

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

**AUGUST 17, 2017**

A public meeting of the School Reform Commission was held on August 17, 2017 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street. The meeting was convened at 4:35 p.m. by Commissioner Jimenez. Commissioner Jimenez stated that Chair Wilkerson is unable to join today's meeting, and that Pursuant to SRC Policy 006, Section 5, she will be serving as temporary Chair of this meeting while the Chair is away from the office. Commissioner Jimenez recognized Dr. Hite and the School District for their efforts in planning and organizing summer programming as well as staff orientation to prepare us for the upcoming year. She also welcomed back teachers, principals, and school-based staff who have begun preparing for the new school year. August and September are a busy and exciting time as we prepare to welcome our students back.

Commissioner Jimenez announced that resolutions A-40 and A-42 were added to the agenda in the last 48 hours and that they will be considered "walk-on" resolutions. Commissioner Jimenez stated that individuals wishing to speak on the topic of resolutions A-40 and A-42, should register with Tracy, our staff member, who is standing in the back of the room.

Miles Shore, Interim General Counsel, stated that the School Reform Commission met in Executive Session on August 10, and August 11, 2017 to discuss labor relations issues, and met today in Executive Session to discuss personnel and employment matters, and information or strategy in connection with the following litigation: N.B. in the Court of Common Pleas in Philadelphia County #140403745, and Discovery Charter School, PA Supreme Court #16EAP 2016. Mr. Shore stated that the School Reform Commission also discussed quasi-judicial proceeding and investigations.

**Members Present:** Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

**Members Absent:** Ms. Wilkerson – 1

The minutes of the following School Reform Commission meeting were approved: June 15, 2017, June 15, 2017 (*Intermediate Unit*), June 20, 2017, June 20, 2017 (*Intermediate Unit*), July 6, 2017, July 6, 2017 (*Intermediate Unit*)

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, – 4

Nays: 0

Zachary Epps, Office of the Superintendent, stated that at every School Reform Commission meeting, a representative from the Deaf-Hearing Communication Center is here to provide sign language interpretation of the proceedings. He also stated that representatives from the Office of Family and Community Engagement are stationed in the lobby to help with interpretation services. Mr. Epps stated that the proceedings of this SRC meeting are being streamed live on the Internet at [www.philasd.org/live](http://www.philasd.org/live) and can be seen on PSTV's Comcast Channel 52 and Verizon Fios Channel 20. He stated that the proceedings are also being recorded by The School District of Philadelphia and that the School District's recordings are protected by the Copyright Laws of the United States and may not be used in any manner without the express written consent of The School District. Mr. Epps stated that by participating in tonight's meeting, members of the public acknowledge that the School District may use its recordings for any purpose without obtaining permission or paying any compensation.

William R. Hite, Jr., Superintendent, provided remarks. He announced that earlier this month The School District of Philadelphia unveiled a redesigned and modernized website, found at [PhilaSD.org](http://PhilaSD.org), and that this is the first website update since 2007. He stated that the District completed extensive research to ensure the new site is more responsive to users' needs, which included interviews with parents and other stakeholders, and a review of website usage and analytics. He stated that the District used this research to make the site more user-focused for

families, students and employees; increase accessibility to allow the site to be viewed in over 100 languages and by visitors with limited visual abilities; make the site mobile friendly; and to make site searches faster and more comprehensive. Dr. Hite stated that the site is still a work in progress and many updates, changes and additions continue to be worked on. He stated that by spring of next year, the redesign will be complete and all Central Office and school webpages will be refreshed.

Dr. Hite stated that this month the District held orientation and training to help prepare our nearly 650 newly-hired teachers and principals. He stated that the District held New Hire Orientation at the Arts Academy at Benjamin Rush and training for all principals at Samuel Fels High School, and he had the opportunity to experience firsthand the enthusiasm and dedication all of our educators will be bringing to their classrooms this fall. He thanked the Office of Academics for coordinating all teacher trainings this summer, which spanned over 80,000 hours and provided professional development to over 2,700 teachers. He stated that trainings included high school teachers, including those focused on our 9th grade initiative; special education teachers; and those who attended our Math and Early Literacy Institutes. Dr. Hite welcomed all new teachers, principals and other staff members joining the District, and wish all staff a successful school year.

Dr. Hite extended a reminder to families that you can still register your student for school. Children who are 5 years old on or before September 1st should register for kindergarten at their neighborhood school. Children who are at least 3 years old by September 1st and are not age-eligible for kindergarten can enroll in pre-K. He stated that applications should be delivered to the District's Preschool Program Office. Dr. Hite stated that the District is also hosting registration for new immigrant students or students who speak languages other than English now through August 25th. He stated that students are screened so they receive the appropriate academic resources needed to succeed throughout the school year, and that information about all registrations can be found on the District's website.

Dr. Hite stated that the State Department of Health has changed student immunization requirements for the upcoming school year. He stated that students entering 12th grade now need an additional dose of the meningococcal vaccine, and all students require a fourth dose of the polio vaccine, including one at or after age four. He stated that it is important to make sure students are up-to-date on vaccines and all other requirements. The District has sent weekly robo calls to affected families, and partnered with the Philadelphia Department of Public Health to provide opportunities for incoming 12th graders to receive the MCV vaccine at the Education Center. He stated that families should schedule appointments with their children's doctors or visit a clinic to make sure students have all the recommended immunizations as soon as possible. For more information on the new requirements, families can visit [phila.gov/health](http://phila.gov/health).

Dr. Hite recognized the more than 600 teachers and support staff who had perfect attendance during the last school year. He stated that this is an outstanding accomplishment and we are grateful for these educators' commitment to our students and school communities. Congratulations to all those with perfect attendance and I hope this serves as motivation for even more teachers and support staff to have perfect attendance this year!

Dr. Hite stated that before the SRC is Resolution B-20, dealing with a contract with District Council 21/The Finishing Trades Institute. He stated that this partnership is important because it creates a pipeline for CTE graduates to access union apprenticeships, and provides students real-world work experience. He stated that our 10-year partnership with this organization allows our CTE Construction Trades students to enroll in a two-year program for 11th and 12th grades, where they learn skills in glazing, painting, and drywall finishing. Students can also apply to the D.C. 21 Apprenticeship program, and can earn six college credits upon finishing the program. Dr. Hite reported that the program has a 90 percent completion rate, over 800 students have earned college credits, and nearly 1,000 have earned industry credentials. Dr. Hite also cited resolution B-23, which would expand the District's partnership with College Board in the 2017-2018 school year to support us in the establishment of professional learning communities for Advanced Placement teachers. He stated that this initiative will specifically target the following popular AP courses for the District: Literature & Composition, Language & Composition, U.S. History, Government & Politics, Biology, and Calculus AB. He stated that through these professional learning communities we will build upon our teaching quality for advanced coursework by leveraging College Board resources, use data to inform AP potential and close the opportunity gap for students, align our instructional practices to the outcome goals of AP courses, and to improve our overall student performance on AP exams. Dr. Hite also stated that the SRC will also vote on A-40, which would create a new pilot program to improve and expand behavioral health services for

Philadelphia students in 22 schools. He stated that this investment will increase prevention and at-risk services and intensive treatment options for Philadelphia public schools students. Through the program, behavioral support teams placed in the schools will ultimately consist of a social worker, a school behavioral consultant, a case manager and a family peer specialist. Dr. Hite stated that our Chief of Student Support Services, Karyn Lynch, will provide more information about this resolution later during the meeting. He thanked Karyn, Commissioner Richman and Chair Wilkerson, who unfortunately is unable to join us today, for their ongoing work to support our students and their behavioral health needs.

Dr. Hite also announced that the District and the Commonwealth Association of School Administrators today reached a tentative contract agreement that would run through August 31, 2021. He stated that we will continue to respect the ratification process, but stated that he is glad that we have a tentative agreement in place because our principals are at the heart of what we do.

Commissioner McGinley provided an update from the most recent Policy Committee meeting on August 11, 2017. He stated that the Committee met to review proposed changes to District policies related to students and employees, and that District staff presented on policies identified for discussion and responded to questions raised by Committee members. Dr. McGinley stated that additionally, the Committee heard from public speakers who had questions or feedback on the listed policies. He stated that materials from these meetings can be found on the SRC website on the Policy Committee page. Commissioner McGinley stated that there are two resolutions (SRC-7 & SRC-8) on tonight's agenda related to policies reviewed by the Committee. SRC-7 (Proposed Adoption of Policies) is a list of policies that have been reviewed by the Committee with the exception of Policy 918 which is updated annually. He stated that these policies were shared for public review at last month's meeting and that tonight these policies are on the agenda for approval by the SRC. Dr. McGinley noted a few changes that were made to this list since last month's meeting where they were proposed for public review. He stated that SRC-8 (Review of Proposed Policies) is a list of policies that were reviewed by the Committee on August 11<sup>th</sup> and are on tonight's agenda for public review and comment. He stated that these policies will be in front of the SRC for a vote at our September Action meeting. Dr. McGinley again stated that all materials from Policy Committee meetings can be found on the SRC website. These materials include agendas, minutes, and policies for review. He stated that the next meeting of the Policy Committee will be held on September 7th at 9:00 AM in the Education Center, and that materials for that meeting will be posted later this month onto the SRC website.

Chair Wilkerson introduced a staff presentation "Future Focused: 9th Grade Initiatives & Outward Bound", lead by Cheryl Logan, Chief of Academic Support; Katie Newsom Pastuszek, Executive Director, Philadelphia Outward Bound School; Adrienne Staten, teacher, Northeast High School; and Coral Castro, Northeast High School student. The presentation included an overview of the 9<sup>th</sup> Grade Academy Model and an overview of the 9<sup>th</sup> Grade Academy District Partnership with Philadelphia Outward Bound, and the Outward Bound educational framework. Pilot 9<sup>th</sup> Grade Academies include South Philadelphia High, Sayre High, Frankford High, Kensington High, Washington High, and Northeast High Schools.

*\*A complete copy of the Powerpoint Presentation is on file with the minutes of the School Reform Commission.*

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

Mr. Shore announced the applicable provisions of the SRC's public participation policy.

Niya Wise, student at West Philadelphia High School and member of the Philadelphia Student Union, expressed concerns about the apparent mistreatment of students by School Police Officers.

Roya Taheri, representing the Baha'i community of Philadelphia, requested the School District's support of an art contest celebrating the bicentennial of the birth of Baha'i.

Aileen Callaghan, on the Steering Committee of Reclaim Philadelphia, expressed support of local control of the School District. She stated that the School Reform Commission is a failed experiment and should be abolished.

Lisa Haver stated that the SRC must go. She questioned when will deleted information from the District's website be restored, when will the SRC take action on ASPIRA and Universal charter schools, and will the Camelot Excel Program be operating in the Strawberry Mansion High School building. Dr. Hite responded that the newly launched website is a work in progress and the District is working to restore information.

Lynda Rubin stated that she was glad the School District website is being updated. She questioned why the old website was taken down when updating the new website and offered suggestions for improving the layout.

Karel Kilimnik, expressed concerns with the School District's newly launched website. She stated that the District should have both the old and new websites available as the District works to update materials. She also recommended that the SRC vote no on resolution A-8 Contract with Cambridge Education, and questioned whether Camelot was moving into Strawberry Mansion High School building.

Linda Cliatt Wayman, former principal, stated that she is pleased to learn that Camelot will not be located in Strawberry Mansion High School.

Ilya Knizhnik, parent, described the benefits of ESL programming as he was educated in the School District. He expressed concerns with reports that indicate that nearly half of ESL students do not make proficiency after four years. He stated that the SRC is failing the District and should be dissolved. Mr. Knizhnik was referred to Cheryl Logan, Chief of Academic Support, to discuss the ESL issue.

Diane Payne stated that she supports the Our City Our Schools timeline of abolishment of the School Reform Commission.

Illene Poses stated that substandard charter schools continue to take money from District operated schools.

Mary Powers, citing apparent incidents of bullying related student suicides, expressed concerns about bullying of special education students. She stated that every school needs a Social Worker and School Police Officer. Dr. Hite stated that the District has a very robust anti-bullying program as well as a hotline in place.

Dominic Falcone stated that the School Reform Commission is in part responsible for the erosion of the School District. He stated that public schools offer the best chance for students of varying backgrounds to share their views and experiences. He also stated that closing public schools reinforces segregation and that charter schools keep students of color away from White students. He also stated that the SRC should abolish itself.

Barbara Dowdall provided a history of the School District programs and issues over the years of the School Board.

Mama Gail expressed her displeasure with Dr. Hite.

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

## **I. SCHOOL REFORM COMMISSION**

### **SRC-1**

#### **Proposed Student Expulsion – Q. B.**

RESOLVED, that Student Q.B. shall be permanently expelled from the School District of Philadelphia effective June 14, 2017, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student Q. B.'s permanent 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. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**SRC-2**

**Proposed Student Expulsion – J. G.**

RESOLVED, that Student J. G. shall be temporarily expelled from the School District of Philadelphia effective June 14, 2017, through the end of the 2017-2018 School Year in June 2018, and be it

FURTHER RESOLVED, that Student J. G. 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 J. G.'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. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**SRC-3**

**Proposed Student Expulsion – N. H.**

RESOLVED, that Student N.H. shall be permanently expelled from the School District of Philadelphia effective June 7, 2017, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student N.H.'s permanent 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. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**SRC-4**

**Proposed Student Expulsion – K. J.**

RESOLVED, that Student K. J. shall be temporarily expelled from the School District of Philadelphia effective June 14, 2017, through the end of the 2017-2018 School Year, and be it

FURTHER RESOLVED, that Student K. J. 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 K. J.'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. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **SRC-5**

##### **Proposed Student Expulsion – E. P.-F.**

RESOLVED, that Student E. P.-F. shall be permanently expelled from the School District of Philadelphia; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student E. P.-F.'s permanent 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. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **SRC-6**

##### **Proposed Student Expulsion – K. S.**

RESOLVED, that Student K. S. shall be temporarily expelled from the School District of Philadelphia effective April 19, 2017, through the end of the second marking period of the 2017-2018 School Year, and be it

FURTHER RESOLVED, that Student K. S. 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 K. S.'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. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **SRC-7**

**Adoption of Proposed Policies: Policy 209.1 (NEW): Food Allergy Management; Policy 301: Creating a Position; Policy 302: Employment of Superintendent; Policy 308: Employment Contract/SRC Resolution; Policy 328: Compensation Plans/Salary Schedules; Policy 324: Personnel Files; Policy 602: Budget Planning; Policy 603: Budget Preparation; Policy 604: Budget Adoption; Policy 702: Gifts, Grants, and Donations; Policy 702.1: Scholarships; Policy 705: Safety; Policy 918: District wide Parent & Family Engagement Policy (Presented for Review 6.15.17)**

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective August 18, 2017.

Policy 209.1 (NEW): Food Allergy Management

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective August 18, 2017.

Policy 301: Creating a Position  
Policy 302: Employment of Superintendent  
Policy 308: Employment Contract/SRC Resolution  
Policy 328: Compensation Plans/Salary Schedules  
Policy 324: Personnel Files  
Policy 602: Budget Planning  
Policy 603: Budget Preparation  
Policy 604: Budget Adoption  
Policy 702: Gifts, Grants, and Donations  
Policy 702.1: Scholarships  
Policy 705: Safety  
Policy 918: District wide Parent & Family Engagement Policy

*Description:* The School Reform Commission establishes general parameters in which the daily operations of the School District are to be governed. As such, the policies (listed above and attached) have been revised and updated to align with current local, state and federal law.

These amendments to policies were developed with the support of the Pennsylvania School Boards Association (PSBA), pursuant to a contract entered into with PSBA pursuant to Resolution SRC-5, approved by the SRC on May 19, 2016. PSBA offers a comprehensive Policy Development Service that updates the SRC's Policy Manual.

Additionally, policies have been reviewed and recommended by the SRC Policy Committee, pursuant to Resolution SRC-4, approved by the SRC on March 16, 2017. The SRC Policy Committee reviews and makes recommendations to the SRC concerning all matters related to developing, updating, and recommending policies for the School District.

The policy development process consists of an in-depth analysis of the existing adopted policies maintained by the School District in relation to the requirements of federal and state laws and regulations; the impact of court and arbitration decisions and recommendations based on governance, liability and educational issues.

**SRC-8 (FOR REVIEW – NO ACTION TAKEN)**

**Review of Proposed Policies: Policy 103: Nondiscrimination in School and Classroom Practices; Policy 117: Homebound Instruction; Policy 145: Student and Staff Wellness; Policy 202: Eligibility of Non resident Students; Policy 218: Student Conduct and Discipline; Policy 221: Dress and Grooming; Policy 222: Tobacco; Policy 300 (NEW): Employee Code of Ethics; Policy 333: Professional Development; Policy 338: Sabbatical Leave; Policy 338.1 Compensated Professional Leaves; Policy 351: Drug and Substance Abuse**  
RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective September 14, 2017.

Policy 300 (NEW): Employee Code of Ethics

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective September 14, 2017.

Policy 103: Nondiscrimination in School and Classroom Practices  
Policy 117: Homebound Instruction  
Policy 145: Student and Staff Wellness  
Policy 202: Eligibility of Non resident Students  
Policy 218: Student Conduct and Discipline  
Policy 221: Dress and Grooming  
Policy 222: Tobacco  
Policy 333: Professional Development  
Policy 338: Sabbatical Leave  
Policy 338.1 Compensated Professional Leaves  
Policy 351: Drug and Substance Abuse

*Description:* The School Reform Commission establishes general parameters in which the daily operations of the School District are to be governed. As such, the policies (listed above and attached) have been revised and updated to align with current local, state and federal law.

These amendments to policies were developed with the support of the Pennsylvania School Boards Association (PSBA), pursuant to a contract entered into with PSBA pursuant to Resolution SRC-5, approved by the SRC on May 19, 2016. PSBA offers a comprehensive Policy Development Service that updates the SRC's Policy Manual.

Additionally, policies have been reviewed and recommended by the SRC Policy Committee, pursuant to Resolution SRC-4, approved by the SRC on March 16, 2017. The SRC Policy Committee reviews and makes recommendations to the SRC concerning all matters related to developing, updating, and recommending policies for the School District.

The policy development process consists of an in-depth analysis of the existing adopted policies maintained by the School District in relation to the requirements of federal and state laws and regulations; the impact of court and arbitration decisions and recommendations based on governance, liability and educational issues.

### **SRC-9**

#### **Administration's Recommended Termination of Professional Employees**

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

1. K. C.
2. H. D.
3. J. D.
4. B. H.
5. L. J.
6. P. J.
7. P. M.

and be it

FURTHER RESOLVED, that the Secretary and the Commission Chair are directed to advise these professional employees of this resolution and of their right to a hearing.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### **SRC-10**

#### **Administration's Recommended Termination of Professional Employees (PAR)**

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

1. J. A.
2. C. G.
3. J. M.
4. A. P.

and be it

FURTHER RESOLVED, that the Secretary and the Commission Chair are directed to advise these professional employees of this resolution and of their right to a hearing.



The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**SRC-11 (Added 8.4.17)**

**Operating Budget: \$85,000 Contract with National Charter Schools Institute – Epicenter Document Management and Collaboration Tool – Charter Schools Office**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Chair of the Commission or her designee, to execute, deliver, and perform a contract with The Charter Schools Development & Performance Institute for the implementation and use of Epicenter, its web-based document management and collaboration tool, by the Commission's Charter Schools Office and local, authorized charter schools, for an amount not to exceed \$85,000 for the period commencing August 18, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the Chair of the Commission in her discretion, or her designee, to contract for and exercise a School District option to extend the Term of this Contract for an additional amount not to exceed \$85,000, for an aggregate total not to exceed \$170,000, for one (1) additional year commencing on July 1, 2018 through June 30, 2019.

*Description:* Epicenter is a collaboration tool for charter school authorizers, school staff, and charter management organization personnel. It was designed to help authorizers effectively and efficiently manage the communications and exchange of information and documentation necessary to fulfill all the legal, contractual, and regulatory reporting requirements associated with the oversight of charter schools. By providing a single place to keep records and track activities, Epicenter will streamline compliance processes and facilitate the ability of the CSO to provide quality oversight of its authorized charter schools. The CSO has been using the Epicenter platform since May 2014.

ABC Code/Funding Source	\$85,000.00
1100-009-9JV0-2381-6461 2018 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**SRC-12**

**Application for Charter Renewal – Philadelphia Electrical and Technology Charter School**

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the School Reform Commission ("SRC") granted a charter ("Charter") to PHILADELPHIA ELECTRICAL AND TECHNOLOGY CHARTER HIGH SCHOOL ("Charter School") to operate a charter school for a five-year term commencing in 2002; and

WHEREAS, the SRC renewed the Charter School's Charter for five-year terms in 2007 and 2012; and

WHEREAS, the Charter School seeks renewal of its Charter and has submitted an Application for Charter Renewal to the Charter Schools Office ("CSO"); and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School ("Charter Agreement") to the CSO of The School District of Philadelphia ("School District") setting forth the agreed terms and conditions of renewal; and

WHEREAS, members of the CSO staff have reviewed the Charter School's Application for Charter Renewal and the academic performance, organizational compliance and viability, and fiscal health and sustainability of the Charter School during the term of the current Charter and have recommended to the SRC that the SRC renew the Charter School's Charter based on the materials and documents submitted and representations made by the Charter School,

as presented in the Renewal Recommendation Report for the Charter School, and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter Agreement, the information received during the comprehensive renewal evaluation process, and the Renewal Recommendation Report for the Charter School; now be it

RESOLVED, that the SRC hereby ratifies the RENEWAL of the Charter School's Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2017 and ending on June 30, 2022, 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 another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements ("Performance Requirements") as set forth below. Failure to comply with the Performance Requirements 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 ("Ethics Act") and the Pennsylvania Nonprofit Corporation Law of 1988 ("Nonprofit Law"). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.
2. The Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in accordance with the Charter School's Bylaws.
3. The Board of Trustees shall meet at least once during each full month when the Charter School is in session during the Term of this Charter. Failure to meet this requirement shall not in and of itself constitute grounds for nonrenewal or revocation of this Charter.
4. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law. Additionally, the Admissions Policy and Process:
  - (a) shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;
  - (b) shall provide that the application will be available both on the Charter School's website and in hard copy at the school in English, Spanish, and any additional language the Charter School deems appropriate;
  - (c) shall provide that families have at least six weeks to complete and return enrollment packets post-lottery acceptance;
  - (d) shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;
  - (e) shall provide that if seats open during the school year for any grade served by the school or between school years for grades served other than the initial grade, 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; and

(f) 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 request by the Charter Schools Office.

