

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

APRIL 26, 2018

A public meeting of the School Reform Commission was held on April 26, 2018 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 4:35 p.m. by Chair Richman.

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 prior to the start of today's meeting to discuss quasi-judicial proceedings, and privileged or confidential matters.

Members present: Ms. Burns, Mr. Green (*arrived at 6:09 p.m.*), Ms. Neff, Chair Richman – 4

Members absent: 0

Chair Richman stated that there will be two staff presentations at tonight's meeting on the proposed charter actions on the agenda; Resolution SRC-3 which is the proposed nonrenewal recommendation of Eastern University Academy Charter School, and Resolution SRC- 4, the revised application submitted by Franklin Towne Charter Middle School. Chair Richman stated that pursuant to the charter school law, the SRC must vote on the revised application at tonight's meeting.

Chair Richman made an announcement regarding Policies. She stated that under the leadership of former Commissioners Chris McGinley and Joyce Wilkerson, the SRC had established a Policy Committee to review and make recommendations of Board policies to the entire SRC. She stated that the Policy Committee held 11 meetings and recommended 120 policies to the SRC for approval. She stated that with the recent changes among Commissioners, the SRC will not hold Policy Committee meetings for the remainder of the school year. Chair Richman stated that the SRC has requested that Dr. Hite and his staff bring forward the following six policies for public review at the May 17, 2018 Action Meeting:

- Policy 101 School Improvement
- Policy 209.2 Diabetes Management
- Policy 218 Student Conduct and Discipline
- Policy 233 Suspension and Expulsion
- Policy 707 Use of School Facilities
- Policy 711 Use of School District Vehicles

She stated that this request is being made to allow sufficient time for staff to be trained on the implications of these policies prior to their implementation in the new school year. Chair Richman stated that these policies will be posted with materials of the May 17, 2018 meeting. No formal action will be taken on these policies until June 21, 2018.

The minutes of the following School Reform Commission meetings were presented for approval: March 15, 2018 and March 22, 2018. Commissioner Green introduced a motion to table the approval of the minutes until the next meeting of the School Reform Commission. By motion, the vote on the minutes were tabled until the May 17, 2018 meeting of the School Reform Commission.

William R. Hite, Jr, Superintendent provided remarks. Dr. Hite stated that he and Mayor Kenney announced the expansion of the School District of Philadelphia's Maintenance Apprenticeship Program. He stated that this initiative gives our Career and Technical Education graduates the opportunity to put their skills to use right out of school, while also allowing the District to build a sustainable workforce of highly-needed, trained employees. He stated that the program is already very popular and the District will be tripling its incoming Apprentice Class when it expands to 18 new Apprentices next year. Those selected into the four-year program will complete on-the-job training and classroom instruction so that they are guaranteed employment with the District when they finish the program. We are expecting to expand program options next year to include H.V.A.C. and steamfitting, in addition to the current tracks of electrical and plumbing. He stated that Interested candidates can visit jobs.philasd.org/apprenticeship-opportunities to apply.

Dr. Hite stated that earlier this week the District also celebrated its 3-million-dollar investment in a new, upgraded athletic complex at Bartram High School. He stated that the renovation will include a new synthetic turf field; new goalposts; a scoreboard with a wireless P.A. system; grandstand improvements; and a new track and field surface and pit areas for high jump, pole vault and long jump. He stated that when the new complex opens in spring of 2019, it won't only be open to Bartram students, it will also be open for use by elementary, middle and high school students in the area, in addition to neighbors and community members, so they can play and get some exercise, use the space for Field Day activities, and participate in games and athletic competitions.

Dr. Hite stated that the School District's GreenFutures Sustainability Program has earned yet another award, as the program received the Environmental Excellence Award from Governor Tom Wolf for our investments in schools around sustainability and conservation. He states that In just one year, the District has saved over one million plastic water bottles by installing nearly 800 hydration stations, implemented a student-led energy education program, completed a student summer solar installation program, constructed nine green schoolyards, and conducted indoor environmental quality assessments. Dr. Hite congratulated Danielle Floyd, Chief of Operations, and her team, who traveled to Harrisburg earlier this week to accept the award in person.

Dr. Hite reminded everyone that next month from May 7th through the 11th, the District will celebrate Kindergarten Open House Week. This annual event provides a great opportunity for families of incoming kindergarteners to visit and get familiar with their neighborhood school. Parents and caregivers can also register their students for kindergarten, if they haven't already. He stated that families should contact their neighborhood school for more information about Kindergarten Open House Week events. He stated that any child who will be 5 years old on or before September 1st, 2018 is eligible for kindergarten, so it is critical to make sure our students are registered as soon as possible! Families can visit philasd.org/kregistration for more information.

