public Health (PDPH) to conduct STD screening for Gonorrhea and Chlamydia in high schools students. Out of 40% of District students who participate in the program, approximately 7% test positive for sexually transmitted diseases in initial screening, less than half of these students participate in the voluntary rescreening process; and between 14% and 30% of these students become re-infected. University health students will work with health educators, school nurses and PDPH to increase educational awareness about re-infection of sexually transmitted diseases, increase the rescreening rate, and to reduce the rate of re-infection in high school students. Placement of the university health students in District schools also increases students' awareness of careers in allied health professions that provide non-instructional supports to school students while they are in an educational institution.

The participating colleges, universities, hospitals and schools of nursing have current or previous relationships with the District and are located within or near the Philadelphia area. The student placement coordinators of each college or university will work with the participating District schools to place 50 university health students in 25 elementary, middle and high schools throughout the city that are under performing academically. The student placement coordinators of each college or university will ensure that students have taken the appropriate prerequisites and follow District policies and regulations, and possess the necessary clearances before participating in a clinical rotation within District schools.

The District will ensure that participating universities maintain appropriate liability insurance that is approved by the District's Office of Risk Management. In order to monitor the relationship between the School District and the educational institutions, the school principal and OSS will receive the following information from each educational institution: course outline, the name of the educational institution's instructor, the names of all students placed in the schools, placement dates, and executed confirmation that students have all the necessary background clearances (Child Abuse Clearance, Criminal Background Check, FBI Clearance), and health certification including results of tuberculin testing.

ABC Code/Funding Source

N/A

The vote was as follows:

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

Nays: 0

B-32

Operating Budget: \$2,380,476 Contracts with Therapeutic Center at Fox Chase (The Bridge), Wordsworth Academy and Friends Hospital – Educational Programs at Residential Treatment Facilities

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Friends Behavioral Health System, L. P., Friends Hospital, for an amount not to exceed \$100,000, with The Therapeutic Center at Fox Chase, a/k/a The Bridge, for an amount not to exceed \$275,000, and with Wordsworth Academy, for an amount not to exceed \$2,005,476, for an aggregate amount not to exceed \$2,380,476, to provide regular education and special education programs for children with severe emotional and behavioral disturbance attending these Residential Treatment Facilities, designated as "non-educational placements," for the period commencing July 1, 2016 through June 30, 2017.

Description: Children with severe emotional and behavioral disorders are sometimes placed in inpatient hospitalization programs and residential treatment facilities (RTFs) for reasons not related to their educational needs. The residential programs are primarily an option to help children recover from a psychiatric crisis and/or to stabilize them with the use of therapeutic medications. Children in such programs require treatment for 24 hours per day. That is, they need more intensive and comprehensive services than they can receive in an outpatient, after-school, partial hospital, or day treatment setting.

Students are referred to RTFs from several different sources including the medical system, the mental and behavioral health system, the child welfare system, the court system, and by family or self-referral. Children are admitted into these programs only if such treatment has been found to be medically necessary. Medical Assistance, or commercial insurance, is the payer for the majority of children attending these programs. Children attending RTFs typically receive psychological, psychiatric, and socio-emotional treatment. Many also receive therapeutic medications.

These placements are referred to as "non-educational" placements to distinguish them from placements made by the District. Because many of the individuals receiving these non-educational, medically necessary placements are of school age, they also need educational services. The RTF providers contract with the District to deliver educational programs at their own therapeutic treatment facility. These educational programs are incorporated and interwoven within the student's therapeutic plan and are part of their continuum of mental health services.

RTF educational programs are operated in settings outside of traditional public schools and are located adjacent to or inside their medical facilities. The patients in these settings are the only participants receiving educational services. The amount of time that students receive an educational program in these settings can vary, as does the type of

program offered, and is dependent upon the mental and behavioral health needs of each student.

Safety and security of the child are an important part of placement decisions for these students. Placement orders made by the juvenile justice system, for example, may require separate schooling for security reasons. Also, the treatment needs of some children placed by child welfare, mental health or mental retardation agencies may be incompatible with educating the child at any site other than the therapeutic treatment site. Further, the high risk of site elopement presented by some students requires educational placements that are secure to ensure student safety. Placement determinations are not made by presumption, but after careful consideration on an individual basis. Not all children attending these programs receive special education services. All educational services are provided by qualified, trained and educationally certified RTF staff.

Therapeutic Center at Fox Chase (The Bridge), Wordsworth Academy and Friends Hospital are RTFs for students with acute mental health disorders. The District does not place or recommend students for admission to these facilities. Students are placed at these facilities by the Juvenile Justice System, Community Behavioral Health (CBH), The Department of Public Welfare, doctors, and parents. The types of behaviors of students placed in these RTFs includes physical aggression, sexual aggression, acting out, self-injury, severe depression, schizophrenia, anxiety, personality disorders, bi-polar disorder, and other clinically diagnosed mood disorders. Because these facilities are located in Philadelphia, the District (or Charter of enrollment) is required to ensure that resident students receive an appropriate educational program while receiving treatment. Educational programs at RTFs are a key part of the RTF provider's continuum of behavioral therapeutic services, are designed and delivered by the RTF staff, and are an integral part of each student's medical treatment and therapy. The teachers and support staff are trained, supported and monitored by medical health professionals from the RTFs to ensure the safety of both the students and teachers, and to maximize the benefit of the clinical program by combining mental health therapy with the educational process. This requires that each student not only receive an instructional program that meets individual needs while undergoing therapeutic treatment, but instruction that is also driven and designed around the student's therapeutic interventions, treatment schedule, and intensive mental health treatment regimen. This process involves a high degree of collaboration between teachers, mental health support staff and mental health professionals. In order to effectively deliver appropriate therapeutic models, the RTF controls critical aspects of each child's educational program for the entire duration of time the child receives treatment under its care.

Each RTF submits census information to the District including the student's county and local school district of residence. This information enables the District to seek reimbursement for student educational costs from the student's school district of residence.

ABC Code/Funding Source	\$2,380,476.00
1101-081-9580-1295-5613	

The vote was as follows:

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

Nays: 0

B-33

Operating Budget: \$427,048 Contracts with Joseph J. Peters Institute and Resources for Human Development at Stepping Stones – Educational Services at Philadelphia Partial Day Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Joseph J. Peters Institute, for an amount not to exceed \$211,050, and with Resources for Human Development for Stepping Stones Partial Hospital, for an amount not to exceed \$215,998, for an aggregate amount not to exceed \$427,048, to provide regular education and special education programs for children with severe emotional and behavioral disturbance attending Partial Hospitalization and Day Treatment Programs (designated "non-educational placements") located in Philadelphia County, for the period commencing July 1, 2016 through June 30, 2017.

Description: Children with severe emotional and behavioral disorders are sometimes placed in partial hospitalization and day treatment programs for reasons not related to educational needs. These programs are primarily an option to help children recover from a psychiatric crisis and/or stabilize on therapeutic medications.

The District must provide all children living within Philadelphia County with FAPE (free appropriate public education). This obligation includes providing and paying for the education of Philadelphia students who cannot attend regular public schools because they are receiving long-term out-patient treatment at mental health facilities. Therefore, the District is obligated under law to provide, pay for, supervise, and monitor the educational services of students who cannot attend public schools because they are receiving out-patient mental health services at Joseph J. Peters Institute (JJPI) and Resources for Human Development for Stepping Stones (RHD). JJPI and RHD are day treatment mental health facilities located within Philadelphia.

Students are referred to JJPI or RHD from several different sources including medical physicians, hospitals, the medical system, Community Behavioral Health (CBH), the mental and behavioral health system, the child welfare system, the court system, by family, and self-referral. Children are admitted into these programs only if such treatment has been found to be medically-necessary. Medical Assistance and commercial insurance are the payers for the majority of children receiving treatment at these facilities. Children attending partial programs typically receive psychological, psychiatric, and socio-emotional treatment. Many also receive therapeutic medications.

These placements are referred to as "non-educational" placements to distinguish them from placements made by the District. Because many of the individuals receiving these non-educational, medically-necessary placements are of

school age, they also need educational services. JJPI and RHD contract with the District to deliver educational programs at their therapeutic treatment facilities.

