

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

FEBRUARY 15, 2018

A public meeting of the School Reform Commission was held on February 15, 2018 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 4:34p.m. by Chair Wilkerson. Chair Wilkerson lead a moment of silence in memory of the seventeen victims of the mass shooting that occurred at Marjory Stoneman Douglas High School in Parkland, Florida on February 14, 2018. She stated that the safety of our students, staff, and schools is always our number one priority.

Lee Whack, Deputy Chief of Communications, 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. Whack stated that the proceedings of this SRC meeting are being streamed live on the Internet at 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. Whack 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

Lynn Rauch, General Counsel, stated that the School Reform Commission met in Executive Session on February 6, 2018 to discuss quasi-judicial matters, February 9, 2018 and February 15, 2018 to discuss quasi-judicial matters and investigations, and today, to discuss personnel and employment matters, purchase or lease of real property, information or strategy in connection with the following litigation matters: T. R. and A.G. vs. The School District of Philadelphia, U. S. District Court, for the Eastern District of Pennsylvania, #15-4782 regarding allegations under the Individuals with Disabilities Education Act, Section 504 and the Equal Education Opportunities Act; Brewington vs. The School District of Philadelphia, Pennsylvania Supreme Court #23EAP2017 regarding application of the Pennsylvania Torts Immunity Act; Duffield House Associates vs. The City of Philadelphia, Philadelphia Court of Common Pleas #170901536 regarding property reassessments. She stated that the School Reform Commission also discussed, during Executive Session, quasi-judicial proceedings, privileged or confidential matters, and investigations.

Members present: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Members absent: 0

Chair Wilkerson announced that the SRC will hold a special meeting to consider seven new charter applications on February 22, 2018 at 4:00 p.m. She stated that public comment will be limited to 21 speakers, with one slot held for each applicant. Individuals who wish to register to speak should call the Office of the School Reform Commission at 215-400-4010.

Chair Wilkerson also stated that the SRC received several questions on resolutions from the public and that the responses to those questions are available with other materials in the lobby of the auditorium and will be posted with materials from this meeting.

The minutes of the following School Reform Commission meetings were presented for approval: January 18, 2018 and January 18, 2018 (*Intermediate Unit*).

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Dr. William R. Hite, Jr., Superintendent, provided remarks. Dr. Hite stated that our thoughts and prayers go out to the students, teachers, school staff, emergency responders and everyone affected by the mass shooting in Marjory Stoneman Douglas High School in Parkland, Florida yesterday. He stated that our district has served side-by-side with Broward County Public Schools on the Council of Great City Schools for many years, and that he can only imagine what his colleague and friend Superintendent Robert Runcie is going through right now.

Dr. Hite stated that the School District of Philadelphia celebrated continued growth and achievement with the release of the annual School Progress Report, or SPR. The SPR is the District's primary tool to measure progress towards anchor goals on grade-level literacy and college- and career readiness. He reported that in 2016-2017, 164 public schools in Philadelphia increased in overall SPR score from the year before, including 111 District and 53 Charter schools. The District's overall SPR score increased for the second consecutive year to 34 percent, while the SPR score for both District and charter schools rose to 37 percent. Dr. Hite stated that we held an awards ceremony at Potter Thomas Elementary School, a member of the Turnaround Network, which had the largest increase in any of our learning networks - up 8 percent. He extended Congratulations to the Peer Leaders, City Leaders, and Most Improved Schools that were honored. For more information about the SPR, visit philasd.org/spr.

Dr. Hite stated that before the School Reform Commission are two resolutions that are valuable tools and resources for our teachers and students. He stated his belief that the teacher is the primary leader of instruction in the classroom, and that any investments made for the classroom are to support and supplement the teacher's instruction. Dr. Hite stated that Resolution A-7 provides our teachers with an instructional planning tool. Teachers, as the primary driver of classroom instruction, have access to this tool to help them plan their daily instruction by subject level content and grade. They can choose activities, videos, and narratives by grade and content area that enhance their lessons. Teachers can also view their students' achievement, such as reading levels, grades, attendance, and benchmark results to help determine if students need additional support in certain areas. To round out a lesson, teachers can also give mini-assessments to help assess if students are comprehending certain concepts and ideas. This is all in support of the teacher's instructional goals for his or her classroom. Resolution B-12 will provide schools the option to purchase instructional programs that adapt the students' lessons, based on their responds to questions and tasks. This helps the student and teacher know when the student has mastered a concept and is ready to move on. Teachers are still the primary designer of the classroom experience utilizing a variety of tools such as textbooks, teacher created resources and online tools that schools feel best meet the needs of their students. Dr. Hite stated that while technology is a valuable asset in the classroom, the District takes the privacy of all student data seriously. He stated that in every vendor contract, the District includes strict and unequivocal language for securing the use and handling of student or employee data, which includes ensuring that student level data is not allowed to be used, or mined, by the vendor for any purpose. Contract language for these large systems are publically available on our website at www.philasd.org/studentdataprivacy.

Dr. Hite extended thanks to Philadelphia Eagles offensive lineman Lane Johnson, who's been an official partner of the Fund for the School District of Philadelphia since Giving Week in November. Dr. Hite stated that Lane is very generously donating 100 percent of the proceeds from his LJ65 line to the Fund, and has recently made waves with his "Underdog" t-shirts. In fact, when the NFL announced they were going to sell these same shirts, Mr. Johnson and his teammate Chris Long suggested that the proceeds go to our city's schools, and the NFL agreed.

Dr. Hite stated that the School District of Philadelphia is once again marking Career and Technical Education (CTE) Month during February with a list of exciting events around the city. He stated that this month gives us the opportunity to highlight the 6,000 students in 115 CTE programs across the District. This year we are proud to present a health-related technology fair, awards ceremony, sixth and seventh grade student visits to CTE high schools, and a workshop for accounting students to help eligible residents with filing their tax returns. Dr. Hite stated that our CTE programs allow students to acquire the technical and academic skills they need to be successful in college or their chosen career. He stated that last year alone, students earned 3,500 industry-recognized certifications, which gives them a great advantage when applying to school or looking for work. From business and culinary to agriculture and education, there is something for everyone in our CTE programs.

Dr. Hite stated that students from across the School District of Philadelphia are taking part and celebrating Black History Month in the month of February. He stated that the School District has incredibly talented students

who have a thirst for learning and Black History Month is another great opportunity to showcase the vast contributions African-Americans have made to our city, our country and the world. Dr. Hite stated that in the School District of Philadelphia, we are proud of our diversity and for years African-American studies has been a required course for graduation. There are several opportunities for the public and the media to witness our school communities learning about and celebrating African-Americans, and that those opportunities can be found by visiting our website philasd.org. Dr. Hite stated that in recognition of Black History Month, we are honored to be joined by some talented students from Franklin Learning Center who will share performances of music and poetry. He stated that the first performer will be Freshman vocalist Haley Joyner accompanied on piano by Junior Qamir Patterson. He stated that Haley and Qamir will perform their rendition of "Strange Fruit", the powerful anti-racism protest song first popularized by Philadelphia native Billie Holiday. The song is based on the poem written by Bronx public High School Teacher Abel Meeropol in 1937, who penned the text as a reaction to seeing a photograph of the lynching of young African American men. "Strange Fruit" was named the "song of the century" by TIME Magazine in 1999 and was added to the National Recording Registry by The Library of Congress in 2002. Dr. Hite stated that following Haley and Quamir, Sophomore Jayln Tabourn will perform a poem written by her classmate Erin Davis, titled "Little Black Girl". This poem is one of many featured in Erin's recently self-published poetry collection book, "Invisibility, In Plain Sight.", under her author name Erin Abeena Gray, the "Smokin' Word" Artist.

The Office Depot Seniors of the Month Award for February 2018 was presented to Thabis Moore, Martin Luther King High School, and Shanique Williams, George Washington Carver High School for Engineering and Science.

The Office Depot Teacher of the Month Award for February 2018 was presented to Kathryn Harris, Olney Elementary School.

Policy Committee Report

Commissioner McGinley provided a report on the Policy Committee's meeting on February 1, 2018. He stated that the Committee met to review proposed changes to District policies related to students, employees, charter schools, and community, and that materials from these meetings can be found on the SRC website on the Policy Committee page. He stated that there are two resolutions, SRC-1 & SRC-2, on tonight's agenda related to policies reviewed by the Committee. SRC-1 (Proposed Adoption of Policies) is a list of policies that have been reviewed by the Committee and were shared for public review at last month's meeting. He stated that tonight, these policies are on the agenda for approval by the SRC. Commissioner McGinley stated that Policy 210.1 was previously listed on the SRC's agenda for review in November 2017 and was to be voted on in December 2017. Copies of this policy were provided to the public during these two meetings. However, the policy was not listed in the title of the resolution in December. Therefore, Policy 210.1 has been re-listed for adoption on tonight's agenda to ensure fidelity of the process. Commissioner McGinley stated that SRC-2 (Review of Proposed Policies) is a list of policies that were reviewed by the Committee on February 1, 2018 and are on tonight's agenda for public review and comment. He stated that at its February meeting, the Committee heard testimony about Policy 406 from Excellence Schools PA, representing 52 charter schools, and that additionally, the SRC has received a letter requesting the delay of adoption of this policy. Commissioner McGinley stated that he recognize we have a few speakers registered on this topic this evening, and that he hopes everyone here will read the full text of the proposed policy. He stated that this policy will provide charter schools the ability to amend their charters during the charter term - an option currently not available because of the recent Supreme Court decision. Commissioner McGinley stated that if we do not approve and enact this policy, we will fail students, parents, and charter schools and limit the ability of high quality charters to make important changes that improve educational opportunities for their students. Commissioner McGinley stated that the policies listed in resolution SRC-2 will be in front of the SRC for a vote at our March Action meeting. The next meeting of the Policy Committee will be held on March 8, 2018 at 11:00 a.m., and that policies to be discussed at that meeting will be posted on the SRC website on March 1, 2018.

Staff Presentations

Chair Wilkerson stated that there are two staff presentations on our agenda this evening. She stated that we were scheduled to have a presentation on resolutions A-7 and B-12 in response to questions received by the public, but that responses to those questions have been provided and are available in the lobby of the auditorium. Chair

Wilkerson stated that the District is committed to protecting student privacy in all instances, including, in relation to these specific resolutions.

Louis Bellardine, Chief Talent Officer, provided a presentation on resolutions A-4 and A-5. Mr. Bellardine stated that Kelly Education Staffing is the District's substitute service provider. He stated that Kelly Education Staffing has proven to be an excellent provider and partner during the past year and a half. Kelly has invested in Philadelphia, establishing three offices to support their recruiting. They have recruiting over 1,600 teachers. He described Kelly Education Staffing to be very responsive to the District's needs. Mr. Bellardine described Kelly Education Staffing's pricing model. He stated that the amount paid to Kelly depends entirely on the number of substitute jobs Kelly fills. The more jobs that are filled, the more Kelly is paid. Mr. Bellardine stated that the amounts represented in the two resolutions reflect the amounts the District expects to pay if Kelly continues to increase the average number of jobs filled each day. He stated that the original contract amount was based on a 70% fill rate, which has been exceeded. Mr. Bellardine stated that Kelly Education Services is averaging an 85% fill rate. Teresa Rita, Deputy Chief, Talent Acquisition, provided an overview of the substitute teacher fill rate for the past five years. Mr. Bellardine confirmed that Resolution A-4 represents additional funding for the current school year, and Resolution A-5 is for the next two years. Commissioner McGinley stated that he is pleased that the fill rate is higher. In response to Commissioner Richman, Mr. Bellardine confirmed that the funding request is based on a higher fill rate. In response to Chair Wilkerson, Mr. Bellardine stated that the teacher absentee rate has been fairly consistent. Commissioner Green suggested offering incentives for teachers not to use all of their time.