5. 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 all professional staff providing educational services at the Charter School have all necessary licenses, certifications, qualifications and credentials required by this Charter and Applicable Laws, including without limitation the seventy-five percent (75%) certification requirement in accordance with the Charter School Law, and identify the number of all certified special education and English as a Second Language personnel with direct instruction responsibilities.
6. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. Preferably, the annual financial audit will include an annual review of a sample of employee files for appropriate clearances and background checks. In the absence of such an annual audit identified in the annual financial audit, the Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually upon request, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
7. The Board of Trustees shall ensure that required payments to the Public School Employees' Retirement System ("PSERS") are made timely. If the Charter School fails to make timely payments to PSERS and that results in a reduction of the School District's basic education subsidy, the School District shall withhold such reduction in a future monthly per-pupil payment to the Charter School. Additionally, any failure to make required PSERS payments above a threshold established by the Charter Schools Office or in any amount repeatedly shall result in the issuance of a Notice of Deficiency to the Charter School.
8. The Board of Trustees shall submit to the Charter Schools Office signed, complete Statements of Financial Interest, pursuant to guidelines established by the Charter Schools Office. These documents are required by the Ethics Act and the Charter School Law to be completed annually for each trustee on the Board's roster for that school year.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting;

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain conditions for renewal ("Conditions for Renewal") based on the comprehensive renewal review by the CSO as set forth below. Failure to comply with the Conditions for Renewal as set forth below may be a basis for revocation or nonrenewal of the Charter School's Charter.

1. Timely and satisfactory resolution of any Compliance Requirements identified as being out of compliance, as denoted by an "X", in the 2016-17 Renewal Recommendation Report, which shall be attached to the Charter as Exhibit G, for any of the eight (8) categories of Organizational

Compliance and Viability: Special Education, English Language Learner, Student Enrollment, Student Discipline, Board Governance, Personnel, Food, Health and Safety, and Timely Reporting. If in the Charter Schools Office's Annual Charter Evaluation or its successor, the Charter School receives a deficiency in any area that was identified deficient in the 2016-17 Renewal Recommendation Report for two (2) or more consecutive years during the Term of this Charter, the Charter Schools Office may use such a deficiency as grounds for recommending revocation or nonrenewal of the Charter School's Charter.

2. As of the date of this Resolution, the Charter School has submitted its Code of Conduct to the Charter Schools Office confirming compliance with Applicable Laws, specifically Chapter 12 due process provisions, Truancy Act, and required manifestation determination procedures.
3. As of the date of this Resolution, the Charter School's Board of Trustees has submitted to the Charter Schools Office a Conflict of Interest policy, approved by the Board, which minimally identifies a process to identify and disclose any potential conflicts and requires recusal of Board members with a direct or indirect interest in Board actions or contracts.
4. As of the date of this Resolution, the Charter School has published on its website the schedule of public meetings of the Board of Trustees for the 2017-18 school year including date, time, and location as well as the process for public comment which shall comply with the Sunshine Act and guidance provided by the Charter Schools Office;

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades 9 through 12 with a maximum of 600 students 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; and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School may not operate a daycare, early childhood or pre-Kindergarten program under this Charter and that Charter School funds may not be used to pay for or support employees, resources, facilities or other expenses related to a daycare, early childhood or pre-Kindergarten program; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's performance framework and monitoring system for charter schools:

1. The Charter School agrees to participate in the School District's charter school performance framework and monitoring system. The charter school performance framework includes an annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.
2. The Charter School agrees to provide or allow to be provided to the School District and the Charter Schools Office all records, including student level academic performance, necessary to properly assess the academic success, organizational compliance and viability, and financial health and sustainability of the Charter School under the charter school performance framework, timely and pursuant to Charter Schools Office procedures.

3. The Charter School acknowledges that achieving the performance objectives identified in the performance framework is critical to meeting the needs of public school students in Philadelphia. The Charter School shall actively monitor its own progress towards achieving objectives identified in the performance framework. The Charter Schools Office may also evaluate any or all of the performance domains – academic, organizational and financial – on an annual basis formally. If the Charter School continues to fail to meet standards for academic success, organizational compliance and viability, and/or financial health and sustainability, the Charter Schools Office may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.
4. The Charter School agrees to adopt and administer the most current version of the PSSA assessments and the Keystone exams or other state-level identified or locally-approved assessment for student performance for grades and students as required by Applicable Laws, including without limitation the ESEA or subsequent laws.
5. The Charter School agrees to timely submit to, or grant permission for release pursuant to a memorandum of understanding or other document, to the School District all student level data required for assessment of academic performance as part of the charter school performance framework.
6. Data sources used by the Charter Schools Office to evaluate academic success may include, but are not limited to, student level data received from (i) the Charter School or from another entity under agreement with the Charter School, (ii) the School District's School Progress Report ("SPR") or its replacement, (iii) the Commonwealth's School Performance Profile ("SPP") or its replacement, (iv) the federal accountability SEA report card prepared by PDE, or its replacement; and (v) the National Student Clearinghouse.
7. For each year during the Term of this Charter, the Charter School shall achieve academic success as defined in the charter school performance framework, which may be updated annually by the Charter Schools Office. Any revision to the charter performance framework during the Term of this Charter shall be provided to the Charter School in writing and shall be published on the Charter Schools Office website. During the 2016-17 school year, academic success in the charter performance framework is minimally defined as: (i) meeting or exceeding the average proficiency of two of three comparison groups - the School District-operated schools, charter schools, and SPR Peer group schools - in Math, Reading/English Language Arts and Science on the PSSA or relevant Keystone exam for the same grade band, (ii) meeting or exceeding the statewide growth indicator as measured by the Average Growth Index ("AGI") consistent with PDE's definitions, (iii) student attendance rates that are at or above the 50<sup>th</sup> percentile and improving during the term of the Charter, and (iv) if serving high school grades, having graduation rates that show evidence of improvement over the Term of the Charter (an increasing trend) and that meet or exceed the average rates of two of three comparison groups - School District-operated schools, charter schools, and SPR Peer group schools. Academic performance of students in historically underserved student subgroups is also evaluated to assess equity of outcomes for these students. Assessment of this is within the overall charter performance framework and may be in academic success and/or organizational compliance and viability.
8. For each year during the Term of this Charter, the Charter School shall achieve a ranking in the top two levels of the School District's academic accountability performance system. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress monitoring.
9. To the extent that the Charter School must under the provisions of ESEA, ESSA or subsequent law, or any other Applicable Law, submit to any Commonwealth or federal agency an accountability plan (any such plan, a "School Level Plan"), then, not later than the date which is

thirty (30) days after the submission of said School Level Plan to the agency requiring it, the Charter Board shall submit to the Charter Schools Office a true, correct and complete copy of its School Level Plan. The Charter School is required to comply with ESEA, ESSA and any other federal or state accountability requirements and must submit to the Charter Schools Office any and all school level plans, comprehensive plans and any other improvement plans.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### **SRC-13**

#### **Proposed Charter Amendment – KIPP West Philadelphia 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 KIPP West Philadelphia Charter School (“Charter School” or “KIPP West”) to operate a public charter school for a three (3)-year period commencing on July 1, 2016; and

WHEREAS, the Charter School opened and had its first year of operation in the 2016-2017 school year; and

WHEREAS, under the terms of the Charter School's Charter, the Charter School is only authorized to operate at a facility located at 5900 Baltimore Avenue, Philadelphia PA, 19143; and

WHEREAS, in January 2017, the Charter School notified the Charter Schools Office (“CSO”) that the Charter School proposed to relocate prior to the start of the 2017-2018 school year to a new facility and to vacate the Charter School's current facility at 5900 Baltimore Avenue, Philadelphia, PA, 19143; and

WHEREAS, in May 2017, the Charter School submitted a written request to change the authorized location for the Charter School for the 2017-18 school year to the Thomas G. Morton School Annex (“Morton Annex”), located at 2412 South 62<sup>nd</sup> Street, Philadelphia, PA 19142 (“Amendment Request”); and

WHEREAS, on June 15, 2017, the SRC approved Resolution A-80, authorizing The School District of Philadelphia (“School District”) to license the Morton Annex, located at 2412 South 62<sup>nd</sup> Street, Philadelphia, PA 19142, to KIPP West for charter school purposes for a period of one year commencing on July 1, 2017 and ending on June 30, 2018; and

WHEREAS, as of August 14, 2017, the Charter School has submitted to the CSO the required documentation for the evaluation of the Amendment Request; NOW BE IT

RESOLVED, that the SRC hereby grants an Amendment to the Charter of KIPP West Philadelphia Charter School based on the representations, statements and materials contained in the Amendment Request and additional documents submitted by the Charter School to the CSO for the period commencing on August 17, 2017 and ending on June 30, 2018, solely to change the authorized facility/location of the Charter School to 2412 South 62<sup>nd</sup> Street, Philadelphia, PA 19142 and that all other terms and conditions in the Charter shall remain in full force and effect for the duration of the Charter Term, effective upon the full execution of an Amendment to the Charter by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board of Trustees duly designated by the Board of Trustees.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **SRC-14**

### **Amendment to Notice of Revocation of Charter – Khepera Charter School**

WHEREAS, the School Reform Commission (“SRC”) of The School District of Philadelphia (“School District”) approved Resolution SRC-17, on June 15, 2017 (“Resolution SRC-17”), to authorize a public hearing on the revocation of the Charter of KHEPERA CHARTER SCHOOL (“Khepera” or “Charter School”) upon the recommendation of the Charter Schools Office (“CSO”) of the School District that there are grounds for revocation of Khepera’s Charter and termination of the charter agreement, pursuant to Section 1729-A(a) of the Charter School Law; and

WHEREAS, after the approval of Resolution SRC-17, the CSO has identified additional grounds for revocation of Khepera’s Charter and recommends that the SRC amend Resolution SRC-17 to include the following additional grounds for revocation of Khepera’s Charter and termination of the charter agreement, pursuant to Section 1729-A(a) of the Charter School Law:

1. During June, July and August, 2017, Khepera failed to provide Extended School Year (“ESY”) services for students enrolled at the Charter School during the 2016-2017 school year with an Individualized Education Program (“IEP”) requiring such ESY special education services.
2. Khepera failed to pay employees for wages earned during the 2016-2017 school year and failed to remit federal, state or local payroll taxes and union dues withheld from employees’ wages.
3. Khepera failed to meet generally accepted standards of fiscal management or audit requirements in that Khepera has failed to comply with federal grant requirements in connection with the receipt of Title I and Title II federal grants for some or all of the reasons set forth in a program review document issued by the Pennsylvania Department of Education, dated June 2, 2017.
4. Khepera failed to pay its vendors or creditors, including without limitation, General Healthcare Resources, Inc. for the provision of certified special education teachers, social workers and substitute teachers to the Charter School; so be it,

RESOLVED, that the SRC hereby amends Resolution SRC-17, approved on June 15, 2017, to include the additional grounds for revocation as set forth above; all other terms and conditions in Resolution SRC-17 shall remain in full force and effect.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 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 July 31, 2017 and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the School Reform Commission.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## A-2

### **Various Funds: \$1,607,360 Contract with Cornerstone OnDemand, Inc. – Professional Development and Evaluation Tool**

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 Cornerstone OnDemand Inc. for the Professional Development & Educator Evaluation tool for teachers, principals and non-instructional professionals, for an amount not to exceed \$1,750,000, for the period commencing August 18, 2017 through June 30, 2022.

*Description:* Great schools have great teachers and leaders. To deliver on this promise of great schools for students and families, we must identify what great teachers and leaders are, evaluate teachers and leaders against core competencies and skills, and provide teachers and leaders with targeted professional development. Every year, the School District of Philadelphia evaluates and develops over 300 school leaders, 9,000 teachers, and 800 non-instructional staff members.

Act 82, passed by the Pennsylvania Department of Education (PDE) in 2012, requires that all educators are evaluated on multiple measures of effectiveness. The Educator Effectiveness System established a statewide, comprehensive rating system for teachers, administrators and non-teaching professional employees based on traditional classroom observations and multiple measures of student achievement. Act 82 requires that the District establish and maintain a permanent record system containing ratings for each employee, as well as regular reporting of aggregate evaluation data results to PDE. To comply with these regulations, and facilitate a timely, high-quality educator evaluation system, the District requires a proven technology solution.

The product currently used by the School District of Philadelphia for educator evaluation and professional development will sunset in June 2018. In response, a cross-functional team of District staff has identified a vendor to replace the expiring product and transfer all existing data into the new system.

To select a qualified vendor, the District issued a request for proposal (RFP 534) on March 6, 2017. Five vendors submitted proposals to the district's Office of Procurement. Vendors were rated in areas of experience, expertise, technical & functional learning management and evaluation requirements, quality of services, pricing, and MWBE participation. The awarded vendor, Cornerstone OnDemand Inc., was selected based on an overall adherence to the services outlined in the RFP and scoring rubric. Cornerstone OnDemand Inc. has a proven track record of partnering with institutions to deliver programs and solutions that help leaders understand each employee's knowledge and abilities to easily and effectively: align organizational talent to institutional requirements; execute training and learning initiatives to address any skills gaps; and identify key successors for critical roles.

A robust technology solution is required to accommodate the large scale and scope of the District's evaluation and professional learning needs.

ABC Code/Funding Source	\$1,607,360.00
1100-069-9750-2298-3291 Operating FY-18 (\$259,320.00)	
334X-G69-9KS0-2272-3291 Title II FY-18 (\$259,320.00)	
1100-069-9750-2298-3291 Operating FY-19 (\$150,500.00)	
334X-G69-9KS0-2272-3291 Title II FY-19 (\$150,500.00)	
1100-069-9750-2298-3291 Operating FY-20 (\$150,500.00)	
334X-G69-9KS0-2272-3291 Title II FY-20 (\$150,500.00)	
1100-069-9750-2298-3291 Operating FY-21 (\$155,015.00)	
334X-G69-9KS0-2272-3291 Title II FY-21 (\$155,015.00)	
1100-069-9750-2298-3291 Operating FY-22 (\$159,665.00)	
334X-G69-9KS0-2272-3291 Title II FY-22 (\$159,665.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0



### A-3

#### **Operating Budget: \$250,000 Amendment of Contract with Conner, Strong, and Buckelew – Benefits 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 an amendment of Contract No. 0406/F15, originally entered into with Conner, Strong and Buckelew, pursuant to Resolution No. A-21, approved by the School Reform Commission on October 16, 2014, as amended pursuant to Resolution No. A-2 approved by the School Reform Commission on September 17, 2015, and as amended pursuant to Resolution A-4 approved by the School Reform Commission on October, 13, 2016, by increasing the amount of the contract by an additional \$250,000 from the \$750,000 authorized by Resolutions A-21, A-2 and A-4, to an amount not to exceed \$1,000,000, and by extending the term of the contract from its amended expiration date of October 16, 2017 through October 16, 2018.

*Description:* A RFP was issued on July 30, 2014 for a Benefits Consultant. The purpose of this contract is to support all benefit analysis needed for contract negotiations with our labor unions, support the Office of Management and Budget providing critical data for financial reporting and assist the Benefits Office with respect to mandatory ACA reporting and other benefit plan recommendations and changes. The contract was awarded for one year with options for two one-year renewals. Both one-year renewal options have been exercised but we recommend amending the contract for one additional year due to CSB's integral involvement with the collective bargaining agreements and comprehensive analysis as well as the need for continuity of consulting services during this immediate time period. A RFP will be issued during the second quarter of 2018.

ABC Code/Funding Source	\$250,000.00
9009-087-self-59m9-3311 FY18 (\$177,500.00)	
9009-087-self-59m9-3311 FY19 (\$72,500.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### **General Counsel**

#### **A-4**

#### **Operating Budget: \$332,737 Ratification of Closing Agreement with Commissioner of Internal Revenue – Erroneous Redemption of Bonds**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the General Counsel, of a Closing Agreement with the Commissioner of Internal Revenue, in resolution of issues raised during the examination of \$144,625,000 General Obligation Bonds, Series A of 2011 (QSCB - Federally Taxable - Direct Subsidy), a portion of which Bonds were erroneously redeemed by The Bank of New York Mellon Trust Company, N.A., as Sinking Fund Depository and Fiscal Agent for the Bonds, for an amount not to exceed \$332,737.

*Description:* On December 20, 2011, the School District issued its General Obligation Bonds, Series A of 2011 (Qualified School Construction Bonds-Federally Taxable-Direct Subsidy) (the "Bonds") in the principal amount of \$144,625,000. The Bonds mature in the full principal amount thereof on September 1, 2030.

The Bonds were issued pursuant to a Resolution SRC -1, approved by the School Reform Commission on November 21, 2011 (the "Resolution"). Pursuant to the Resolution, the School District appointed The Bank of New York Mellon Trust Company, N.A. to serve as Sinking Fund Depository and Fiscal Agent for the Bonds (the "Fiscal Agent"). On December 20, 2011, the School District and the Fiscal Agent entered into a Fiscal Agent Agreement, under which the Fiscal Agent accepted the trusts created by the Resolution and the duties and obligations of the Fiscal Agent as set forth in the Resolution and in the Fiscal Agent Agreement.

The Resolution provides that mandatory sinking fund installments be paid annually into the Sinking Fund for the Bonds (the "Sinking Fund") commencing September 1, 2014, to be held to pay the principal of the Bonds at

maturity. Pursuant thereto, the School District transferred to the Fiscal Agent for deposit into the Sinking Fund on or before September 1, 2014, the sum of \$7,400,000.

In violation of its duties and obligations under the Fiscal Agent Agreement and the Resolution, the Fiscal Agent caused Bonds in the principal amount of \$7,400,000 to be erroneously redeemed on September 1, 2014. The Fiscal Agent has acknowledged that the redemption of the Bonds was made in error and initiated procedures through the clearing house for the Bonds, to reverse the redemption and reinstate the Bonds as of the date of their redemption.

As of October 22, 2015, holders of \$6,860,000 in principal amount of the Bonds agreed to and have reinstated the Bonds owned by such holders, as of their date of redemption. The School District has made demand on the Fiscal Agent for indemnification for the erroneous redemption of the Bonds and for all costs and expenses incurred by the School District as a result thereof.

In its examination of the Bonds, the IRS asserted that the erroneous redemption by the Fiscal Agent of a portion of the Bonds and the subsequent reinstatement, constituted a reissuance of the reinstated Bonds, resulting in the permanent loss of the interest rate subsidy afforded to the Bonds which had been redeemed and reinstated.

ABC Code/Funding Source	\$332,737.00
1100-061-9370-2392-8211 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-5**

***Withdrawn by Staff 8.17.17***

#### ***Executive***

#### **A-6**

#### **Categorical/Grant Fund: \$128,700 Ratification of Acceptance of Grant from The Broad Foundation – Resident Positions**

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of a grant in the amount of \$128,700 from The Broad Center to partially fund the salaries and benefits of two resident positions, for the period commencing July 1, 2017 through July 31, 2019.

*Description:* The Charter Schools Office and the Operations Division will be employing Broad Residents for the 2017-18 and 2018-19 school years. Broad residents are placed with a placement organization for a two year period in a leadership role to provide targeted expertise for key functional areas in a local or state educational agency. The Broad Center provides a rigorous professional development program and supports residents throughout the placement with training, coaching and peer supports to effectively serve the placement organization.

The Charter School Resident will serve in the position of Director, Strategy and Sustainability where she will be responsible for knowledge management, process and procedure documentation, short and long term strategic planning, and in coordination with the respective Program Managers, development of tools for fostering high quality charter schools. The Director, Strategy and Sustainability will report to the Executive Director of the Charter Schools Office.

The Operations Division Resident will serve as the Executive Director of Procurement where he will be responsible for obtaining quality goods and services at competitive prices from responsible suppliers in accordance with the Pennsylvania School Code and Board Policies. The Executive Director of Procurement is also responsible for ensuring vendor diversity through oversight of the Small Business Development Unit and implementation of the District's Business Diversity Policy. The Executive Director of Procurement will report to the Chief Operating Officer.

A ratifying resolution is being submitted because the Residents were scheduled to start working for the District before the grant agreement with Broad could be finalized. Both positions are important to effective and efficient district operations. The District funding for the positions is available and is included in the approved FY2018 budgets of both offices.

ABC Code/Funding Source

\$128,700.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-7**

#### **Donation: \$350,000 Acceptance of Donation of Services from New Leaders, Inc. – Assistant Superintendent 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 Memorandum of Understanding with New Leaders, Inc., for an intensive professional development program for Assistant Superintendents, valued at approximately \$350,000, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* New Leaders will provide intensive professional development for the District's Assistant Superintendents through the 2017-18 school year. The development program will provide opportunities for guided practice, reflection and multiple sources of feedback. The specific activities will include Community of Practice ("CoP") sessions, learning walks, in-person observations, and individual check-ins.

The New Leaders program will formally kick-off in August 2017 with a full-day program overview and an initial CoP session. New Leaders will work with the School District to understand specific District programming and priorities, develop a sense of baseline skills and needs of the Assistant Superintendents, and align the program supports with other School District development and performance management activities.

Specifically, the development program will include:

1. Community of Practice (CoP) Sessions. There will be up to 12 sessions, including up to 9 sessions for Assistant Superintendents and up to 3 sessions for other School District executive leaders. This designated time is for Assistant Superintendents to engage in collegial, rigorous, transparent conversations and activities to support them to use data to diagnose and solve challenges, build common language around effective leadership and develop skills to support and develop school level leaders. These processes will:

- Help each individual and the group acquire core knowledge, skills and practices;
- Build collective capacity within the group and across the District; and
- Create a safe space where failure is an opportunity to grow and gain greater proficiency.

There is the potential for up to three sessions to be provided for School District executive leaders to support and strengthen the work with Assistant Superintendents. The District will work with New Leaders to determine the best way to provide the Executive Leadership sessions.

2. Learning Walks. There will be up to 7 learning walks to build a common definition of effective leadership, practice evidence collection, and calibrate the use of rubrics and observation tools and assessments of school performance. In advance of a learning walk, the Assistant Superintendent who is working with the principal of the school presents the school's data as well as the principal's goals and evidence they have collected up to that point in the year. At this point, the rest of the community of practice asks questions to identify focus areas for the visit. The school visit begins with a meeting where the principal describes what the group can expect to see during the visit, recent data, and areas that the school team has focused on during professional learning sessions. The team divides into pairs or trios to visit bands of classrooms. Following the classroom walk-throughs, each team outlines the

evidence they observed and then presents it out to the rest of the team. At this point, the group begins to make meaning of the data by asking: What are the trends the group observed? What are outstanding questions the group has for the building leader? From the observations collected, the team then identifies and prioritizes three to five areas of feedback that the principal supervisor will share back with the building leader.