The security and safety of the child are often an important part of these medically necessary placements. Many placements made through the juvenile justice system, for example, require separate schooling for security reasons and are part of a court order. Also, the treatment needs of some children placed by child welfare, mental health, or mental retardation agencies may be incompatible with educating the child at any location other than at the therapeutic treatment site. This determination is not made by presumption, but on an individual basis.

The educational programs provided by JJPI and RHD are operated in settings outside of traditional public schools and are located adjacent to or inside their medical facilities. The patients in these settings are the only participants receiving educational services. The amount of time that students receive an educational program in these settings can vary, as does the type of program offered, and is dependent upon the mental and behavioral health needs of each student. Contracting with JJPI and RHD to provide the required educational services, is the most appropriate option for educating students placed in these programs, as this educational component is an integral part of the providers' continuum of therapeutic services.

RHD is the only long-term child partial hospitalization program in Philadelphia. RHD partners with CBH to provide children and their families with mental health treatment and support services. JJPI offers a unique treatment program designed specifically for adolescents, ages 14-18, who have a history of sexual acting out behavior, as well as a history of emotional, behavioral, and academic problems.

ABC Code/Funding Source	\$427,048.00
1100-081-9580-1295-5613 Operating	

The vote was as follows:

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

Nays: 0

B-34

Operating Budget: \$14,496,248 Contracts with Various Private Schools – Out of District Special Education Placements

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 various private schools listed below for the full cost of tuition, one-to-one aide services, related services, or any combination thereof, for special education programs for children with severe disabilities, for a total amount not to exceed \$14,496,248, for the period commencing July 1, 2016 through June 30, 2017, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Deputy of the Office Specialized Services to execute, deliver and perform Task Orders under the Contracts signed by the Superintendent or his designee pursuant to the foregoing resolved, with various private schools listed below, for the full cost of tuition, one-to-one aide services, related services, or any combination thereof, for special education programs for children with severe disabilities, for a total amount not to exceed \$14,496,248, for the period commencing July 1, 2016 through June 30, 2017.

Vendors include: Academy in Manayunk, ATG Learning Academy, Bancroft Neurohealth, Benchmarks, Bucks County Technical High School, Bucks County Intermediate Unit, Buttonwood Farms T/A Delta School, Camelot Schools of Pennsylvania, Camphill Special School, Carousel Farms Education Center, Centre School, CSF/Buxmont Academy, Children and Adult Disability and Educational Services (George Crothers School), Clarke School, Community Council Education Services, Inc., CLC School, Crefeld School, Delaware County Intermediate Unit, Intermediate Unit No. 25, Delaware County Technical School, Don Guanella School, Devereux Foundation, Elwyn, Elwyn Davidson School, Easter Seals of Southeastern Pennsylvania, St. Edmund School, St. Edmond's Home for Crippled Children, Green Tree School, Hill Top Prep, Holy Family Learning/Ambler Day School/St. Mary's Villa, Home of the Merciful Saviour for Crippled Children/HMS School for Children with Cerebral Palsy, St. Joseph's University/ Kenny Center for Autism, Education and Support, St. Katherine Drexel School, Katzenbach School for the Deaf, Life Works Alternative School/UHS of Doylestown, L.L.C./Foundations Behavioral Health, Middletown Adventure Learning, Main Line Academy, Silver Springs/Martin Luther School, Melmark School, Mill Creek School/The Pennsylvania Hospital of the University of Pennsylvania Health System, Marple Newtown High School, Marple Newtown School District, New Hope Academy/Motivational Educational Training Company Inc., The Nexus School, NHS, NHS Autism School, NHS Philadelphia, NHS Woodhaven, NHS Warrington, NHS St. Anne School, Northwestern Human Services, Orchard Friends, Overbrook School for the Blind, Pathway School, PHMC, Public Health Management Corporation, PMHCC, Philadelphia Mental Health Care Corporation, Philadelphia Health Management Corporation, Pennsylvania School for the Deaf, Pressley Ridge School, Quaker School at Horsham, Royer-Greaves School for Blind, Scranton State School for the Deaf, Spring Time School, Stratford Friends School, Therapeutic Center at Fox Chase, Timothy School, Valley Day School, Vanguard School, Trustees of the University of Pennsylvania, Valley Forge Educational Services, Variety Club, Wordsworth Academy, Woods Services, Wyncote Academy, Y.A.L.E. School, Y.A.L.E. School Philadelphia, Y.A.L.E. School Southeast III, Y.A.L.E. School West, and Youth Services Alternatives.

Description: The Individuals with Disabilities Education Act (IDEA) mandates that local school districts provide a free appropriate public education (FAPE) to all children with disabilities regardless of the severity of their handicapping condition, as outlined in the their Individual Education Programs (IEPs). Annually, a number of students with severe disabilities are sent to non-District schools because the District does not have adequate existing

programs to support their needs. These non-District schools are called “Out of District Placements.” Individual students with special needs are referred to Out of District Placements based upon their individual program and instructional needs as outlined in their IEP. The District only refers students to schools designated as Out of District Placements that have demonstrated the ability to provide the individual student with an appropriate and effective special education program.

There are three types of Out of District Placements that the District sends students to:

1. State subsidized Approved Private School (APS) “4010” student seats. APSs are state subsidized private schools, licensed and approved by the Pennsylvania Department of Education (PDE), to provide full-time educational services to students with severe disabilities. PDE subsidizes 60% of APS tuition cost, for a limited number of subsidized 4010 student seats, which are set aside for subsidy at each APS. These limited subsidized seats are referred to as “4010” student seats. The remaining 40% of tuition costs is paid by the District through the Office of Special Finance, rather than through OSS contracts.
2. Non-subsidized/non-4010 APS student seats that the District pays 100% of tuition cost through OSS contracts.
3. Regular Private Schools with special education programs that the District pays 100% of tuition cost through OSS contracts.

While the selection of the Out of District Placement is primarily driven by the type of educational program that the student requires, when possible, the District places students in appropriate subsidized APS 4010 seats. When subsidized APS 4010 seats are full, the District places qualifying students in appropriate non-subsidized APS seats and in regular private schools that can fully accommodate the student’s special education needs. In addition to covering the full tuition costs for students in non-subsidized 4010 seats and in regular private schools the District is responsible for covering all student One to One Aide and other related services costs. Related Services includes speech, hearing, vision, occupational and physical therapy services.

In summary, OSS is responsible for paying through contract:

1. full cost of tuition for students placed in non-subsidized/non-4010 APS seats;
2. full cost of tuition for students placed in regular private schools with programs for students with special needs; and
3. the related services cost of all students in Out of District Placements (subsidized and non subsidized APSs and private schools). Related services includes:
 - a. One to One Aides
 - b. Therapeutic Services, such as Speech, Hearing, Language, Physical, and Occupational Therapy

Students with disabilities are placed in out of District schools only in circumstances where their IEP objectives cannot be met in District schools, or when the District is required to make these placements by Court Order or legal settlement. This procedure is compliant with federal and state law, and District policy requiring that all students receive FAPE.

The resolution also authorizes the Deputy of the Office of Specialized Services to execute, deliver and perform task orders under each Contract signed by the Superintendent, in order to document the referral of students annually and during the course of the school year to receive services from each Contractor. Use of task orders will facilitate accounting, audit, dates of services, date of referral and accrual of fees and compensation.

ABC Code/Funding Source	\$14,496,248.00
1100-081-9580-1295-5613 Operating	

The vote was as follows:

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

Nays: 0

B-35

Operating Budget: \$5,250,000 Contracts with Community Council Health Systems, Citizens Acting Together Can Help, Inc., and Silver Springs-Martin Luther School – 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 contracts to provide therapeutic emotional support services and programs for students diagnosed with mental health and emotional disabilities, separately with Community Council Health Systems, Citizens Acting Together Can Help, Inc. and Silver Springs-Martin Luther School for up to a total of 35 emotional support classrooms as well as for services to support students with enhanced needs in other specialized settings, for an aggregate amount not to exceed, \$5,250,000 for the period commencing September 1, 2016, through June 30, 2017.