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

Danielle Floyd, Chief Operating Officer, provided a presentation on resolution A-29, Guaranteed Energy Savings Act (GESA) Pilot. Ms. Floyd stated that in 2016, the School District adopted a sustainability plan, GreenFutures, which includes implementation of an Energy Performance Pilot Project. Project outcomes include using the Pilot Program as Proof of Concept to Inform an Energy Program that can be replicated and brought to scale, using savings to address deferred maintenance capital backlog, reduce utility costs through installation of more efficient building systems, and improve indoor environmental quality and building condition. Ms. Floyd provided a review of the Projects Timeline. She stated that Projects will include such initiatives as LED lighting conversions, and temperature control. The schools identified to participate in the pilot are Strawberry Mansion, Northeast, and Saul High Schools.

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

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

Ms. Rauch announced the applicable provisions of the SRC's public participation policy.

Erica Ayala, parent from Mastery Charter – Lenfest, left written testimony expressing concerns about the apparent lack of a sign Charter Agreement.

The following individuals citing Resolution expressed concerns with "online learning technology":

- Nicole Newman, Newman Network
- Vanessa Baker

The following individuals expressed concerns with Policy 406 and requested that the School Reform Commission delay action:

- James Munnely, attorney with Latsha, Davis & McKenna
- Jennifer Faustman, representing Belmont and Inquiry Charter Schools
- Rasheeda Fossie, parent
- Herbert Mohammed, parent

Cheri Micheau stated that we need to recognize and publicize that there are highly successful noon-charter public schools in Philadelphia, where students are challenged to achieve at high levels, where the climate is secure and welcoming to families, and where a true learning community has been created by talented teachers, administrators, and community helpers.

Seth Kulick, citing Resolution B-12, stated that he would like to better understand the evaluation process for the software represented in the resolution.

The following individuals expressed support of the Accelerated Program at Olney Charter High School:

- James King, Senior
- Don Williams
- Jamar Brown

Thomas O'Connell, parent of children that attend Inquiry Charter School, recommended that the District maintain and support educational choices for families and their children.

Harvey Chanin expressed concerns about the use of technology and [security] of student data.

Nancy Ruiz, speaking on behalf of the ASPIRA School Network, stated that all ASPIRA schools are focused on transforming educational opportunities for parents and children, and are dedicated to educational excellence. She stated that ASPIRA schools provide a solid education program from cradle to college to all of its students and hope to continue to do so.

Tatiana Amaya, junior attending Mastery at Shoemaker Charter School, expressed support of the school. She also expressed concerns about the apparent lack of a signed Charter Agreement.

Mama Gail Clouden expressed concerns about an apparent lack of a Black History Month Exhibit. Chair Wilkerson described the student performances that were presented at the beginning of the meeting. Ms. Clouden also expressed concerns about parent engagement. Dr. Hite indicated that he would meet with Ms. Clouden.

Diane Payne thanked staff for answering questions. She also stated that too many of our students come to school suffering the effects of trauma. She stated that the practices of the School District add to the trauma that students are already experiencing. Ms. Payne also expressed concerns about an apparent lack of deliberation and discussion on resolutions.

The following individuals expressed opposition to the approval of the seven proposed new charter schools:

- Karel Kilimnik additionally questioned the Priority School Model. She stated that [our] students need stability and resources, including restoring positions
- Lisa Haver
- Deborah Grill
- Lynda Rubin additionally suggested no more outsourcing of services.

Barbara Dowdall suggested that [we] would have a winning school district if [we] listened to parents and teachers.

Tomika Anglin expressed concerns about the use of technology in the classroom. She suggested that funds would be better used to lower class size, libraries, and extra curricular activities.

Tonya Bah suggested that the power for the School Reform Commission to spend money should have been removed when it voted to dissolve itself.

Robin Lowry, teacher at Edison High School, expressed concerns about the proposed contract with NCS Pearson represented in Resolution A-7.

Commissioner Green, referencing Policy 406, stated that specific recommendations for the Policy should be made in writing. He also stated that the Policy defends the School District against a one-sided Charter Law. Commissioner Green also stated that twenty-six (26) charters were approved by a locally controlled School board.

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

I. SCHOOL REFORM COMMISSION

SRC-1

Adoption of Proposed Policies: Policy 247 Hazing; Policy 718 Service Animals in Schools; Policy 824 Maintaining Professional Adult/Student Boundaries; Policy 210.1 Possession/Use of Emergency Medications; Policy 216 Student Records; Policy 226 Searches; Policy 251 Students Experiencing Homelessness; Policy 336 Personal Leave; Policy 808 Food Services

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective February 16, 2018:

Policy 247 Hazing
Policy 718 Service Animals in Schools
Policy 824 Maintaining Professional Adult/Student Boundaries

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective February 16, 2018:

Policy 210.1 Possession/Use of Emergency Medications
Policy 216 Student Records
Policy 226 Searches
Policy 251 Students Experiencing Homelessness
Policy 336 Personal Leave
Policy 808 Food Services

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.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

SRC-2 (Updated 2.9.18)

Review of Proposed Policies: Policy 248 Harassment and Discrimination of Students; Policy 348 Harassment and Discrimination of Employees; Policy 406 Charter Amendments; Policy 904 Public Attendance at School Events; Policy 907 School Visitors; Policy 913 Non-school Organizations/Groups/Individuals (REVIEW – NO ACTION TAKEN)

RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective March 15, 2018:

- Policy 248 Harassment and Discrimination of Students
- Policy 348 Harassment and Discrimination of Employees
- Policy 406 Charter Amendments
- Policy 904 Public Attendance at School Events
- Policy 907 School Visitors
- Policy 913 Non-school Organizations/Groups/Individuals

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.

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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.

II. EDUCATION SUPPORT SERVICES

Talent

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 January 31, 2018 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, Chair Wilkerson – 5

Nays: 0

A-2

Withdrawn by Staff 2.15.18

A-3

Extension of Grant Acceptance from the Philadelphia School Partnership – Program Support Position

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to extend the acceptance period of a grant from Philadelphia School Partnership for a Program Support position for the Teacher Residency Program, authorized by Resolution A-2, approved by the

School Reform Commission on May 18, 2017, from its original scheduled expiration date of November 30, 2018 through July 30, 2019.

Description: This is an extension of a May 18, 2017 resolution to accept funds for a position through November 2018. The Office of Talent is currently implementing and refining a pilot Teacher Residency Program for the District, a school based, immersive preparation programs within district schools. This program was developed in response to the district's needs in teacher preparation and recruitment, as Teacher Residency programs have demonstrated positive outcomes in key areas such as student achievement, teacher retention, and teacher diversity.

ABC Code/Funding Source N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-4

Operating Budget: \$12,300,000 Contract Amendment with Kelly Services – Substitute Staffing and Management

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. 0703/F16, originally entered into with Kelly Services, Inc. pursuant to Resolution No. A-35, approved by the School Reform Commission on May 19, 2016, by increasing the dollar amount of the contract by an additional \$12,300,000 from the \$42,000,000 approved in Resolution A-35, to an amount not to exceed \$54,300,000.

Description: Kelly Services, Inc. ("Kelly") will continue to provide substitute staff for Teachers, Counselors, Librarians, Classroom Assistants, Secretaries, Pre-K Teacher Assistants, Food Service Assistants, Student Climate Staff, and Support Service Assistants for The School District of Philadelphia (the "School District"). To support this work, Kelly will deliver a best-in-class substitute management system, and provide a customer support call center opening at 5 a.m. each school day for the School District's employees and administrators.

When the School District entered into this Contract, the School District anticipated fill rates of around 70%, but Kelly has surpassed this target with an average of 85% in SY 2017-2018. The School District pays Kelly per day per substitute, so the increased fill rate has raised the overall cost. This resolution will allow the School District to continue filling absences with Kelly substitutes through the end of the Contract term on June 30, 2018.

ABC Code/Funding Source \$12,300,000.00
1100-007-9400-1125-3311 Operating

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-5

Operating Budget: \$64,000,000 Contract with Kelly Services, Inc. – Substitute Staffing and Management – 2 years

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 Kelly Services, Inc., to provide substitute teachers and other substitute school-based staff, for an amount not to exceed \$64,000,000 (\$32,000,000/year), for the period commencing July 1, 2018 through June 30, 2020, together with the option to extend the term of this Contract for one additional year, for an additional amount not to exceed \$32,000,000.

Description: Kelly Services, Inc. ("Kelly") will provide substitute staff for Teachers, Counselors, Librarians,

Classroom Assistants, Secretaries, Pre-K Teacher Assistants, Food Service Assistants, Student Climate Staff, and Support Service Assistants for The School District of Philadelphia (the “School District”). To support this work, Kelly will deliver a best-in-class substitute management system, including a customer support call center opening at 5 a.m. each school day for the School District’s employees and administrators.

ABC Code/Funding Source	\$64,000,000.00
1100-007-9400-1125-3311 FY19 (\$32,000,000.00)	
1100-007-9400-1125-3311 FY20 (\$32,000,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Information Technology

A-6

Capital Fund: \$1,441,769 Contract with Comstar Technologies – Network Infrastructure Upgrades

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 Comstar Technologies, LLC, for network infrastructure upgrades at twenty-two school facilities, for an amount not to exceed \$1,441,769, for the period commencing February 16, 2018 through September 30, 2019.

Description: The School District of Philadelphia facilitates Internet connectivity for approximately 250 District-owned or operated school and administrative facilities supporting over 75,000 end-user computing devices as well as network-based telephone systems, surveillance cameras, and security/automation systems. Through a federal telecommunications program subsidy, the School District will undertake a multiphase project to upgrade and improve the technology cabling infrastructure in a combined total of approximately 120 school buildings. Upgrades will facilitate faster connectivity to computer laboratories, enhanced wireless access in isolated as well as high-density areas within buildings, and the installation of fiber-optic cabling to increase the performance of school-based local-area networks.

Phase 1 of the project will target upgrades at twenty-two (22) school facilities where federal subsidy allocations are currently available and where critical infrastructure needs have been identified: Anne Frank Elementary, Baldi Middle School, Bethune Elementary, Carnell Elementary, Central High School, Ethan Allen Elementary, Farrell Elementary, Forrest Elementary, Franklin Elementary, J.H. Brown Elementary, Juniata Park Academy, Masterman High School, Mayfair Elementary, McCall Elementary, Meredith Elementary, Moore Elementary, Morrison Elementary, Northeast High School, Rhawnhurst Elementary, Spruance Elementary, Sullivan Elementary, and Wilson Woodrow Middle School.

The School District's Office of Information Technology solicited proposals through a formal Request for Proposal (RFP) to identify one or more telecommunications contractors to perform the low-voltage and fiber-optic cabling and related installation services required for Phase 1 of the project. Notice of RFP-568 was sent to several local telecommunications cabling contractors, was posted on the FCC's competitive bidding website, and was made available through the District's Procurement website. RFP-568 was available to prospective vendors for eight weeks and site-based surveys were scheduled at all 22 school locations to allow responders to visually inspect and to assess the scope of work required at each facility.

One responsive proposal was received from Comstar Technologies, LLC, of West Chester, PA. Upon analysis of Comstar's proposal for upgrades at each of the 22 school locations, the RFP evaluation committee concluded that the proposal fully satisfied all of the School District's requirements with favorable pricing at or below total estimated project costs.

Upon approval from the School Reform Commission, the District will be eligible to apply for FY2019 subsidies from the Federal Universal Service (E-Rate) program to support the funding of the contract with Comstar Technologies. As a result, the District's anticipated subsidy for this service would be 85% of the contract value. By

agreeing to participate in the Universal Service program, Comstar Technologies is required by law to offer the Lowest Corresponding Price (LCP) for services that are otherwise made available to any similarly situated non-residential customer.

The Office of Information Technology canvassed both current District telecommunications contractors as well as specific vendors that downloaded the RFP solicitation, and that chose not to respond to RFP-568. Contractors generally cited the overhead and lack of comfort in participating in the federal E-Rate program, especially regarding the need to adhere to LCP costing provisions, in association with the relatively low margin and small scope of work required at each individual location.

ABC Code/Funding Source	\$1,441,769.00
8D16-065-9HF0-4600-7582 Capital	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-7

Categorical/Grant Fund/Operating Budget: \$9,549,665 Contract with NCS Pearson – Instructional Management System

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 NCS Pearson, Inc., for the Instructional Management System (SCHOOLNET), for an amount not to exceed \$9,549,665.00 for the period commencing July 1, 2018 through June 20, 2023.