Dr. Hite stated that the District's 2018 National College Signing Day event is May 2nd at the Liacouras Center at Temple University. The keynote speaker will be former First Lady and education advocate Michelle Obama. Dr. Hite stated that College Signing Day celebrates high school seniors choosing to pursue higher education at a professional training program, a community college, a four-year college or university, or the military. He stated that the District is excited to welcome Mrs. Obama and her special guests, including Philadelphia's own Questlove of the Roots, Nick Cannon, Kelly Rowland, Robert De Niro, Bradley Cooper, and members of the Philadelphia Eagles.

The Office Depot Seniors of the month for April was presented to Destiny Hatten, Widener Memorial School, and Anthony Rivera, The U School.

The Office Depot Teacher of the month for April was presented to Marcy Deco Menale, Rhawnhurst School.

Chair Richman stated that on June 15, 2017 the SRC adopted a resolution to issue a Notice of Nonrenewal to Eastern University Academy Charter School. She stated that this notice of nonrenewal began the nonrenewal

process, which included conducting public hearings. Chair Richman stated that the hearing lasted 14 days and was held on October 9, 10, 11, 12, 23, and 31, November 6, 8, 15, and 20, and December 5, 7, 15, and 20, 2017.

Chair Richman introduced Rudy Garcia, Esq., Hearing Officer, who provided a presentation on his findings and recommendation to the SRC. Mr. Garcia stated that he provided the School Reform Commission with a written summary and report, Findings of Fact and Conclusions of Law. He provided a brief overview of the charter nonrenewal process and hearing, and a summary of his recommendation. Mr. Garcia stated that Eastern University Academy Charter School has failed to meet material requirements in its charter, failed to meet applicable requirements for student performance, and violated multiple provisions of law from which it has not been exempted, all of which are appropriate grounds for nonrenewal of Eastern's charter. Mr. Garcia recommended that Eastern's Charter not be renewed.

DawnLynne Kacer, Executive Director, Charter Schools Office, provided a presentation on Franklin Towne Charter Middle School – New Charter Application Resubmission. Ms. Kacer provided an overview of Pennsylvania Charter School Law guidelines for reviewing new charter application, and processes for denied charter applications. Ms. Kacer also provided an overview of Franklin Towne Charter timeline of application submission and resubmission, the review process, and an overview of the proposed charter's grade range at scale, total enrollment at scale, location, proposed opening year, targeted students, academic program, and management organization.

**A complete copy of Ms. Kacer'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.

The following individuals presented statements in support of Eastern University Academy Charter School:

- Adai Ramos, student
- Rhyan Frazier-Joyner, student

The following individuals expressed opposition to the phasing out of Strawberry Mansion High School as a Comprehensive High School:

- Linda Cliatt-Wayman, former Principal
- Melvin Sharpe
- Ameera Sullivan
- Ruth Birchett

F. Joseph Merlino, President, The 21st Century Partnership for STEM Education, expressed concerns about the procurement process for RFP-567, which was issued for New Principal Coaching.

Lisa Haver, citing community needs and business connections, expressed opposition to the proposed Franklin Towne Charter Middle School.

Amy Flaz, parent, expressed concerns about school climate and safety issues at Stearne Elementary School. She stated that her daughter is being bullied, and that she has concerns with the school's leadership. Ms. Flaz was referred to Jenna Monley.

The following individuals expressed support for Eastern University Academy Charter School:

- Omar Barlow
- Antonio Ramos

The following individuals expressed opposition to the phasing out of Strawberry Mansion High School as a Comprehensive High School:

- Alison McDowell
- Tue Ho
- Shirley Hooks
- Daniel Wideman

Patrick Field expressed support of the proposed Franklin Towne Charter Middle School.

Diane Payne expressed opposition of the proposed Franklin Towne Charter Middle School.

Julie Nichols expressed opposition to the phasing out of Strawberry Mansion High School as a Comprehensive High School.

Diane Underwood expressed opposition to the renewal of Eastern University Academy Charter School. She stated that the vote by the School Reform Commission should be delayed and given to the Board for action.

John Winters expressed support of Eastern University Academy Charter School.

Cheri Micheau questioned the outsourcing of funding for professional development.

Lynda Rubin, referencing recent news articles, expressed opposition to Franklin Towne Charter Middle School.

Karel Kilinnik stated that Strawberry Mansion High School should be restored as a Comprehensive High School.