Description: This Resolution is proposed in the event that the District, through its Office of Human Resources, has teacher vacancies for emotional support classrooms in September 2016. Should there be vacancies in emotional support teacher positions after the Office of Human Resources has fulfilled its obligations under union collective bargaining agreements, the Office of Specialized Services (OSS) requests authorization to contract with Community Council Health Systems (CC), Citizens Acting Together Can Help, Inc. (CATCH), Martin Luther School- Silver Springs, and Specialized Education Services, Inc. to provide the educational services and staff needed to fill these vacancies. This year, the District anticipates 35 vacancies.

The vendors 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. OSS proposes 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. By identifying the vendors in June, we feel confident that the vendors identified will have ample time to hire their teaching staff and attend to professional development as required during school opening.

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 Multi-Tiered System of Support (MTSS) 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 inter-agency 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.

The Silver Springs team will minimally consist of a full-time certified teacher, and two classroom support assistants, with a clear and descriptive focus on supporting the behavioral and social development of the students. The Silver Springs team and agency has a long and successful history as a provider of children's special education, behavioral health and child welfare services. Within their continuum of care, Silver Springs holds a PA Department of Education's Private Academic School License, for the Martin Luther School and a license for an Approved Private School (APS). Emotional Support classrooms operated by Silver Springs shall use a classroom-wide positive behavior intervention support program within a systems framework for students to "Be Safe, Be Respectful, Be Responsible." Silver Springs shall collaborate with community-behavioral health agencies for supports that will be incorporated into the educational component for all students.

In addition, CC, CATCH, and Silver Springs will provide services to support teachers and to support students with enhanced needs in other specialized settings. These services include professional development on inclusive practices in the least restrictive environment (LRE), development of functional behavioral assessments and implementation of positive behavior support plans, use of research-based and evidence-based academic and social skills interventions, and positive student reinforcers.

The cost of a District self-contained ES classroom is on average approximately \$167,700. This purchases 1 certified District teacher and 1 District classroom teacher assistant. In contrast, a contracted ES classroom costs \$150,000, a cost differential of \$17,700. A \$150,000 contracted ES classroom purchases 1 certified teacher and 2 classroom assistants. The District would realize a cost savings of \$619,500 by using the proposed vendors to provide contracted ES classrooms to cover the projected 35 vacancies.

ABC Code/Funding Source \$5,250,000.00
1901-005-9580-1231-3291 Operating

The vote was as follows:

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

Nays: 0

B-36

Operating Budget: \$89,100 Contract with Mainline Audiology Consultants, PC – Audiology Services

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 Main Line Audiology Consultants, PC, to provide audiology consulting services to students, parents, and School District personnel for deaf and hard of hearing students, to perform hearing evaluations, to measure and fit hearing aids and ear molds and to purchase, maintain, calibrate and repair audiological equipment, including sound field systems and hearing aids, for an amount not to exceed \$89,100, for the period commencing July 1, 2016 through June 30, 2017.

Description: Main Line Audiology Consultants, PC (MLA) shall provide deaf and hard of hearing students with mandated hearing evaluations, and shall measure, fit, maintain, and repair hearing aids and ear molds. In addition, MLA shall purchase, maintain, calibrate, and repair audiological equipment including sound field systems, ear molds, and hearing aids. MLA will consult with students, parents and staff regarding the placement and care of equipment used in schools to improve students' hearing per their Individualized Education Programs (IEPs). Students who are deaf or hard of hearing often require amplification, which can be provided by a hearing aid and/or a sound field system. MLA's provision and maintenance of hearing aids, sound field systems, and all related hearing aid equipment shall allow deaf and hard of hearing students to hear properly and thereby access the curriculum and succeed academically. At the District's request, MLA shall also provide from 2 to 4 hours of professional development for District staff who support our deaf and hard of hearing students.

Unlike any other area hearing aid company MLA is unique in that it successfully combines and coordinates the following six critically important professional functions in servicing deaf and hard of hearing students: 1. The procurement of hearing aid equipment, 2. The making of a mold by taking the impression of a student's ear, 3. The custom design and fabrication of the ear mold to fit with the hearing aid so that both properly fit an individual student's ears, 4. The customized fitting of the completed ear mold and the proper adjustment of the hearing aid to match the student's hearing loss, 5. The remolding, refitting, and readjustment of student ear molds and hearing aids over time as needed, and 6. The custom design and provision of classroom amplification such as FM and sound field systems. The provision of these six functions by one company ensures that deaf and hard of hearing students receive the best quality of equipment and services, which includes the fabrication and accurate fittings and adjustments of ear molds and hearing aids, in a timely manner. No other company in the area can fully combine these critical functions. Prior to using MLA as its sole vendor, the District contracted with MLA to supply equipment, and other companies to take ear mold impressions, and fabricate and fit ear molds to students' ears. This process often resulted in considerable delays, inefficiencies, and at times less than optimal fittings and adjustments. The District has eliminated these troubling issues by contracting with MLA for a full suite of services. In addition to providing high quality custom made ear molds and fitting hearing aids to our students, and accurately fitting and adjusting this equipment, MLA has been able to meet the District's high demand for these services, and respond to the District's request for equipment and services immediately.

Three companies, MLA, Associates in Hearing, and REM Audiology Associates, were contacted regarding their ability to deliver educationally based audiological services in the School District of Philadelphia. MLA was chosen as they were the only company that could deliver the full suite of services required by the District at the lowest cost.

ABC Code/Funding Source \$89,100.00
1901-005-9580-1221-3221

The vote was as follows:

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

Nays: 0

B-37

Operating Budget: \$13,920 Contracts with Deaf Hearing Communication Centre, Inc., Communication Consulting Group, LLC, and Interpreters Unlimited – Sign Language Interpreting Services at SRC Public Action Meetings

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee to execute, deliver and perform contracts separately with the Deaf Hearing Communication Centre, Inc., Communication Consulting Group, LLC and Interpreters Unlimited, to provide sign language interpretation services at SRC public action meetings, planning meetings and strategy meetings for an amount not to exceed \$13,920, for the period commencing July 1, 2016 through June 30, 2017.

Description: The Selected Contractors shall provide certified and licensed sign language interpreters to provide sign language interpretation services at School Reform Commission (SRC) monthly public action, planning and strategy meetings for the 2016/2017 fiscal year. The provision of contracted sign language interpreters is planned for 24 SRC meetings in fiscal year 2016/2017. These meetings include 16 public action meetings, 2 planning meetings and 4 strategy meetings. Two interpreters are required for each meeting. The average length of SRC public action meetings in fiscal year 2015/2016 was approximately 3.5 hours. The cost of each interpreter is \$80.00 per hour. Over the 2015/2016 fiscal year, the average cost of two contracted interpreters to cover SRC meetings was approximately \$560.00 per meeting.

The Contractors were qualified and selected through a formal Request for Proposal (RFP 379) issued on August 15, 2013. The three companies that were selected scored the highest in terms of their hourly rate, quality of services and their ability to provide interpreters on short notice. In preparation for this resolution, additional proposals were solicited from Communication Connection, Inc., and Language Services Associates. In comparison to the other vendors, the three vendors that were selected offered the highest quality services at the most reasonable cost.

ABC Code/Funding Source	\$13,920.00
1901-005-9580-1221-3221	

The vote was as follows:

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

Nays: 0

B-38

Operating Budget: \$160,000 Contracts with Deaf Hearing Communication Centre, Inc., Communication Consulting Group, LLC (CC Group), and Interpreters Unlimited – Sign Language Interpreting Services and CART Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee to execute, deliver and perform contracts separately with the Deaf Hearing Communication Centre, Inc., Communication Consulting Group, LLC and Interpreters Unlimited to provide Computer Aided Realtime Translation services and substitute sign language interpreting service, on an as needed basis, to students, teachers, parents, and staff, and at School District sponsored events, conferences and meetings, for an aggregate amount not to exceed \$160,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: The Office of Specialized Services (OSS) is proposing to contract with the Deaf Hearing Communication Centre, Inc. (DHCC), Communication Consulting Group, LLC (CC Group), and Interpreters Unlimited to provide substitute services for District sign language interpreting staff when absent. This contracted service is needed because the District does not have its own internal substitute service to cover absences and vacancies for its own sign language staff. In addition, contracted interpretation services are often needed on short notice to provide sign language interpreter coverage for deaf and hard of hearing parents, community members, students and staff at Individualized Education Program (“IEP”) meetings, interagency meetings, District sponsored staff professional development, and at other District sponsored meetings, functions and events. DHCC, CC Group and Interpreters Unlimited shall also provide sign language interpreters, as needed, at monthly scheduled School Reform Commission public action meetings.