Description: The Office of Information Technology & Data Management and the Office of Curriculum, Instruction and Assessment are proposing a 5-year contract with NCS Pearson as the District's Instructional Management System provider. In 2002, the District engaged Schoolnet Inc. (now part of NCS Pearson) through an RFP process and capitalized the purchase of a perpetual license agreement to establish an integrated data and instructional system. The District is currently contracting with Pearson for hosting, upgrades, and support services that are scheduled to end on June 30, 2018.

The system provides integrated web access to student data, instructional tools and an assessment platform.

1. Teacher and Administrator Data Dashboards
 2. Curriculum and Standards Management
 3. Collaboration Tools for Teachers and Students
 4. An Integrated Assessment Platform for benchmark tests to classroom resources for teachers
- The Instructional Management System (IMS) is both content and technology-neutral, enabling the District to "plug-in" resources that target the needs of all stakeholders.

This comprehensive set of tools by Pearson is available to administrators, teachers, and employees, providing one-click access to District programs and student data. The successful adoption of the tools and resources has established this platform as a core foundational tool used in the delivery of instruction and assessment of student progress.

The IMS has:

- Enabled the District to be flexible as academic priorities changed delivering assessments and content from multiple providers.
- Provided reports and data-mining tools to support success for every student.
- Integrated with multiple District systems (i.e. Data Warehouse and the Student Information System) and 3rd party providers (i.e. Scholarship, Pennsylvania Department of Education, CK-12, Standards Aligned System).

The IMS provides tools for administrators to facilitate:

- Informed decision-making based on timely access to data.
- Aggregate and disaggregated reports for school, grade, and classroom.

The IMS provides tools for teachers to enable:

- Identification of PA Core Standards aligned instructional resources matched to student data.
- Opportunities for professional development.
- Analysis of student data

The overall purpose of developing and implementing a supplemental benchmark assessments and teacher assessment resources is to provide data to teachers and schools that will allow them to more precisely target their instructional efforts to areas that are most in need, both at the student- and classroom-level. In addition, the benchmark assessments will be developed to align to the scope and sequence, which has been redeveloped to align with the Pennsylvania Core Standards.

ABC Code/Funding Source	\$9,549,665.00
1100-007-9820-2221-3291 Operating FY18-19 (\$1,416,224.00)	
1100-007-9820-2221-3291 Operating FY19-20 (\$1,453,724.00)	
1100-007-9820-2221-3291 Operating FY20-21 (\$1,237,724.00)	
1100-007-9820-2221-3291 Operating FY21-22 (\$906,224.00)	
1100-007-9820-2221-3291 Operating FY22-23 (\$906,224.00)	
201X-G02-9440-2819-3291 Title I FY18-19 (\$725,909.00)	
201X-G02-9440-2819-3291 Title I FY19-20 (\$725,909.00)	
201X-G02-9440-2819-3291 Title I FY20-21 (\$725,909.00)	
201X-G02-9440-2819-3291 Title I FY21-22 (\$725,909.00)	
201X-G02-9440-2819-3291 Title I FY22-23 (\$725,909.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Finance

A-8

Categorical/Grant Fund/Operating Budget: \$297,000 Contract Amendment with Sherpa Government Solutions – Hosting of Budget Systems and Other Applications and Technical Support and Application Development

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. 707/F13, originally entered into with Sherpa Government Solutions, LLC, pursuant to Resolution No. A-11, approved by the School Reform Commission on February 21, 2013, as amended, to extend for one-year the term of the contract from its current scheduled expiration date of June 30, 2018 through June 30, 2019, for an additional amount not to exceed \$297,000 for the extended term, to provide hardware, software, and system support for the School District's budget development, management, and grant applications.

Description: The District is in the process of selecting, through a competitive process, a vendor to bring the District's existing Enterprise Resource Planning (ERP) system up to current standards to facilitate improved resource planning and management. The ERP system selected will have a fully integrated budget development module to replace the budget system that Sherpa Government Solutions currently provides to the District. It is essential to maintain the current budget system and the knowledge and experience provided by Sherpa Government Solutions as a new ERP system is implemented. Therefore, the District seeks to extend the current contract and budget system until such time that a new system can be implemented and fully functional.

Regarding the existing budgeting system, a competitive RFP process was completed in January, 2013. Two companies responded: Sherpa Government Solutions and Cognis IT. The proposal of the incumbent, Sherpa Government Solutions, was the lower by \$42,366 for FY14 and Sherpa was awarded a contract.

This resolution represents the continuation of critical budget development and management systems and is essential

for Finance's ability to produce an annual budget, provide timely expenditure projections and budget to actual reports, and to improve grants management and compliance.

These systems and the service delivery model were developed with the current vendor since FY04 as the most cost efficient and effective method by which to deliver these critical services. There are three components to this resolution.

1. Hosting of Hardware / Software for Budgeting and Reporting System -- Sherpa Government Solutions supplies the hardware, software and licensure for the District's salary and benefit projection, budgeting development, employee fund coding, and related management systems, and maintains and ensures all system are operating 24x7, and applies all software updates as needed. These are core systems and tools used by the Office of Management and Budget (OMB) and the Office of Grant Compliance and Fiscal Services (GCFS). The services provided are similar to the outside contract required to maintain the School Net system and the Advantage Financial System. These services are provided at a flat yearly rate of \$72,000 to be billed quarterly for the period of July 1, 2018 through June 30, 2019.

2. Software System Administrative and Technical -- OMB has developed, with the support of Sherpa Government Solutions, sophisticated budget development tools over the last 10 years to include a salary and benefit projection module to calculate the salary and benefits for nearly 15,000 employees with a multitude of varying and unique union requirements. This system provides a high degree of precision in calculating budgeted costs for the current and future years and is the foundation of the development of the yearly budget. The salary and benefit projection and budget development system is critical to improving budget to actual reporting throughout the fiscal year and for estimating expenses and the District's financial position. In addition, OMB has developed critical systems for management reporting, such as a headcount tracking database system to report budgeted versus on-board headcount, and a functional budget model by which to report budget to actual results for internal management decision making and for external reporting to stakeholders.

The various database systems and applications developed require significant administrative technical support to maintain, similar to the staffing the District has to maintain and support the Advantage System. The District's Information Technology Office does not have the support staff or the knowledge to maintain these OMB systems. Therefore, Sherpa Government Solutions provides the support necessary to keep these systems functioning. Sherpa Government Solutions is an expert on budgeting and related systems, having implemented and administered budgeting and financial systems and served as report developer for clients including the State of Iowa, State of Missouri, Commonwealth of Kentucky, Oakland Schools, Milwaukee County, Missouri Department of Transportation, Orange County, California, City of Minneapolis, New York State Thruway Authority, San Diego County, Baltimore and Honolulu Counties, City of Philadelphia, and the Commonwealth of Virginia, among others. The contract is based on a flat rate for services as it is advantageous to the District. Sherpa Government Solutions spends approximately 2,200 hours per year providing system administration and technical support services with significant periods of intensive hours consumed during deadline driven periods. These services are provided at a flat yearly rate of \$120,000 to be billed monthly for the period of July 1, 2018 through June 30, 2019, including \$5,000 for travel expenses.

3. Application development -- OMB has developed and implemented with the support of Sherpa Government Solutions web based database systems to more effectively carry out its key functions. Past and ongoing systems developed include a complex salary and benefit budget development system to perform budget projections and detailed salary forecasts based on specific SDP requirements, a functional budget model, and complex VBA programming in Microsoft Excel.

Pursuant to the recommendations contained in the Larson Allen report regarding SDP grant management systems (containing a risk assessment on SDP's grants compliance and proposed policies and procedures for managing grants), and pursuant to the SDP's Grant Corrective Action Plan with the State and Federal governments, the SDP Office of Grant Compliance and Fiscal Services seeks to engage Sherpa Government Solutions to provide on-going technical support for the recent technical conversion of grant budgeting to a 12-month basis in the Advantage Financial system. The conversion of grant budgets in Advantage consistent with the SDP's 12 month fiscal year will provide policymakers and managers at all levels a more accurate and timely picture of resources available from which to make better resource decisions. The hourly rate is \$159 for these services. In addition, Sherpa shall provide

on-going technical support with the web-based federal time and effort documentation system and related systems to help ensure grant funds are compliant. The estimated yearly cost for on-going support is \$100,000 for 628 hours of work at \$159 per hour the period of July 1, 2018 through June 30, 2019.

ABC Code/Funding Source	\$297,000.00
1100-053-9350-2512-3291 Operating (\$197,000.00)	
9CPX-G53-9380-251G-3291 Grants (\$100,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-9

Categorical/Grant Fund/Operating Budget: \$240,000 Contract Amendment with Donald Wilson Consulting Group – Financial Systems Analysis and Report Development

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. 820/F13, originally entered into with Donald Wilson Consulting Group, pursuant to Resolution No. A-22, approved by the School Reform Commission on June 19, 2013, as amended, to extend for one-year the term of the contract from its current scheduled expiration date of June 30, 2018 through June 30, 2019, for an additional amount of \$240,000 to provide budget and expenditure analysis required to refine and update expenditure projections, to better align the School District's budget, expenditure and accounting practices and to develop and produce quarterly financial projections.

Description: The District is in the process of selecting, through a competitive process, a vendor to bring the District's existing Enterprise Resource Planning (ERP) system up to current standards to facilitate improved resource planning and management. Donald Wilson has extensive and varied expertise in accounting, budgeting, and reporting concepts, systems and software generally, and extensive experience of District systems and processes in particular. Donald Wilson's knowledge, skills and abilities are valuable to the ongoing District Finance operation. Importantly as well, Donald Wilson's knowledge and expertise will be essential with regards to the successful implementation of an updated ERP system. Therefore, the District seeks to extend the current contract with Donald Wilson for an additional year.

The services currently performed by Donald Wilson were competitively procured and awarded through RFP 361 completed in January, 2013. Three vendors responded: Donald Wilson Consulting Group, PCG Education, and Bazilio Cobb Associates. Based on an estimated 2,222 hours of work and the hourly rates and expenses submitted by the vendors, the price submitted by Donald Wilson Consulting Group was \$240,000, the price submitted by PCG Education was \$417,736, and the price submitted Bazilio Cobb Associates was \$265,751. It was in the best interest of the District to select the incumbent vendor.

This resolution represents the continuation of services that have been rendered to Finance since FY06. Donald Wilson Consulting Group brings a package of skills and abilities with regards to Advantage system knowledge, accounting experience, analytical skills, and extensive report writing skills that have been critical to Finance's ability to develop expenditures projections with a high degree of granularity and confidence. In addition, Mr. Wilson continues to perform the analysis required to refine expenditure projections, to better align District budget, expenditure, and accounting practices, and to identify and document improvements in accounting practices to ensure that a complete financial picture is presented on a regular basis. This is particularly important given senior management's growing need for timely and detailed financial information and analysis. In addition, Mr. Wilson's experience will help ensure a successful implementation of an updated ERP system.

ABC Code/Funding Source	\$240,000.00
1100-053-9350-2512-3291 Operating (\$220,000.00)	
9CPX-G53-9380-251G-3291 Grants (\$20,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-10

Request for Approval of Act 80 Expenses – Instructional Time

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to submit to the Pennsylvania Department of Education a Request for Approval of Act 80 Exceptions based upon Section 1504 of the Public School Code (Act 80), permitting certain scheduled activities to count as pupil instructional time to assure that the School District meets the requirement of at least 180 days of instruction or to the daily school hours, for the 2017/2018 school year.