Barbara Dowdall questioned whether her donations of books and reading materials to schools since 1983 have had the opposite of their intended effect of helping to expand the holdings of libraries in schools across the city.

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

I. SCHOOL REFORM COMMISSION

SRC-1

Adoption of Proposed Policies: Policy 330 Overtime and Discretionary Time; Policy 702.2 Fundraising and Crowdfunding; Policy 818 Contracted Services; Policy 220 Student Expression/ Distribution and Posting of Materials; Policy 234 Pregnant, Parenting, and Married Students; Policy 302 Employment of the Superintendent; Policy 907 School Visitors; Policy 1000 Grant Management, Compliance, and Administration

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective April 26, 2018:

Policy 330 Overtime and Discretionary Time
Policy 702.2 Fundraising and Crowdfunding
Policy 818 Contracted Services

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective April 26, 2018:

Policy 220 Student Expression/Distribution and Posting of Materials
Policy 234 Pregnant, Parenting, and Married Students
Policy 302 Employment of the Superintendent
Policy 907 School Visitors
Policy 1000 Grant Management, Compliance, and Administration

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: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

SRC-2

Administrations Recommended Termination of Professional Employees

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

1. L. J.
2. L. K.

and be it

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

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman

Nays: 0

SRC-3 (Updated 4.26.18)

Proposed Charter Action: Eastern University Academy Charter School; Nonrenewal of Charter

WHEREAS, pursuant to the Charter School Law ("CSL"), 24 P.S. § 17-1701-A et seq., the School Reform Commission ("SRC") of The School District of Philadelphia ("School District") granted a charter ("Charter") to the Board of Trustees of EASTERN UNIVERSITY ACADEMY CHARTER SCHOOL ("Eastern" or "Charter School") to operate a charter school for a three-year term commencing in 2009; and

WHEREAS, the SRC renewed the Charter for a five-year term in 2012; and

WHEREAS, Eastern seeks renewal of its Charter; and

WHEREAS, members of the Charter Schools Office ("CSO") of the School District have reviewed the academic performance, organizational compliance and viability, and fiscal health and sustainability of Eastern during the term

of the Charter and have concluded that there were grounds for the SRC to commence revocation proceedings against the Charter School under Section 1729-A of the CSL; and

WHEREAS, in compliance with Section 1729-A of the CSL, the SRC, by Resolution No. SRC-8, approved on June 15, 2017, resolved that there were substantial grounds for nonrenewal of Eastern's charter, set forth the reasons supporting such nonrenewal, scheduled a hearing in this matter and authorized the appointment of a hearing officer to conduct the hearing, before the SRC would take formal action regarding renewal or nonrenewal of Eastern's charter; and

WHEREAS, a Hearing Officer was appointed on June 29, 2017 and held a public hearing on October 9, 10, 11, 12, 23 and 31, November 6, 8, 15 and 20, and December 5, 7, 15 and 20, 2017, during which testimony and exhibits were received regarding whether Eastern's charter should or should not be renewed; and

WHEREAS, a 30-day public comment period was provided following the conclusion of the hearing; and

WHEREAS, pursuant to the CSL, Eastern has been permitted to remain in operation pending the outcome of these proceedings; and

WHEREAS, on March 14, the Hearing Officer certified the record of the hearing and submitted a report to the SRC recommending nonrenewal of Eastern's Charter, including findings of fact, conclusions of law and a proposed adjudication; and

WHEREAS, the SRC has reviewed all of the testimony and exhibits admitted during the hearing, the Hearing Officer's Report, including its Findings of Fact and Conclusions of Law, the submissions by all interested parties, and the public comments received; and

WHEREAS, this matter is now ripe for decision; now be it

RESOLVED, that Eastern's request for renewal of its Charter is DENIED.

FURTHER RESOLVED, that the SRC adopts the attached Hearing Officer's Report, including its Findings of Fact and Conclusions of Law, as the reasons for this decision.

FURTHER RESOLVED, that in the event Eastern timely appeals this decision to the State Charter School Appeal Board ("Appeal Board"), pursuant to the requirement contained in Section 1729-A(f) of the CSL, the Charter shall remain in effect and Eastern shall be permitted to remain open pending the conclusion of its appeal before the Appeal Board. In the event that Eastern does not appeal this decision to the Appeal Board, Eastern shall cease all operations pursuant to a dissolution plan and timetable established by the School District, under the direction of the Office of General Counsel. Said plan shall be presented to the SRC within sixty (60) days of the date of this Order.