In addition, on an as-needed basis, DHCC, CC Group and Interpreters Unlimited shall provide Computer Aided Realtime (CART) services for deaf and hard of hearing students. CART services are provided by a trained realtime or court reporter, who operates a stenotype machine which is linked to a student’s personal computer. Using a stenotype machine, the reporter types the words that are spoken (usually by a teacher in a classroom setting), transmits the transcribed words to the student’s personal computer, and the text appears on the student’s personal computer monitor almost simultaneously or in real-time. A microphone can be set up in the classroom to enable the teacher’s voice to be transmitted to the reporter located off campus. This allows the student to fully access CART services in the least restrictive environment and without the possibly stigmatizing presence of the reporter in the classroom.

A formal Request for Proposal (RFP 379) was issued in the Fall of 2013. The three companies that were selected scored the highest in terms of their hourly rate, quality of services and their ability to provide interpreters on short notice. In preparation for this resolution, additional proposals were solicited from Communication Connection, Inc., and Language Services Associates. In comparison to the other vendors, the three vendors that were selected offered the highest quality services at the most reasonable cost.

There are three hundred and thirty one (331) students who are Deaf and Hearing Impaired enrolled in District schools that receive interpretation services from District staff, as mandated in their IEPs. Twenty-four (24) District full-time sign language interpreters will be needed to adequately provide services to these students. It is projected that the District will have twenty-four sign language interpreters employed on staff during the 2016-2017 school year to meet this anticipated District need. There are no projected vacancies or leave requests pending by District sign language interpreters for the 2016-2017 school year.

Contracted substitute interpreters cover District staff absences due to sick days, personal days, family emergencies, resignations, and attendance at professional developments. Substitute interpreters are also needed to provide coverage whenever scheduling conflicts arise due to emergency student IEP meetings, parent report card conferences, disciplinary meetings and interagency meetings that are scheduled while the regular assigned District interpreter is providing services to a student in the classroom. Contracted substitutes are often needed to provide sign language interpretation services for students and parents attending District after school and weekend events,

functions and activities. Moreover, if the District's own sign language interpreters are not available, substitute interpreters will be needed to provide interpretation services for 5 deaf or hard of hearing District employees when they attend District and state mandated professional development.

ABC Code/Funding Source \$160,000.00
1901-005-9580-1221-3221 Operating

The vote was as follows:

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

Nays: 0

B-39

Operating Budget: \$5,586,603 Contracts with EBS Healthcare, Invo HealthCare, Mediscan, Progressus, SHC Services, and Staffing Plus – Substitute Related Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with EBS Healthcare, Inc. (Educational Based Services), Invo HealthCare Associates LLC, Mediscan Diagnostic Services, Inc., Progressus Therapy LLC, SHC Services, Inc. (Supplemental Health Care), and Staffing Plus, Inc., to deliver substitute speech, hearing, vision, occupational and physical therapy and support services, for an aggregate amount not to exceed \$5,586,603 for the period commencing September 1, 2016 through, June 30, 2017

Description: The Office of Specialized Services (OSS) is proposing to contract with the following vendors selected through RFP 422, issued on June 20, 2014: EBS Healthcare, Inc. (Educational Based Services), Invo HealthCare Associates LLC, Mediscan Diagnostic Services, Inc., Progressus Therapy LLC, SHC Services, Inc. (Supplemental Health Care), and Staffing Plus, Inc. The vendors shall provide certified and licensed speech, hearing, vision, occupational and physical therapists (OT/PT) to perform substitute student therapy sessions, student therapeutic evaluations, staff consultations, and to attend Individualized Education Program (IEP) meetings for approximately 11,982 students. The vendors shall also collaborate with the District in providing management oversight services for the substitutes they staff. Vendors' services are needed to provide students with related services mandated by federal and state law. These vendors shall provide services on an as-needed basis at the discretion of OSS, and to cover District therapeutic staff vacancies whenever they occur due to sabbaticals, maternity leaves, sick leaves, retirements, resignations, and terminations. There are currently 62 full-time District therapeutic staff vacancies. These full-time staff vacancies include 55 speech therapists, 3 hearing therapists, 3 occupational therapists, and 1 vision therapist. Substitute therapists are needed to cover these vacant staff positions so that students can receive the therapeutic services included in their IEPs, and that the District is required by law to provide. The cost of 62 contracted therapists is calculated as follows: 172 (total number of full school days) x 7.5 (hours per day) = 1,290 hours per school year x \$69.85 (cost per hour) x 62 contracted therapists = \$5,586,603.

Students identified through the Response to Instruction and Intervention (RIII) process and through the special education evaluation process as having speech, hearing, occupational and physical delays that affect their academic performance, are referred to a qualified, certified and licensed therapist. After a review of a child's academic performance and an assessment by the therapist, the student's therapeutic needs are determined, summarized, and reported to the parent and school staff. The therapist and the school team then develop an IEP with a therapeutic regimen. After the IEP is developed, the District must provide the recommended therapy.

A District panel selected the vendors through a competitive process by the means of RFP 422 issued by the District's Office of Procurement on June 20, 2014. Ten (10) vendors submitted proposals in response to RFP 422. The District panel chose the selected vendors based on the following criteria: proven track record of providing and managing a large scale substitute program for school districts with similar demographics, administrative plan to manage substitutes and to ensure staff compliance with record keeping, electronic reporting and District protocol, guaranteed pool of available qualified substitutes ready to fill existing vacancies, the experience and qualifications of substitute staff, and the reasonableness of costs.

ABC Code/Funding Source \$5,586,603.00
1901-005-9580-1225-3291 Operating

The vote was as follows:

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

Nays: 0

B-40

Operating Budget: \$56,175 Contracts with Catapult Learning and Cora Services – Homebound Instruction to Non-Public School Student

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent, or his designee to execute, deliver and perform, contracts separately with Catapult Learning, for an amount not to exceed \$11,604, and with Cora Services, for an amount not to exceed \$44,571, for a total aggregate amount not to exceed \$56,175, to provide homebound instructional services to children who attend non-public schools, who as determined from a medical evaluation by a licensed physician, are not able to attend school because of mental or physical illnesses, chronic physical disability, injury or other urgent reasons for a temporary period of absence, for the period commencing July 1, 2016 through June 30, 2017.

Description: Under the PA School Code of 1949 Chapter 22 § 11.32, every child of compulsory school age regularly attending full-time at a non-public school or an accredited or licensed private school, in which instruction is prescribed by statute and is taught, must be in compliance with the compulsory school attendance requirements. In addition under this Code, the District is charged by Philadelphia Intermediate Unit 26 to provide its students attending public, private and non-public (religious) schools with programs and services, and to ensure that these programs are made accessible to these students.

The District, through the Office of Specialized Services (OSS), requests authorization to contract with Catapult Learning and Cora Services to provide homebound instruction to students who attend non-public schools and because of illness are unable to attend school. These students require homebound instruction in order to continue to make academic progress and to satisfy Commonwealth of Pennsylvania compulsory attendance requirements. Students remain home from school for various medical problems such as cancer treatments, transplant surgery, recuperation from a traumatic event (i.e. motor vehicle accident), sickle cell exasperation, and for other serious medical and mental health reasons.

Homebound instruction is a service provided to students during a temporary period of excused absence, not to exceed three months. Homebound instruction allows these students to re-engage successfully with their instructional program once they return to school after recovery. Excusal from school attendance may be granted upon receipt of medical documentation from a licensed physician that substantiates evidence that a student suffers from a mental or physical illness, chronic physical disability, injury or other urgent reasons. In addition, a student may be provided homebound instruction on an intermittent basis during short but repeated periods of absences due to exacerbations of a chronic medical condition. Chronic medical conditions such as sickle cell anemia, chronic asthma, and cystic fibrosis may qualify a student to be approved for intermittent service.