Description: The approved calendar for 2017/2018 consists of 188 days, less twelve (12) days that pupils will not be in attendance for kindergarten and seven (7) days for pre-kindergarten, elementary and secondary grades. These days consist of: four professional development days, one reorganization (academic year preparation) day and five parent/teacher conference days (kindergarten) at the beginning of the year, one professional development day during the school year and a year end organization/ transition day. By requesting that these scheduled activities be permitted to count as instructional days, if necessary, the School District will remain in compliance with the 180 instructional day requirement and would prevent any funding penalties.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-11

Categorical/Grant Fund: \$257,750 Contracts with Jounce Partners, Inc., The New Teacher Project, Hendy Avenue Consulting – Independence Mission Schools

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Jounce Partners, Inc. to provide leadership training and coaching in the Independence Mission Schools (IMS), for an amount not to exceed \$85,000.00, for the period commencing February 16, 2018 through August 31, 2018, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with The New Teacher Project (TNTP) to provide professional development to all teachers and leaders in the IMS schools on the Common Core State Standards and the TNTP Core rubric. TNTP will also provide leadership coaching for principals and assistant principals, for an amount not to exceed \$96,600.00, for the period commencing February 16, 2018 through August 31, 2018, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Hendy Avenue Consulting to provide IMS school leader support, to collect instructional data, to collect feedback and recommend changes to the TNTP Core Rubric and to provide support in updating a tool to be used to analyze school specific and network-wide data, for an amount not to exceed \$76,050.00, for the period commencing February 16, 2018 through May 31, 2018.

Description: The School District of Philadelphia receives a Title II Part A award through the Pennsylvania Department of Education. The Title II award is subject to Equitable Share for non-public schools. The Title II Equitable Share allocation is used to provide professional development services to the nonpublic schools that generate the allocations. Services are determined by and agreed upon via consultation between the school district and the nonpublic schools. Through consultation with the IMS, it was determined that the 2017-18 Title II allocation generated by the IMS schools should be used to develop leader and teacher effectiveness and knowledge of the

Common Core State Standards and the TNTP Core Rubric. Each of the services described was subject to an informal competitive quotation process and the three vendors selected were most responsive to meeting the needs of the IMS. Jounce Partners, TNTP and Hendy Avenue Consulting will be providing the services described below. Jounce Partners, Inc. will train and coach assistant principals on the core elements of effective high frequency, high intensity coaching. Jounce Partners will also train and coach instructional leaders on effective coaching techniques and classroom practices at five IMS schools with the goal of preparing teachers to move into instructional leadership roles and effectively coach other teachers.

TNTP will organize and conduct professional development sessions that prepare teachers to deliver a Common Core aligned lesson with students. School leaders will then be responsible for leading their school through a school based reflection process after delivery of lessons. ELA sessions will push participants on the purpose and urgency of using complex text, while building skill with using texts through rigorous, text dependent questions. Math sessions will build on participant knowledge of the shifts, further developing the ability to prioritize the most important work of the grade for their own classroom planning and increase the cognitive demands of students. In addition, participants will prepare their lessons with an eye towards demonstration of learning in order to develop concrete ideas and tools they can bring back to their classrooms.

TNTP will also conduct a Leadership Coaching Program for IMS principals and assistant principals. TNTP will: 1) develop a vision of academic excellence with the principals and assistant principals aligned with the Chief Academic Officer's vision and goals for excellent teaching and student achievement; 2) build the capacity of principals and assistant principals to communicate their vision of academic excellence to their teachers and develop their teachers' ability to execute toward this vision; 3) monitor progress to ensure the principal and the assistant principal development yields changes in management strategies and teachers' classroom practice aligned with goals; and 4) conduct bi-weekly coaching sessions, in-person and virtually, to support principals and assistant principals in achieving the goals set forth. The TNTP leadership coach will work side-by-side with principals and assistant principals in schools, providing the opportunity to practice coaching teachers with immediate feedback. Virtual coaching sessions will be utilized to monitor progress, discuss challenges and plan for upcoming in-person coaching sessions.

Hendy Avenue Consulting will support the leadership team at six IMS schools. Hendy Avenue will conduct co-observations of instruction and the use of the TNTP Core rubric and will support calibration efforts and feedback to the teachers observed. Hendy Avenue Consulting will also gather classroom data for a cross-network analysis of instructional practices; collect feedback and make recommendations for changes and additions to the TNTP Core rubric; support change management regarding implementation; and provide technical assistance on a data tool to capture observation data and understand trends within a school and across the IMS network.

ABC Code/Funding Source	\$257,750.00
334X-G10-9610-2272-3291 Title IIA	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Student Support Services

A-12

Categorical/Grant Fund: \$253,500 Acceptance of Academic Parent Teacher Teams Subgrant from WestEd; Acceptance of Donated Services from WestEd; MOU with WestEd

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept a subgrant from WestEd, if awarded, of up to \$253,500, originating from a grant between the William Penn Foundation and WestEd, to implement the evidence-based Academic Parent Teacher Teams (APTT) model in nine District elementary schools, that aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration to strengthen family engagement, for the period commencing February 16, 2018 through June 30, 2020; 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 from WestEd the donation of training, coaching and technical assistance to implement the APTT in nine District elementary schools, valued at \$506,900; 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, in the form acceptable to the Office of General Counsel and the Office of Risk Management, with WestEd, to provide these services in District schools, for the period commencing February 16, 2018 through June 30, 2020.

Description: The purpose of this resolution is threefold: 1) to authorize the acceptance of a monetary subgrant from WestEd, sponsored by the William Penn Foundation; 2) to accept the donation of training, coaching and technical assistance for school district teachers and administrators; and 3) implement the Academic Parent Teacher Teams (APTT) model in nine elementary schools, selected through an application process that demonstrates school-readiness to implement a new effective approach to engage families that supports student learning.

Academic Parent Teacher Teams (APTT) is a systematic process that builds and sustains family engagement and leadership through professional development and dual capacity-building that result in strong family-school partnerships. The goal of this partnership is to empower both teachers and families with targeted information, tools, and strategies that can enrich the home learning environment. The objectives of APTT training and technical assistance are to build the capacity of:

- teachers to engage families in student learning goals,
- administrators to grow and sustain family engagement practices,
- families to support their child's learning goals, and
- staff to create systematic process for school and family partnerships to align with school improvement goals.

The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate. This format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate students' learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with families and empowering their students' families to make concrete contributions to student growth and achievement.

Families attend three 75-minute team meetings each year and one individual session with the classroom teacher. The team meetings give families opportunities to learn and contribute in a collaborative environment. Families learn important grade-level information about foundational level skills and effective, engaging home practices.

The first phase in the APTT implementation process is a six-month awareness and preparation phase. WestEd will work collaboratively with the district to plan for and assemble a cohort of nine ready schools to implement APTT. The work includes developing a plan to share family engagement research and best practices with district and school leaders; developing knowledge and understanding of the APTT model of family engagement and application with schools and families; and developing an application, rubric, and selection process for eligible schools to be part of the process.

The second phase in the APTT implementation process is a two-day intensive training for teachers, school support staff, school and district administrators across offices and units, and individuals from local organizations working in partnership with schools in the district. Through activities and discussions, they will experience a paradigm shift from a parent involvement to a family engagement model and develop skills to incorporate APTT's family engagement approach in their everyday practices and interactions with parents and caregivers. Activities include videos, documents, and additional exercises about APTT's essential elements for strategically connecting families and schools. They include:

- Meaningful Partnerships to facilitate the development of strong, trusting relationships that lead to collaboration and mutual support,
- Improved Communication to help families gain a deep and practical understanding of their shared responsibility for student learning growth,

- Shared Data to increase knowledge and understanding of measures of success to cultivate high expectations and goals, and
- Access to Resources to provide families materials, trainings, and hands-on opportunities to support continued learning and shared responsibility to improve student outcomes.

For all APTT meetings with families, the model ensures that administrators and teachers incorporate six critical elements for successful family engagement:

1. **Welcome and Team Building:** facilitates the development of strong, trusting relationships that lead to collaboration and mutual support beyond the classroom.
2. **Teaching Foundational Grade-Level Skills:** helps families gain a practical understanding of the skill and how it can be applied to support student learning.
3. **Sharing Data:** increases families' knowledge of and comfort level with academic measures of success and to cultivate high expectations and shared responsibility for student learning growth.
4. **Teacher Modeling:** promotes growth in the selected foundational grade-level skills by demonstrating and discussing exercises with families.
5. **Family Practicing of Activities:** supports family engagement in activities that promote student growth in the foundational grade-level skills by providing families materials and hands-on opportunities.
6. **Setting SMART (Specific, Measurable, Actionable, Realistic, and Time-Bound) Goals:** helps families as they take an active role in setting high expectations and monitoring their child's growth and achievement.

By implementing these activities and practices, families are not only welcomed but encouraged to engage in partnerships with schools and districts.

ABC Code/Funding Source \$253,500.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-13

Categorical/Grant Fund: Extension of Grant Acceptance from Community Behavioral Health – Reinvestment Fund and Drexel University

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the acceptance period of a grant from Community Behavioral Health, originally authorized pursuant to Resolution A-40, approved by the School Reform Commission on August 17, 2017, by extending the term of the grant acceptance period from its original scheduled expiration date of August 30, 2018 through December 31, 2019, as a result of the project starting later than anticipated.

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

N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-14

Donation: \$60,000 Amendment of Acceptance of Donation of Services from The Center for Supportive Services; \$90,000 Acceptance of Grant from The Center for Supportive Services; Memorandum of Understanding – Peer Group Connection Model

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the period for the acceptance donation of services from The Center for Supportive Schools (CSS) in four District schools, authorized by Resolution No. A-4, approved by the School Reform Commission on September 14, 2017, from its original scheduled expiration date of June 30, 2018 through June 30, 2020; and to increase the amount of the donation of services by an additional \$60,000, from \$439,500 approved by Resolution A-4 to an amount not to exceed \$499,500, to implement the Peer Group Connections Model at Sayre High School,

And be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a Memorandum of Understanding, in the form acceptable to the Office of General Counsel and the Office of Risk Management, with The Center for Supportive Schools, to provide these services at five District schools, for the period through June 30, 2020; 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 a grant from The Center for Supportive Schools to cover in school costs and stipends for the Peer Group Connection Model in the amount of \$90,000 and to support an evaluation by the School District's Office of Research and Evaluation of the Peer Group Connections model as implemented in the School District, for an amount not to exceed \$38,000, for a total amount not to exceed \$128,000, for the period commencing January 18, 2018 through June 30, 2020.

Description: Peer Group Connections will improve educational outcomes for students in Philadelphia high schools through the implementation and evaluation of an evidence-based, peer group mentoring and high school transition program. CSS will implement, in partnership with the School District of Philadelphia (SDP), the Peer Group Connection (PGC) program, an evidence-based, high school program that provides a continuum of support to students as they transition from middle to high school. PGC is a group mentoring model in which high school juniors and seniors are trained to become mentors and positive role models for 9th graders to help the freshmen make a successful transition to high school. PGC trains select school faculty to prepare older students, specifically high school juniors and seniors, to mentor and educate younger students, specifically freshman. PGC is implemented as follows:

- PGC begins with the assembly of a stakeholder team of administrators, faculty, parents, and/or community members who support PGC implementation and long-term sustainability.
- Carefully selected faculty members, whom we call faculty advisors, participate in an 11-day daily, 45-minute leadership development class (i.e., an elective course for credit) to become peer mentors, positive role models, and discussion leaders for 9th graders.

On September 14, 2017 resolution A-4 authorized the District to accept donated services from The Center for

Supportive Schools for 4 comprehensive high schools. The 4 schools include Ben Franklin High School, Kensington High School, South Philadelphia High School, and Northeast High School. This resolution expands the scope of this project by accepting donated services to be used for an additional school. The school selected is Sayre High School. The resolution also includes the acceptance of funds directly by the 5 schools receiving the donated services. Those funds will be used to cover in-school costs and stipends as schools implement the Peer Group Connection Model. Additional funds will also be used to cover costs for The Office of Research and Evaluation to support an evaluation of this initiative.

ABC Code/Funding Source \$150,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Evaluation, Research and Accountability

A-15

Categorical/Grant Fund: \$70,000 Contract with National Student Clearinghouse – College Enrollment Data 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 National Student Clearinghouse, to obtain college enrollment and graduation information about the School District's high school graduates, for an amount up to \$70,000, for the period commencing March 1, 2018 through February 28, 2021.

Description: StudentTracker for High Schools is a unique program designed to help the District track college matriculation and persistence. The data release program will enable us to answer key questions such as:

- How many of our high school graduates enroll in college?
- Do they persist and graduate from college?
- How long does it take for them to get their degree?
- Do they go in or out of state, and do they attend a 4-year or 2-year school?
- Which colleges do they most commonly attend?