3. Assistant Superintendent Observations (at least 2 per Assistant Superintendent). New Leaders will observe Assistant Superintendents in-person as they (1) provide feedback to principals and (2) provide coaching on improving quality and delivery. New Leaders will then provide Assistant Superintendents with individual feedback from the observations to improve their practice.

4. Individual Check-ins (up to 10 monthly check-ins per Assistant Superintendent). Each month New Leaders will meet virtually with each Assistant Superintendent. The purpose of these check-ins is to learn more about how the Assistant Superintendents believe their work is progressing, hear individual updates, and provide individual support. The check-in also serves as an opportunity for the Assistant Superintendents to seek confidential advice from New Leaders. In addition to providing individual support, New Leaders will use these calls to identify trends across schools and use the information gathered to set agendas and determine topics for future CoP sessions. Through these activities, New Leaders will differentiate the content to meet the needs of both veteran and new Assistant Superintendents, who are making the transition from a successful school leader to a School District leader.

5. Templates of protocols. New Leaders will provide templates of protocols, job aids, and similar materials to be used for collecting, synthesizing and analyzing data that will support the work of Assistant Superintendents.

ABC Code/Funding Source \$350,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### A-8

##### **Operating Budget: \$100,000 Contract with Cambridge Education – School Quality Reviews**

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 Cambridge Education, to develop, manage, and execute a School Quality Review process to gather data and develop qualitative reports on school quality in support of the School District's System of Great Schools process, for an amount not to exceed \$100,000, for the period commencing September 1, 2017 through February 28, 2018.

*Description:* The School District of Philadelphia (the District) seeks to retain a consultant to conduct objective third party school quality reviews in a number of schools that have been identified as under-performing through the District's SGS process. The consultant's purpose will be to conduct an onsite review of school performance and to document and communicate the primary factors supporting and impeding learning at the school; to provide an orientation to the review process and associated rubrics for school principals; to produce a report outlining the factors that are supporting and impeding learning at each site; and to provide a macro-analysis of trends across school quality review sites for the District.

The visits will include the observation of teaching and staff meetings, conversations with staff, students and the principal, and reviews of school data and documents (including the school's comprehensive plan and most recent survey data). Based on reflections from last year's school quality review reports, the District has worked with the vendor to make enhancements to the report structure and content. Enhancements to the report structure will include but not be limited to:

-- providing additional specific details in support of the major factors identified as supporting or impeding learning;

-- adjusting the rubric to create a distinction between the operational management of the school and the instructional leadership of the school;

- providing additional details on each school's context, including student/teacher ratios and teacher vacancies;
- providing additional details about the quality review process at each school, including grade levels visited, number of classrooms visited, subject areas observed, and length of time of classroom visits; and,
- providing additional details on attendees at focus groups, including the number and roles of focus group attendees and the method by which they were selected.

The reviews will supplement other data that is available regarding school performance including summative data in the School Progress Report (SPR) and stakeholder feedback found in the annual District Surveys.

The consultant will not make recommendations regarding interventions. The reviews will be used to identify school strengths to build upon as well as to provide data to inform the District's selection of the strategic investments most likely to drive sustained school improvement.

ABC Code/Funding Source	\$100,000.00
1100-051-9020-2361-3311 Operating	

Commissioner Jimenez clarified that the dollar amount of the proposed contract with Cambridge Education is \$100,000.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Ms. Richman – 3

Nays: Dr. McGinley – 1

#### **A-9**

##### **Operating Budget: \$70,000 Contract with Temple University - System of Great Schools Meetings**

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 to lead the facilitation of several sessions designed to solicit feedback from school stakeholders, to record and analyze the feedback, and to produce a report synthesizing the input gathered from the community in support of the School District's System of Great Schools process, for an amount not to exceed \$70,000, for the period commencing September 1, 2017 through February 28, 2018.

*Description:* The School District of Philadelphia (the District) seeks a consultant to facilitate multiple community engagement sessions in a number of schools that have been identified as under-performing through the District's SGS process for the 2017-18 school year. As part of the SGS process, the consultant will meet with school stakeholders - including students, family members, staff, and community stakeholders - to gather input on each school's strengths, challenges, and opportunities for improvement. The consultant's purpose will be to facilitate community engagement meetings, systematically record feedback, provide raw data to the District, and produce a summative report listing major feedback trends. The consultant will work closely in partnership with the team leading SGS school quality reviews. The consultant will attend portions of the onsite school quality review to develop a clear context of the school and its successes and needs. The consultant will use information gathered during the school quality review to inform its focus areas for town halls and focus group sessions. The consultant will also collaborate with the school quality review team in the drafting of the final report.

The District plans to host at least five opportunities at each school for families and community stakeholders to provide feedback. These opportunities would include (but not necessarily be limited to)

- an introductory community meeting to share a rationale for the school's selection into the SGS process, possible outcomes of the SGS process, and a timeline for decision-making; and to solicit input on the school's strengths and opportunities from attendees;

-- two focus group meetings for family members that are representative of a diverse cross-section of the student body; and

-- a town hall meeting to solicit further feedback in support of gathering a comprehensive and multi-perspective view of the school's strengths and opportunities for improvement; and

-- a feedback and findings meeting to share with the community what information was gathered during the engagement process and to solicit final input into the improvement process.

This feedback from school stakeholder groups will supplement other data that is available regarding school performance including summative data in the School Progress Report (SPR) and stakeholder feedback found in the annual District Surveys. This collection of information will be used to inform investments and interventions that will be made to accelerate student performance at each school. The consultant will not make recommendations regarding interventions. The stakeholder feedback will be used to identify school strengths to build upon as well as to provide data to inform the District's selection of the strategic investments most likely to drive sustained school improvement.

ABC Code/Funding Source	\$70,000.00
1100-051-9020-2361-3311 Operating	

Commissioner McGinley noted his abstention on resolution A-9 as he is an employee of Temple University.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Ms. Richman – 3

Nays: 0

Abstention: Dr. McGinley – 1

#### **A-10**

##### **Operating Budget: \$1,307,000 Contract with School Support Services Partners for SGS Intervention Schools**

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 Achievement Network, American Institutes of Research, Bloom Planning, Community Training and Assistance Center, Generation Ready, Johns Hopkins University, SchoolKit, TNTP, 2Revolutions and University of Pennsylvania Graduate School of Education, to support District schools requiring additional support services as determined through the System of Great Schools (SGS) process, for an aggregate amount not to exceed \$750,000, for the period commencing July 1, 2018 through June 30, 2019; 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 amendments of contracts originally entered into with Achievement Network, American Institutes of Research, Bloom Planning, Community Training and Assistance Center, Generation Ready, Johns Hopkins University, SchoolKit, TNTP, 2Revolutions and University of Pennsylvania Graduate School of Education pursuant to this Resolution, to provide additional services to District schools as determined through the District's SGS process, by increasing the aggregate amount of the contracts by an additional \$1,500,000, from the \$750,000 approved by this Resolution, to an aggregate amount not to exceed \$2,250,000, and by extending the terms of the contracts from their original scheduled expiration date of June 30, 2019 through June 30, 2021.

*Description:* The School District of Philadelphia (the District) seeks to provide support services in a number of schools that have been identified as under-performing through the District's SGS process for the 2017-18 school year. The services to be provided were described in detail through a competitive Request for Qualifications process (RFQ-172) posted by the District's Office of Procurement in the Spring of 2017. The categories of services included:

--School visioning

--Concept development and instructional design

--Leadership team development  
--Instructional coaching

The District received 14 responses to the RFQ. A team comprised of principals, assistant superintendents, and district personnel from the offices of Academic Supports; School Improvement and Innovation; and Evaluation, Research, and Accountability reviewed and scored each of the proposals. Ten organizations met the qualifying score to move forward as qualified candidates eligible to support a school or schools involved in the SGS process.

The following are the organizations that were qualified through the RFQ process:

Achievement Network  
American Institutes of Research  
Bloom Planning  
Community Training and Assistance Center  
Generation Ready  
Johns Hopkins University  
SchoolKit  
TNTP  
2Revolutions  
University of Pennsylvania Graduate School of Education

For each school identified in need of an intervention as part of the SGS process, the District will conduct a needs assessment in the fall of 2017 that will include a review of recent school data, a school quality review, and feedback from community stakeholders. Based on the results of the needs assessment, the District may match a school or schools with the qualified partner that is best able to support the school to address the identified areas of need. The District will work with the partner and the school to craft a school-specific proposal once the appropriate needs and levels of service have been identified. The partner will support the school through the 2017-18 school year, after which the school and the District will review the efficacy of the partnership and make a decision about whether or not to extend the partnership for additional years.

ABC Code/Funding Source	\$750,000.00
1100-051-9020-2361-3311 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### ***External Relations***

#### **A-11**

#### **Operating Budget: \$39,900 Ratification of Contract with DT Firm – General Government Affairs Consultation**

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 a contract with The DT Firm to provide general government affairs advice with the goal of advancing School District of Philadelphia priorities, for an amount not to exceed \$39,900, for the period commencing May 1, 2017 and ending October 31, 2017.

*Description:* The DT Firm will provide consult services to support the School District's governmental relations with public officials and perform general lobbying activities with the goal of increasing funding for the School District of Philadelphia and building positive legislative relationships.

ABC Code/Funding Source	\$39,900.00
1100-051-9140-2853-3291 FY17 (\$19,950.00)	
1100-051-9140-2853-3291 FY18 (\$19,950.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### ***Finance***

#### **A-12**

##### **Recommendation to the Board of Directors of City Trusts – 2017-2018**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to provide formal written recommendations to the Board of Directors of City Trusts of the recipients of awards from Simon Gratz Teachers Fund and to authorize payments from the Fund, in an amount not to exceed \$100,000 for the fiscal year ending June 30, 2017; and be it

FURTHER RESOLVED, that the School Reform Commission recognizes the confidential nature of the information provided by individuals throughout the application and selection process and accordingly, the names of the recipients when determined will not be published.

*Description:* The Simon Gratz Teachers Fund (The Fund) is held in trust by the Philadelphia Board of Directors of City Trusts.

The Fund was established in 1926 by the Last Will and Testament of Simon Gratz for the purpose of affording financial relief in special cases for teachers and clerical assistants currently employed or who were employed in the public schools of Philadelphia and who are in need of financial assistance. Each year, the Philadelphia Board of Directors of City Trusts informs the School District of the amount of funds available for distribution and award for the current calendar year.

Consequently, the Office of Grant Fiscal Services allocates and awards fund to recipients throughout the fiscal year and has received an initial request for funds for the current fiscal year.

ABC Code/Funding Source	\$100,000.00
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The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### ***Student Support Services***

#### **A-13**

##### **Memoranda of Understanding with Various Post-Secondary Institutions – Social Work Student Placements**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia through the Superintendent or his designee, to execute deliver and perform Memoranda of Understanding with the post secondary institutions listed below for social work student placement agreements, at no cost to the School District, for the period commencing August 18, 2017: Bryn Mawr College; Kutztown University; Reading Program at Alvernia; Marywood University; Millersville University; West Chester University; Widener University; Temple University; Rutgers University; and University of Pennsylvania.

*Description:* The Office of Student Support Services is proposing to enter into agreements at no cost to the District with colleges and universities to provide social work students placements in District schools.

ABC Code/Funding Source	N/A
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The vote was as follows:



Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### A-14

##### **Operating Budget: \$339,500 Contract with Philadelphia Outward Bound – 9<sup>th</sup> Grade Academy 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 Outward Bound Center to provide leadership and character development, teamwork, communication skills, and service learning through adventure-based experiential and expeditionary education programs for the 9th grade academy, for an amount not to exceed \$339,500, for the period commencing July 1, 2017 through June 30, 2018.

*Description:* This new program will provide experiential learning opportunities that inspire the outcomes of character, leadership and service to incoming 9th grade students and educators as part of the 9th Grade Academy. This year POBS will expand its partnership with the school district to provide programs and supports that address the unique needs of freshman students as part of the 9th Grade Academy program.

Over the next three years, from 2017 through 2020, the Philadelphia Outward Bound School will develop and implement, expanding year over year, a program that will eventually provide 53 Philadelphia public high schools with experiential learning programs for 9th grade students and teachers.

Outward Bound is an innovative experiential and outdoor educational organization that inspires character development, leadership, and service in all of its students/participants. Participating schools will follow a progression of facilitated leadership and teambuilding programming that will focus on character building, peer leadership skill building and introducing tools for communication and peer support.

One-day programs will take place at Philadelphia Outward Bound School facilities in Fairmount Park and at schools for intensive, leadership programming. Longer, multi-day expeditions will venture to POBS wilderness course areas in the Delaware Water Gap or along the Appalachian Trail or Circuit Trail network in PA/NJ.

ABC Code/Funding Source  
1100-007-9KN0-2122-3000 Operating

\$339,500.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### A-15

##### **No Cost Contracts with Universities, Educational Agencies and Hospitals – Student Health Interns and Practicums**

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, educational institutions 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 Pittsburgh; 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, speech/language therapy, other related therapeutic services, and social work to be assigned to various District schools and central administration offices for the purpose of receiving practicum/intern experiences and satisfying academic practicum requirements, under the supervision of District personnel for the purposes of assisting and supporting school nurses, teachers, social workers, school counselors, 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, and for the purpose of providing assistance to health and behavioral education instructors in the delivery of health education curriculum, and introducing and exposing students to careers and studies in allied health and social work professions that they may enter after having graduating from high school, at no cost to the School District for the period commencing September 1, 2017 through June 30, 2018.

*Description:* The Office of Student Support Services shall provide placements, internships and practicum programs for students enrolled in colleges and universities that offer educational programs in nursing, therapeutic related services, behavioral therapy, medical clinical, public health, and social work. These practicum and intern experiences come at no cost to the District. University health students placed in schools through this program, shall learn the roles and responsibilities of school nurses, related services therapists, health educators, social workers, and school administrators and how these instructional and non-instructional services support teaching and learning resulting in improved student health and academic achievement. Practicum and internship programs provide District nurses and other health related staff with crucial assistance and support. In addition, these programs have proven to be an excellent method to recruit highly qualified health professional graduates, who are committed to District students, for positions that are often difficult to fill.

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 Student Support Services in collaboration with the Student Placement Coordinator of each college or university. The Office of Student Support Services shall place students in elementary, middle and high schools that are under performing academically, and are in need of additional supportive services and staff.

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 student interns 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 such as nursing, occupational and physical therapy careers

in public health.

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 approximately 50 university health students in 25 elementary, middle and high schools throughout the city with priority given to the schools 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 Student Support Services 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. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-16**

#### **Categorical/Grant Fund: \$50,000 Grant Acceptance from the Christopher Ludwick Foundation – Temporary Financial Assistance**

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 Christopher Ludwick Foundation, for an amount not to exceed \$50,000, to provide temporary financial assistance to families experiencing a crisis or sudden hardship, for the period commencing September 1, 2017 through June 30, 2018

*Description:* The purpose of this grant is to offer a full array of supportive services, as needed, to students and their families to ensure full participation in their education. The Ludwick Foundation fund supplements unexpected school-related expenses during family emergencies. Schools can apply for these funds from the Office of Student Enrollment and Placement for students who have urgent needs to minimize disruptions in their education and remove barriers that impede academic achievement.

A student actively attending a Philadelphia public school (grades K-12) is eligible for emergency funds if he/she is experiencing a crisis or sudden hardship that negatively impacts the family's income. Examples are: a recent loss or death of a family member, fire or other damage to personal property, homelessness, recent loss of income, sudden illness of a family member, unexpected medical bills, and theft of personal property in school. Students apply through the school counselor or principal designee via an application process. Information about these funds is communicated to schools via the Principals Information Board (PIB), resource center updates, and professional development sessions to any/all stakeholders. Further, counselors receive this information at their scheduled meetings, through e-mail and through mailings.

Students may receive a maximum of \$100.00 per calendar year, but may reapply if there are extenuating circumstances such as a house fire, a new significant family hardship such as parental loss of employment, or other family emergencies that cause a barrier to learning. The average grant amount that a student receives is \$75.00. This is a recurring grant that serves students from grades K through 12. No matching funds are required from the School District. Any remaining funds are utilized the next academic school year.

ABC Code/Funding Source

\$50,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-17**

##### **Categorical/Grant Fund: \$90,000 Contract with Forman Mills – Purchase of Uniforms for Homeless Students**

RESOLVED, that the School Reform Commission hereby authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Forman Mills to purchase uniforms for students experiencing homelessness, for an amount not to exceed \$90,000, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The School Reform Commission has adopted a school uniform policy for all students. Uniforms must be worn every day, starting the first day of school in September. The District expects every student to be properly groomed and dressed for school. Dressing in an appropriate manner helps to prepare students for the working world. The uniform policy is strictly enforced in order to maintain an educational atmosphere and safe environment for all.

Homeless families often cannot afford to purchase uniforms throughout the year, as they may be living in emergency housing or other displaced familial arrangements. When uniform vouchers are readily available for these families, it removes the barrier for this population of students attending school regularly. The percentage of students who are truant remains higher for homeless students than domiciled students. Therefore, establishing a system to supply vouchers throughout the year is paramount to supporting homeless students' achievement of academic success and schools reaching adequate yearly progress.

During the 2007-2008 school year, 1,270 students received uniform assistance. To date in 2017, over 1,600 students have received uniform assistance. The goal is to supply at least four (4) uniforms (4 pairs of pants, 4 shirts/blouses, and 2 sweaters) for each student per year. Several emergency housing facilities have reported an increase in attendance at school because students have been more inclined to attend school when they are in full uniform.

To ensure all students and their families are aware of this assistance, schools may send a letter to the parents/guardians of all students requesting that they contact the school for help in obtaining uniforms. Homeless students or parents of homeless students can then apply for uniform assistance from their school counselor, who is the point person in each school. Schools may contact the Office of Student Enrollment and Placement to request assistance for the purchase of uniforms.

The Office of Student Enrollment and Placement used three competitive solicitations to obtain vendors who will supply the goods as described in this resolution. RFQ0100, RFQ0105 were issued during the 2013-2014 school year and RFQ0126 was issued for the 2014-2015 school year. Forman Mills was the vendor that was selected. This is a 3 year solicitation bid that ends June 30, 2017, with the option to extend for one year. We are requesting that extension.

ABC Code/Funding Source  
201X-G58-9210-1101-8914 Title I

\$90,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-18**

##### **Donation: \$30,000 Acceptance of Donation of In-Kind Services from Education Works**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation from Education Works the donation of in-kind services, valued at \$30,000, to be used to implement Youth Court at two middle schools, Harding Middle School and Wilson

Middle School, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* EducationWorks, through its partnership with Philadelphia Community Youth Court, trains school-based staff and students in grades 6 through 12 in its Youth Court model to provide an alternative disciplinary program for students who break minor school rules. Youth Court will be implemented in two middle schools in the School District of Philadelphia.

Through Youth Court, students have a trial before their peers for offenses such as truancy, disruptive behavior in school, theft, profanity and other similar offenses. In trial-like proceedings, students serve as judges, jury members, and attorneys and impose restorative dispositions such as written letters of apology, or community service, research projects. Youth Courts uphold the disciplinary policies and procedures of the school using restorative practice as a vehicle to repair harm done to the school community. Youth Court promotes self-reflection and self-correction using a peer-to-peer model and subsequently promotes changes in student and adult thinking and behavior.

EducationWorks Youth Court program fosters in youth a respect for the rules of law, helps develop positive citizenship attitudes, encourages civic engagement, and promotes educational success. Youth Court provides a peer-driven mechanism that allows young people to take responsibility for their actions, be held accountable and make restitution via positive peer pressure. Additionally, youth learn the roles and responsibilities of the various parts of the judicial system. Youth act as law enforcement professionals such as attorneys, clerks, bailiffs and judges to gain experiential knowledge of the justice system. Participating youth acquire a considerable knowledge base of the justice system thus paving a path for academic and career-building opportunities. EducationWorks will deploy one to two trainers and provide a six (6) week Youth Court training series to one (1) school-based Youth Court Facilitator and twelve (12) to sixteen (16) students. Participants will receive sixteen (16) hours of training in four (4) core areas: Core I Principle of Restorative Justice, Core II Public Speaking, Core III Unified Judicial System of Pennsylvania, Core IV Youth Court Process. As an accompaniment to training partner schools receive a Youth Court handbook specifically tailored to each schools' discipline policies and procedures. Upon successful completion of the Youth Court training core modules the facilitator and each participating student receives certification to serve dually on their school based youth court and the larger Greater Philadelphia Youth Court. EducationWorks will provide ongoing support and oversight through one (1) site visit per month for five (5) months following the initial training period at which time, feedback and additional coaching will be provided. Additionally, each facilitator will have phone and/or online support for the duration of the contract term. EducationWorks will also recruit and train volunteers (teachers, law professionals and law students) to support each schools' Youth Court.

ABC Code/Funding Source \$30,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### ***Operations***

#### **A-19**

#### **Capital Fund: \$6,676,900 Capital Awards I**

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 lowest responsible bidders identified in the attachment, for an aggregate amount not to exceed \$6,676,900, for the period commencing August 18, 2017 through completion of the projects.

#### ***Description:***

Spec: B-012 C

of 2015/16 General Contract - Elevator Alterations

Lewis Elkin Elementary School - 3199 D Street

J. Mann-R. Finley, Inc. (W) - \$304,900.00

Feasterville, Pennsylvania 19053

ABC Code: 8Q16 065 5260 4628 4541 09

Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary for alterations of the existing traction elevator at this location.

The bids for this project were publicly advertised on 5/5/2017, 5/10/2017, and 5/12/2017 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 6/6/2017. After review of the bids and a de-scoping meeting it was determined that J. Mann-R. Finley, Inc. was the lowest responsible bidder with a bid of \$304,900.00.

The Facilities Condition Index (FCI) at this location is 53.41%. The School Progress Report (SPR) at this location is 40.

Spec: B-013 C  
of 2015/16 Electrical Contract - Elevator Alterations  
Lewis Elkin Elementary School - 3199 D Street  
Hyde Electric Corporation - \$64,800.00  
Philadelphia, Pennsylvania 19129  
ABC Code: 8Q16 065 5260 4628 4561 09  
Total Aggregate M/WBE Participation: 0.0%

This contract covers the labor, material, and equipment necessary for alterations of the existing traction elevator at this location.