For the 2016/2017 school years, Catapult Learning shall provide approximately 400 sessions of homebound instruction and Cora Services shall provide approximately 1,126 sessions of homebound instruction. Both agencies provide a variety of other community-based educational and psychosocial services to students and families in specific geographical areas of the city. OSS plans for these agencies to provide homebound instruction to non-public school students residing in the same catchment area where they provide other community-based services.

The Contractor's assigned homebound teachers shall teach students the core curriculum of the non-public schools the students attend. The Archdiocese of Philadelphia, Office of Catholic Education, will be responsible for monitoring the educational progress of its students receiving homebound services from the District. Contractor's teaching staff shall comply with all Pennsylvania and District required health screenings and all teachers shall maintain appropriate and current teacher certifications. In addition, all homebound teachers shall maintain current criminal record, child abuse, and FBI clearances in accordance with Pennsylvania law.

All requests for homebound education services shall be approved by the School Nurse and submitted to OSS for final review and approval. Every three months, the District shall review student's eligibility for homebound services and substantiate continued eligibility with written documentation from the student's physician.

ABC Code/Funding Source	\$56,175.00
1100-007-9580-1432-3291	

The vote was as follows:

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

Nays: 0

B-41 (Added 6.10.16)

No Cost Contract Amendment with Chester County Intermediate Unit – Philadelphia Virtual Academy
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform an amendment of Contract No. 685/F13, originally entered into with the Chester County Intermediate Unit, pursuant to Resolution No. B-13, approved by the School Reform Commission on April 18, 2013, and amended pursuant to Resolution No. A-5, approved by the School Reform Commission on May 21, 2015, to provide educational services and supports for students enrolling in the Philadelphia Virtual Academy, by extending the term of the contract from its amended expiration date of June 30, 2016 through June 30, 2018, at no additional cost.

Description: In SY 2013-14 the district established its own online school, serving grades 6-12 through a partnership and contract with the Chester County Intermediate Unit (CCIU). This school was created under the title of SDP Virtual Academy (PVA) and has operated for the past three years as a district sponsored, self-contained, fully online school.

Pennsylvania's 29 intermediate units (IUs) were established in 1971 by the Pennsylvania General Assembly to operate as regional education service agencies and to provide cost-effective, management-efficient programs to Pennsylvania school districts. Today, IUs continue to fulfill this mission of service by addressing traditional emerging needs, serving as a liaison between local schools and the Pennsylvania Department of Education, providing hardware, connectivity, educational software, and instructional support. As a K-12 public education agency, all IU business and financial transactions are audited by the Pennsylvania Department of Education and are accountable to the Commonwealth for fiscal operations.

CCIU has emerged as a leader in managing virtual education in grades 6-12. CCIU will provide full-service online courses, special education supports, Internet services, and computer and textbook management.

Through CCIU, students are provided with a laptop computer and Internet access to complete coursework provided through an online portal. This enables students to participate in class discussions and complete assignments anytime and anywhere. In addition, we have created an Educational Learning Center here 440 N. Broad Street, which consists of 5 unique offices. There is Drop-In Learning Lab for students to use any day of the week as they see fit, an Academic Support Room with scheduled tutoring classes, a nurse's office for mandatory state screenings and a our Re-Engagement Lab. This physical meeting center serves as a site for IEP meetings, parent meetings, required medical screenings, extra-curricular activities, and face-to-face student support.

Based on the success of PVA, the School District of Philadelphia proposes continuing to leverage the service model between Chester County Intermediate Unit (CCIU) and the School District of Philadelphia by adding a two-year, no cost extension to its current three-year relationship. As stated in the original SRC Resolution B-13 approved by the School Reform Commission on April 18, 2013, this contract was intended as a two-year contract with an option for a one-year extension which was granted in May of 2015.

PVA ended the SY2014-15 with 463 students – over 90 percent of the diverse student body came to PVA from charters, cyber charters, or with the intent to enroll in a cyber charter school. The retention rate for the first two years was over 70 percent for PVA and over 85 percent for the District (a majority of students who exited PVA found a home in a District brick-and-mortar program). These numbers are above par with most Charter school transitions and well above the average retention rate for Cyber Charter Schools. As of April 2016, PVA's total enrollment stands at 567 students. In addition PVA course completion rate is on par with that of Florida Virtual Academy (a well established leader in online education) and above most provided data on its Cyber Charter competition.

Throughout its two and half years of existence, PVA has cultivated a responsive program establishing a number of student-initiated clubs (e.g., writing club, chess club, and math club, year book club), as well as developing many unique community partnerships that provide students with enrichment activities (e.g. Student Docent Program at Philadelphia Academy of the Fine Arts, Accent on Dance Program with Pennsylvania Ballet, Sounds of Learning Program through Philadelphia Opera, Stamp Pass Program and Student Council through the Greater Philadelphia Cultural Alliance, Advance at College through Community College of Philadelphia, and online student Mentorship through iCouldbe).

Each student participates in a daily online homeroom by grade level with an assigned teaching assistant. Students are required to log-in daily during their scheduled homeroom time to check in with their TA. This has the effect of motivating students and allows for the dissemination of key updates and deadlines. Teaching Assistants also use the homeroom to set up time with students to support them based on individual needs. Students who fail to check in during homeroom and/or are struggling or falling behind are enrolled in our Re-Engagement program designed to support their needs and get them back on track.

To ensure that students are ready to learn in an online environment, SY 2014-15 saw the implementation of a more rigorous orientation process in order to better prepare newly enrolled students in navigating the unique systems and supports involved in online education. The in-person, three-day orientation allows students to better understand how online education works and incorporate a series of academic screeners that allow for appropriate course level registration. The students then move on from orientation through a tiered process allowing those who demonstrate success to earn more control over their academic decisions like daily scheduling and course choices, while at the same time providing the necessary supports for students who are struggling with the academic model.

In SY 2015 the Orientation process was revamped to add a one day Parent workshop and we also created two new student spaces to house our Academic Support Program and our Re-Engagement Center. Our Academic Support room provides scheduled tutoring classes for students struggling in certain courses to attend for one to one, small group and peer to peer assistance. Our Re-Engagement program is designed for students who are identified as "disengage" through their lack of log in time. These students have a mandatory 5 day physical attendance to our Re-Engagement Lab where they re-visit the program policies as well as receive assistance from staff members to how to develop a daily schedule and academic plan. This program allows the student to earn their laptop back and continue with an at home Synchronous Schedule Program through the Virtual Office.

Student Outcome Goal: Students will complete courses, advance through course materials, and be prepared for on-time graduation and college and career success.

School Mission: PVA will provide a fully online option for students to achieve academic success, adding to the portfolio of school options in the District.

School Vision: Students at PVA will complete the same graduation requirements as their SDP brick-and-mortar peers. The full-time, online learning environment is unique and is designed to meet the needs of students for whom a traditional brick and mortar setting might be less effective. The Educational Learning Center will enable additional supports for students in a face-to-face setting.

Personalization: All students have a student support team comprised of their teachers, a teaching assistant, a guidance counselor, and an academic support teacher. Students can work at their own pace as long as they meet course assignment semester deadlines. Students receive individualized support based ongoing progress reports.

System of Excellent Schools: A full-time, online school adds a critical component to strengthen SDP's system of schools providing all students with access to equitable, excellent, and safe schools valued by the public. This innovative model will meet the needs of those SDP students who want an alternative to a brick and mortar setting.

The vote was as follows:

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

Nays: 0

The meeting was recessed at 7:48 p.m. and adjourned at 7:49 p.m. following the business of the Intermediate Unit.

Marjorie Neff, Chair
School Reform Commission

William R. Hite
Superintendent

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

JUNE 16, 2016

A meeting of the School Reform Commission sitting as the Board of the Intermediate Unit was held on June 16, 2016 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 7:48 p.m. by Chair Neff.