ABC Code/Funding Source \$70,000.00

1100-051-9340-2369-3311 FY17-FY18 (\$17,500.00)
 1100-051-9340-2369-3311 FY18-FY19 (\$17,500.00)
 1100-051-9340-2369-3311 FY19-FY20 (\$17,500.00)
 1100-051-9340-2369-3311 FY20-FY21 (\$17,500.00)

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Operations

A-16

Operating Budget: \$120,000 Contract with Berkshire Company – Print Shop 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 a professional services contract with Berkshire, Co., to provide print shop consulting services for an amount not to exceed \$60,000, during the period of February 16, 2018 through January 31, 2019, with an option to extend the contract, to allow for project completion, for up to an additional year and for an amount not to exceed an additional \$60,000, subject to funding, for the period of February 1, 2019 through January 31, 2020, for a total amount not to exceed \$120,000.

Description: The proposed award represents the completion of RFP-560, issued by Procurement on October 4, 2017. Two vendors responded to the solicitation, those two vendors were: Berkshire, Co. and Ricoh USA, Inc.

This contract will establish a source for print shop consulting services. The contract will be managed and used by the Office of Procurement Services to evaluate the operations, technology, and finances of the District's Print Shop in order to determine how it can generate more revenue while still providing superior service to its internal customers.

The District's Print Shop has operated at a deficit for several years. While the printing operation is a valuable internal resource for both schools and offices, the District should find ways to make it financially sustainable. The Office of Procurement Services, which oversees the Print Shop, will use these services to audit the department's current financial and operational health. Areas of focus will include staffing, shift production schedules, workflow, software and hardware, equipment processing volumes, service contracts, budget reports, and charge-back reports. Once the audit is complete, Print Shop and Procurement staff will meet with consultants to discuss the methodology of the audit, the current state of Print Shop operations, and recommendations for increasing revenue and other potential areas that maybe determined during the evaluation process.

ABC Code/Funding Source	\$120,000.00
1100-032-9480-2523-3311 FY18 (\$25,000.00)	
1100-032-9448-2523-3311 FY19 (\$60,000.00)	
1100-032-9480-2523-3311 FY20 (\$35,000.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-17

Operating Budget: \$153,227 Contract with American Uniform Sales – School Police Uniforms

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with American Uniform Sales, Inc., to purchase school police uniforms, for an amount not to exceed \$153,227, subject to funding, for the period commencing February 16, 2018 through January 31, 2020.

Description: This proposed award represents completion of the public solicitation under A18-65912, School Police Uniforms, issued by Procurement on 11/14/2017. The bid due date was 12/5/2017. This solicitation was sent to nineteen (19) vendors including our host of area assist agencies. Ten (10) companies downloaded the solicitation and one (1) vendor responded. This award establishes a source for school police uniforms.

The vendor that submitted a bid was American Uniform Sales, Inc.

This contract will be utilized and managed by the Office of School Safety to ensure that every School District Officer is provided with the proper uniform attire.

ABC Code/Funding Source	\$153,227.00
1100-034-9560-2661-6142 FY18 (\$30,000.00)	
1100-034-9560-2661-6142 FY19 (\$76,613.00)	
1100-034-9560-2661-6142 FY20 (\$46,614.00)	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-18

Operating Budget: \$200,000 Contract Amendment with Pannulla Construction Company, Inc. – Concrete Block Repairs

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 B-002 G of 2016/17 with Pannulla Construction Co., Inc., for concrete block repairs, pursuant to Resolution No. A-2, approved by the School Reform Commission on October 20, 2016, by exercising the first renewal option, by increasing the amount of the contract by an additional \$200,000, from the \$200,000 approved by Resolution A-2, to an aggregate amount not to exceed \$400,000, and by extending the term of the contract from its expiration date of June 30, 2018 through June 30, 2019.

Description: This amendment increases the award for the District's On-Call Concrete Block repairs contract for an additional one year term.

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

Spec: B-002 G of 2016/17: General Service Contract - Concrete Block Repairs
Various locations throughout the School District
Pannulla Construction Co., Inc. - Not To Exceed \$200,000.00
454-456 Conarroe St., Ste. 1
Philadelphia, Pennsylvania 19128

ABC Code/Funding Source \$200,000.00
1100-031-9270-2621-4541 Operating

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-19

Operating Budget: \$200,000 Contract Amendment with Gessler Construction Company, Inc. – Asphalt Repairs

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 B-001 G of 2016/17 with Gessler Construction Co., Inc., for asphalt repairs, pursuant to Resolution no. A-1, approved by the School Reform Commission on October 20, 2016, by exercising the first renewal option, by increasing the amount of the contract by an additional \$200,000, from the \$200,000 approved by Resolution A-1, to an aggregate amount not to exceed \$400,000, and by extending the term of the contract from its expiration date of June 30, 2018 through June 30, 2019.

Description: This amendment increases the award for the District's On-Call Asphalt repairs contract for an additional one year term.

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

Spec: B-001 G of 2016/17: General Service Contract ζ Asphalt Repairs
Various locations throughout the School District
Gessler Construction Co., Inc. ζ Not to exceed \$400,000.
565 East St. Andrew Drive
Media, Pennsylvania 19063

ABC Code/Funding Source \$200,000.00
1100-031-9270-2621-4541 Operating

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-20

Withdrawn by Staff 2.9.18

A-21

Capital Fund: \$200,828 Authorization of New 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 \$200,828.00.

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	\$200,828.00
Various	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-22

Capital Fund: \$110,000 Contracts for Furniture and Equipment Acquisition

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute and deliver contracts to purchase furniture and equipment for Moore Elementary School, which is receiving an eight (8) classroom modular building in an amount not to exceed \$110,000 from the period of February 16, 2018 through June 30, 2018.

Description: The School District of Philadelphia, through the Office of Capital Programs, has granted approval to engage in the procurement and installation of an eight (8) classroom modular building at the Moore Elementary School. The existing Annex had been determined to be in poor condition, especially with reference to the electrical system, required physical educational upgrades and was located in an area prone to flooding. A decision was made to purchase a new modular building rather than repair the existing Annex. The modular building will be dedicated to the second grade classrooms currently located in the Annex.

This resolution is in support of the School District of Philadelphia's Action Plan 3.0, Action 9, Anchor Goal 2 to provide a well-resourced, clean, comfortable, healthy, and safe school environment conducive to teaching and learning. The resolution also supports Action Plan 5, Anchor Goal 2 to provide a literacy rich continuum and have 100 % reading proficiency by age 8.

The Facilities Condition Assessment (FCA) at this location is 32.82. The School Progress Report (SPR) at this location is 62.

In order to provide a learning environment conducive to support literacy educational program delivery, furniture and technological equipment will be procured to support literacy based center instruction. The result will be learning spaces where students and teachers, as facilitators, will have resources available to engage learners in literacy acquisition.

Furniture and equipment will be procured from the below vendors who have submitted quotes and are approved contract providers with the School District of Philadelphia.

Reed Associates - PA DGS 4400009434, PA DGS 4400009489, PA DGS 4400009472
School Specialty - NJPA, TCPN
Adelphia by Datum - PA Costars

ABC Code/Funding Source \$110,000.00
8D16-065-8310-4600-7631 Capital

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-23

Lease with City of Philadelphia at McArdle Playground – 2899-2951 Welsh Road

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a Lease Agreement with the Philadelphia Municipal Authority for the lease of approximately 22,280 square feet of improved land, including playground equipment, a paved hockey rink and other improvements located at 2899-2951 Welsh Road, Philadelphia PA, (the "Premises") for a twenty-five (25) year period commencing on February 1, 2018 and ending on January 31, 2043, at a rate of \$1.00/year, to be subleased by the Philadelphia Municipal Authority to the City of Philadelphia. The Philadelphia Municipal Authority and the City of Philadelphia shall accept the Premises "AS IS, WHERE IS" and shall be responsible for the procurement, performance and payment of costs for all maintenance, repairs due to vandalism, capital improvements, utilities, trash and recycling removal, snow removal. During the term of the Lease Agreement, the City of Philadelphia, through the Department of Public Property and the Department of Parks and Recreation, shall be authorized to install a new playground and make other improvements to benefit the surrounding community. The terms of the Lease Agreement, the Sublease Agreement, and the proposed new playground and other improvement on the Premises must be acceptable to the School District's Office of Capital Programs, Office of General Counsel and Office of Risk Management.

Description: The City of Philadelphia, through the Department of Parks and Recreation, has leased from The School District of Philadelphia ("School District") for many years approximately 22,280 square feet of improved land, located at 2899-2951 Welsh Road, Philadelphia PA ("Premises"), which is known as the McArdle Playground. During the term of the prior lease, which has expired, the City made improvements to the Premises. This resolution authorizes the School District to enter into a new lease with the Philadelphia Municipal Authority for a twenty-five (25) year period commencing on February 1, 2018 and ending on January 31, 2043, at a rate of \$1.00/year. The Philadelphia Municipal Authority shall sublease the Premises to the City of Philadelphia. During the term of the lease and the term of the sublease, the City through the Department of Public Property and the Department of Parks and Recreation, plans to install a new playground and make other improvements that will benefit both the school and the surrounding community. The project will include (i) a new asphalt surface, (ii) age appropriate play areas for 2 to 5 year olds and 5 to 12 year olds, (iii) resurfacing of the basketball court and the installation of new backstops, (iv) new benches and litter receptacles, (v) upgraded chain link fencing, (vi) new swing sets, (vi) painted tricycle track and games, (vii) re-seeded lawn areas and other new landscaping and (viii) repair of brick retaining wall. The City has been working with, and will continue to work with, the Office of Capital Programs on the design of the improvements. The Philadelphia Municipal Authority and the City of Philadelphia shall accept the Premises "AS IS, WHERE IS" and shall be responsible for the procurement, performance and payment of costs for all maintenance, repairs due to vandalism, capital improvements, utilities, trash and recycling removal, snow removal.

ABC Code/Funding Source N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-24 (Updated 2.9.18)

Operating Budget: \$4,800 Ratification of Contract with Bernie Hoffman – 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 Bernard Hoffman to provide in-service professional development to School Police Officers, Administrators and school based Safety Teams, for an amount not to exceed \$4,800, for the period commencing March 1, 2017 through June 30, 2017.

Description: This ratifying resolution is submitted in order to seek approval for in-school, in-service professional development for School Police Officers, School Administrators and school based Safety Teams. This request should have been an Amendment to an original Limited Contract. Due to the resignation of a staff member in the Fall of 2016, the need for an amendment was not brought forward when the work of the original LCA was completed. In the future, we have identified 2 supervisory staff members to oversee and manage all Limited Contracts for accuracy and fiscal oversight. This requested amount is fully reimbursed by the PA Department of Education.

ABC Code/Funding Source \$4,800.00
1100-034-9560-2661-3291 Operating

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Executive

A-25

Donation: \$55,000 Ratification of Acceptance of Donation of Services from David Evan Rudall aka Kenwood Education Advising; Memorandum of Understanding

RESOLVED, that the School Reform Commission ratifies the acceptance by the School District of Philadelphia, through the Superintendent or his designee, with appreciation, from David Evan Rudall (Kenwood Education Advising) the donation of strategic planning and executive facilitation services to create a high quality and accessible plan update that will bring a clear focus to all aspects of our work so that every decision, action and investment creates access and opportunity for all students, valued at \$50,000, and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent or his designee, of a Memorandum of Understanding, contingent upon receipt of this donation, in the form acceptable to the Office of General Counsel and the Office of Risk Management, with David Evan Rudall (Kenwood Education Advising), to provide these services to the School District, for the period commencing December 1, 2017 through February 28, 2018.

Description: This project will result in the creation of areas of focus and key actions that will advance achievement of the goals in Action Plan 3.0. The project will help direct, focus and continue the work the District has done to improve academic outcomes for all grades. In addition, the plan update will bring a clear equity focus to all aspects of the work so that every decision, action and investment creates access and opportunity for all students.