The bids for this project were publicly advertised on 5/5/2017, 5/10/2017, and 5/12/2017 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 6/6/2017. 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 \$64,800.00.

The Facilities Condition Index (FCI) at this location is 53.41%. The School Progress Report (SPR) at this location is 40.

Spec: B-020 C  
of 2016/17 Electrical Contract - Fire Alarm System Replacement  
William H. Loesche Elementary School - 595 Tomlinson Road  
Hyde Electric Corporation - \$295,000.00  
Philadelphia, Pennsylvania 19129  
ABC Code: 8Q16 065 8440 4625 4561 10  
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the removal of the old and installation of a new fire alarm system at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. 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 \$295,000.00.

The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

Spec: B-034 C  
of 2015/16 General Contract - Elevator Replacement

Thomas Alva Edison / John C. Fareira High School - 151 West Luzerne Street  
J. Mann-R. Finley, Inc. (W) - \$753,700.00  
Feasterville, Pennsylvania 19053  
ABC Code: 8Q16 065 5020 4628 4541 30  
Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary for alterations of the two existing traction elevators at this location.

The bids for this project were publicly advertised on 5/19/2017, 5/24/2017, and 5/26/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that J. Mann-R. Finley, Inc. was the lowest responsible bidder with a bid of \$753,700.00.

The Facilities Condition Index (FCI) at this location is 24.68%. The School Progress Report (SPR) at this location is 11.

Spec: B-035 C  
of 2015/16 Electrical Contract - Fire Alarm System Replacement  
Thomas Alva Edison / John C. Fareira High School - 151 West Luzerne Street  
Hyde Electric Corporation - \$1,788,000.00  
Philadelphia, Pennsylvania 19129  
ABC Code: 8Q16 065 5020 4625 4561 10  
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the removal of the old and installation of a new fire alarm system at this location.

The bids for this project were publicly advertised on 5/19/2017, 5/24/2017, and 5/26/2017 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 6/27/2017. 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 \$1,788,000.00.

The Facilities Condition Index (FCI) at this location is 24.68%. The School Progress Report (SPR) at this location is 11.

Spec: B-070 C  
of 2016/17 Electrical Contract - Fire Alarm System Replacement  
Mary McLeod Bethune Elementary School - 3301 Old York Road  
Hyde Electric Corporation - \$297,900.00  
Philadelphia, Pennsylvania 19129  
ABC Code: 8Q16 065 7510 4625 4561 10  
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the removal of the old and installation of a new fire alarm system at this location.

The bids for this project were publicly advertised on 5/5/2017, 5/10/2017, and 5/12/2017 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 6/6/2017. 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 \$297,900.00.

The Facilities Condition Index (FCI) at this location is 35.31%. The School Progress Report (SPR) at this location is 13.

Description of Project:

Spec: B-073 C

of 2016/17 Electrical Contract - Fire Alarm System Replacement

Horatio B. Hackett Elementary School - 2161 East York Street

Hyde Electric Corporation - \$199,400.00

Philadelphia, Pennsylvania 19129

ABC Code: 8Q16 065 5300 4625 4561 10

Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the removal of the old and installation of a new fire alarm system at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. 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 \$199,400.00.

The Facilities Condition Index (FCI) at this location is 36.15%. The School Progress Report (SPR) at this location is 68.

Spec: B-111 C

of 2016/17 General Contract - Roof Replacement

William H. Loesche Elementary School - 595 Tomlinson Road

Robert Ganter Contractors, Inc. (W) - \$2,614,000.00

Quakertown, Pennsylvania 18951

ABC Code: 8Q16 065 8440 4637 4541 06

Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment to necessary for the selective building restoration and roof replacement at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that Robert Ganter Contractors, Inc. was the lowest responsible bidder with a bid of \$2,614,000.00.

The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

Spec: B-112 C

of 2016/17 Mechanical Contract - Roof Replacement

William H. Loesche Elementary School - 595 Tomlinson Road

Five Star, Inc. - \$223,000.00

West Chester, Pennsylvania 19380

ABC Code: 8Q16 065 8440 4637 4591 06

Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the mechanical work associated with the selective building restoration and roof replacement at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that Five Star, Inc. was the lowest responsible



bidder with a bid of \$223,000.00.

The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

Spec: B-113 C  
of 2016/17 Plumbing Contract - Roof Replacement  
William H. Loesche Elementary School - 595 Tomlinson Road  
Carolina Plumbing & Heating, Inc. (M) - \$136,200.00  
Philadelphia, Pennsylvania 19131  
ABC Code: 8Q16 065 8440 4637 4551 06  
Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary for the plumbing work associated with the selective building restoration and roof replacement at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that Carolina Plumbing & Heating, Inc. was the lowest responsible bidder with a bid of \$136,200.00. The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

ABC Code/Funding Source	\$6,676,900.00
8Q16-065-8440-4625-4561 Capital (\$295,000.00)	
8Q16-065-7510-4625-4561 Capital (\$297,900.00)	
8Q16-065-5300-4625-4561 Capital (\$199,400.00)	
8Q16-065-8440-4637-4541 Capital (\$2,614,000.00)	
8Q16-065-8440-4637-4591 Capital (\$223,000.00)	
8Q16-065-8440-4637-4551 Capital (\$136,200.00)	
8Q16-065-5260-4628-4541 Capital (\$304,900.00)	
8Q16-065-5260-4628-4561 Capital (\$64,800.00)	
8Q16-065-5020-4628-4541 Capital (\$753,700.00)	
8Q16-065-5020-4625-4561 Capital (\$1,788,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-20**

#### **Capital Fund: \$789,375 Capital Awards II – Ratification of Contracts – Overbrook High School Digital Media Lab Renovation**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of contracts separately with the lowest responsible bidders, TE Construction Services LLC (general contract), for an amount not to exceed \$381,375, Allstates Mechanical, Ltd. (mechanical contract) for an amount not to exceed \$193,000, and Hyde Electric Corporation (electrical contract), for an amount not to exceed \$215,000, for an aggregate amount not to exceed \$789,375, for the period commencing June 30, 2017 through completion of the project.

#### *Description:*

Spec: B-060 C  
of 2016/17 General Contract - Digital Media Lab Renovations  
Overbrook High School - 5898 Lancaster Avenue

TE Construction Services, LLC - \$381,375.00

Warminster, Pennsylvania 18974

ABC Code: 8D16 065 4020 4658 4541 16

Total Aggregate M/WBE Participation: 35.5%

This contract covers the labor, material, and equipment necessary for a new digital media CTE lab at this location. The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that TE Construction Services, LLC was the lowest responsible bidder with a bid of \$381,375.00.

The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

Description of Project:

Spec: B-061 C

of 2016/17 Mechanical Contract - Digital Media Lab Renovations

Overbrook High School - 5898 Lancaster Avenue

Allstates Mechanical, Ltd. - \$193,000.00

Boothwyn, Pennsylvania 19061

ABC Code: 8D16 065 4020 4658 4591 16

Total Aggregate M/WBE Participation: 17.4%

This contract covers the labor, material, and equipment necessary for the mechanical work associated with the new digital media CTE lab at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. 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 \$193,000.00.

The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

Description of Project:

Spec: B-062 C

of 2016/17 Electrical Contract - Digital Media Lab Renovations

Overbrook High School - 5898 Lancaster Avenue

Hyde Electric Corporation - \$215,000.00

Philadelphia, Pennsylvania 19129

ABC Code: 8D16 065 4020 4658 4561 16

Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the electrical work associated with the new digital media CTE lab at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. 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 \$215,000.00.

The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

ABC Code/Funding Source \$789,375.00

Capital - \$381,375.00 - 8D16-065-4020-4658-4541

Capital - \$193,000.00 - 8D16-065-4020-4658-4591

Capital - \$215,000.00 - 8D16-065-4020-4658-4561

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-21**

##### **Capital Fund: \$600,000 Capital Award III – Delta/B.J.D.S., Inc.**

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-006 C of 2016/17 with Delta/B.J.D.S., Inc., Delta/B.J.D.S., Inc., Diamond Huntbach Construction Corp., Pepper Environmental Services, Inc. and Prime Group Remediation, the lowest responsible bidders, for an aggregate amount not to exceed \$600,000, for the period commencing August 18, 2017 through completion of the projects.

##### *Description:*

Spec: B-006 C

of 2016/17 General Service Contract - Asbestos Abatement

Various locations throughout the School District - Various locations

Delta/B.J.D.S., Inc. (W)

Southampton, Pennsylvania 18866

Diamond Huntbach Construction Corp.

Philadelphia, Pennsylvania 19124

Pepper Environmental Services, Inc.

Philadelphia, Pennsylvania 19137

Prime Group Remediation

Bensalem, Pennsylvania 19020

ABC Code: 8D16-065-9AL0-4693-3311

Total Aggregate Shared Contract NTE Amount \$600,000.00

Total Aggregate M/WBE Participation: 32.5%

This contract provides Environmental Services with immediate response capabilities to initiate and complete emergency asbestos abatement, on an as-needed basis, throughout the Philadelphia School District.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that all bidders will share a pool Not To Exceed \$600,000.00 for the duration of this contract.

ABC Code/Funding Source \$600,000.00

8D16-065-9AL0-4693-3311 Capital

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**A-22****Capital Fund: \$67,105 Contract Amendment with HAKS – Mechanical Master Plan Renovation – M. L. King 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 an amendment of a contract, originally entered into with HAKS, pursuant to Resolution A-12, approved by the School Reform Commission on April 16, 2015, by increasing the amount of the contract by an additional \$67,105 from the \$520,000 approved by Resolution A-12, to an amount not to exceed \$587,105. All other terms and conditions of this Contract shall remain the same.

*Description:* The adopted Capital Improvement Program (CIP) for FY 2017-18, includes an HVAC major renovation project at the Martin Luther King High School. HAKS was selected as the Design Consultant to produce drawings and is providing construction administration. This project addresses the existing mechanical systems and needed replacement. The existing plant and ancillary equipment are well beyond their normal life spans. The components of the project are the replacement of three cast iron boilers, two air-cooled chillers, roof top units, air handling units, reheat coils, classroom unit ventilators, control systems, associated piping, breeching, equipment pads, pumps, expansion tanks, and hot water heaters.

In November 2014, the School District of Philadelphia's Office of Capital Programs issued a Request for Proposals (RFP) to obtain public competitive proposals from qualified firms to provide professional design services for the mechanical master plan for the Martin Luther King High School. Three firms responded to the RFP on December 30, 2014. The Selection Committee reviewed the RFP proposals based on the following evaluation criteria: (1) qualifications of the personnel measured by the technical experience and education of the key team members to provide the services being proposed; (2) the professional experience and qualifications of the proposer in the satisfactory performance of design services for projects of comparable size, building type and complexity and budget; (3) the quality of references from past or current clients; (4) history of the proposer in meeting the design and construction schedules; (5) the proposer's past experience and performance to minimize change orders; (6) the proposed fee; (7) meeting MBE/WBE goals; and (8) tax compliance. According to these previously established evaluation criteria, Haks met the qualifications, technical, administrative and pricing requirements set forth in the RFP, and its proposal was determined to be the most advantageous to the School District.

The Facility Condition Index (FCI) score for the Martin Luther King High School building is 41.51%. The SY2014-2015 School Progress Report (SPR) is 9.

ABC Code/Funding Source	\$67,105.00
8Q16-065-6060-4541-3411 Capital	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**A-23**

*Withdrawn by Staff 8.15.17*

**A-24****Capital Fund: \$159,404 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 cost to the School District not to exceed \$159,404.00.

*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 \$159,404.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-25**

##### **Acceptance of Donation from the Philadelphia Mural Arts Program – South Philadelphia High School; License Agreement**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee: (i) to accept with appreciation the generous donation from the Philadelphia Mural Arts Advocates of the installation and construction of a mural on the exterior walls of the South Philadelphia High School, valued at approximately \$110,000; (ii) to execute, deliver and perform a License and Right of Entry, and any other necessary documents, with Philadelphia Mural Arts Advocates and/or its contractors, to supervise the installation and construction of a mural; and (iii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution.

The design, installation and construction of a mural at the South Philadelphia High school must be acceptable to the Office of Capital Programs, the Office of Facilities and Operations, the Office of Risk Management and the Office of General Counsel.

*Description:* Philadelphia Mural Arts Advocates has been integrating visual arts and design into several math classrooms over the course of the 2015-2016 and 2016-2017 school years.

The outcome of this work, along with input from other students through after school programming, is the design of a mural to be installed and constructed on the exterior walls of the South Philadelphia High School with a total value of approximately \$110,000 (Project).

Upon completion of the Project, the improvements will be donated to the School District by the Philadelphia Mural Arts Advocates. Mural Arts has received funding for the mural installation from individuals Phil Straus and Margaret Harris and from Janssen Pharmaceuticals, CSL Behring, PHL Life Sciences, and Teva Pharmaceutical Industries Ltd.

This project aligns with The School District's Action Plan v.3.0 by supporting an active partnership among schools, foundations, community organizations, local universities/colleges, community groups and others to create educationally and socially vibrant interior and outdoor spaces at schools throughout the School District.

ABC Code/Funding Source \$110,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-26**

##### **Renewal of Lease Agreement with Northeast Treatment Center – L. P. Hill 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 two-year renewal of a Lease Agreement, originally entered into with Northeast Treatment Services or its affiliate, pursuant to Resolution A-18, approved by the School

Reform Commission on August 21, 2014, at the former LP Hill School located at 3133 Ridge Avenue, Philadelphia, by extending the termination of the Lease Agreement from August 31, 2017 through August 31, 2019. The rent for the renewal term will be \$187,000 per year (22,000 square feet at \$8.50 per square foot), to be paid monthly.

*Description:* The School District of Philadelphia is exploring the idea of transforming existing school buildings into “community schools”. In a community school, resources of the school and community are organized to promote student success. While the primary focus is on students, community schools are intended to be centers of activity that promote partnerships which benefit all members of the neighborhood.

One such partnership has developed in the Strawberry Mansion section of the city, where the U.S. Attorney’s Office has worked with Strawberry Mansion High School to implement violence prevention programs. To advance these programs, and to incorporate additional partnerships with the community, the School District intends to lease space at the closed Leslie Pinckney Hill Elementary School building (“LP Hill School”), located at 3133 Ridge Avenue adjacent to Strawberry Mansion High School, to additional community service agencies.

The LP Hill School was closed by the School District as of August, 2013. LP Hill School’s location adjacent to and partially connected with Strawberry Mansion High School renders it difficult or impossible to sell as a separate building, but the buildings have enough separation that LP Hill could be used for purposes other than education. The benefits to the School District, Strawberry Mansion High School and the community include the following:

1. The building will be occupied and overhead expenses of the School District in maintaining and securing the building will be defrayed.
2. Programs offered will benefit the families of the students attending Strawberry Mansion High School as well as the surrounding community.
3. Programs will be able to take advantage of bringing together entities with similar missions and, in some cases, funding sources, that will encourage collaboration and growth to assure that the community is efficiently and effectively served.

Northeast Treatment Centers (NET) is the Community Umbrella Agency (CUA) for the City’s 22nd Police District. CUAs are funded through the City’s Department of Human Services and are responsible for the provision of direct case management services to families in their designated region. CUAs ensure that local solutions and resources are accessible to children and families, and develop connections to formal and informal neighborhood networks that can strengthen and stabilize families and will be responsible for recruitment and retention of foster and adoptive parents in the neighborhoods where children live.

NET will be leasing 22,000 square feet of space on the second floor of LP Hill as office and meeting space to provide a range of child welfare, mental health and additional services to individuals and families as part of the “Improving Outcomes for Children initiative, which is central to the City’s Department of Human Services’ efforts to transform local child welfare services. The annual rental rate of \$187,000 (\$8.50 per square foot) will be paid in monthly installments of \$15,583.33, for a term of two years commencing on September 1, 2017 through August 31, 2019. This rate reflects use of the school during established operating hours. Use during extended or weekend hours will be approved and billed separately through the use of the School District of Philadelphia’s EH-45 Use of Facilities process. This rate also includes capital improvements that have been made to re-open the school. The payments of which will be amortized over a five-year period.

NET will be responsible for procuring and paying any costs related to electrical utilities, custodial services, and security. The School District shall provide the following services: building engineer services, basic building maintenance, initial capital repairs, dumpster service, sidewalk snow removal, and oil, natural gas, water, and stormwater utilities.

The School District will retain the right to cancel this contract at any time, and NET will be able to cancel the contract if their contract with the City of Philadelphia’s Department of Human Services for Improving Outcomes for Children as the Community Umbrella Agency for the 22nd Police District is not renewed.

In the case of an early termination due to the cancellation of the aforementioned contract with the City, NET would be responsible for the balance of the cost of the initial capital improvements, as well as any additional capital improvements that will be made to improve the space occupied by NET through additional agreements. The terms of

the lease agreement must be acceptable to the School District's Office of Real Property Management, Office of General Counsel and Office of Risk Management.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-27**

##### **Renewal of Lease Agreement with Sayre Health Center, Inc. – William Sayre High School**

RESOLVED, that the School Reform Commission hereby authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a one-year renewal ("Renewal") of the Lease Agreement with Sayre Health Center, Inc. ("Sayre Health Center") for use as a community health center at William Sayre High School, 5800 Walnut Street, Philadelphia, originally entered into pursuant to Resolution No. A-7, approved by the School Reform Commission on October 18, 2006, and extended for successive one-year renewals extensions pursuant to Resolution No. A-7, approved by the School Reform Commission on October 5, 2012, Resolution No. A-5, approved by the School Reform Commission on December 20, 2012; Resolution No. A-6, approved by the School Reform Commission on February 20, 2014, Resolution A-6, approved by the School Reform Commission on September 18, 2014, and Resolution A-18, approved by the School Reform Commission on September 17, 2015, and Resolution A-15, approved by the School Reform Commission on November 15, 2016, for the period commencing on October 1, 2017 through September 30, 2018, at an annual rental of \$42,444.00 per year (7,860 square feet at a rate of \$5.40 per square foot) to be paid monthly. The Renewal authorizes an expansion of the leased premises to include an additional 2,034 square feet on the first floor, exercisable by Sayre Health Center upon two weeks' advance written notice to the School District. The Renewal will provide Sayre Health Center with an option to expand the leased premises to approximately 9,894 square feet. Upon the exercise of the expansion option, the rent will increase to \$53,427.60 per year (9,894 square feet at a rate of \$5.40 per square foot) to be paid monthly. The School District will continue to be responsible for all utilities and snow and ice removal and Sayre Health Center, Inc. will continue to be responsible for its custodial staff, minor maintenance and repairs, trash recycling pick-up, security, disposable wastes and a proportionate share of costs for the building engineer for overtime. The terms of the Renewal must be acceptable to the School District's Office of General Counsel and Office of Risk Management.

*Description:* This resolution is requesting a seventh one-year extension of the original term of the lease. The current extension expires on September 30, 2017. The rental rate is based on the following: 1) Sayre Health Center, Inc. is responsible for its custodial staff, minor maintenance & repairs, trash recycling pick-up, security and disposal of medical waste; 2) The School District is only responsible for utilities and snow & ice removal; and 3) The School District, as a tax-exempt entity, subject to covenants pertinent to the bond financing of its real property, bases rental rates on its out-of-pocket expenses when leasing its buildings to third parties.

Sayre Health Center is a non-profit health center that provides Medical and Educational health services to the West Philadelphia Community, including the Sayre High School students and their families.

Clinical services offered by Sayre Health Center include: primary care, social work services, pregnancy testing, vaccinations, school physicals, nutrition services and Penn-Dental. Also, Sayre Health Center provides health service education and training to the Sayre High School students.

Additionally, Sayre Health Center has a specialist-referral network for the patients.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-28**

##### **Operating Budget: \$500,000 Contract Amendments with Devine Brothers, Inc., Gem Mechanical Services, Inc., General Asphalt Paving Company of Philadelphia, and Herman Goldner Company, Inc. – Steam Pipe**

## Repairs

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 contracts, originally entered into with Devine Brothers, Inc., Gem Mechanical Services, Inc., General Asphalt Paving Co. of Philadelphia, and Herman Goldner Co. Inc., for steam pipe repairs, pursuant to Resolution A-3, approved by the School Reform Commission on October 20, 2016 and Resolution A-18, approved by the School Reform Commission on April 27, 2017, by increasing the amount of the contracts by an additional \$500,000, from the \$400,000 approved by Resolution A-3 and A-18, to an amount not to exceed \$900,000, subject to funding.

*Description:* This amendment increases the award for the District's contract for steam pipe repairs.

This contract provides Facilities Management and Operations with immediate response capabilities to initiate and complete steam pipe repairs, on an as-needed basis, throughout the School District of Philadelphia.

This was a competitive bid issued by the Office of Capital Programs. The bids were opened on September 29, 2016 and after the review of bids, it was determined that Devine Brothers, Inc., Gem Mechanical Services, Inc., General Asphalt Paving Co. of Philadelphia, and Herman Goldner Co. Inc. were the lowest responsible bidders and will share a pool of funds.

ABC Code/Funding Source	\$500,000.00
1100-031-9270-2621-4541 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## A-29

### **Capital Fund: \$341,000 Contract Amendments with W.H.S., Inc., and Hyde Electric Corporation – Portable Classroom Trailer Repairs and Relocations for Facilities and Operations**

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 Trailer Modernization and Relocation Contracts, originally entered into with W.H.S. Inc. and Hyde Electric Corporation, pursuant to Resolution A-17, approved by the School Reform Commission on August 18, 2016, and amended by Resolution A-21, approved by the School Reform Commission on February 16, 2017, by increasing the aggregate amount of the contracts by an additional \$151,000 from the \$190,000 approved by Resolution A-17 and Resolution A-21, to an aggregate amount not to exceed \$341,000; all other terms and conditions of the Service Contracts shall remain the same.