Commissioner Neff stated that Eastern University Academy Charter School has been a disservice to its students. She read the following statement:

- *The nonrenewal recommendation is based upon poor academic performance in both the middle and high school grade levels and non-compliant organizational performance during the charter term*
- *For example, in the 2015-16 school year, 0% of 7th and 8th grade students scored proficient or advanced on the Math PSSA and in the 2014-15 school year, less than 1% of students scored proficient or advanced on the Math PSSA.*
- *Eastern did not meet the attendance goals in its Charter. For example, in 2015-16 only 16% of middle school students attended 95% or more of the school year.*
- *And, in high school, the percentage of students attending 95% or more declined from 40.5% to 31% over the course of the charter term.*
- *Eastern failed to meet the requirement that in each year of the Charter term at least 75% of their professional staff members hold appropriate certification.*

- *Eastern failed to meet the 100% highly qualified teacher requirement during every year of their Charter term.*
- *Eastern failed to have appropriate PA Child Abuse, PA Criminal Background, FBI background and Act 168 checks and clearances for all employees during the charter term.*
- *Onsite review of IEPs by OAS identified a 15% error rate and 20% of IEPs reviewed failed to have evidence of parent participation in the IEP team meeting.*

The vote on the motion to approve the nonrenewal of the Charter was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

SRC-4 (Updated 4.26.18)

Proposed Charter Action on Revised Charter Application – Franklin Towne Charter Middle School

WHEREAS, on or before November 15, 2017, the applicant for Franklin Towne Charter Middle School ("Applicant") submitted an application ("Application") to the Charter Schools Office of The School District of Philadelphia ("School District") to start a charter school, and public hearings were held on the Application on December 18, 2017 and January 22, 2018; and

WHEREAS, by Resolution SRC-4, approved on February 22, 2018, the School Reform Commission ("SRC") denied the Application and adopted an adjudication setting forth the reasons for denial; and

WHEREAS, on March 9, 2018, the Applicant submitted a Revised Application to the Charter Schools Office; now be it

RESOLVED, that, pursuant to the representations, statements and materials contained in the Application, the Revised Application and the concluding document submitted for Franklin Towne Charter Middle School ("FTCMS" or "Charter School") and made during the public hearings by representatives for FTCMS, the SRC hereby grants a Charter to "Franklin Towne Charter Middle School" to operate a public charter school serving Grades 6-8 for a five-year period commencing on July 1, 2019 and ending on June 30, 2024, provided that FTCMS submits the following documentation to the Charter Schools Office no later than December 31, 2018 ("December 31, 2018 Required Documentation"):

1. A detailed tiered intervention system plan which identifies the tiers, research-based interventions, progress monitoring and assessments to be used for academic and behavioral supports, which projects the interventions and supports to be provided under the plan, and which includes at-risk learners, academically struggling learners, English Learners ("ELs"), and learners who may be evaluated for special education services in compliance with 22 Pa. Code Charter 711, in a form acceptable to the Charter Schools Office;
2. A revised professional development plan detailing the scope, timeline and provider of all professional development programs provided for the Charter School's professional staff, in a form acceptable to the Charter Schools Office;
3. A revised 5-year budget, which reflects a detailed tiered intervention system with projected interventions and supports and a detailed professional development, plan;
4. A revised management services agreement between Franklin Towne Charter High School ("FTCHS") and FTCMS that clearly and with specificity (i) identifies which management services will be provided by FTCHS as opposed to Omnivest under a business services agreement; and (ii) identifies annual performance standards for FTCHS as the charter operator, and provides that failure to meet such annual performance standards would be grounds for termination of the agreement, in a form and with provisions that are acceptable to the Charter Schools Office;
5. A revised business services agreement between Omnivest and FTCMS that clearly and with specificity (i) identifies which business services will be provided by Omnivest as opposed to FTCHS; and (ii) identifies annual

performance standards for Omnivest and provides that failure to meet such annual performance standards would be grounds for termination of the agreement, in a form and with provisions that are acceptable to the Charter Schools Office;

6. A detailed marketing, recruitment and engagement plan (“Recruitment Plan”) to identify, attract and enroll at least fifty percent (50%) of FTCMS’s students from those age and grade-eligible students residing in the following zip codes in the City of Philadelphia: 19134 and 19135 (collectively referred to as the “Attendance Zone”) in a form acceptable to the Charter Schools Office;

7. An Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students in the Attendance Zone and citywide, lottery preferences, requested or required enrollment documents, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year or between school years for Grades 6-8, FTCMS shall not conduct another lottery and shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that FTCMS shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office;