David Evan Rudall will provide expertise to help us articulate our progress and the path forward and to identify ways to infuse equity within all of our goals and activities. District and school leaders will provide expert input around progress and needed next steps. David Evan Rudall will provide short-term capacity to quickly create high quality and accessible areas of focus and key actions.

ABC Code/Funding Source \$55,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Operations

A-26 (Added 1.31.18)

Categorical/Grant Fund: \$2,000,000 Authorization to Apply for and Accept Alternative and Clean Energy Grant and Solar Energy Program Grant from the PA Department of Economic Development – Solis Cohen Elementary School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee: (i) to apply for and to accept, if awarded, an Alternative and Clean Energy (ACE) and a Solar Energy Program (SER) grant, for an amount not to exceed \$2,000,000, from the Commonwealth Financing Authority, through the Pennsylvania Department of Economic Development, to be used for the new Solis-Cohen Elementary School, a school that will be designed to meet U.S. Green Building Council LEED Gold Certification for sustainability; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes and designates William R. Hite, Jr., Superintendent or his designee as the official to execute all documents and agreements between The School District of Philadelphia and the Commonwealth Financing Authority to facilitate and assist in obtaining the requested grant.

Description: The adopted Capital Improvement Plan (CIP) for FY2016-17 includes the construction of a replacement facility for the Solomon Solis Cohen Elementary School. The construction of a new educational facility is for students in grades Pre-Kindergarten through fifth grade. The design firm of Crabtree, Rohrbaugh & Associates has been awarded the contract for the Architectural and Engineering design services for the new elementary school. The current design is anticipated to meet LEED Silver Certification Standards. The addition grant funding will allow design upgrades to achieve Gold Certification.

Sustainability for schools includes improved energy efficient mechanical systems, recycled and regional materials, water use reductions, improved air quality standards for students and staff, improved thermal and lighting systems and improved acoustics for learning.

If the Grant is received, it would be anticipated, \$500,000 would be used to offset the cost increase to design to a gold certified building, and the remaining \$1,500,000 to reduce the overall cost of the school construction project.

The Facility Condition Index (FCI) score for this location is 37.79%. The School Progress Report (SPR) for Solis Cohen is 35.

ABC Code/Funding Source \$2,000,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-27 (Added 1.31.18)

Categorical Grant Fund: \$300,000 Acceptance of Grant from the Philadelphia Authority for Industrial Development; Contracts with Field Turf USA, Inc., George Ely & Associates, Inc, and Recreation Resource USA – Playground Site Improvements – Duckrey Elementary School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a grant from the Philadelphia Authority for Industrial Development for an amount up to \$300,000 to purchase and install playground equipment and other site improvements at Tanner Duckrey School, for the period commencing February 17, 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, contingent upon receipt of this grant, to execute, deliver and perform a contract with FieldTurf USA, Inc. to perform site improvements and playground surfacing at Tanner Duckrey School, for an amount not to exceed \$200,000, for the period commencing February 17, 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, contingent upon receipt of this grant, to execute, deliver and perform a contract with George Ely and Associates, Inc., to install playground equipment and safety surfacing at Tanner Duckrey School, for an amount not to exceed \$85,000, for the period commencing February 17, 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, contingent upon receipt of this grant, to execute, deliver and perform a contract with Recreation Resource USA to install site furnishings at Tanner Duckrey School, for an amount not to exceed \$15,000, for the period commencing February 17, 2018 through June 30, 2019.

Description: The contracts will involve the purchase and installation of site improvements within the northwest area of the Tanner Duckrey schoolyard. The Improvements will include the installation of play equipment, safety and play surfacing, and an accessible concrete sidewalk that connects the schoolyard to 15th Street. The contract will also involve the installation of perennials, a canopy tree, and benches adjacent to the play equipment. The improvements will be purchased and installed through KPN and COSTARS cooperative contracts.

The Facility Condition Index (FCI) score for this location is 37.79%. The School Progress Report (SPR) for Tanner Duckrey is 28. (Watch)

ABC Code/Funding Source \$300,000.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-28 (Added 1.31.18)

Authorization of Lease Renewal with Quality Community Health Care, Inc. at George Meade Elementary School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a three-month renewal of the lease agreement, originally entered into with Quality Community Health Care, Inc., for use as a federally-funded school based community health center at General George C. Meade Elementary School, pursuant to Resolution No. A-21, approved by the School Reform Commission on April 16, 2008 (which initial lease terms expired on March 31, 2011), which lease was renewed pursuant to Resolution No. A-1, approved by the School Reform Commission on March 15, 2012, (which renewal term expired on March 31, 2013), which lease was renewed pursuant to Resolution No. A-8 approved by the School Reform Commission on March 21, 2013 (which term expired on March 31, 2014), which lease renewed pursuant to Resolution No. A-6 approved by the School Reform Commission on March 20, 2014 (which renewal term expired on March 31, 2015), which lease was renewed pursuant to Resolution A-3 approved by the School Reform Commission on March 19, 2015 (which renewal term expired on March 31, 2016), and which lease was renewed pursuant to Resolution A-22 approved by the School Reform Commission on March 17, 2016 (which lease renewal expired on March 31, 2017) and which lease was renewed pursuant to Resolution A-11 approved by the School Reformed Commission on March 16, 2017 (which renewal term expires on March 31, 2018), for a rental amount not to exceed \$8,700 per year (1,550 square feet at a rental rate of \$5.61 per square foot) to be paid monthly, for the period commencing on April 1, 2018 through June 30, 2018. The School District will be responsible for all utilities and snow & ice removal. Quality Community Health Care, Inc. will be responsible for its custodial staff, minor maintenance & repairs, trash and recycling pick-up, security, disposable of medical wastes and a proportionate share of costs for the building engineer for overtime. The rent for any renewal term will increase by

3%. The terms of the renewal lease must be acceptable to the School District of Philadelphia Office of General Counsel and the Office of Risk Management.

Description: The leasing of this space by Quality Community Health Care, Inc. (QCHC) at General George C. Meade Elementary School offers primary care services to the entire community. Services are to be provided by the QCHC primary health care team, which consists of a pediatrician, internal medicine physician, health educator, family practice physician assistant, EMT/medical assistant and support staff.

The following types of medical services are offered: routine physical exams, diagnosis and treatment of acute and chronic illness, treatment of minor injuries, vision, dental and blood pressure screenings, immunizations, nutrition education and weight management and referrals for health services.

This resolution is requesting a 3 month extension on a lease term that expires on March 31, 2018. The School District bases its rental rates on its out of pocket expenses when leasing its buildings to third parties. The rental rate is based on the Tenant, Quality Community Health Care, Inc., assuming responsibility for its custodial staff, minor maintenance & repairs, trash & recycling pick-up, security and disposal of medical wastes. The School District will be responsible for utilities and snow & ice removal.

ABC Code/Funding Source

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

A-29 (Added 2.13.18)

No Cost Contract and Right of Entry with Noresco – Comprehensive Energy Audit – Strawberry Mansion, Northeast, and Saul High Schools

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a no cost service agreement with Noresco to perform a comprehensive energy audit (CEA) of three district facilities to determine what energy conservation measures might be installed under a Guaranteed Energy Savings Agreement, at no obligation or cost to the School District, for the period commencing February 19, 2018 through May 31, 2018 pursuant to a limited right of entry.

Description: The adopted Capital Improvement Program (CIP) for FY2017-18 includes funding to implement an Energy Savings pilot through the Guaranteed Energy Savings Agreement ("GESA"). The pilot project will include capital improvements to improve building conditions, reduce utility costs, and generate savings that can be applied to reduce the School District's deferred maintenance capital backlog.

On October 10, 2017, the School District's Office of Capital Programs publicly advertised and issued a Request for Proposals (RFP) to obtain public competitive proposals from energy services companies for the design and implementation of energy conservation measures at three district facilities ("Project") on a Guaranteed Energy Savings Agreement (GESA) basis. Nine (9) firms responded to this RFP by the December 4, 2017 deadline. A ten-person evaluation committee consisting of staff from the Office of Capital Programs, Division of Maintenance, Office of Environmental Management Services and Office of Facilities completed evaluations of the technical proposals.

Proposals were scored on the following established criteria: (1) qualifications of the firm completing projects of similar scope and size in facilities designed for educational use; (2) qualifications of the project team based on their technical experience, certifications and licenses; (3) proposer's approach to construction and ability to meet the project schedule; (4) meeting MBE/WBE participation goals; and (5) the proposers plan to involve District students in meaningful training and educational opportunities. Following the tally of the technical review scores, four (4) firms were selected by the evaluation committee for oral presentations and interviews on February 1 and 2, 2018.

The four firms selected for oral interviews were Johnson Controls, Noresco, Ameresco, and Energy Savings Group.

The evaluation committee selected Noresco as the most technically qualified firm.

The next step in the process is grant for Noresco to perform a comprehensive energy audit at the three facilities (Strawberry Mansion High School, Northeast High School, and Saul High School) to deploy data loggers to track the buildings' temperatures and occupied hours and evaluate the condition of the existing building systems pursuant to a Limited Right of Entry. This activity will help Noresco understand how the buildings operate to calculate guarantee the savings.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Categorical/Grant Fund: \$50,000 Grant Acceptance from CVS Health Workforce Initiatives – Career Exploration Center

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 materials and installation services from CVS Health Workforce Initiatives of a Career Exploration Center, valued at \$50,000, which will feature a Mock Pharmacy Technician Training Space at Kensington Health Sciences Academy, for the period commencing February 16, 2018 through December 31, 2020.

Description: This resolution is to accept a donation of materials and installation services from CVS Health Workforce Initiatives to install a Career Exploration Center, which will feature a Mock Pharmacy Technician Training Space at Kensington Health Sciences Academy, and valued at \$50,000. The Career Exploration Center will be piloted onsite at the Kensington Health Sciences Academy at no cost to the school district. CVS Health will deliver and assemble the mock - modular pharmacy workstation (since the work station will be modular and built off-site by CVS Health Workforce Initiatives, there will be no structural changes made to the space), training materials, and classroom desks and chairs.

CVS Health Workforce Initiatives is uniting traditional programmatic Workforce Initiative training space with the CTE programs at Kensington Health Sciences Academy to serve at-risk student demographics. The resulting efforts overarching goal is to comprehensively support a specific student population and positively impact its academic success and resulting potential for workforce training success and employment. The Center will be where Health Sciences CTE students receive their hands-on instruction in pharmacy, which is integral to all Health Sciences CTE Programs, and for success in all health sciences professions.

As part of this resolution, CVS Health Workforce Initiatives is committed to providing assistance in application processes, occupational training services to students, and facilitation to apply, as qualified, for employment, internships, externships, or apprenticeships with CVS Health Workforce Initiatives and other employers, as well as technical support for operations and integration with Workforce Initiatives.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-2

Categorical/Grant Fund: Acceptance of No-Cost Extension of Grant from The William Penn Foundation; Amendment of Contract with Public Health Management Corporation – Kindergarten Transition

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept a no-cost extension of the utilization period of a grant from The William Penn Foundation, previously authorized pursuant to Resolution B-6, approved by the School Reform Commission on March 17, 2016, and Resolution B-3, approved by the School Reform Commission on February 16, 2017, to support continued improvements to the School District's efforts to transition students and their families into kindergarten, by extending that grant utilization period from its scheduled expiration date of June 8, 2018 through October 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 execute, deliver, and perform an amendment of a contract with Public Health Management Corporation (PHMC), previously authorized pursuant to Resolution B-6, approved by the School Reform Commission on March 17, 2016, and Resolution B-3, approved by the School Reform Commission on February 16, 2017, by extending the term of the contract from its scheduled expiration date of June 8, 2018 through October 30, 2018.

Description: A key component of the School District's Action Plan is Anchor Goal 2, ensuring that students are reading on grade-level by third grade. Creating and sustaining a preK to Grade 3 learning continuum is a significant component to ensuring that third graders have the foundational skills they need for long-term academic success.