*Description:*

Spec: B-002 G

General Service Contract - Trailer Modernization and Relocation of 2015/16

Various locations throughout the School District

\*W. H. S., Inc

922 Woodbourne Road

Suite 211

Levittown, Pennsylvania 19056

Spec: B-003 G

Electrical Contract - Trailer Modernization and Relocation of 2015/16

Various locations throughout the School District

\*Hyde Electric Corporation

3441 Bowman Street

Philadelphia, Pennsylvania 19129

The School District of Philadelphia publicly advertised this Service Contract to obtain public competitive hourly rate



bids in July 2016 on the Office of Capital Program's website and in local newspapers. After review of the bids it was determined that W.H.S., Inc and Hyde Electric Corporation were the two lowest responsible bidders. The School Reform Commission at the meeting of August 18, 2016, by resolution A-17, authorized the School District of Philadelphia to enter into a not-to-exceed, shared pool Service Contract with the Contractors noted above to provide Facilities and Operations with on-call contractors to perform maintenance and emergency repairs to various School District trailer/modular buildings. At the meeting of February 16, 2017, by resolution A-21, the School Reform Commission authorized the School District of Philadelphia to amend these contracts for additional services for modular classrooms at Northeast High School.

At Farrell School, four existing modular classrooms needs to be relocated to a new location on the existing property to allow for construction of a new addition.

This amendment will provide for the additional services to be provided by W.H.S. and Hyde Electric to perform the demolition, relocation, installation, and furnishing of these modular classrooms at Farrell school to a new location on the existing property.

ABC Code/Funding Source	\$341,000.00
8D16-065-8380-4620-7500 Capital	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-30**

**Operating Budget: \$50,000 Contract with Advant-EDGE Solutions of Middle Atlantic, Inc. – Sharps Disposal**  
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 Advant-EDGE Solutions of Middle Atlantic, Inc. for sharps container service, for an amount not to exceed \$50,000, for the period commencing August 18, 2017 to August 31, 2020.

*Description:* The proper handling and disposal of medical waste is vital to maintaining the health and safety of the school environment. This contract is to provide for the removal and replacement of medical waste containers of various sizes in schools throughout the District. This contract will be coordinated through the Office of Student Support Services and used on an as needed basis.

This proposed award represents completion of the public solicitation under A17-65901: Sharps Disposal, issued by Procurement on May 4, 2017. The solicitation was sent to 9 vendors as well as our host of area assist agencies. Nine (9) companies downloaded the solicitation and, of those, one (1) responded.

The vendor that submitted a proposal was Advant-EDGE Solutions of Middle Atlantic, Inc.

ABC Code/Funding Source	\$50,000.00
1100-026-9580-2448-3311 FY18 (\$13,889.00)	
1100-026-9580-2448-3311 FY19 (\$2,778.00)	
1100-026-9580-2448-3311 FY20 (\$16,666.00)	
1100-026-9580-2448-3311 FY21 (\$16,667.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-31**

**Operating Budget: \$24,000 Contract with Monarch Environmental – Cleaning of Oil Storage Tanks**

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 Monarch Environmental, Inc, for the cleaning of oil storage tanks, for an amount not to exceed \$24,000, for the period commencing August 18, 2017 through August 31, 2019.

*Description:* This contract establishes a source for pumping out all waste oil sludge, water or other foreign matter from oil tanks at various school locations, and removing all waste from the premises. The contract will be coordinated and used by the Office of Facilities.

This proposed award represents completion of the public solicitation under A17-66500: Cleaning of Oil Storage Tanks, issued by Procurement on May 15, 2017. The solicitation was sent to 24 vendors as well as our host of area assist agencies. Seven (7) companies downloaded the solicitation and, of those, one (1) responded.

The vendor that submitted a proposal was Monarch Environmental, Inc.

ABC Code/Funding Source	\$24,000.00
1100-031-9270-2625-4131 FY18 (\$10,000.00)	
1100-031-9270-2625-4131 FY19 (\$12,000.00)	
1100-031-9270-2625-4131 FY20 (\$2,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**A-32**

**Various Funds: \$80,000,000 Contracts with Various Vendors – Utilities**

RESOLVED, that the School Reform Commission authorizes the The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform contracts separately with Calpine Energy Solutions, Constellation, Direct Energy, Mid American Energy, MP2 Energy, Petroleum Traders, South Jersey Energy, Talen Energy and WGL Energy for the purchase of utilities commodities including electricity, natural gas, heating oil and vehicle fuel, for an aggregate amount not to exceed \$80,000,000, subject to funding, for the period commencing August 18, 2017 through June 30, 2020.

*Description:* This resolution authorizes qualified vendors of energy supply to participate in a pricing event at a later date in 2017 for the provision of energy to the School District. No contract is guaranteed to any of the qualified vendors. The funds authorized in this resolution will only be committed if and when a vendor is selected as the low bidder for a given commodity during a pricing event, and the bid is within the District's projected budget for utilities in Fiscal Year 2019 and 2020.

Contracts will be entered into with the lowest bidders for each commodity on the day of the pricing event.

The vendors qualified through this resolution are: Calpine Energy Solutions; Constellation; Direct Energy; Mid American Energy; MP2 Energy; Petroleum Traders; South Jersey Energy; Talen Energy; and WGL Energy.

The utilities being purchased include: electricity, natural gas, heating oil, and vehicle fuel. The contracts will begin in Fiscal Year 2019 for electricity, natural gas, and heating oil, when the current contracts for those commodities expire. The contract for diesel fuel may begin during Fiscal Year 2018.

The \$80 million authorization will be spent across Fiscal Years 2019 and 2020, and is within the projected budgeted allotment for utilities for those fiscal years.

ABC Code/Funding Source	\$80,000,000.00
Various Funds - FY19 (\$40,000,000.00)	

Various Funds - FY20 (\$40,000,000.00)

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-33**

##### **Various Funds: \$4,000,000 Contracts with Various Vendors – CTE Program Equipment and Supplies**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to various cooperative contracts, to execute, deliver, and perform contracts separately with PCM-G, Adorama, D&H Distributing, B&H Photo Video, Best Buy, Central Products, Snap-On, Sysco, Singer Equipment, Houston Starr Co., ATD-Capitol, US Foodservices, E-Plus, and CDW, to purchase equipment and supplies for Career and Technical Education programs, for an aggregate amount not to exceed \$4,000,000, subject to funding, for the period commencing August 18, 2017 through August 30, 2018.

*Description:* This contract establishes a source for the equipment and supplies necessary to operate the District's Career and Technical Education (CTE) programs. The CTE office manages programs in a variety of fields including agriculture, culinary, health, communications, construction, and more.

ABC Code/Funding Source	\$4,000,000.00
Various Schools and Offices FY18 (\$3,900,000.00)	
Various Schools and Offices FY19 (\$100,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-34**

##### **Cafeteria Fund: \$60,000 Amendment of Contract with Applies Data Systems, Inc. – Inclusion of Food Services in Work Order Software Project Scope**

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 the contract originally entered into with Applied Data Systems, Inc. pursuant to Resolution A-8 approved by the School Reform Commission on September 23, 2013, Resolution A-43 approved by the School Reform Commission on June 18, 2015, and Resolution A-27 approved by the School Reform Commission on November 15, 2016, to incorporate the Food Services Work Orders, Violations, and Equipment Move Management module and related software modifications to the Computerized Maintenance Management System, by increasing the amount of the contract by an additional \$60,000 from \$2,290,000 to an amount not to exceed \$2,350,000.

*Description:* On September 23, 2013, the School District of Philadelphia entered into a contract with Applied Data Systems Inc. (ADSI) to implement Computerized Maintenance Management Software (Archibus) for maintenance and custodial tasks assigned to Facilities Management.

Per subsequent SRC resolution and formal contract amendment the Facilities Department subsequently received authorization to expand utilization of the Archibus software to incorporate issuance and tracking of all Facilities work order and repair requests.

The Food Services Division now proposes to migrate its manual work order and equipment move process to the existing Archibus software in lieu of acquiring an independent stand-alone software solution.

ABC Code/Funding Source	\$60,000.00
9001-030-9360-2390-3193 Cafeteria Fund	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-35**

##### **Operating Budget: \$3,900,000 Contracts with Various Vendors – Bus Repair, Diagnostics, Body Work, and other Maintenance for School Bus Fleet – Subject to Funding**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to blanket purchase agreements, to execute, deliver and perform contracts with Audio Video Repair, Inc., Banghart Dist., Inc., Del-Val International Trucks, Inc., Driban Body Works, Pacifico Ford, Inc., Philly Transportation, LLC., Rob's Automotive & Collision Center, Stein's Pasco Battery, Starter & Alternator, TransAxle, LLC and Wireless Communications, Inc., to provide repairs, diagnostics, body work, and other maintenance services, for the School District's fleet of school buses, for an aggregate amount not to exceed \$3,900,000, for the period commencing August 18, 2017 through June 30, 2020.

*Description:* The issuance and award of RFP-551 is intended to permit the School District of Philadelphia's Transportation Services Department to establish a pool of bus repair and service vendors to provide repair, services, and maintenance for SDP buses. It is the SDP's intention to contract with multiple qualified vendors who can perform repairs, maintenance, diagnostics, body work, and other services on school buses.

Under this RFP, Repair services will not be outsourced to Vendors unless it is determined that the SDP transportation garage staff does not have the capacity to complete the repair.

As a contract requirement, the School District of Philadelphia does not guarantee any level/volume of services or goods to any particular contractor awarded a contract under this RFP. No dollar amount for this contract is guaranteed to any awarded vendor(s).

ABC Code/Funding Source	\$3,900,000.00
1100-027-9100-2742-4311 FY18 (\$1,300,000.00)	
1100-027-9100-2742-4311 FY19 (\$1,300,000.00)	
1100-027-9100-2742-4311 FY20 (\$1,300,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### ***Evaluation, Research, and Accountability***

#### **A-36**

##### **Categorical/Grant Fund: \$50,000 Acceptance of Subaward Grant from Consortium for Policy Research in Education – Evaluation of Elementary Mathematics Formative Assessment Intervention**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, a sub-award grant from the Consortium for Policy Research in Education, in an amount up to \$50,000, to support and evaluate expansion of the Ongoing Assessment Project's mathematics formative assessment intervention on teacher and student outcomes, for the period commencing September 15 2017 through March 14 2020.

*Description:* The National Science Foundation has provided the Consortium for Policy Research in Education (CPRE) with a four year Level II Implementation and Improvement grant. This project focuses on supporting elementary school mathematics instruction and student learning. The project will be implemented through a strong research-practice partnership between CPRE; the Ongoing Assessment Project (OGAP); the School District of Philadelphia (SDP); the University of Pennsylvania Graduate School of Education (PennGSE); and the Philadelphia Education Research Consortium (PERC). The project will expand the Ongoing Assessment Project's intervention to

an additional 60 elementary schools in the District. Through the project, CPRE and SDP staff will build and implement a support system designed to strengthen schools' implementation of OGAP. This will include a quasi-experimental design to test the effectiveness of the approach. This work will focus on the schools that participated in the math institute this summer.

The School District will receive up to \$50,000 over two and a half years to support the expansion and evaluation of OGAP. The Office of Research and Evaluation will provide support to CPRE in the day to day implementation and evaluation of the project, including outreach to teachers, attendance at meetings, coordination of training events, and data pulling and cleaning.

ABC Code/Funding Source \$50,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **A-37**

#### **Categorical/Grant Fund: \$150,000 Acceptance of Grant from Philadelphia Education Research Consortium (PERC)**

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 grant from the Philadelphia Education Research Consortium, in an amount up to \$150,000, to support a study focused on attendance and academic challenges that impact ninth graders' successful transition to high school, for the period commencing August 18 2017 through September 30, 2020.

*Description:* If the grant is awarded, the School District of Philadelphia's Office of Research and Evaluation (ORE) will receive up to \$150,000 over the next three years in order to offset the expenses for staff support PERC's study, which will focus on three areas of inquiry aimed at generating actionable recommendations on how to improve support to ninth graders during their transition to high school.

First, PERC will explore patterns in attendance among first-time ninth graders with the goal of identifying key, actionable opportunities for intervention and improvement. This component of the research study seeks to get beyond facts that are widely known, for example, that attendance rates decline between 8th and 9th grade and that attendance is a predictor of staying on track to graduation, to understand whether there are key moments for intervention and categories of students who require special attention. For this reason, the focus is less on the attendance rate at the end of the year than the path by which students came to have their end-of-year attendance rates.

Second, the study will identify core subject areas in which ninth graders are most likely not to accumulate credits, or to earn a passing but poor grade. As part of this research, PERC will also look for subject areas where ninth graders struggle the most, to learn more about the predictors of and the path to non-accumulation of credits or a poor grade in those subject areas at the end of ninth grade. This work is potentially actionable because it may identify high-leverage places on which to focus to help ninth graders earn the credits they need for on-time promotion to tenth grade, and high school graduation. The work may also suggest interventions that address these areas of highest needs and opportunity.

Third, PERC seeks to better understand students who struggle from the very first months of ninth grade, including identifying any strong predictors of students who are likely to have low grades in or fail core courses and/or have high absences. This work is related to the studies of absenteeism and core course performance, but puts a focus specifically on students who struggle early in high school.

ORE's supporting activities will include pulling and cleaning student data, preparing data sets for analysis, attending project meetings, communicating findings to stakeholders, incorporating PERC's predictive analyses in to dashboards, and supporting District and school leaders in formulating a response to the study's recommendations.

ABC Code/Funding Source

\$150,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**A-38**

***Withdrawn by Staff 8.17.17***

**A-39 (Updated 8.9.17)**

**Operating Budget: \$300,000 Contract with Mathematica Policy Research- Renaissance and Turnaround Schools Evaluation**

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 Mathematica Policy Research to perform an evaluation of Renaissance and Turnaround Schools, for an amount not to exceed \$300,000, for the period commencing August 18, 2017 through September 30, 2020.

*Description:* As detailed in its response to RFP-548, Mathematica will conduct a comprehensive three-year evaluation of Philadelphia's Renaissance and Turnaround initiatives, consisting of the following components: a literature review of school turnaround efforts across the country; an annual implementation analysis utilizing interviews and focus groups to deliver formative feedback; an effectiveness analysis that will estimate the effects of Renaissance and Turnaround activities in the 7 focus schools on student outcomes using a comparison group; and, a cost-effectiveness analysis to best understand how costs of implementing the Renaissance and Turnaround initiative compare with other programs, policies, and interventions intended to improve student outcomes. Mathematica will also provide ongoing support via quarterly meetings, monthly phone calls, and day to day project management.

ABC Code/Funding Source

\$300,000.00

1100-042-9730-2816-3291 FY17-18 (\$100,000.00)

1100-042-9730-2816-3291 FY 18-19 (\$100,000.00)

1100-042-9730-2816-3291 FY 19-20 (\$100,000.00)

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

***Student Support Services***

**A-40 (Revised 8.17.17)**

**Categorical/Grant Fund: \$2,015,000 Acceptance of Grants from Community Behavioral Health and Drexel University – Philadelphia Support for Education**

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 grant from Community Behavioral Health in an amount not to exceed \$1,215,000 and a grant from Drexel University in an amount not to exceed \$800,000, for a total aggregate grant acceptance amount not to exceed \$2,015,000 to implement the first stage of Philadelphia Support Team for Education Partnership, a behavioral health strategy, for the period commencing August 18, 2017, through August 30, 2018.

*Description:* This strategy is designed to create more coordinated support when a child presents with challenging behaviors. It aims to ensure wellness for all youth and families by identifying drivers of behavioral issues early and connecting children and families to appropriate resources. Early and proactive intervention will reduce missed instructional time and provide appropriate supports to prevent children going into crisis. The strategy to be piloted is to add a Master's level social worker and a Master's level School Behavior Consultant to selected schools.

Social workers will be added to 21 schools and will serve to identify the needs of a youth and family that are interfering with learning, attendance, and positive behavior via screenings and assessments. Such needs range from social supports, navigating involvement in other systems to referral for behavioral health evaluation and treatment opportunities. The social worker will work with the School's Tier 2 Team.

School Behavior Consultants will be added to a smaller number of schools and will provide consultation on multiple levels including school-wide and classroom-wide behavioral interventions, classroom management techniques, and individual behavioral health needs of students. The behavior consultant will participate in the School's Tier 1 and Tier 2 Team.

The proposed strategy will support the school in identifying and addressing behaviors for all children (without regard to insurance status) across a continuum of needs:

Tier 1: Universal supports for a positive school climate and social emotional wellness;

Tier 2: Youth at Risk and for whom social emotional issues may be a barrier to academic success;

Tier 3: Youth with a diagnosed behavioral health issue and who require intensive treatment.

ABC Code/Funding Source

\$2,015,000.00

Karyn Lynch, Chief of Student Support Services stated that resolution A-40 was revised to include the addition of \$800,000 from Drexel University. She also provided an overview of the Support Team for Education Partnership (STEP) initiative represented in resolution A-40. The goal of the initiative is to improve the continuum of behavioral health services ranging from prevention and at-risk services to intensive treatment options to best serve public schools students. A Behavioral Health Support Team will be placed in twenty-one District schools and one charter school. The schools include: Cassidy; Cramp; F. S. Edmonds; Elkins; Frankford High, Gideon, Locke, Logan; McMichael; Meade; McMichael; Science Leadership Academy; Sheridan; South Philadelphia High; Southwark; Stearne; Steel; Tilden; Martha Washington; West Philadelphia High; and Belmont Charter. The team consists of a Social Worker, a School Behavioral Consultant, a Case Manager, and a Family Peer Specialist. For the first year, Community Behavioral Health will fund the Community Schools and District identified schools using "Reinvestment" dollars; the Promise Neighborhood Grant, led by Drexel University will fund the staff in Promise Neighborhood Schools. The funding goal will be to work towards making as much as possible Medicaid billable for future years, and future funding will be identified as needed. The positions will be School District employees, hired by the District and reporting to the principal. The School District and Community Behavioral Health will work together on a process for monitoring implementation fidelity and evaluating strategy's effectiveness.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### ***Talent***

#### **A-41 (Added 8.15.17)**

#### **Operating Budget: \$6,750,000 Contracts with Community Council Educational Services and Catapult Learning – Contracted 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 a contract with Community Council Education Services (Community Council Health Systems) and Catapult Learning, for the provision of up to a total of 45 emotional support classrooms for students with emotional disabilities, as well as for services to support students with emotional disturbance and enhanced behavioral needs in other School District settings, for an aggregate amount not to exceed \$6,750,000, for the period commencing August 18, 2017, through June 30, 2018.

*Description:* The Office of Talent requests authorization to contract with Community Council (CC) and Catapult Learning to operate up to 45 emotional support (ES) classrooms by delivering qualified teachers, and a wide range of academic, behavioral and support services to students with serious emotional disturbance (ED), and for whom the School District believes more complex educational and therapeutic supports are required. The School District has

utilized the contracted ES classroom model successfully since September 2009. The School District selected the contractors using a competitive process through Request for Proposal (RFP) No. 542, issued by the School District's Office of Procurement Services on May 9, 2017.

This Resolution is proposed in the event that the School District, through the Office of Talent, has vacancies for ES classrooms in September 2017. Should there be vacancies in ES teacher positions, after our office has fulfilled its obligations under union collective bargaining agreements, we request authorization to contract with both CC and Catapult Learning to provide the educational services and staff needed to fill these vacancies. This year, the School District anticipates up to 45 ES teacher vacancies.

Some students with ED have Individualized Education Programs (IEPs) that require them to receive instruction and intensive behavioral supports in an ES classroom setting. In addition to specialized instruction, ES classrooms provide students with intensive therapeutic behavioral supports. Contracted ES classrooms provide students with ED with multiple professionals experienced in providing coordinated educational and behavioral support services. The Contractors will staff each contracted classroom with a certified special education teacher who will provide special education instruction and emotional support services to the students.

In each contracted classroom, the Contractor will implement with fidelity the curriculum mandated by the School District and that is in full accord with the Pennsylvania core academic standards. In addition, the Contractor will utilize the Office of Specialized Services (OSS)'s approved research-based interventions and evidence-based therapeutic models that provide both educational and behavioral supports for students with ED.

Before recommending an ES placement, a multidisciplinary team in collaboration with an OSS Special Education Director and the OSS Coordinator for Emotional Support Programs carefully reviews a student's educational and therapeutic needs. Additional information and recommendations may be requested from the school psychologist, school nurse and Multi-Tiered System of Support (MTSS) team. Students considered for ES programs 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 peers in neighborhood schools, in the least restrictive environment, and with a repertoire of research-based interventions.

The Contractors' ES programs will implement and comply with each participating students' IEP and will address the instruction and related services each student needs to achieve academic and behavioral success. For those classrooms contracted to CC, ES programs will consist minimally of one full-time, certified special education teacher, a teacher assistant, and behavioral assistant. In addition, within the Contractor's administration structure, a service coordinator or identified agency member will support family and inter-agency involvement by linking with parents and mental health resources to provide students with a continuum of care. The Contractor uses a research-based model called the Circle of Courage. This model is part of the national re-education movement, which views 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. For those classrooms contracted through Catapult Learning, students are placed in one of two learning models based on existing challenges and skill levels; the BEST Model, or the ACADEMIC Model. Both programs include academic, behavioral, therapeutic, and life skills services. Catapult's ES programs utilize a 1:1 classroom design where students experience teacher-directed tutorial sessions, independent seatwork, small-group reinforcement lessons, and technology-based workstations in rotation with a will consist minimally of one full-time teacher and at least one behavior specialist or assistant teacher, depending on the program model selected.

ABC Code/Funding Source  
1901-005-9580-1231-3291 Operating

\$6,750,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4



Nays: 0

**Operations**

**A-42 (Updated 8.17.17)**

**Capital Fund: \$305,000 Ratification of Contract with Pepper Environmental Services, Inc. – Emergency Mold Remediation at the Honorable Luis Munoz-Marin Elementary School**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of contract B-700 C of 2017/18 with Pepper Environmental Services, Inc., the lowest responsible bidder, for emergency mold remediation at the Honorable Luis Munoz-Marin Elementary School, for an amount not to exceed \$305,000, for the period commencing August 15, 2017 through completion of the project.

*Description of Project:*

Spec: B-700 C

of 2017/18 General Contract - Emergency Mold Remediation  
Hon. Luis Munoz-Marin Elementary School 3300 N. 3rd Street  
Pepper Environmental Services, Inc. - \$305,000.00  
Philadelphia, Pennsylvania 19137  
ABC Code: 8D16-065-5680-4693-3311  
Total Aggregate M/WBE Participation: 10%

A significant mold event was identified at the Luis Munoz Marin Elementary School, 3rd and Ontario Streets, on August 8, 2017. The cause of the mold is being investigated by Maintenance and Operations but appears to be related to elevated humidity levels inside the school building. Mold was found in multiple areas of the building, including 38 classrooms, the Kindergarten wing, the cafeteria, auditorium and library. Immediately following the discovery of mold, staff from the Office of Environmental Management Services completed an inspection and documentation on August 9th and 10th. Due to the extent of the mold damage, outside contractors were required. On August 10th at 5:00 p.m., the Office of Environment Management and Services developed a scope of work to solicit bids. This emergency contract is inclusive of the following:

- (1) Provide Dehumidification and air filtration devices.
- (2) Provide dumpsters for debris removal.
- (3) Provide labor to clean all surfaces of building affected by mold and moisture.
- (4) Remove all affected building materials and replace.
- (5) Monitor and document all mold remediation procedures in accordance with the best practices until all affected areas are properly remediated.