Members present: Mr. Green, Ms. Houstoun (*via telephone conference call*), Ms. Simms, Chair Neff – 4

Members absent: Ms. Jimenez – 1

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

IU-1*

IDEA: \$2,100,000 Contract with Elwyn – Early Intervention Additional Years

RESOLVED, that the School Reform Commission in its capacity as Board of Directors of the Philadelphia Intermediate Unit No. 26 (IU-26), authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform a contract with Elwyn to provide early intervention services to students whose families exercise their option for an additional year of Early Intervention services, for an amount not to exceed \$2,100,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: Pursuant to Pennsylvania Act 212 of 1990 (Early Intervention Services System Act) and the decision of the Federal Court in the Jacob M. vs. Pennsylvania Department of Education, the school district of residence must fund Early Intervention programs for the kindergarten year, for those eligible young children whose parents request that they remain in Early Intervention for an additional year. In compliance with these laws, The School District of Philadelphia (School District) must either transition students from early intervention programs to school-age programs or pay tuition costs for students whose parents or Individualized Education Program (IEP) team recommend an additional year of early intervention services. By law, school districts cannot override parental choice that their child remains in an Early Intervention program for an additional year rather than transitioning into kindergarten. While the majority of children in Early Intervention programs transition to school age programs at age 5, on average the parents of about 150 children exercise their option to have their child to remain in early intervention for an additional year.

Early Intervention (EI) is a twelve-month program managed by Elwyn and operated by approved private and nonprofit providers of early intervention special education programs throughout the City of Philadelphia. The identification of providers and financial management of the Early Intervention programs are the responsibility of Elwyn. The Pennsylvania Department of Education (PDE) chose Elwyn as the primary provider of early intervention services for Philadelphia children. PDE entered into a MAWA (Mutually Agreed Upon Written Agreement) with Elwyn to provide these services. Elwyn has held the MAWA since July 1, 1998. As the previous MAWA holder, the District provided and managed all early intervention services at a higher cost than Elwyn currently charges.

ABC Code/Funding Source	\$2,100,000.00
242X-G05-9CLO-1282-3291	

The vote was as follows:

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

Nays: 0

**A complete copy of resolution IU-1 with Exhibits is on file with the minutes of the School Reform Commission.*

IU-2

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 July 1, 2016 through June 30, 2017.

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. District AS Classrooms will be divided into 3 cohorts as follows:

- Cohort 1 includes new AS teachers and target classrooms for support on fidelity of implementation. (approximately 30 classrooms)
- Cohort 2 includes the majority of existing AS teachers needing on-going classroom support. (approximately 50 classrooms)
- Cohort 3 includes veteran AS teachers requiring workshop and digital on-demand supports. (approximately 30 classrooms)

SAS consultants shall provide approximately 110 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 workshop, digital and 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, cohort 1 classrooms shall be offered an equivalent of four full days of professional development, six in-classroom visits and five webinars (15 total PD opportunities). Cohort 2 teachers shall be offered an equivalent of four full days of professional development, two in-classroom visits and five webinar trainings (11 total PD opportunities). Cohort 3 teachers shall be offered an equivalent of four full days of professional development and five webinar trainings (9 total PD opportunities). 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 ("RFP 467") 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	\$247,000.00
242X-G05-9CLO-2272-3291 IDEA	

The vote was as follows:

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

Nays: 0

IU-3

IDEA: \$70,000 Contract with Marriott Foundation to provide Employability Skills Training

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit, authorizes I.U. 26, through its Executive Director or his designee, to execute, deliver and perform a contract with the Marriott Foundation for People with Disabilities, to provide employability skills training, work experiences, and job placement to students with disabilities preparing to transition from high school, for an amount not to exceed \$70,000, for the period commencing July 1, 2016 through June 30, 2017.

Description: The "Bridges...from school to work" program is a transition program developed by the Marriott Foundation for People with Disabilities. The program has been in operation in Philadelphia since 1999. The School District of Philadelphia, the Pennsylvania Office of Vocational Rehabilitation, the Marriott Foundation for People with Disabilities, and the Philadelphia Youth Network collaborate to fund and implement the program for students ages 17-21 with disabilities.

The objectives of this program are to: 1) provide work-based learning experiences, career development, job development, and job placement activities to students with disabilities; and 2) help local employers gain access to an overlooked source of entry-level workers. Since 1999, over 350 employers have hired students prepared by the "Bridges...from school to work" program.

The Marriott Foundation shall employ a program director, administrative staff, and three (3) employment

representatives (ER) to provide services in the Philadelphia area. The total cost of the school year 2016-2017 is \$354,373. The School District of Philadelphia's contribution represents twenty percent (20%) of the total cost of the program. The Philadelphia Youth Network and the Office of Vocational Rehabilitation pay for two thirds of the program cost, and the Marriott Foundation pays for the remaining costs. Staff from the School District, the Office of Vocational Rehabilitation, and the Marriott Foundation work collaboratively to identify appropriate students, teach employability skills, identify appropriate positions, match student interests and capabilities with job requirements, place students in competitive employment, and provide work-site assistance to employers and youth. This cooperative endeavor, with a large in-kind contribution from the Marriott Foundation, enables Philadelphia schools to access quality vocational preparation and job placement services for students with disabilities.

The vendor selection shall allow one program director, three (3) employment representatives, and appropriate clerical staff from the Marriott Foundation to enroll up to 70 students from high schools across geographical divisions. The preparation and placement of the students takes place during the students' last year of high school eligibility.

Students participating in the Philadelphia Bridges Program boast a 98% graduation rate. Quantitative data since the beginning of the Philadelphia Bridges program in 1990 until 2012 indicates that of the 1,456 students with disabilities were enrolled, 1075 students were placed into competitive employment and retained employment for at least 60 days, while 821 students retained employment for at least 90 days. The students earned an average hourly wage of \$10.00 and worked an average of 19.4 hours per week.

ABC Code/Funding Source	\$70,000.00
242X-G05-9CLO-239A-3291 IDEA	

The vote was as follows:

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

Nays: 0

IU-4

IDEA: \$2,198,666 Contract Amendments with Camelot, Community Council Education Services, Inc., and NHS Woodhaven – Alternative Special Education Settings

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 Executive Director or his designee, to execute, deliver and perform amendments to contracts originally entered into with Camelot Schools of Pennsylvania, Community Council Education Services, Inc. and NHS Woodhaven pursuant to Resolution IU-4 approved by the SRC on June 18, 2015 by increasing the dollar amount of Contract No. 212/F16 with Camelot Schools of Pennsylvania by an additional \$816,000 from the \$1,632,000 approved in Resolution IU-4, to an amount not to exceed \$2,448,000; by increasing the dollar amount of Contract No. 213/F16 with Community Council Education Services, Inc. by an additional \$759,383 from the \$1,518,766 approved in Resolution IU-4, to an amount not to exceed \$2,278,149; and by increasing the dollar amount of Contract No. 214/F16 with NHS Woodhaven by an additional \$623,283 from the \$1,246,566 approved in Resolution IU-4, to an amount not to exceed \$1,869,849, for an aggregate amount not to exceed \$6,595,998, for the period commencing July 1, 2016 through June 30, 2017.

Description: This resolution is to request authorization to renew contracts with Camelot Schools of Pennsylvania, Community Council Education Services, Inc., and NHS Woodhaven, to provide Alternative Special Education Settings (ASES) programs primarily for students with emotional disturbance and with serious behaviors that impede learning to such an extent that they cannot be effectively educated at their regular District neighborhood schools. The ASES programs are operated on sites owned or leased by the Contractors and approved by the School District. The purpose of the ASES program is to provide students with the intense behavioral interventions and supports they need in order to learn the skills necessary to appropriately function in the regular school environment. The goal of the ASES program is to prepare these students to transition back to their regular District home schools. ASES programs are a far less restrictive, expensive and lengthy alternative than sending students, with behaviors that impede learning, to Approved Private Schools or regular private schools.