The District has been working with community partners like those participating in the "Read! By 4th" campaign to address many of the cross-systems training and support needs between and among the preK and K-12 sectors to enhance PreK-3 instructional alignment. However, the full impact of these efforts will not be fully realized without a concomitant attention to solving the considerable operational and infrastructure challenges this city confronts around the Kindergarten Transition experience, which include:

- Ensuring that all five-year-olds are identified, registered and enrolled in kindergarten several months before the school year begins so that not only are the children ready for kindergarten, but kindergarten classrooms are ready for the children;
- Ensuring that all families of incoming kindergarteners have an established working protocol around what to expect from their children's teachers and are provided with meaningful tools and activities to facilitate a smooth transition; and
- Ensuring that schools are able to support a smooth transition to kindergarten for all children by meeting each family prior to the start of the school year and reviewing relevant data to plan for the individual instructional needs of each incoming kindergartener.

With funds awarded through a grant from the William Penn Foundation to the School District to support Kindergarten Transition, the School District's Office of Early Childhood Education has developed a successful, formal relationship with Public Health Management Corporation (PHMC) that provides a temporary, full-time individual who works as a Fellow with the District to design and support improvements to its kindergarten transition efforts. Much of this project's success thus far is due to PHMC's unique position as operator of the Southeast Regional Key (SERK), one of five regional keys working in partnership with the Pennsylvania Department of Education to develop and implement an integrated and coordinated system of quality improvements and professional development supports for schools and agencies serving children from birth through age 8. As SERK operator, PHMC enjoys convening authority with most if not all of the community-based early education care agencies in the region, and maintains an experienced team of early learning specialists that is well-versed in the most current academic research and classroom-oriented best practices.

This request for approval of an amendment to the existing PHMC contract is designed to extend the associated professional services for the entire grant award from William Penn Foundation noted above, which was originally authorized by the SRC via Resolution B-1 of 12/17/2015.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-3

Donation: \$627,100 Ratification of Acceptance of Donation of Services and Resources from Philadelphia Writing Project; Memorandum of Understanding

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by the School District of Philadelphia, through the Superintendent, of the donation of services and resources from the Philadelphia Writing Project, to provide parent training sessions and professional development opportunities to School District staff at Sheridan School, Solis-Cohen School, and Willard School, valued at \$627,100, for the period commencing May 1, 2017 through June 30, 2021; and be it

FURTHER 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 Philadelphia Writing Project, in a form acceptable to the School District's Office of General Counsel, to implement this donation of services.

Description: This ratifying resolution is submitted due to a misunderstanding around grant endorsement and resolution requirements. The Office of Multilingual Curriculum and Programs was only recently made aware of the District being recipient of service delivery through the "Kid Writing" grant awarded to the Philadelphia Writing Project by the William Penn Foundation. To ensure services continue to be rendered by the Philadelphia Writing Project, the Office of Multilingual Curriculum and Programs is submitting this board resolution with the understanding that future District beneficiaries of services will have to adhere to the grant attainment process and resolution procedures prior to service delivery.

Philadelphia Writing Project (PhilWP) was awarded the "Kid Writing" Grant by the William Penn Foundation, in order to assist the School District of Philadelphia (the School District) with building teacher capacity to improve the teaching of "Kid Writing" framework to English as a Second Language (ESL) and K-1 classroom teachers at Farrell School, Sheridan School, Solis-Cohen School, Spruance School, and Willard School. The intent is to transform teacher practice, accelerate students' ability to write, read, and comprehend texts, increase parent support for student learning, and develop infrastructure and capacity for expanding the "Kid Writing" initiative.

It is also the goal of this partnership to build the capacity of parents to engage in "Kid Writing" experiences with their children and support the implementation of "Kid Writing" at home. To achieve this, PhilWP proposes to facilitate four (4) bilingual parent training sessions annually at each school; purchase materials and supplies, including "Kid Writing" Books, alphabet and chunk charts for students, parents, and teachers; as well as offer Sunday literacy workshops by PhilWP Reading Specialists at various local libraries for families.

To ensure sustainability of these initiative, PhilWP will develop videos, student portfolios, photographs, and text materials that will assist schools and District offices on developing a vision for K-1 writing instruction that promote independent student reading and writing. "Kid Writing" workshops will be integrated into the District's "instructional" Writing Workshop model in order to streamline these instructional practices.

Additional activities that PhilWP proposes to carryout are summer institutes for teachers and principals, yearlong professional development and practitioner conferences, youth and family programming, partnerships with arts and community organizations, scholastic art and writing awards, and a walking marathon titled "Walk for Literacy," which looks to raise awareness and combat illiteracy in the City of Philadelphia.

ABC Code/Funding Source

\$627,100.00

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

Academic – Contracts/Payments

B-4

Categorical/Grant Fund: \$120,000 Contract Amendment with Nulinx International, Inc. – Data Management System for Early Childhood Education

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. 879/F17, originally entered into with Nulinx International Inc., pursuant to Resolution B-6, approved by the School Reform Commission on January 21, 2016, by extending the term of the contract from its original scheduled expiration date of June 30, 2018 through June 30, 2019 and by increasing the amount of the contract by an additional \$120,000 from \$625,000 to an amount not to exceed \$745,000, to support continued utilization of the Child Outcome, Planning and Administration (COPA) system for the management of data related to its citywide prekindergarten programming.

Description: The School District of Philadelphia currently provides prekindergarten services to over 10,000 three- and four-year old children in Philadelphia through an array of programs at more than 160 different internal and external sites throughout the city. These programs include Head Start, Pre-K Counts, Bright Futures and PHL-PreK, and are funded through a variety of federal, state, city and local funding sources. All of the programs are managed and coordinated by the School District's Office of Early Childhood Education (OECE). The prekindergarten programs are delivered at school-based centers, stand-alone District centers, and high quality community-based prekindergarten providers who qualify through a competitive RFP process.

The administrative and compliance requirements of each of the funded programs necessitates the collection and analysis of significant amounts of demographic and programmatic data on children and families. Data collection begins with a family's first contact with the program and extends through the child's transition to kindergarten, and includes information on preK applications, enrollment, and waiting lists as well as data on student and family demographics, children's attendance and meals, child health, and family support. The data collected is used to determine a family's eligibility among different programs based on income and other risk factors, to track services including referrals and follow-up documentation, and to report to various stakeholders including federal, state and local funders on services, client demographics, and program statistics. As noted above, services and the related data collection and documentation occur at a wide array of program locations across the city, including District classrooms, partner sites, and the District's Central Office.

The COPA system (Child Outcome, Planning and Administration) offered by Nulinx International Inc. was selected through a competitive RFP process and is being used by all Pre-K programs, both internal and contracted, operated or administered by the School District of Philadelphia. The COPA system uses an Application Service Provider model and is web-based, allowing for data collection in over 500 classrooms as District and partner sites as well as administrative offices. Over the past three years, OECE has required Nulinx to provide numerous customized input fields and reports in order to remain in compliance with all funders and required regulations.

Extension of the current contract will enable the COPA system to continue to meet all of the various reporting and administration needs by:

- Tracking information on children and their families from the time they first apply to the program to their transition to Kindergarten;
- Providing data management that supports the implementation of Head Start, Bright Futures and other prekindergarten programs;
- Supporting program monitoring to help ensure compliance with the Head Start Performance Standards and other federal, state, and local regulations;
- Supporting program reporting including the Federal Head Start Program Information Report (PIR) and PHLPreK city reporting requirements;
- Supporting the management of other subsets of data, such as attendance, meal and snack data, teacher qualifications, and partner center information; and
- Meeting all technical specifications for the School District of Philadelphia.

ABC Code/Funding Source \$120,000.00
4A0X-G01-9390-1802-3311 State Head Start (HSSA) Continuation Grant (\$80,000.00)
4E1X-G01-9150-1802-3311 PA Pre-K Counts Continuation Grant (\$40,000.00)

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-5

Categorical/Grant Fund: Ratification of Amendments of Contracts with Various Vendors – Preschool Programs

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by The School District of Philadelphia, through the Superintendent, of amendments of contracts to be entered into with the following providers of comprehensive pre-k program services, originally authorized pursuant to Resolution No. B-2, approved by the School Reform Commission on June 15, 2017, and Resolution No. B-12, approved by the School Reform Commission on October 19, 2017, for the period commencing July 1, 2017 through June 30, 2018, in the specific individual amounts and for the reason/circumstances indicated below:

Grace Neighborhood Development Corporation - amount decreased by \$136,800 from the \$2,658,450 approved in Resolution B-2, to an amount not to exceed \$2,521,650, due to the redeployment of 19 pre-k service slots to an area of higher demonstrated need for such programming; and

Pratt Street Learning Center - amount increased by \$136,800 from the \$468,000 approved in Resolutions B-2 and B-12, to an amount not to exceed \$604,800, to support the operation of 19 additional pre-k service slots (for a new total of 84 students).

Description: The ratification component of this resolution is being requested in accordance with SRC Policy 820, Subsection 8, regarding acceptance and utilization of grant funding, to the extent that the proposed contractual modifications will be retroactive to July 1, 2017.

The primary objective of this particular resolution is to facilitate the reallocation of 19 high-quality, comprehensive preschool service slots funded through FY18 School District pre-k program grants to an area of the city demonstrating more pervasive need for academic and social services that support children and families living at/below the federally-defined poverty level.

The nominal overall modifications to SDP's current pre-k service structure being proposed through this resolution have already been reviewed and provisionally approved by the cognizant funding agency.

ABC Code/Funding Source N/A

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-6

Operating Budget: \$111,000 Amendment of Contracts with Deaf Hearing Communication Centre, Inc., and Deaf-Hearing Interface, LLC – Substituting Sign Language Interpreting Services and CART Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform amendments to contracts originally entered into with Deaf Hearing Communications Centre, Inc. (191/F18) and Deaf-Hearing Interface, LLC (193/F18), pursuant to Resolution B-11, approved by the School Reform Commission on June 15, 2017, by increasing the aggregate amount of the contracts by an additional \$111,000 from the \$160,000 approved in Resolution B-11 to an aggregate

amount not to exceed \$271,000.

Description: An additional \$111,000 is requested to pay for the cost of retaining two contracted full-time sign language interpreters, from Deaf Hearing Communications Centre (DHCC) and Deaf-Hearing Interface (DHI), to provide services for students at two District schools. The services are required to provide sign language interpreting services for all classes and school-related activities based on students' IEPs. DHCC and/or DHI shall provide the students with a qualified sign language interpreter throughout the school day and for extracurricular activities as required by the students' IEPs. These services will include a total of up to 1,728 hours of interpreting services at a cost of \$60.00 per hour plus \$30.00 per day for travel expenses.

ABC Code/Funding Source	\$111,000.00
1901-005-9580-1221-3221	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-7

Operating Budget: \$55,000 Contract with 12 Plus – Mentoring Support Services – Kensington Health Sciences 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 12 Plus to provide postsecondary, academic, and mentoring support services for students at Kensington Health Sciences Academy, for an amount not to exceed \$55,000, for the period commencing February 16, 2018 through June 30, 2018.

Description: 12 Plus will provide individualized postsecondary, academic, and mentoring support services for grades 9-12 at Kensington Health Sciences Academy. The goal of 12 Plus is to ensure that every student enrolled at Kensington Health Sciences Academy is set on a successful postsecondary pathway.

Over the past five years, 12 Plus has expanded its services to include the entire student population at Kensington Health Sciences Academy as well as assist in the transition for graduating alumni into their respective postsecondary pathways.

The programs and services 12 Plus plans to implement should result in: (1) increase in student academic achievement and engagement, (2) development of key academic and behavioral skills for success in all subject areas including goal setting, note taking, self advocacy, time management, and organizational skills, (3) successful transition into high school for incoming 9th graders, (4) successful transition for graduating 12th graders into their respective postsecondary pathways, (5) improvement in overall school culture and climate, and (6) increase in parental involvement and community support.

To achieve these goals, 12 Plus proposes: (1) daily, individualized postsecondary, academic, and behavioral supports, (2) grade level, academic and behavioral skill building workshops, (3) motivational activities including college and career fairs, guest speakers, alumni panels, and field trips to local universities, (4) intensive summer camp to help incoming students transition into high school, (5) intensive summer advising to help graduating seniors enroll into their respective postsecondary pathways, (6) parental and community meetings, and (7) professional development for teachers to help foster college-going culture into curriculum and school environment.