On Friday, August 11th, the Office of Environmental Management and Services issued an emergency request for bid and held a pre-bid conference for contractors at Luis Munoz-Marin Elementary School to explain the scope of work and emergency bidding process. The due date for bids was Tuesday, August 15 at 2:00 p.m., 2017.

Four pre-qualified contractors, Prime Group, Delta BJDS, Pepper Environmental and Diamond Hunchback, were notified of this emergency project. A mandatory pre-bid walk-through was held at the school on August 11, 2015. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. After review of the bids and a de-scoping meeting it was determined, that Pepper Environmental Services Inc. was the lowest responsible bidder with a bid of \$ 305,000.00

An emergency notice to proceed was issued to Pepper Environmental on Tuesday, August 15th. Work will start immediately and is expected to be completed by August 31, 2017.

The Facilities Condition Assessment (FCA) at this location is 19.82%. The School Progress Report (SPR) at this location is 9.

ABC Code/Funding Source  
8D16-065-5680-4693-3311 Capital

\$305,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### **III. EDUCATION SERVICES**

#### ***Academic – Donations/Acceptances***

##### **B-1**

#### **Donation: \$50,000 Acceptance of Donation from the Alicia Levin Foundation – Installation of Electronic Sign at Northeast High School**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, the donation from Alicia Levin Foundation of equipment valued at approximately \$50,000, to furnish and install an electronic sign at Northeast High School, on or after August 18, 2017.

*Description:* The purpose of this project is to furnish and install an electronic sign at Northeast High School.

ABC Code/Funding Source	\$50,000.00
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The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

##### **B-2**

#### **Donation: \$112,720 Ratification of Acceptance of Donation from Center for Teaching Quality; Memorandum of Understanding – School-Based Teacher Leaders**

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, to accept with appreciation the donation from the Center for Teaching Quality of professional services to the Office of Teaching and Learning related to conducting a scan of School-Based Teacher Leader roles and engaging district staff in a process to utilize resulting information to redesign, assess impact, and communicate outcomes for this role, valued at approximately \$112,720 at no cost to the district, 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 Center for Teaching Quality, to provide professional services to the Office of Teaching and Learning, valued at approximately \$112,720 for the period commencing May 11, 2017 to October 12, 2018.

*Description:* This ratifying resolution is submitted due to compacted timelines related to funding approval from the grantor and the end of the academic year. Funding for this work was not approved until well into April and there was limited time remaining in the school year to collect the extensive data needed from teachers and principals before summer break. In the future, no further service will be allowed by the Office Teaching and Learning without prior SRC resolution approval, as clearer communication will be made.

The William Penn Foundation has made a grant to The Center for Teaching Quality (CTQ) to help the District increase its capacity to assess the role of School-Based Teacher Leader (SBTL) and redefine intended outcomes for this role. The Office of Teaching and Learning is partnering with CTQ to explore how SBTL roles are currently structured, selected, and supported, and how this position impacts results in District schools. The research and data collected from this comprehensive scan will be used by a design team consisting of District Staff and CTQ to develop recommendations for maximizing the SBTL role.

CTQ will work with district staff - principals, SBTLs, teachers - in order to evaluate the SBTL role by what is currently entailed and other possible additions to consider. This work will be accomplished in two phases. Phase 1 began in May of 2017 and the projected completion of Phase 2 is in October 2018. In Phase 1, CTQ will administer surveys and facilitate focus groups with current SBTLs, principals, district leadership, and other relevant stakeholders. The data will then be analyzed to create a description of the current state of SBTL roles, support, connection to the large leadership pipeline, and aggregate impact to date.

Phase 2 will focus on cycles of inquiry where responsibility is gradually released to District staff for sustained action. Based on the quantitative and qualitative data analysis of CTQ, the SBTL Design team will engage in mini-inquiry cycles to pilot test predicted actions to better assist in the successful evolution of the SBTL role. The goal of the mini-inquiry cycles is to understand the best way to guide the SBTL role for a seamless adjustment of current role requirements, needs, and suggestions as found by CTQ. These mini-inquiry cycles will be tested, revised, and retested by the SBTL Design Team during the 2017-2018 school year. CTQ will then support the Office of Teaching and Learning and the design team in translating the research and cycles of inquiry to recommendations for maximizing the SBTL role.

ABC Code/Funding Source \$112,720.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### B-3

#### **Donation: \$275,000 Acceptance of Donation of Services from American Reading Company and Girls, Inc., as Grantees of the United Way of Greater Philadelphia and Southern New Jersey; Memorandum of Understanding – Literacy Resources**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation from the American Reading Company the donation of literacy resources and professional development to teachers and administrators in up to six District schools to enhance early literacy instruction in Kindergarten through grade 3, valued up to \$200,000; and from Girls Inc. for family outreach and engagement as well as literacy assistance in kindergarten classrooms, valued up to \$75,000; both contingent upon grant funding from the United Way of Greater Philadelphia and Southern New Jersey for the period commencing August 18, 2017 through June 30, 2018; 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 grant to execute, deliver and perform a Memorandum of Understanding with American Reading Company to provide classroom literacy resources, training and professional development to teachers and administrators within the School District in selected schools; and Girls Inc. for providing family outreach and engagement professional services to support literacy, at no cost to the School District, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The American Reading Company focuses on providing literacy supports to children in elementary schools to ensure that students read on grade level by the end of third grade. American Reading Company will work closely with the schools involved in United Way's Early Grade Literacy Program to promote a culture of improvement and reading excellence. This initiative is aligned to the Districts Action Plan v3.0, Anchor Goal 2: 100% of 8-year-olds will read on grade level.

The United Way of Greater Philadelphia and Southern New Jersey (UWGPNJ) selected the following schools in tandem with the District to participate in this initiative: Dr. Ethel Allen, William Dick, Prince Hall, Joseph Pennell, Edward Steel, and Bayard Taylor. These elementary schools had 25% or more students scoring below basic on the 2011 PSSA exams and were located in or near zip codes UWGPNJ has targeted.

The American Reading Company will provide each participating school additional resources for their classroom libraries, materials to record student literacy progress, and other resources to support increases in children's literacy

levels. An element of the literacy initiative is for teachers to make the connection with students so they develop a love of reading and read both in and out of the classroom.

The American Reading Company will provide teachers and administrators with training and professional development to improve their skills in specialized early literacy instruction and related activities. Staff from participating schools will enter this program as a cohort group, which will promote collaboration and connections among colleagues. Teachers at the participating schools will work in partnership to share their experiences to provide the best literacy resources for their students. UWGPSNJ will periodically convene principals and conduct teacher-leader roundtable discussions to help develop and reinforce leadership strategies that support best practices in literacy instruction.

Girls Inc. will provide a family inclusion and engagement focus for the kindergarten classes at Bayard Taylor School to increase students' at-home reading practice consistent with the goals set by the American Reading Company's 100 Book Challenge program. Girls Inc. will provide a variety of family literacy events during the school year to expand families' understanding and participation in their children's literacy development. Girls Inc. will engage families through email, telephone, and written communication in both English and Spanish with messaging about (1) early grade literacy events and home reading and (2) the importance of regular school attendance.

ABC Code/Funding Source	\$275,000.00
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The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-4**

##### **Donation: Acceptance of Donation of Services from Logic Eye Care, Inc.**

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 services from Logic Eye Care, Inc. to administer comprehensive eye exams to preschool students at prekindergarten sites for the period commencing September 1, 2017 through June 30, 2018.

*Description:* Head Start Program Performance Standards require that within 45 calendar days after a child first attends our program, the program must either obtain or perform evidence-based vision screenings. At District Prekindergarten (Pre-K) sites, Pre-K nurses administer the initial screenings which can test for visual acuity, but is limited in detecting more serious vision problems. If a child fails this initial screening, the nurse informs the family who is then responsible for working with a healthcare provider directly to obtain a more comprehensive vision screen. The family is also responsible for taking the prescribed corrective action to ensure the child can see clearly. Unfortunately, families are often unable to pursue the needed additional testing and/or take the prescribed corrective action. Additionally, the required 45 calendar day turnaround can be difficult for District Pre-K nurses as they often are responsible for multiple sites.

Support from Logic Eye Care, Inc. will provide much needed assistance on multiple levels. Logic Eye Care, Inc. will assist Pre-K nurses with administering the initial vision screenings to keep the District in compliance with the 45 day standard. Additionally, Logic Eye Care, Inc. will not only facilitate the next level in-depth vision screenings for students who fail the initial vision test, but their team of experienced eye care professionals will also fit eyewear and bill medical providers of the insured (student or parent/guardian) for care provided and eyeglasses. In the instances where families are under insured, The Office of Early Childhood staff will assist in enrolling Prek children in the CHIP program to ensure that children who need glasses receive them. This much-needed service will work to narrow the gap in eyecare services for children in need. Communication between the District and Logic Care, Inc. will be centrally managed and coordinated by the Health Coordinator in the Office of Early Childhood.

ABC Code/Funding Source	N/A
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The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-5**

##### **Donation: \$50,000 Acceptance of Donation from the Friends of Chester Arthur – After-school Programs; Chromebooks**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, a donation of an amount not to exceed \$50,000 from Friends of Chester Arthur, to support after school programming at Chester A. Arthur School, for the period commencing September 15, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from Friends of Chester Arthur of 10 Chromebooks, science books and materials for grades 5-8, funding for a Student Climate Support position, math supports provided by Carnegie Learning, Rosetta Stone for students in grades 5-8, and PSSA practice materials, valued at \$100,000, to improve the instructional program at Chester A. Arthur School, for the period commencing September 15, 2017 through completion of the project.

*Description:* The Friends of Chester Arthur (FoCA) will be making a donation not to exceed \$150,000 to support after school programming in robotics, civil engineering, mathematics, drama, and career exploration for middle school students at the Arthur School. FoCA will purchase materials for students to use both after school and during the school day: 10 Chromebooks, science books and materials for grades 5-8, Rosetta Stone for students in grades 5-8, and PSSA practice materials. FoCA will purchase a School Climate Staff person and math supports from Carnegie Learning.

ABC Code/Funding Source	\$50,000.00
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The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-6**

##### **Categorical/Grant Fund: \$541,854 Acceptance of Grant from the Pennsylvania Convention Center Authority; Contract with Philadelphia Academies, Inc. – Support Services to Hotel, Restaurant, Travel and Tourism Academies**

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 grant from the Pennsylvania Convention Center Authority, for an amount not to exceed \$541,854.00, to provide education and training support services to students enrolled in the School District of Philadelphia's various Hotel, Restaurant, Travel & Tourism academies, for the period commencing August 18, 2017 through June 30, 2018; 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 a contract with Philadelphia Academies, Inc. to provide education and training support services to students enrolled in the various Hotel, Restaurant, Travel and Tourism Academies, for an amount not to exceed \$541,854.00, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The purpose of this resolution is twofold: 1) to authorize the acceptance of a \$541,854.00 grant from the Pennsylvania Convention Center Authority (PCCA) for the purpose of providing resources to support education and training of students enrolled in the seven (7) Hotel, Restaurant, Travel & Tourism (HRTT) Academies; and 2) to authorize the utilization of the \$541,854.00 PCCA Grant to contract with Philadelphia Academies, Inc., to deliver the programmatic resources to support education and training of students enrolled and management support services

to the HRTT Academies. The selection of Philadelphia Academies Inc. to deliver these services through this grant was determined by the PCCA's selection process.

In response to the employment needs that exist in the hospitality industries in Philadelphia, the PCCA provides The School District of Philadelphia with funding to support education and training of approximately 675 students enrolled in the HRTT academy sites which are located at the following high schools: Benjamin Franklin, Abraham Lincoln, Jules Mastbaum, Roxborough, South Philadelphia, Swenson, and George Washington. The HRTT programs are designed to support the Office of Career and Technical Education's goals by integrating rigorous academic and career standards in a core curriculum related to careers in the hospitality industry. Students will have access to program assessments, internships, work-based learning and mentoring experiences. In partnership with PCCA, students in the HRTT academies will have the opportunity to work in a hospitality-related capacity during events held at the Pennsylvania Convention Center over the course of the school year. These are all integral components of their course of study. Students graduating from a HRTT program will be prepared to enter the hospitality workforce, or pursue related post-secondary training.

In short, this grant will ensure the enhancement of instructional and career education programs offered in the schools. Moreover, the grant provides additional instructional materials, supplies, and equipment that improve learning opportunities within the HRTT program.

Authorization of a contract with Philadelphia Academies, Inc. will allow for comprehensive programmatic support for HRTT students and instructors, including state-of-the art equipment, professional development for instructors, industry certification for students, job shadowing, field trips, college visits to schools that offer hospitality majors, guest speakers, networking, and other career exposure opportunities. Philadelphia Academies, Inc. will also facilitate general program oversight and management for the HRTT Academies, including partnering with industry members to serve in an advisory capacity and making recommendations on program improvement

ABC Code/Funding Source	\$541,854.00
419X-G04-9240-1491-3291	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

***Academic – Contracts/Payments***

**B-7**

***Resolution Reassigned to Intermediate Unit (IU-6)***

**B-8**

***Withdrawn by Staff***

**B-9**

***Resolution Reassigned to Intermediate Unit (IU-7)***

**B-10**

***Resolution Reassigned to Intermediate Unit (IU-8)***

**B-11**

**Operating Budget: \$1,500,000 Contracts with Global Arena, Language Translation Services, and Para-Plus – Special Education Document Translation 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 Global Arena, LLC, Daniel Shamebo Sabore, dba, Language Translation Services (LTS), and Para-Plus Translations, Inc., to provide document translation services relating to special education services, on an as-needed basis for students, teachers, School

District administrative staff, and students' parents, guardians, and families, for an aggregate amount not to exceed \$1,500,000, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* As required by law, and on an as-needed basis, the Contractors will provide the School District with special education document translation services for non-English speaking students and their parents and families in all languages spoken in the School District, with a concentration in Albanian, Arabic, Chinese, French including Haitian Creole, Khmer, Russian, Spanish, and Vietnamese. The Contractors will provide document translation services with speed and accuracy. All document translations provided by the Contractors will relate to students with disabilities, students who are gifted, and special education matters and services. The Contractors will provide the School District with highly qualified translators to accurately translate all documents needed in minimal turn-over time to assure the delivery of translated documents covering all aspects of student educational programs. Documents to be translated include but are not limited to notices, requests for parent meetings, educational team meeting reports, student report cards, academic progress and attendance reports, progress monitoring, truancy notices, psychoeducational evaluations, special education evaluation and reevaluation reports, Individualized Educational Programs (IEPs), 504 Plans, behavioral and academic interventions, transition plans, medical regimens and records, notices of disciplinary actions, documents relating to due process proceedings, Court Orders and litigation, and other student records.

In response to Request for Proposal (RFP) 550, issued by the School District's Office of Procurement Services on May 25, 2017, eight vendors submitted proposals to provide special education document translation services for the School District. After careful consideration, a School District proposal evaluating team selected Global Arena, Language Translation Services and Para-Plus Translations as the most qualified companies to provide large-scale School District-wide document translation services.

ABC Code/Funding Source	\$1,500,000.00
1901-005-9580-2124-3221 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **B-12**

### **Operating Budget: \$70,500 Payment of Philadelphia Public League 2017-2018 Membership Dues**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make payment to the Philadelphia Public League (PPL) for annual membership fees for the forty-seven District high schools in the league, which will be used to support the programming and infrastructure of the PPL, for an amount not to exceed \$70,500, for the period commencing September 1, 2017 through June 30, 2018.

*Description:* The School District of Philadelphia, as members of the Philadelphia Public League (PPL), is governed by the policies and procedures established by the PPL and are eligible to compete for PPL League Championships in the 2017-2018 school year. Forty-seven School District of Philadelphia high schools are member schools of the PPL. Each member school pays an annual fee to the PPL. Annual membership dues are used to support the programming and infrastructure of the PPL: administration, regular season programming, championship awards and medals, cost of officials at post-season events, facilities usage at post-season events, use of ArbiterSports scheduling software, and access to the Drexel University Coaching Education Partnership. PPL dues are set at \$1,500.00 per school. All public and charter schools who are members of the PPL must pay membership dues annually in order to participate in the league.

ABC Code/Funding Source	\$70,500.00
1100-004-9JQ0-3252-3291 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**B-13**

**Operating Budget: \$24,575 Payment of PIAA 2017-2018 Membership Dues**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make payment to the Pennsylvania Interscholastic Athletic Association (PIAA) for annual dues required to maintain the memberships of School District high schools in the association, for an amount not to exceed \$24,575, for the period commencing September 1, 2017 through June 30, 2018.

*Description:* Applications will be submitted to the Pennsylvania Interscholastic Athletic Association (PIAA) for each member high school in 2017-2018. The School District of Philadelphia, as a member of the PIAA, will continue to be governed by the policies and procedures established by the PIAA and will continue to be eligible to compete for PIAA Inter-District and State Championships in 2017-2018. PIAA annual dues are assessed to all public, non-public, and charter schools who are members of the PIAA.

ABC Code/Funding Source	\$24,575.00
1100-004-9JQ0-3252-3291 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**B-14**

**Operating Budget: \$26,000 Payment of PIAA District XII 2017-2018 Membership Dues**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make payment to the Pennsylvania Interscholastic Athletic Association District XII (PIAA District XII) for annual fees required for expenses and related costs to District XII playoff and championship contests in all 22 interscholastic sports programs at the 43 high schools in the association, for an amount not to exceed \$26,000, for the period commencing September 1, 2017 through June 30, 2018.

*Description:* The School District of Philadelphia, as members of the Pennsylvania Interscholastic Athletic Association (PIAA) and specifically PIAA District XII, is governed by the policies and procedures established by the PIAA and are eligible to compete for PIAA Inter-District and State Championships in the 2017-2018 school year. Forty-seven School District of Philadelphia high schools are member schools of the PIAA in District XII. Each member school pays a membership fee to the PIAA and to PIAA District XII. Annual membership dues are used to support the infrastructure of District XII: administration, eligibility hearings, investigations, post season playoffs, post season officials, post season trainers, security, facilities usage, monthly meetings, travel to and from games, and liability insurance coverage for all participating student athletes. PIAA membership fees are dues that are assessed according to student enrollment. All public, non-public, and charter schools who are members of the PIAA pay both state and local membership dues annually, in order to participate.

This resolution is to pay for the fees of the forty-seven member schools in PIAA District XII.

ABC Code/Funding Source	\$26,000.00
1100-004-9JQ0-3252-3291 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0



**B-15****Operating Budget: \$26,000 Contract with Mr. Kingpin LLC/Erie Lanes Bowling Site Rental 2017-2018**

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 Mr. Kingpin LLC, d/b/a Erie Lanes to provide a bowling facility for use by PIAA District XII Philadelphia Public League, for an amount not to exceed \$26,000, for the period commencing November 24, 2017 through April 1, 2018.

*Description:* The PIAA District XII Philadelphia Public League for The School District of Philadelphia hosts bowling programs involving student athletes in District high schools. Bowling is an extramural sport, which provides the opportunity for students to learn and enjoy the sport. The bowling program encompasses 27 female and 29 male teams, including both public and charter schools. The total number of high school student athletes that participated in the 2016-2017 bowling program was 386. Coaches were provided from each school to work with student athletes to improve skills set and accuracy in this sport. Coaches provide valuable feedback to the Bowling Sports Chairperson on activity, scores, and rankings for each participating student athlete.

The following District high schools participate in the Philadelphia Public League girls/boys bowling program: Lincoln, Benjamin Rush, Bartram, Ben Franklin, Carver, Central, Constitution, Dobbins, Fels, Frankford, Furness, Girls' High, Lankenau, Mastbaum, Northeast, Paul Robeson, Penn Treaty, Randolph, Saul, Sayre, School of the Future, South Philadelphia, and West Philadelphia. Schools were chosen on the basis of student interest, participation numbers, as well as a feasibility assessment of a school's ability to host and sustain a viable bowling team.

ABC Code/Funding Source	\$26,000.00
1100-004-9JQ0-3252-5131 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

**B-16****Categorical/Grant Fund: \$180,000 Amendment of 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 an amendment of Contract No. 574/F17, originally entered into with Explore Colleges Inc. pursuant to Resolution, B-9 approved by the School Reform Commission on June 16, 2016 by increasing the amount of the contract by an additional \$90,000 from \$90,000 approved by Resolution B-9, to an amount not to exceed \$180,000, and by extending the term of the contract from its original scheduled expiration date of September 24, 2017 through September 24, 2018, to provide customized enhanced college tours for Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) schools; 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 an amendment of Contract No. 575/F17, originally entered into with All Aboard Tours and Travel, LLC, pursuant to Resolution, B-9 approved by the School Reform Commission on June 16, 2016 by increasing the amount of the contract by an additional \$90,000 from \$90,000 approved by Resolution B-9, to an amount not to exceed \$180,000, and by extending the term of the contract from its original scheduled expiration date of September 24, 2017 through September 24, 2018, to provide customized enhanced college tours for Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) schools.

*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 learn about campus enrollment, academic programs, tuition rates, housing options, admissions requirements, and campus life. This information will provide students with valuable 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. Explore Colleges and All Aboard submitted quotes for services under The District's Title I grants policies. Both vendors were screened and selected based on the following:

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	\$180,000.00
38BX-G58-97A0-2260-3291	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **B-17**

### **Categorical/Grant Fund: \$500,000 Amendment of 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 an amendment of Contract No. 461/F17, originally entered into with City Year Philadelphia, pursuant to Resolution, B-14 approved by the School Reform Commission on June 16, 2016 by increasing the amount of the contract by an additional \$500,000 from \$1,000,000 approved by Resolution B-14, to an amount not to exceed \$1,500,000, and by extending the term of the contract from its original scheduled expiration date of September 25, 2017 through September 24, 2018, 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.