On September 24, 2013, the District's Office of Specialized Services (OSS), through the Office of Procurement, generated a Request for Proposal (RFP No. 380) soliciting contract proposals for the delivery for Alternative Special Education Settings (ASES) for students with severe disabilities. RFP 380 called for an initial 18 month term, beginning on January 1, 2014 and ending on June 30, 2015, with an option of three annual contract renewals based on the District's satisfaction with the Contractors' performance. In response to RFP No. 380 the following six organizations submitted proposals: Camelot Schools of Pennsylvania, Community Council Education Services, The Devereux Foundation, Impact Academy, NHS Woodhaven, and Special Education Services, Inc. The District through RFP No. 380 identified the following three exceptionally qualified provider agencies: Community Council Education Services, NHS Woodhaven and Camelot Schools. OSS is seeking authorization to contract with these agencies to provide full-time educational services and supports to students with severe behavioral and intellectual disabilities, and who, as a result of these disabilities, require a more complex and intensive regimen of educational and therapeutic services than District schools are equipped to provide.

The Individuals with Disabilities Education Act (IDEA) mandates that local school districts provide a free and appropriate public education (FAPE) to all children with disabilities regardless of the severity of their handicapping condition, as outlined in their Individualized Education Programs (IEPs). Annually, a number of students with severe disabilities require out of District placements because the District has determined that it does not have adequate existing programs and supports to meet the needs of these students. Individual students are referred to a number of schools, based upon their individual program needs and services as outlined in their Individualized

Education Plans (IEP). Each school selected has a specific specialty and focus, and accepts students whose multiplicity of needs can be appropriately met by its program and staff. The District pays 100% of the cost of tuition, one to one assistants, and any related services for students in these placements.

The provision of these programs is consistent with what is indicated in each student's IEP and addresses the specially designed instruction and related services that are needed for these students to achieve at high levels.

ABC Code/Funding Source
242X-G05-9CLO-239A-3291 IDEA

\$2,198,666.00

The vote was as follows:

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

Nays: 0

IU-5

IDEA: \$2,700,000 Contracts with Approved Private Schools, Private Schools and Alternative Special Education Settings – Extended School Year Programs

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 Executive Director or his designee, to execute, deliver and perform contracts separately with the following vendors to provide Extended School Year programs for up to 534 special education students who are enrolled in Approved Private Schools, Private Schools or Alternative Special Education Settings, and whose Individualized Education Programs require them to attend extended school year programs, for an aggregate amount not to exceed \$2,700,000, for the period commencing July 1, 2016 through June 30, 2017, and be it,

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Deputy of the Office of Specialized Services to execute, deliver and perform Task Orders under the Contracts signed by the Superintendent or his designee pursuant to the foregoing resolved, with various private schools listed below, for the full cost of tuition, one-to-one aide services, related services, or any combination thereof, for special education Extended School Year programs for children with severe disabilities, for a total amount not to exceed \$2,700,000 for the period commencing July 1, 2016 through June 30, 2017.

Vendors include: Academy in Manayunk, ATG Learning Academy, Bancroft Neurohealth, Benchmarks, Bucks County Technical High School, Bucks County Intermediate Unit, Buttonwood Farms T/A Delta School, Camelot Schools of Pennsylvania, Camphill Special School, Carousel Farms Education Center, Centre School, CSF/Buxmont Academy, Children and Adult Disability and Educational Services (George Crothers School), Clarke School, Community Council Education Services, Inc., CLC School, Crefeld School, Delaware County Intermediate Unit, Intermediate Unit No. 25, Delaware County Technical School, Don Guanella School, Devereux Foundation, Elwyn, Elwyn Davidson School, Easter Seals of Southeastern Pennsylvania, St. Edmund School, St. Edmond's Home for Crippled Children, Green Tree School, Hill Top Prep, Holy Family Learning/Ambler Day School/St. Mary's Villa, Home of the Merciful Saviour for Crippled Children/HMS School for Children with Cerebral Palsy, St. Joseph's University/ Kenny Center for Autism, Education and Support, St. Katherine Drexel School, Katzenbach School for the Deaf, Life Works Alternative School/UHS of Doylestown, L.L.C./Foundations Behavioral Health, Middletown Adventure Learning, Main Line Academy, Silver Springs/Martin Luther School, Melmark School, Mill Creek School/The Pennsylvania Hospital of the University of Pennsylvania Health System, Marple Newtown High School, Marple Newtown School District, New Hope Academy/Motivational Educational Training Company Inc., The Nexus School, NHS, NHS Autism School, NHS Philadelphia, NHS Woodhaven, NHS Warrington, NHS St. Anne School, Northwestern Human Services, Orchard Friends, Overbrook School for the Blind, Pathway School, PHMC, Public Health Management Corporation, PMHCC, Philadelphia Mental Health Care Corporation, Philadelphia Health Management Corporation, Pennsylvania School for the Deaf, Pressley Ridge School, Quaker School at Horsham, Royer-Greaves School for Blind, Scranton State School for the Deaf, Spring Time School, Stratford Friends School, Therapeutic Center at Fox Chase, Timothy School, Valley Day School, Vanguard School, Trustees of the University of Pennsylvania, Valley Forge Educational Services, Variety Club, Wordsworth Academy, Woods Services, Wyncote Academy, Y.A.L.E. School, Y.A.L.E. School Philadelphia, Y.A.L.E. School Southeast III, Y.A.L.E. School West, and Youth Services Alternatives.

Description: Extended School Year (ESY) is a mandatory program provided to special education students who attend Approved Private Schools (APS), Alternative Special Education Settings (ASES) and private schools, and who diagnostically show regression of skills and the inability to recover from loss of academic gains when away from instruction over a significant period of time.

Schools providing summer ESY Services for District students include Approved Private Schools (APSs) and Private Academic Schools. APSs and Private Academic Schools are licensed by the Pennsylvania Department of Education (PDE) State Board of Private Academic Schools. APSs are subsidized by PDE and approved by the Pennsylvania Secretary of Education specifically to provide a free appropriate special education for students with severe disabilities. Although these schools are already qualified by PDE, in March 2014, the School District issued its own Request for Qualification (RFQ No. 112), to qualify schools to be eligible to receive students who are not already enrolled or have applications pending in Out of District Placements. Sixteen schools responded to RFQ No. 112 with proposals. All sixteen respondent schools met the qualifications to provide summer ESY services.

In January of each year, the Office of Specialized Services (OSS) requests a count from APSs, ASES and private schools of all School District students whose Individualized Education Programs (IEPs) require summer extended school year programs. This year, out of the 895 non-settlement special education students currently attending ASP, ASES, and private schools 568 are eligible to receive summer ESY programs. Based on past year's increase in

enrollment and number of students who are eligible to receive ESY services, OSS projects that approximately 94% of the students from APS, ASES and private schools who are eligible to receive ESY services will actually attend summer ESY programs. Using this percentage, OSS estimates that approximately 534 students will attend ESY programs this summer. This resolution is to request authorization to contract with the vendors to pay for the approximately 534 students who are legally eligible to enroll, and who will likely attend ESY programs provided at their current school placements. The average cost per student for summer ESY is \$4,900. The cost for 534 students, and the additional students who may qualify for ESY services from April 1, 2016 through June 30, 2016 is approximately \$2,700,000.

The 1979 Federal Court decision in *Armstrong v. Kline* mandated that all school districts provide ESY programs to students with disabilities. The ruling provided that a handicapped student is entitled to an education program in excess of 180 days per year if regression caused by an interruption in educational programming, together with the student's limited recoupment capacity, renders it impossible or unlikely that the student will attain the level of self-sufficiency and independence from caretakers that the student would otherwise be expected to reach in view of his/her handicapping condition. (U.S. District Court, *Armstrong v. Kline*, 9/5/79). In addition, the Individuals with Disabilities Education Act (IDEA 04) and Chapter 14 of the PA State Regulations mandate ESY as a condition of providing a free and appropriate public education (FAPE).

Prior to 2003, the PDE reimbursed school districts for student participation in the ESY programs. School districts are now obligated to make payments directly to those educational entities at 100% of the tuition costs. Over the past 5 years, between 440 and 526 students attended ESY each summer. In 2016, it is expected that 534 students will attend the ESY programs provided by APS, ASES and private schools.