Kensington Health Sciences Academy surveyed the various vendors available and choose 12 Plus based on the selection criteria of price, availability of volunteers during the summer, the ability to involve and collaborate stakeholders (parents, community, educational partners), and overall program effectiveness. Kensington Health Sciences Academy is provided with 3 full-time support personnel, 5 days a week in the designated PLUS center located on school grounds. The PLUS center is open to all students both during and after school hours, and is equipped with computers and resources to compliment and bolster college and career readiness. Staff works with students to manage their post-secondary portfolio which includes, but is not limited to, building proper lists,

fulfilling school-specific requirements, meeting deadlines, completing and submitting applications, and navigating through the financial process. 12 Plus monitors progress and provides intervention for behavior and academic needs of students to promote post-secondary success.

ABC Code/Funding Source \$55,000.00
1100-004-5550-1103-3291

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-8

Operating Budget \$8,000 Payments to Various Hotels – Post Season Athletic Events

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay invoices from various hotels, including but not limited to: Hilton Garden Inn Hershey, Best Western Lehigh Valley Hotel, Econo Lodge Inn and Suites, and Ramada Inn, for lodging of student athletes, coaches, and chaperones for post-season athletic competitions, for an aggregate amount not to exceed \$8,000, for the period commencing February 16, 2018 through June 30, 2018.

Description: The purpose of this resolution is to authorize the payment of invoices to various hotels for the lodging expenses of participating high schools, to allow for student participation in all post season athletic competitions. The spending threshold for a single vendor was exceeded for the Limited Contract Agreement mechanism, thus posing the need for a resolution.

ABC Code/Funding Source \$8,000.00
1100-004-9JQ0-3252-5831 Operating

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-9

Categorical/Grant Fund: \$15,744,226.38 Contract with Children’s Literacy Initiative – Early Literacy Specialists 2018-2019

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 Children's Literacy Initiative to identify, recruit and provide qualified Early Literacy Specialists to deliver early literacy professional development and related programming for eligible elementary schools that have participated in the District's Early Literacy Summer Workshop Series, for an amount not to exceed \$15,744,226.38 for the period commencing July 1, 2018 through June 30, 2019.

Description: The purpose of this resolution is to seek authorization to contract with Children's Literacy Initiative (CLI), a 501(c)(3) non-profit corporation, to recruit and hire up to 125 Early Literacy Specialists who will have the responsibility of working directly with the school leader, teachers and other instructional staff serving Kindergarten through Grade 3 in the designated schools to build employee expertise in high quality, evidence-based early literacy instruction to support the District's overall work towards meeting Anchor Goal 2, ensuring all students are reading on grade level by age 8.

CLI was selected for this work through a competitive Request for Proposals (RFP 433 dated August 20, 2014) that was issued and supervised by the District’s Office of Procurement. Four (4) vendors submitted proposals in response to RFP 433. A District panel comprised of representation from multiple departments (Academics, Budget and Operations) selected CLI as the most qualified and responsible bidder based on content expertise, reasonableness of

cost, and project management capability.

Each of the designated schools will be staffed with one full-time Early Literacy Specialist (ELS). The ongoing content, structure and deployment of the ELSs' work with schools will be managed through the Early Literacy Directors who report to the Deputy of Curriculum, Instruction and Assessment, with support and input from the Deputy of Early Childhood Education as appropriate. The ELSs will provide direct training and professional development as well as job-embedded coaching with individual teachers to enhance teacher knowledge of early literacy content and practice. ELSs will also work with teachers, teacher teams and grade groups on a regular basis to track and measure the impact of early literacy professional development and inform future programming needs by generating and reviewing student progress data, including but not limited to AIMSweb and Developmental Reading Assessment results.

Required skills, knowledge and abilities of the ELSs include:

- Thorough knowledge of standards and current curriculum frameworks
- Thorough knowledge of literacy development
- Demonstrated ability to differentiate instructional practices for a full spectrum of learners
- Familiarity with academic coaching methodology and practices
- Ability to support training and analysis of early literacy assessments
- Clear and succinct written and verbal communication for targeted audiences
- Effective presentation skills in various settings, both formal and informal

In addition to supporting the work of the ELSs, CLI will create online professional development modules to support ongoing teacher training needs. The modules will be created by CLI with input and direction from the District about content and scope.

ABC Code/Funding Source	\$15,744,226.38
334x-g52-9440-226d-3291 Title II	

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-10

Categorical/Grant Fund: \$105,000 Contract with SupportEd – Professional Development and Consultative Services for Collaborative Instruction

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 SupportEd to provide professional development and consultative services for School District staff including but not limited to approximately 120 teachers and/or staff in grades K-3, to enhance the instruction for English Learners (ELs), for an amount not to exceed \$105,000.00 for the period commencing February 16, 2018 - June 30, 2020.

Description: SupportEd has significant experience serving English Learners (ELs) in Pennsylvania schools, school districts in other states, and on a national level. They have provided ongoing professional development in second language acquisition, teacher collaboration, co-teaching, and coaching as well as consultative support to teachers and central office staff at large urban institutions such as Syracuse City School District in New York as well as schools in New York City. Additionally, they have provided professional development to support ELs at the Delaware County Intermediate Unit and Montgomery County Intermediate Unit in Pennsylvania. SupportEd has significant experience managing and implementing large scale projects with a wide variety of stakeholders such as subject matter experts and consultants, educators, local education agencies, state education agencies, and the U.S. Department of Education. SupportEd participated in RFP-573 competitive process and was selected for this contract.

The School District of Philadelphia will contract with SupportEd beginning February 2018 to deliver a 3-session series in a three year timeframe for each targeted audience: administrators & school-based leadership, school-wide staff, ESL & K-3 classroom teachers. SupportEd will also conduct a needs-analysis to inform job-embedded support

at each school.

SupportEd will provide intensive professional development to the School District of Philadelphia that includes but is not limited to 120 teachers and/or staff on effective use of the various co-teaching models. This initiative is part of the Together Is Better grant awarded to the School District of Philadelphia by the William Penn Foundation and formally accepted the School Reform Commission on September 14, 2017 (SRC Board Resolution B-4).

SupportEd will subcontract specifically with Dr. Andrea Honigsfeld and Associates, the co-author of "Collaboration and Co-Teaching: Strategies for English Learners (2010)," in order to ensure fidelity of implementation of all audience-specific professional development sessions related to collaborative instructional practices between ESL and general classroom teachers. Emphasis will be made on collaborative-planning, collaborative-teaching, and collaborative-assessment. SupportEd will provide training to school administrators & school-based leadership teams, school-wide staff, English as a Second Language (ESL) teachers, and K-3 classrooms teachers at three (3) schools not yet determined by the School District. Selection of the three participating schools will be determined late January 2018 and will be based on EL population, school-based staff commitment levels and schools' ability to carry out the functions under the TIB grant in light of other school-wide programs and initiatives.

In addition to professional development offerings, SupportEd will provide job-embedded support to include site-visits to participating schools and classrooms to collect evidence of implementation and provide structured feedback for improvement in co-teaching and collaborative instruction for ELs.

ABC Code/Funding Source \$105,000.00
6AJX-G58-9470-2264-3291 Together is Better Grant

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-11 (Updated 1.31.18)

Categorical/Grant Fund: \$169,000 Contract with International Center for Leadership in Education – Professional Development

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver, and perform a contract to provide professional development institutes for high school teachers and administrators, for an amount not to exceed \$169,000, for the period commencing February 16, 2018 through June 30, 2018.

Description: The Office of High School Supports is committed to providing targeted, high-quality professional development to school leaders. The International Center for Leadership in Education (ICLE) will host and facilitate two multi-day professional development institutes for teachers and administrators. The first two-day institute will be a leadership institute for assistant principals in the spring and the second will be a five-day institute for teachers and administrators and it will take place in the summer. The focal point of the institutes will be to deliberately and strategically work with school leaders to define, develop and embrace a system-wide culture of high expectations for student achievement.

This experience will allow teachers and administrators to more fully develop their instructional and leadership skills and competencies. Both institutes will focus on leadership for rigorous learning as well as highly effective instruction. During these sessions, participants will be able maximize the effectiveness of current district initiatives by receiving additional tools and resources to use in their schools.

ABC Code/Funding Source \$169,000.00
201x-g58-9kt0-2260-3291 (\$108,000.00)
1100-004-9KT0-2386-3291 (\$61,000.00)

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

B-12

Various Funds: \$10,000,000 Contracts with Various Vendors – Online Courses and Adaptive Instructional Programs – *Subject to Funding*

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Edgenuity- Middle and secondary Course Library, Achieve 3000, Imagine Language and Literacy, Teachtown, Learning A-Z (Raz-Plus), Learning A - Z (HeadSprout), Lexia Learning, Edgenuity- My Path, Edgenuity Pathblazer, Edgenuity- Up Smart Test Readiness, Curriculum Associates Inc. - iReady, Waterford Research Institute, Imagine Math, ThinkCERCA, for Online Courses and Adaptive Instructional Programs in Grades K - 12 (academic intervention products and programs to support the District's Multi-Tiered Systems of Support - Response to Intervention and Instruction (MTSS-RtII) initiative for mathematics and literacy instruction), for an aggregate amount not to exceed \$10,000,000, for the period commencing March 3, 2018 through June 30, 2020.

Description: In collaboration with the Office of Educational Technology, the Office of Curriculum, Instruction, and Assessment conducted a request for proposal (RFP #554) to establish a District approved list of qualified vendors for online courses and adaptive instructional programs in grades K - 12 for SY 2018-2019 to SY 2019-2020.

This proposed award represents completion of the public solicitation under RFP-554, Online Courses and Adaptive Instructional Programs, issued by Procurement on August 11, 2017. Seventy-eight (78) companies downloaded the solicitation. Forty-two (42) vendors responded to this solicitation. A total of fourteen (14) vendors were ultimately selected for online courses and adaptive instructional programs for writing, literacy and/or math. The name of the online adaptive instructional programs as well as the name of the vendors include the following: Edgenuity- Middle and secondary Course Library, Achieve 3000, Imagine Language and Literacy, Teachtown, Learning A-Z (Raz-Plus), Learning A - Z (HeadSprout), Lexia Learning, Edgenuity- My Path, Edgenuity Pathblazer, Edgenuity- Up Smart Test Readiness, Curriculum Associates Inc. - iReady, Waterford Research Institute, Imagine Math, ThinkCERCA.

The School District of Philadelphia has set the following outcomes as it moves towards building more virtual and digital learning experiences:

1. To expand access to quality courses and content.
2. To improve the quality of online courses and adaptive programs.
3. To enable teachers to be more effective by leveraging online instructional models and materials.
4. To personalize the student learning experience with the goal of improving academic outcomes and closing the achievement gap.

The online courses identified through these vendors will be used in the classroom in a variety of contexts.

1. Online courses
2. Credit recovery
3. Grade improvement
4. Advanced Placement

Online adaptive programs - Online adaptive programs (non-credit earning) are resources for all of students that can provide acceleration and enrichment and that personalizes the instructional experiences based on student need that can be used in a blended classroom in the context of the following MTSS levels:

- Tier 1: all learners on target and/or advanced; and
- Tier 2: 1 to 2 years below level; and
- Tier 3: 2+ years below level

The vendors identified through the RFP will provide online adaptive instructional programs for writing, literacy and mathematics that can prevent and address student-learning gaps and offer enrichment. The selection of online adaptive instructional programs will provide support and resources for individual student's academic achievement.

Vendors are advised that an award is not a guarantee that licenses will be purchased. Rather, it allows individual schools the opportunity to purchase licensed programs.

ABC Code/Funding Source
Various

\$10,000,000.00

Cheryl Logan, Chief of Academic Support, explained the process for vendor selection. She stated that this resolution represents an authorization and use of the resources will be local school-based decisions.

The vote was as follows:

Yeas: Mr. Green, Ms. Jimenez, Dr. McGinley, Ms. Richman, Chair Wilkerson – 5

Nays: 0

On motion, the meeting was adjourned at 7:12 p.m.

Joyce S. Wilkerson, Chair
School Reform Commission

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