*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 2017 - 2018 include, but are not limited to: Frankford High School, Edison High School, Kensington 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 9-10. 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:

- Higher English grades, including the finding that these City Year students outperformed matched control students.
- 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  
38bx-g58-97A0-2260-3291

\$500,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### **B-18**

#### **No Cost Amendment of Contract with Princeton Review – Tutoring and 9<sup>th</sup> Grade Transition 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. 572/F17, originally entered into with Princeton Review pursuant to Resolution B-8, approved by the School Reform Commission on December 15, 2016, by extending the term of the contract from its original scheduled expiration date of September 25, 2017 through September 24, 2018, at no additional cost.

*Description:* The Philadelphia GEAR UP College Readiness Collaborative Communities Project (GEAR UP CRCC) is a system-changing, capacity building initiative designed to have an impact on students and schools that lasts well beyond the end of federal funding. Heavy emphasis in all components of GEAR UP CRCC are centered around the development of collaborative structures and partnership building at the school level.

The Princeton Review (TPR), a test preparation and college admissions services company, will provide tutoring resources via Tutor.com and incoming 9th grade transition services via the Up Next Program. Tutor.com and Up Next will specifically support 8th and 9th grade students under the GEAR UP CRCC cohort.

Tutor.com, an online academic resource, provides 24 hour, 7 days a week online academic support for students in the areas of English, math, science and social studies. Tutor.com services also extend to offer test prep support for the PSAT, ACT and SAT, in addition to SAT subject-tests. These available at anytime services will provide additional support beyond the classroom for continuous academic support in increasing student's knowledge in these areas.

The Princeton Review's Up Next program helps students master the skills they need to succeed in high school and in college through personalized, hands-on instruction and online workshops. These in-person and online workshops include, but are not limited to: goal setting, time management, developing critical thinking skills and financial literacy.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### **B-19**

#### **Ratification of Memorandum of Understanding with Minorities in Science and Technology and/or Martin St. Productions – Gear Girls Documentary**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a Memorandum of Understanding with Minorities in Science and Technology and/or Martin St. Productions, to film a documentary about the past, present and future of minorities and women in STEM within George Washington Carver High School of Engineering and Science, at no cost to the School District, for the period commencing September 1, 2016 through September 30, 2018. The Memorandum of Understanding must be in a form acceptable to the Office of General Counsel.

*Description:* The Gear Girls documentary follows the George Washington Carver High School Gear Girls robotics team throughout the 2016-2017 school year. The film focuses on the success and challenges of the five senior girls (Alexsis Davis, MyKyah Vessels, Venise Martinez, Qadirah Jones and Keisha Smith) who lead the team at competitions with FIRST Robotics and Sea Perch. Additionally, the film incorporates the work of Gear Girl mentors and established women in STEM, weaving their journeys into the film as well. We are seeking a ratification after the start date because of the time sensitive nature of the topic. The production team approached Carver E&S about the project late in the summer of 2016 and sought to begin filming in September 2016 because the focal point of the film would be five seniors who graduated in June 2017. After initial notification, various School District of Philadelphia departments gave verbal consent for the filming to begin until an SRC resolution was executed. The film crew spent the entire 2016-17 school year filming the students, and it follows their experience in school as well as several robotics competitions. The intention is to complete the final version of the film in June 2018 and apply for film festivals. Any profit from the film will be handled by a third party accounting firm and directed to scholarship money for the girls.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **B-20**

### **Operating Budget: \$175,000 Contract with Finishing Trades Institute of the Mid-Atlantic Region (District Council 21) – Pre-Apprenticeship Training 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 the Finishing Trades Institute of the Mid-Atlantic Region (the official training provider of The International Union of Painters and Allied Trades District Council 21 Apprenticeship Training and Journeyperson Education Fund), to provide a painting and glazing pre-apprenticeship program at the District Council 21 training facility for approximately sixty (60) students enrolled in Career and Technical Education Construction trades programs, for an amount not to exceed \$175,000.00, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The purpose of this resolution is to authorize a contract with the Finishing Trades Institute (FTI) of the Mid-Atlantic Region, the official training provider of The International Union of Painters and Allied Trades District Council 21, to provide a painting and glazing apprenticeship preparation program at District Council 21's state-of-the-art training facility, located in Northeast Philadelphia. The District's Office of Career and Technical Education (CTE) has partnered with FTI / District Council 21 over the past six years in an effort to offer District CTE students with quality, real world training in the finishing trades, thereby preparing students to enter the painters and glazers trades union, District Council 21, or other trades unions as apprentices. The amount of the contract will be \$175,000.00. This pre-apprenticeship training program will be offered to approximately up to sixty (60) students enrolled in CTE Construction trades programs.

This training program will allow students to build knowledge and attain technical skills in the painting and glazing professions, earn OSHA 10 and First Aid/CPR certifications, and provide the foundational skills necessary to be admitted as apprentices into District Council 21 or other trades unions. Funds through this contract will be utilized by FTI to offset costs for facilities usage, materials, supplies, and salaries and benefits for two FTI/District Council 21 master tradesmen to serve as instructors for the program. The two instructors will each deliver a course, one painting and one glazing course. The instructors will also visit the schools on recruitment visits to speak to students

and parents about this training opportunity. The glazing course will focus on the art of glass installation for commercial and industrial uses, and the painting course will focus on the craft of painting for commercial, residential, and industrial uses as well as interior and exterior painting techniques. To be considered for admission, students must express a true desire to excel in the finishing trades, as well as sit for an interview with FTI staff. Courses will be offered twice a week over the course of the school year, and on those two days, students will report directly to District Council 21's state-of-the-art training facility in Northeast Philadelphia. The criteria on which students will be selected for admission will include grades, attendance and behavior.

Students participating in this program will have the opportunity to earn OSHA 10 and First Aid/CPR certifications. Students who complete the program and graduate from high school will have the opportunity to take a one week, 40 hour course, at FTI on Leadership Communications. Students who successfully complete that week they will be granted a total of 12 college credits, 9 for the training program and 3 for the Leadership Communications course. These credits are recognized by several schools, including FTI, that have articulation agreements with District Council 21.

ABC Code/Funding Source	\$175,000.00
1200-006-9240-1391-3291 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-21**

#### **Operating Budget: \$85,000 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 \$85,000.00, for the period commencing July 1, 2017 through June 30, 2018.

*Description:* The Fire/EMT Academy Program serves 10th, 11th and 12th graders at Randolph Career Academy. The program includes instruction - both theory and hands-on - in emergency medical services. In order to efficiently and effectively accomplish this goal, qualified firefighters who are certified as Emergency Medical Services instructors are required.

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 students who are qualified to become firefighters 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 assign three full-time Firefighter/Emergency Service Paramedic who will deliver Emergency Medical Technician (EMT) training throughout the 2017-2018 school year. The qualified instructors are firefighters who are certified as Emergency Medical Services instructors. All instructors possess Emergency Medical Training and Cardiopulmonary Resuscitation (CPR) certifications and will be preparing students to receive these 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, grading quizzes & tests, developing & 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 ongoing 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.

All students participating in this program will have the opportunity to receive EMT, CPR, AED and Firefighter I certifications, and will be prepared to enter the public safety workforce. In order for the District's students to receive their EMT and Firefighter I certifications, they must be taught by certified members of the Philadelphia Fire Department.

ABC Code/Funding Source	\$85,000.00
1200-006-9240-1391-3291 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **B-22**

### **Categorical/Grant Fund: \$55,000 Contract with Careers through Culinary Arts Program, Inc. – 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 Careers through Culinary Arts Program, Inc., to provide curriculum enrichment programming for culinary arts teachers and students at George Washington, Benjamin Franklin, Dobbins CTE, Edison, Frankford, Mastbaum, Martin Luther King, Randolph, Strawberry Mansion, Swenson and South Philadelphia High Schools, for an amount not to exceed \$55,000, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* Currently, eleven culinary programs exist across District Career and Technical Education high schools. To promote and provide first rate culinary training, meaningful college and career advising, and critical hands-on real real-world experience, the Office of Career and Technical Education (CTE) will contract with Careers through Culinary Arts Program, Inc. (C-CAP).

C-CAP has a long history and successful track record of high-quality programming that prepares underserved youth for careers in the professional culinary industry.

Specifically, C-CAP's curriculum enrichment programming will include the following:

**Teacher Training:** C-CAP will provide District culinary teachers with professional development sessions to build teachers' knowledge and skills to enhance student outcomes, including enhanced Rouxbe video technology provided to each school.

**Scholarships and Cooking Competitions:** students will have the opportunity to compete in annual C-CAP cooking competitions to win post-secondary school scholarships as part of the largest independent culinary scholarship program in the country.

In addition to the Cooking Competitions, C-CAP conducts recipe competitions during the school year. The students create recipes following specific guidelines. Winners of the recipe competitions receive awards and/or cash scholarships.

**Job Training & Internships:** Students will engage in job shadowing, job readiness training and internships to enhance work skills and on-the-job experience. C-CAP will conduct a job training workshop at the end of the school year to prepare interested and qualified students for summer internships. C-CAP places the students who successfully complete the job training workshop in summer jobs where they work for a minimum of six weeks, a minimum of 35 hours per week and earn at least minimum wage. Weekly meetings with the interns are conducted by C-CAP to support their efforts in the workplace.

Career Advising: Ongoing career counseling is available to build students' awareness of opportunities and help alumni progress in their careers. C-CAP students will have access to Culinary Agents, a job search, job matching and networking website designed by a technology expert and inspired by a C-CAP graduate. C-CAP students have a special designation on this website.

College Advising: College and career advisors work with all scholarship winners to ensure their success in school and in the industry.

Product Donations: C-CAP will solicit product donations from various manufacturers/businesses and monitor distribution of donations to the schools. Previous donations have included high quality Belgian chocolate, flour, olive oil, almonds, cheese, pasta, and smallwares.

Materials: Competition applications, recipes and guidelines will be provided by C-CAP. In addition, the awards program and awards certificates will be provided by C-CAP. Competition ingredients will be provided by C-CAP. Materials for teachers' professional development and students' job training and "College 101" will be provided by C-CAP.

ABC Code/Funding Source	\$55,000.00
270X-G06-9240-2278-3291	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## B-23

### **Various Funds: \$800,000 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 Assessments in all School District of Philadelphia high schools for an amount not to exceed \$800,000 for the period commencing September 1, 2017 through June 30, 2018.

*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 and professional development for the teachers.

During the fall of 2016 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 based on PSAT scores. 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 2017-2018 school year. To ensure that every senior has the opportunity to take the SAT exam, students must have the option to test during the school day.

During the 2016-2017 school year, every high school senior had an opportunity to take the SAT exam during the school day. This helped remove barriers that many of our students face with Saturday testing. Approximately, 6000 Philadelphia seniors participated in the nation wide SAT School Day testing. Consistent exposure to college readiness exams will continue to prepare students for college level expectations and coursework. Contracting with College Board will allow the District to continue this advantageous initiative.

Lastly, 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	\$800,000.00
1100-004-9KT0-124B-3291 (\$400,000.00)	
201X-G04-9KT0-2386-3291 (\$400,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-24**

##### **Operating Budget: \$415,000 Contract with International Baccalaureate Organization**

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 Organization to provide educational program and certificates to various elementary, middle and high schools, for an amount not to exceed \$415,000, for the period commencing August 17, 2017 through June 30, 2018.

*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 the International Baccalaureate (IB) 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 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. In addition, IB students become independent thinkers who drive their own learning and become more culturally aware and increasingly globalized through the IB curriculum. 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 IB Programming for over a decade. Individual schools along with district recommendations make the decision to pursue the International Baccalaureate Programme by submitting an application, participating in a number of rigorous site visits, providing on-going professional development to teachers and ultimately being granted authorization by the International Baccalaureate Organization.

ABC Code/Funding Source	\$415,000.00
1100-004-9KT0-124B-3291 Operating	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-25**

##### **Ratification of No Cost Contract Amendment with Renaissance Learning STAR Enterprise – Universal Screeners for Response to Instruction and Intervention**

RESOLVED, that the School Reform Commission hereby ratifies the amendment by The School District of Philadelphia, through the Superintendent, previously authorized Contract No. 513/FY14, originally entered into with Renaissance Learning STAR Enterprises pursuant to Resolution B-12 approved by the School Reform Commission on September 23, 2013, to provide the use of Renaissance STAR, a literacy/math universal screener for all students in grades 6-12, by extending the term of the contract from its original scheduled expiration date of June 30, 2017 to June 30, 2018, at no cost to the School District.

*Description:* The ratification component of this resolution is being requested to seek authorization to extend the term of Contract No. 513/FY14, approved by the School Reform Commission on September 23, 2013, from June 30, 2017, to June 30, 2018. The extension of the contract with Renaissance Learning STAR Enterprises will give the District more time to address and meet the goals set forth in The School District of Philadelphia's Action Plan with fidelity and to improve student outcomes.

Universal screening is used to identify and/or predict students who may be at risk for poor learning outcomes, or in need of enrichment. All students are screened/benchmarked a minimum of three times per year to determine academic status against grade-level standards. The STAR assessments have already been successful in identifying gaps in achievement for District students and determining tiered supports to address their needs. This service will continue to provide supports and a means of data analysis for students in grades 6-12 while allowing for shared ownership as the universal data can be shared with administrative teams, grade level teams, student specific teams, and parents.

Universal screening tests are typically brief, conducted with all students at grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. Universal screening enables the District to focus on the fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

The assessments are norm-referenced and use computer-adaptive testing to provide the most reliable information in the shortest amount of time. STAR Enterprise connects assessment with instruction through research-based learning progressions. This is accomplished by mapping student scores on each of the STAR assessments to research-based learning progressions for reading and math. STAR Enterprise provides, through a suite of Instructional Planning tools, valuable skills-based data and resources to inform instruction and practice.

STAR assessments are used to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict students' performance on the state test. In addition, STAR helps teachers determine appropriate instructional levels and skills that students are ready to learn.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **B-26**

### **Categorical/Grant Fund: \$300,000 Contracts with Oxford University Press and Houghton Mifflin Harcourt – Supplemental Instructional Materials**

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, to execute, deliver and perform a contract with Oxford University Press for an amount not to exceed \$225,000 and with Houghton Mifflin Harcourt for an amount not exceed \$75,000, for an aggregate amount not to exceed \$300,000, subject to funding, to provide supplemental instructional materials and/or aids for courses for secondary English Learners, for the period commencing August 18, 2017 through June 30, 2020.

*Description:* Beginning in school year 2017-2018, the Office of Multilingual Curriculum and Programs (OMCP) will offer new courses facilitated by District content teachers for secondary English Learners (ELs) including newcomers (ACCESS Level 1) and ELs who need additional academic language/literacy supports (ACCESS Levels 2 - 4). The courses include, but are not limited to, Linguistic Development, Cross Curricular Language Development and ELD Senior Capstone. Instructional materials and online tools and resources are included and aligned with PA Core Standards and Wisconsin, Delaware, and Arkansas (WIDA) English Language Development Standards.

This award establishes two sources for the Office of Multilingual Curriculum and Programs, schools, and administrative offices to purchase instructional materials and learning tools that are culturally sensitive and effective

in promoting the academic language and content knowledge growth of the ELs.

This award represents the completion of the Request for Qualifications (RFQ) #177, Supplemental Materials and Instructional Aids for Secondary English Learners, issued by Procurement on May 30, 2017.

ABC Code/Funding Source \$300,000.00  
237X-G07-9470-2264-6441 Title III

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-27**

##### **Operating Budget: \$51,000 Contract with Lorin Clay – Program and Community Coordinator – Science Leadership Academy @ 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 program, and recruitment events, for an amount not to exceed \$51,000, for the period commencing September 1, 2017 through June 30, 2018.

*Description:* As the Coordinator, Lorin Clay will assist Science Leadership Academy @ Beeber with creating and maintaining relationships with outside partners, organize mini-courses and Individual 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  
1100-004-2680-1103-3291 Operating

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **B-28**

##### **Categorical/Grant Fund: \$94,200 Contract with Learning Forward – Comprehensive Professional Learning Plan 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 Learning Forward to provide professional services to develop and implement a five-year district-wide comprehensive professional learning plan, for an amount not to exceed \$94,200, for the period commencing September 1, 2017 through June 30, 2018.

*Description:* Professional development is important and necessary for the ongoing growth of teachers, leaders, and other professionals within the District. While subject expertise lives within the various offices, a high quality learning experience must be aligned to consistent standards that are grounded in research and best practice. Increasing the effectiveness of professional development is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.

Learning Forward is the lead developer, publisher, and copyright holder of the internationally recognized Standards for Professional Learning, which define quality professional learning for educators at all levels. The Office of Teaching and Learning will partner with Learning Forward to develop and implement a five-year district-wide comprehensive professional development plan rooted in the Standards for Professional Learning that will lead to improved practice and better results for students. Standards for Professional Learning outline the characteristics of professional learning that give rise to effective teaching practices, supportive leadership, and improved student

results.

Best practices in comprehensive planning requires the ability to diagnose the current state as well as prioritize and organize next steps in response to the data. Learning Forward has experience working with other districts of similar size to Philadelphia (e.g. Duval County Public Schools in Florida and Fort Bend Independent School District in Texas) to engage in this type of intricate planning. Our work with Learning Forward will be executed in phases over the course of one year.

Phase 1 will focus on gathering information to assess the current status of professional learning in the district. This will include focus groups with educators across the system, meeting with district leadership, and establishing a shared understanding of the Standards for Professional Learning. This learning phase will culminate in creating a Professional Learning Task Force who will help identify system strengths and areas for improvement.

Phase 2 will focus on developing a draft comprehensive plan that will include multiple cycles of feedback and revision. The plan will be created in sections, driven by the 22 components recommended by Learning Forward in a comprehensive professional learning plan. The 22 components are aligned to the 7 standards for professional learning, developed by Learning Forward.

Phase 3 will focus on defining roles and responsibilities, identifying short- and long-term goals for improvement and establishing methods for ongoing communication.

ABC Code/Funding Source	\$94,200.00
201X-G52-9KS0-2272-3291 Title I	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **B-29**

### **Categorical/Grant Fund: \$34,281.50 Ratification of Contract with Children's Literacy Institute – Professional Development**

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 Children's Literacy Initiative to provide professional development services to teacher in grades Kindergarten through 3 at Henry C. Lea Elementary School, for an amount not to exceed \$34,281.50, for the period commencing September 1, 2016 through June 30, 2017.

*Description:* This ratifying resolution is submitted to address costs of an existing service model within the school and to change the funding source for those services. In the future, no further service will be allowed in Henry C. Lea Elementary School without a prior LCA or SRC Resolution approval, as clear instructions regarding expense requirements have been shared.

Services for the 2016-2017 school year included coaching hours for Kindergarten through 3rd grade teachers at the Lea School: 12 teachers x 25 hours = 300 hours total; three Leadership Team Meetings throughout the year; two Lesson Study Cycles per grade at the Lea School, planned for November/December and February/March with each grade's cycle containing 3 Grade Level Meetings & 1 Demo Lesson for 8 cycle total; two meetings for the year that happened in conjunction with other PELS school principals; and materials and hospitality for the Project Kickoff Meeting for the Lea School.

ABC Code/Funding Source	\$34,281.50
201X-G02-1340-1101-3291 Title I	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

The meeting was recessed at 6:10 p.m. and reconvened at 6:11 p.m. following the business of the Intermediate Unit.

On motion, the meeting was adjourned at 6:11 p.m.

Farah Jimenez, Member  
School Reform Commission

William R. Hite, Jr.  
Superintendent

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

**AUGUST 17, 2017**

A meeting of the School Reform Commission sitting as the Board of Directors of the Intermediate Unit was held on August 17, 2017 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 6:10 p.m. by Commissioner Jimenez.

**Members present:** Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

**Members absent:** Ms. Wilkerson – 1

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

**IU-1**

**IDEA: \$2,617,112 Contracts 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 contracts separately with the Camelot Schools of Pennsylvania, for an amount not to exceed \$1,095,729, with Community Council Education Services, Inc., for an amount not to exceed \$759,383, and with NHS Woodhaven, for an amount not to exceed \$312,000, for an aggregate amount not to exceed \$2,617,112, to provide Alternative Special Education Settings for students with severe disabilities, for the period commencing August 18, 2017 through June 30, 2018.

*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 October 7, 2013, the District's Office of Specialized Services (OSS), through the Office of Procurement, generated a Request for Proposal (RFP No. 388) soliciting contract proposals for the delivery for Alternative Special Education Settings (ASES) for students with severe disabilities. RFP 388 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 ending June 30, 2018, based on the District's satisfaction with the Contractors' performance. In response to RFP No. 388 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. 388 identified the following three exceptionally qualified provider agencies: Community Council Education Services, NHS Woodhaven and Camelot Schools. OSS is seeking authorization to renew contracts 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	\$2,617,112.00
242X-G05-9CLO-239A-3291 IDEA	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## **IU-2**

### **IDEA: \$140,000 Contract with RoboKind, LLC – Robots for Students with Autism**

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU26), authorizes IU26, through the Executive Director or his designee, to execute, deliver and perform a contract with RoboKind, LLC to provide Robots, curriculum, professional development and consultation for teachers and support staff of students with autism in ten (10) School District schools, for an amount not to exceed \$140,000, for the period commencing August 18, 2017 through August 17, 2020.

*Description:* The Office of Specialized Services (OSS) is proposing to contract with RoboKind, LLC to provide robots, evidence-based curriculum, and staff professional development to support School District students with autism. The contractor developed a robot, known as Milo, as a highly effective intervention for improving the behavior, social, and communication skills of students with Autism Spectrum Disorder (ASD). The program shall be introduced during the 2017-18 school year and shall continue throughout the 2019-20 school year.

Humanoid robots present a non-threatening approach for students with autism to practice communication and social skills. The engaging aspect of Milo is a primary reason for the effectiveness of this intervention program. The National Professional Development Center (NPDC) on Autism Spectrum Disorder (ASD) recognizes technology-assisted instruction, through the use of robots, as one of the 27 intervention practices that have sound scientific evidence for increasing the social skills in children with ASD. The Milo robot employs NPDC approved evidence-based practices of visual supports, social narratives, video modeling, modeling, prompting (verbal and visual), reinforcement for display of target behaviors, and Applied Behavioral Analysis (ABA) principles. These practices have proven to be highly effective in improving the social behaviors and increasing the communication skills of students with ASD at all grade levels.