While ESY primarily occurs during the summer months, programming can take place at any time when regression could occur (winter, spring or summer breaks). Students receive extended school year programming in their current school placement.

The resolution also authorizes the Deputy of the Office of Specialized Services to execute, deliver and perform task orders under each Contract signed by the Superintendent, in order to document the referral of students annually and during the course of the ESY program to receive services from each Contractor. Use of task orders will facilitate accounting, audit, dates of services, date of referral and accrual of fees and compensation.

ABC Code/Funding Source	\$2,700,000.00
242X-G05-9CLO-1291-3291 IDEA	

The vote was as follows:

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

Nays: 0

IU-6

IDEA: \$12,000,000 Subaward Agreements with Various Charter Schools

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit No. 26 (IU 26), hereby authorizes IU 26, through the Executive Director or his designee, to execute, deliver and perform subaward agreements with eligible charter schools, to supplement the provision of special education and related services for students with disabilities attending these charter schools, for an amount for each charter school not to exceed the amounts allocated by the Pennsylvania Department of Education, under IDEA, Part B, for an aggregate amount not to exceed \$12,000,000, for the period commencing July 1, 2016 through June 30, 2017.

ACT Academy Cyber Charter School, Ad Prima Charter School, Alliance for Progress Charter School, Antonia Pantoja Charter School, ARISE Academy Charter School, ASPIRA Bilingual Cyber Charter, Belmont Academy Charter School, Belmont Charter School, Birney Preparatory Academy Charter School, Boys Latin of Philadelphia Charter School, Christopher Columbus Charter School, Community Academy of Philadelphia Charter School, Delaware Valley Charter High School, Discovery Charter School, Eastern University Academy Charter School, Esperanza Cyber Charter School, Esperanza Academy Charter High School, Eugenio De Hostos Charter School, First Philadelphia Charter School, FOLK Arts Cultural Treasures Charter School, Francis D. Pastorius, Franklin Towne Charter School, Franklin Towne Elementary Charter School, Freire Charter School, Global Leadership Academy Charter School, Green Woods Charter School, Harambee Institute of Science and Technology Charter School, Imani Education Circle Charter School, Imhotep Institute Charter High School, Independence Charter School, Inquiry Charter School, Universal Alcorn Charter School, John B. Stetson Charter School, Keystone Academy Charter High School, Young Scholars Kenderton Charter School, Khepera Charter School, KIPP Philadelphia Charter School, KIPP West Philadelphia Preparatory Charter School, Laboratory Charter School of Communication & Languages, Mariana Bracetti Academy Charter School, Maritime Academy Charter School, Mastery Charter School- Lenfest Campus, Mastery Charter School- Cleveland Campus, Mastery Charter School- Clymer Campus, Mastery Charter School- Pickett Campus, Mastery Charter School- Smedley Campus, Mastery Charter School- Thomas Campus, Mastery Charter School-Gratz Campus, Mastery Charter School-Harrity Campus, Mastery Charter School-Mann Campus, Mastery Charter School-Shoemaker Campus, Mastery Charter School-Hardy Williams Campus, Math Civics and Sciences Charter School, Mathematics, Science & Technology Community Charter School, Memphis Street Academy Charter School at J. P. Jones, Multi-Cultural Academy Charter School, New Foundations Charter School, New Media Technology Charter School, Northwood Academy Charter School, Olney Charter High School, Pan-American Academy Charter School, People for People Charter School, Philadelphia Academy Charter School, Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds, Philadelphia Electrical & Technology Charter School, Philadelphia Montessori Charter School,

Philadelphia Performing Arts Charter School, Youth Build Philadelphia Charter School, Preparatory Charter School of Math, Science, Technology and Careers, Richard Allen Preparatory Charter School, Russell Byers Charter School, Sankofa Freedom Academy Charter School, Southwest Leadership Academy Charter School, Tacony Academy Charter School, Charter High School for Architecture & Design, Truebright Science Academy Charter School, Universal Audenried Charter School, Universal Bluford Charter School, Universal Creighton Charter School, Universal Daroff Charter School, Universal Institute Charter School, Universal Vare Charter School, West Oak Lane Charter Schools, West Philadelphia Achievement Charter Elementary School, Wissahickon Charter School, World Communications Charter School, Young Scholars Charter School, Frederick Douglas Mastery Charter School.

Description: The Individuals with Disabilities Education Act (IDEA), Part B is a federal program which provides grant funds on a formula basis to States and Local Education Agencies (LEAs) to support education for children with disabilities. The amount of IDEA, Part B funds that an LEA receives is calculated according to a rate based on the number of special education students the LEA reported as having compliant IEPs on December 1st of the previous year. After the Pennsylvania Department of Education approves and finalizes the IDEA, Part B allocation amounts for each LEA, the funds are given to the 29 Pennsylvania Intermediate Units (IUs) for distribution to the LEAs located within their jurisdictions. Charter Schools are considered LEAs, and IUs must distribute or "pass-through" these allocated Part B funds to all eligible charter schools located within their boundaries.

All IDEA, Part B funds given to LEAs must be used to supplement, and to the extent practicable, increase the level of state and local funds expended for providing special education and related services to school age children with disabilities, and may not be used to supplant those state and local funds. Based on the December 1, 2015 Child Count of 10,105 special education students, with compliant IEPs, attending Philadelphia Intermediate Unit (IU 26) charter schools, the Pennsylvania Department of Education allocated IU 26 a total of \$12,000,000 in IDEA, Part B funds, to distribute to the 87 eligible charter schools within its boundaries.

As LEAs, each charter school will receive its IDEA, Part B allocation as a reimbursement of expenditures allowable under IDEA Grant guidelines. Each eligible charter school under IU 26 that is scheduled to receive IDEA, Part B funds must submit to IU 26 a budget and narrative that details how the charter school plans to use the allocated funds. Staff from the Office of Specialized Services (OSS) reviews each budget and narrative submitted by the charter schools to ensure that fund use is compliant with programmatic and fiscal IDEA, Part B guidelines. OSS staff reviews all invoices and corresponding back-up documentation from charter schools prior to releasing any IDEA, Part B funds. OSS retains its own Grants Compliance Monitor to perform random site visits to charter schools that receive IDEA, Part B funds to ensure that charter schools are maintaining proper documentation onsite to satisfy compliance with applicable Federal Office of Management and Budget cost principles for federal funds.

ABC Code/Funding Source	\$12,000,000.00
242X-G05-9CLO-1292-8990 IDEA	

The vote was as follows:

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

Nays: 0

IU-7

Categorical/Grant Fund: \$70,848 Contract with Houghton Mifflin Harcourt (ICLE) – Principal Professional Development

RESOLVED, that the School Reform Commission acting in its capacity as the Board of Directors of the Philadelphia Intermediate Unit No. 26, authorizes Intermediate Unit 26, through the Executive Director or his designee, to execute, deliver and perform a contract with Houghton Mifflin Harcourt, through the International Center for Leadership in Education to provide professional development to Focus School Principals and leadership teams, for an amount not to exceed \$70,848, for the period commencing August 1, 2016 through July, 31, 2017.

Description: The Intermediate Unit will provide ongoing leadership to support the continuing implementation and refinement of the Focus School Initiative selected by the Pennsylvania Department of Education. Intermediate Unit 26 will support each School District of Philadelphia School identified with the Pennsylvania Department of Education designation of Focus school based on its School Performance Profile (SPP). This project will provide professional development on Standards-Based Instruction for Focus School principals and designated staff members. The selected contractor will deliver professional development, provide technical assistance, aid in quarterly reporting, and provide materials to staff to support best-practices in Creating a Culture of Standards-based Instructional Excellence, Supporting the Use of Data to Sustain Instructional Excellence through the Data Teams and Collaborative Instructional Review Process, Comprehensive Planning for Continuous Improvement, and Evidence-based Progress Monitoring.

ABC Code/Funding Source	\$70,848.00
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The vote was as follows:

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

Nays: 0

On motion, the meeting was adjourned at 7:49 p.m.

Marjorie G. Neff, Chair
School Reform Commission

William R. Hite, Jr.
Chief Executive Officer