A Milo robot will be provided in the following ten elementary schools, in each of the School District's Neighborhood Networks: NN1- Amedee Bregy, NN2- Lewis C. Cassidy, NN3- Elizabeth Kirkbride, NN4- William Cramp NN5- Francis Hopkinson, NN6- Charles W. Henry, NN7- Thurgood Marshall, NN8- Joseph Greenberg, NN9- Thomas Holme, and Turn Around Network- Theodore Roosevelt. Approximately 100 Kindergarten through eighth-grade students attending these schools will benefit.

The Contractor provides approximately 300 robots in 285 schools nationwide. These schools are located in

the following areas: Spartanburg, South Carolina; KIPP Truth Elementary, Texas; Cartersville City School District, Georgia; Franklin Special School District, Tennessee; St. Charles-District 303, Illinois; and Make It Fit Foundation, Ohio. Milo robots and curricula are utilized locally in the Chester County Intermediate Unit.

The use of Milo at the Spartanburg, South Carolina test-site demonstrated the following critical improvements in the behavior of students with ASD: Ability to recognize, communicate, express and regulate emotions; Apply calming down skills, thereby reducing behavioral issues; and ability to maintain eye contact with other people in social situations and appropriately engage in two-sided conversation. Student Individualized Education Program (IEP) data and teacher records from Spartanburg demonstrated that students made significant progress or mastery related to their social, communication, behavioral and academic goals during the last three academic quarters. In addition, teachers from Spartanburg confirmed that students were highly motivated and enthusiastic about working with Milo. Teachers were able to observe and measure concrete student behavioral improvements and results.

The Contractor will provide training to all School District teachers using the Milo robot and curriculum. In addition, the Contractor will provide support to teachers and staff when questions arise during implementation.

A School District evaluation team selected RoboKind, LLC through a formal competitive Request for Proposal (RFP 541) issued by the School District's Office of Procurement Services on April 25, 2017. Robot Labs also submitted a proposal. RoboKind was selected by the evaluation team as the most capable and qualified candidate.

ABC Code/Funding Source	\$140,000.00
242X-G05-9CL0-2272-3291 IDEA	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

### **IU-3**

**IDEA: \$169,458.34 Contracts with Various Vendors – Special Education Training and Consultation**  
RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit, authorizes Intermediate Unit #26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with:

1. Attainment Company, for an amount not to exceed \$5,000;
2. Compass Learning, for an amount not to exceed \$8,000;
3. Educators Source, for an amount not to exceed \$6,000;
4. Fisher Educational Services, Inc., for an amount not to exceed \$40,800;
5. Hemenway Direct, Inc., for an amount not to exceed \$6,000;
6. Howbrite Solutions, Inc., for an amount not to exceed \$9,100;
7. Lindamood-Bell Learning Processes, for an amount not to exceed \$3,600;
8. Orton-Gillingham International Inc., for an amount not to exceed \$40,000;
9. QBS Inc., for an amount not to exceed \$35,200.00
10. Quality Education Solutions, Inc., for an amount not to exceed \$15,758.34,

for an aggregate amount not to exceed \$169,458.34, to provide professional development services to teachers of students with IEPs, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The purpose of this resolution is to provide the needed professional development services that shall ensure that teachers of students with Individualized Education Programs (IEPs) implement School District recommended research-based and proven supplementary aids, services, and interventions with



accuracy and fidelity. Assisting these teachers as they provide research based, academic and behavioral specially-designed instruction and intervention will support the academic achievement of students with disabilities, help place disabled students on an equal playing field with their non-disabled peers, and reduce litigation.

The ten proposed vendors for this resolution shall provide professional development in the following areas:

1. Attainment Company: Literacy and Math Skill Building for Students with Multiple Disabilities
2. Compass Learning: Keystone English and Algebra
3. Educators Source: Project Discovery Transition Curriculum
4. Fisher Educational Services, Inc.: Decoding and Comprehension with Reading Mastery K-12, Connecting Math Concepts K-12, Language for Learning, Language for Thinking, Language for Writing.
5. Hemenway Direct, Inc.: Rewards Reading, Rewards Plus in the Content Areas of Social Studies and Science, Rewards Writing with Sentence Refinement.
6. Howbrite Solutions, Inc.: Mathline Manipulatives.
7. Lindamood-Bell Learning Processes: Lindamood Phoneme Sequencing for Phonemic Awareness, Reading, and Spelling (LiPS).
8. Orton-Gillingham International Inc. International Dyslexia Certified Train the Trainer professional development in Multi-Sensory Language and Literacy Instruction.
9. QBS Inc.: Safety Care Behavioral Safety Program.
10. Quality Education Solutions, Inc.: Step Up to Writing, Summer Reading Camp: Peer Assisted Learning, Phonics for Reading, Rewards.

There are currently 2,100 special education teachers in the School District. These teachers collectively are responsible for coordinating the educational plans for approximately 20,000 students with an IEP. In the Office of Specialized Services (OSS), there are currently fifteen Special Education TAC (Training, Technical Assistance and Consultation) Coordinators to ensure that these teachers receive quality professional development and on-going consultative and coaching support in reading, writing, math, and differentiated instructional strategies appropriate for students with disabilities. As part of Intermediate Unit 26, the OSS TAC Team also has the responsibility of providing professional development in special education practices to Philadelphia County public charter schools. As part of the 2017-2018 Intermediate Unit 26 Plan Development, the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE) requires all Intermediate Units to conduct a professional development needs assessment in areas that align with the State Performance Plan and BSE initiatives. The needs assessment for 2017-2018 was distributed to School District assistant superintendents, principals, special education teachers, school psychologists, and school-based special education leaders. All Philadelphia County Charter Schools were surveyed as part of the needs assessment. Assessment results were used to develop the School District's special education training plan for school year 2017-2018. This plan has guided the selection of the proposed trainers and the areas of professional development.

To meet the challenge of providing ongoing training, coaching support and consultation to School District staff, and professional development to public charter school staff and those private and parochial schools in equitable participation, the OSS TAC Team is proposing to continue to utilize a strategy of contracting with qualified professionals to supplement the critical component of school-based consultation and coaching during school hours. School District teachers are not routinely available during the day for extensive didactic training. For the coming school year 2017-2018, the School District has slated 2 full-days and 5 half-days for training other than school-based training during which all staff must stay in their buildings. In school year 2016-2017, OSS was not able to offer any Saturday training, nor can Saturdays adequately offset the reduced training time during the school day. Consequently, OSS has made contracted trainers available to meet and work with teachers inside their classrooms during the school day. The selected contracted trainers have availability during school hours for dynamic school-based coaching and in-classroom support. In addition, OSS will continue to offer extensive after-school teacher "drop-in" trainings. These after-school trainings will be staffed by OSS TAC Coordinators and Network Special Education Case Managers working in tandem with the contracted trainers. OSS will continue to use online and webinar training as it creates a professional development platform with learning opportunities that each teacher can access.

To qualify vendors, the Office of Procurement issued a Request For Proposal (RFP), Number 491, on May 25, 2016. The following vendors responded to RFP 491:

1. Attainment Company: Literacy and Math Skill Building for Students with Multiple Disabilities.
2. Compass Learning: Keystone English and Algebra.
3. Fisher Educational Services, Inc.: Decoding and Comprehension with Reading Mastery K-12, Connecting Math Concepts K-12, Language for Learning, Language for Thinking, Language for Writing.
4. Hemenway Direct, Inc.: Rewards Reading, Rewards Plus in the Content Areas of Social Studies and Science, Rewards Writing with Sentence Refinement.
5. Howbrite Solutions, Inc.: Mathline Manipulatives.
6. Orton-Gillingham International Inc. International Dyslexia Certified Train the Trainer professional development in Multi-Sensory Language and Literacy Instruction.
7. QBS Inc.: Safety Care Behavioral Safety Program.
8. Quality Education Solutions, Inc.: Step Up to Writing, Summer Reading Camp: Peer Assisted Learning, Phonics for Reading, Rewards.

OSS also identified vendors that are working with sole source and proprietary professional development materials and programming. These vendors are the following:

1. Educators Source: Project Discovery Transition Curriculum.
2. Lindamood-Bell Learning Processes: Lindamood Phoneme Sequencing for Phonemic Awareness, Reading, and Spelling (LiPS).

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

\$169,458.34

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **IU-4**

##### **IDEA: \$947,975 Contract with Drexel University for Specialized Professional Learning**

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 a contract with Drexel University to provide up to 50 educators across two cohorts with a 18 month "course of study" leading to a Special Education Supervisory Certificate for participants who successfully complete the "course of study"; for an amount not to exceed \$947,975.00, for the period commencing August 18, 2017 to June 30, 2020, with an option for one 18-month renewal for an annual amount not to exceed \$315,991.66.

*Description:* The School District of Philadelphia (SDP) Office of Specialized Services (OSS) is entering a partnership with Drexel University to provide professional learning, training, and consultation for two cohorts of up to twenty-five (25) educators each cohort (50 total). These professionals provide direct support to students with disabilities and teachers of students with disabilities. Participants who successfully complete the course of study with Drexel University's School of Education will earn a Special Education Supervisory Certificate. This additional specialized training will empower educators with increased knowledge and skills to create, lead, and oversee highly effective special education programs in the SDP in order to continuously improve student academic, social, and behavioral outcomes.

The Office of Specialized Services (OSS) will select candidates to participate in the program through an application and interview process. Eligible candidates include OSS personnel, special education teachers, school psychologists, and special education related services personnel. Selection criteria were finalized by July 31, 2017. The application process will open on August 18, 2017.

Drexel University's School of Education was selected through the Request for Proposals (RFP) process to provide Special Education Supervisory Certification to participants who successfully complete a course of study over 12 to 18 months. The program includes the following courses and will specifically focus on urban environments.

1. Leadership in Curriculum and Instruction- Participants will be able to demonstrate knowledge of general education core curriculum and how to effectively engage students with disabilities in the core curriculum utilizing differentiation and Universal Design for Learning; understand and apply Universal Screening; understand assessment data and how to utilize it to inform instruction and programming; understand and apply evidence based best practices for delivering instruction and intervention in literacy, math, behavior and progress monitoring; understand and apply the integration of technology, including assistive technology, to engage students in the learning process; understand and demonstrate the writing of an effective standards aligned Individual Education Plan (IEP) for all populations of students with disabilities and demonstrate knowledge of a range of supplementary aids and services and how to utilize a range of supplementary aids and services to program for students with disabilities in the Least Restrictive Environment (LRE).

2. Leadership in Special Education Law and Policy-participants will be able to demonstrate knowledge of federal, state, and local laws and regulations that govern special education and the implications for programming and services.

3. Leadership in Special Education Supervision-participants will be able to demonstrate knowledge of recruitment and retention of employees and support staff; demonstrate effective communications strategies with all stakeholders; demonstrate knowledge of evaluation and support; and demonstrate knowledge and skill in growing staff professionally (including paraprofessionals) through appropriate, targeted, and evidence based professional development.

4. Leadership in Special Education Programs-participants will be able to demonstrate knowledge of compliance effective programming in Autistic Support (AS), Life Skills Support (LSS), Multiple Disabilities Support (MDS), Emotional Support (ES), Blind-Visually Impaired Support (BVIS), Deaf-Hearing Impaired Support (DHIS), among others; demonstrate knowledge of funding sources and budgeting to support special education programs; and demonstrate knowledge for the effective evaluation of special education programs.

5. Leadership in Parent and Community Engagement-participants will be able to demonstrate knowledge and skill in effective engagement and collaboration with parents and community stakeholders to support students with disabilities and special education programs.

6. Leadership with Dispute Resolution-participants will be able to demonstrate knowledge of a range of tools available to effectively settle disputes with parents.

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

\$947,975.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **IU-5**

#### **IDEA-B: \$60,400 Contract with C8 Sciences – Learning System Professional Development**

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 a contract with C-8 Sciences, to provide a comprehensive advanced computer-based learning system and curriculum designed to improve the executive functioning

and learning capabilities of 420 students and to provide professional development for teachers, for an amount not to exceed \$60,400, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The Contractor, C-8 Sciences, is the developer and distributor of ACTIVATE programs. ACTIVATE includes computer software products and curriculum that are used as interventions for students with disabilities to dramatically improve executive functioning. Executive Functioning and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and perform multiple task successfully. The establishment of strong executive functioning processes is a critical component of child and adolescent brain development and the ability to process information and learn. Many students with learning and other cognitive disabilities have impaired executive functioning.

ACTIVATE products works to improve student mental focus, self-control, and memory skills through a combination of computer and physical exercises based on the latest neuroscience research from Yale University. The eight (8) areas of executive function targeted by ACTIVATE include: sustained attention, working memory, speed of information processing, response inhibition, cognitive flexibility, category formation, pattern recognition, and multiple simultaneous attention. The benefits of this focus on executive functioning include:

1. Increased ability to focus and learn more complex and lengthy material
2. Increased ability to recall what they have learned
3. Increased ability to keep pace with teaching and process basic information without any problems
4. Increased ability to control response to distractions
5. Increased ability to problem solve
6. Increased ability to organize information, concepts, and skills into categories
7. Increased ability to recognize patterns and utilize critical thinking
8. Increased ability to plan and strategize and to quickly switch between subject matters and activities

A plethora of academic research has indicated a correlation between strong executive functioning skills and strong academic performance, particularly in math, language, and literacy. These academic areas present tremendous challenges for students with learning disabilities. Moreover, executive functioning challenges are routinely indicated in these students' cognitive profile. The School District's Office of Specialized Services (OSS) determined through a review of student profile data, including evaluations and progress information provided by the school psychologists, that School District students with learning disabilities, especially students receiving learning support services, would greatly benefit from interventions that would improve their executive functioning.

The School District proposes to contract with C-8 Sciences to provide executive functioning interventions using the ACTIVATE program, for approximately 420 students with disabilities who require learning support programs. The Contractor will grant the School District a limited right and license to use all its ACTIVATE products, which includes computer-based programs, curriculum, and related documents and training materials. The ACTIVATE program also includes an effective progress monitoring and data analysis tool. To ensure effective implementation of ACTIVATE, the Contractor will provide School District teachers and personnel with training and support on the use of the product and system.

ABE Code/Funding Source	\$60,400.00
242X-G05-9CL0-2272-3291 IDEA-B	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

## IU-6

### **IDEA: \$132,000 Contracts with Progressus Therapy, LLC (Invo HealthCare Associates, LC), EDU Healthcare, LLC, and Delta-T Groups, Inc. – School Psychologists**

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 Progressus Therapy, LLC (Invo HealthCare Associates, LC), EDU Healthcare, LLC, and Delta-T Group, Inc., to provide licensed and qualified school psychologists to perform student psychoeducational evaluations and prepare evaluation reports, within timelines established by federal and state law, for an aggregate amount not to exceed \$132,000, for the period commencing August 18, 2017 through, June 30, 2018.

*Description:* To ensure 100% School District compliance with the rigorous procedural time limit requirements of the Individuals with Disabilities Education Act (IDEA) grant, the Office of Specialized Services (OSS) is seeking authorization to contract with Progressus, EDU and Delta-T, for the provision of contracted school psychologists to perform special education evaluations. The School District will utilize Contractor's contracted school psychologists on an as-needed basis: when a student evaluation must be performed immediately due to a Court Order or an emergency, or when School District staff cannot complete a mandatory evaluation within timelines established by IDEA.

IDEA enforces strict timelines and procedures for determining, through the evaluation process, whether a student is disabled and requires special education services. As a condition of the IDEA grant, regulations mandate that school psychologists conduct student evaluations and prepare reports within 60 calendar days after a parent provides informed consent. In addition, the parent and Individualized Education Program (IEP) team must receive the evaluation report at least 10 school days before an IEP meeting. When School District teachers and multi-disciplinary education teams suspect that a child has a disability, they are obligated to request an evaluation from a school psychologists. Parents may also unilaterally request that the School District have a school psychologist perform an evaluation to determine eligibility for special education services. Parents, teachers and multi-disciplinary teams may requests additional evaluations of students already identified as disabled and qualifying for special education services if warranted, for example, when considering changes in placement and disability status. Once the School District receives parent informed consent to perform an evaluation, the 60-day countdown to have a school psychologist perform an evaluation and prepare a report is triggered. In addition, unless waived by the parent, after the initial evaluation, IDEA and Pennsylvania law require the School District to conduct reevaluations every two year for students with intellectual disabilities and every 3 years for students with all other disabilities.

Evaluations within the 60-day window become more challenging when the students or parents' primary language is not English, and bi-lingual interpreters and document translations are required to complete evaluations. Many children residing in Philadelphia live in transitory households. A significant number of students move in and out of the School District from the other counties and states, the Caribbean, Mexico, Central and South America. When a student moves into the District, a re-evaluation may be required in less than 60-days in order comply with IDEA timelines. The need to evaluate up to 1,800 students transitioning from early intervention programs to kindergarten presents another major challenge to school psychologists. Moreover, the School District may be required to evaluate students and complete reports in far less than 60 days, if ordered to do so by the Court or a Due Process Hearing Officer.

A School District evaluation team selected the Contractors using a competitive process, through Request for Proposal No. 529, issued by the School District's Office of Procurement Services on March 7, 2017.

ABC Code/Funding Source	\$132,000.00
242X-G05-9CL0-239A-3291 IDEA	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **IU-7**

##### **IDEA: \$315,000 Contracts with Cobb Pediatric Therapy Services, Presence Learning, and Educational Based Services – Web-based Video-Conferencing Speech Therapy Services**

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 Cobb Pediatric Therapy Services, Presence Learning and Educational Based Services (EBS), to provide students with speech therapy, speech/language evaluations and other related services through on-line, web-based video-conferencing, for an aggregate amount not to exceed \$315,000, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The Contractors have developed highly effective programs for the delivery of speech therapy services through on-line video conferencing. The Contractors will deliver these services through computer terminals located at students' home schools. This will enable students who have Individualized Education Programs (IEPs) requiring speech therapy services, and for whom these services are appropriate, to receive speech therapy on-line with a qualified therapists, using a computer located at their home school. The Contractors' therapists shall communicate with School District students face-to-face in real time, using computers screens, speakers and microphones. The School District will carefully select students for whom these on-line services are appropriate. All Contractors' on-line speech therapists will be highly qualified and appropriately licensed and certified as speech-language pathologists/therapists.

The School District has approximately 5,517 students with IEPs who require speech and language therapy. The Contractors will provide on-line speech and language therapeutic services for up to 300 of these students. This will help ensure that all eligible students receive required speech and language therapeutic services.

Using the School District's Easy System, the Contractors will monitor assigned students' progress, record student outcomes in reaching IEP goals, maintain logs of all work performed, and track minutes/sessions of all on-line therapeutic services provided to students. When requested by the School District, the Contractors shall complete documentation needed for ACCESS reimbursement.

Through the on-line system, the Contractors when requested by the School District, will provide diagnostic evaluations to determine eligibility and need for speech/language therapeutic services. This includes the appropriate diagnoses and treatment of stuttering, voice disorders, functional and organic articulation disorders, and language delays/disorders. In addition, the on-line therapist may participate in the multi-disciplinary team process for student special education evaluations and IEP planning.

The School District selected the Contractors using a competitive process, through Request For Proposal No. 535, issued by the Office of Procurement Services on March 15, 2017.

ABC Code/Funding Source  
242X-G05-9CL0-239A-3291 IDEA

\$315,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

#### **IU-8**

##### **IDEA: \$543,900 Contracts with Aperture Education, Insights to Behavior, and WhyTry, LLC – Social Emotional Learning Curriculum and Supports**

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 Aperture Education, Insights to

Behavior and WhyTry, LLC to provide social-emotional curricula and professional development to teachers of students receiving emotional support services, for an aggregate amount not to exceed \$543,900, for the period commencing August 18, 2017 through June 30, 2018.

*Description:* The Contractors will provide selected School District teachers with a comprehensive curriculum on evidence-based practices and strategies, proven to enhance the social skills, emotional development, and academic level of the students with emotional disabilities. In addition to academic needs, students who require emotional support are entitled to specially designed instruction that also aims to improve their social-emotional development through the use of a variety of approaches and skills that are individualized, and with opportunities for practice, feedback, and generalization.

The School District selected the Contractors through Request for Proposal (RFP-543). The School District evaluation team identified Aperture Education, Insights to Behavior, and Why Try as three highly qualified evidence-based curricular providers. In addition, the Contractors demonstrated the ability to provide outstanding professional development and support to School District staff on their curriculum programs. The proposals submitted included a detailed outline of curriculum instructional materials, and plans for delivering comprehensive professional development.

Aperture Education will provide an assessment tool, consultation, and professional development in order to determine baseline and targeted intervention support for the students. Teachers will be able to assess their students using the DESSA, DESSA-mini and Evo Social/Emotional system in order to identify students' present baseline for targeted behavioral skills. During the year, as the students are provided with evidence-based practices and strategies through targeted curricula, the DESSA-mini can then monitor student progress, outcomes and responses to the selected programs: Insights to Behavior (grades K-5); Why Try (grades 6-8). This assessment tool will inform teachers of the behavioral progress and needs of the students they are teaching.

The School District will utilize Insights to Behavior for K to 5 emotional support programs. Insights to Behavior focuses on principals of Applied Behavior Analysis (ABA) to enable teams to identify triggers that are maintaining problematic behaviors. Knowing this causation allows teachers to set up situations successfully by changing both antecedents and consequences for students. Insight to Behavior aims at supporting teachers in developing quality behavior plans with an array of strategies. Insights to Behavior programs are aligned to the CASEL five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Lessons provide immediate situations and feedback for students to learn, practice, and generalize skills, in order to become competent learners. Insights to Behavior will provide School District teachers with whole group professional development, on-site consultation services, and 24-hour web-based support.

The School District will utilize WhyTry for 6 to 12 emotional support programs. WhyTry emphasizes the need to develop and enhance individual student resiliency. Students completing the WhyTry program have experienced improved self-esteem, emotional health and self-advocacy skills, increase in GPA, reduction in bullying, fighting and aggressive behaviors, decrease in expulsions and behavioral referrals, and graduation success. The WhyTry curriculum employs a multi-learning style approach by utilizing a series of ten visual analogies that teach important life skills. These analogies are reinforced through music, hands-on activities, and multimedia. The analogies are based on empirical principals that include cognitive behavior therapy, solution-focused brief therapy and CASEL strategies. The WhyTry program includes comprehensive teacher training and support.

ABC Code/Funding Source  
242X-G05-9CL0-239A-3291 IDEA

\$543,900.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman – 4

Nays: 0

On motion, the meeting was adjourned at 6:11 p.m.

Farah Jimenez, Member  
School Reform Commission

William R. Hite, Jr.  
Executive Director