8. A list of the names and addresses and the complete resumes of the members of the FTCMS Board of Trustees (“FTCMS Members”) as well as the FTCHS Board of Trustees, including any non-voting or ex-officio members or Board officers (“FTCHS Members”), which demonstrate that none of the FTCHS Members serve on the FTCMS Board or hold an officer position on the FTCMS Board;

9. Bylaws adopted by the FTCMS Board of Trustees at a public meeting which provide: (i) that all meetings, including emergency and special meetings, of the Board and Board committees shall be held and publicly noticed in accordance with the Sunshine Act; (ii) that all meetings of the Board and Board committees shall be open to the public without a requirement that a quorum of the Board is anticipated; (iii) that all meetings of the Board and Board committees shall allow for public comment without unreasonable barriers; (iv) that all employee dismissals and/or terminations shall be approved by the Board at a public meeting; and (v) that the FTCMS Board shall have the power and authority to amend the Articles of Incorporation and/or Bylaws without the permission or approval of any third party;

10. The executed lease or sublease or executed intent to lease or sublease between FTCHS and FTCMS related to FTCMS's use of the facilities at 5301 Tacony Street, Philadelphia, PA 19137, in a form acceptable to the Charter Schools Office; such lease, sublease or intent to lease or sublease must be an arms-length transaction without evidence of conflicts of interest between FTCHS Members and FTCMS Members;

11. A certificate of insurance evidencing that insurance coverage has been obtained by the Charter School in the amounts and categories as deemed acceptable by the Charter Schools Office;

and be it

FURTHER RESOLVED, that the Charter for FTCMS shall contain the following terms and conditions:

1. FTCMS shall be authorized to operate only as a Grade 6-8 charter school with a maximum enrollment of 300 students starting in the 2019-2020 school year and for the remainder of the charter term, and any renewal of the Charter, unless the parties agree in writing to other terms. Under no circumstances will FTCMS request payment from either the School District or the Pennsylvania Department of Education for more students than set forth herein or enroll students in different grades, without authorization by the SRC or the Board of Education by resolution approved at a public meeting;

2. FTCMS shall enroll at least fifty percent (50%) of its first-time enrolled students from students residing in the following zip codes in the City of Philadelphia, comprising the Attendance Zone: 19134 and 19135. FTCMS first shall enroll 50% of its open seats with students residing in the Attendance Zone and shall at all times during the Charter Term set aside 50% of FTCMS's available seats for newly enrolling students residing in the Attendance Zone. FTCMS shall fill remaining seats with applicable sibling and founder preferences as set forth in the Admissions Policy and Process and then on a random basis in accordance with Section 1723-A of the Charter School Law. All other provisions of Section 17-1723-A and the Public School Code shall remain in force, and FTCMS may not exclude children on any basis other than that set forth in this paragraph;

3. FTCMS shall adopt and implement a Recruitment Plan to identify, attract and enroll a sufficient number of students to meet the 50% seat set aside for students residing in the Attendance Zone. Such Recruitment Plan shall be provided to the Charter Schools Office on or before December 31, 2018 for approval. FTCMS shall provide credible evidence to the Charter Schools Office within thirty (30) days after FTCMS holds its lottery demonstrating that FTCMS has implemented the Recruitment Plan to achieve the 50% set aside for students residing in the Attendance Zone. Thereafter, annually thirty (30) days after holding its lottery during the Charter Term, FTCMS shall demonstrate to the Charter Schools Office through credible evidence that FTCMS has continued to successfully implement the Recruitment Plan;

4. During the Term of the Charter, there shall not be any overlap in Members, including voting or ex-officio board members or officers, between the Board of Trustees of FTCMS and the Board of Trustees of FTCHS, or any subsequent educational services provider for FTCMS. During the Term of the Charter, the Chief Executive Officer ("CEO") of FTCMS shall not also serve as the CEO of any other charter school or be employed or compensated by another charter school, charter management company or multiple charter school organization ("MCSO");

5. FTCMS shall participate in the School District's charter school performance framework and monitoring system as set forth in the School District charter school policies and procedures and any amendments thereto. The charter school performance framework will include annual evaluations of FTCMS's academic, financial, and organizational performance. FTCMS agrees to submit or allow to be submitted to the Charter Schools Office all student level academic information and any school-level data required for assessment of academic and organizational performance as part of the charter school performance framework and monitoring system;

6. If FTCMS achieves a ranking in the bottom two levels on the School District's School Progress Report, or its subsequent replacement, during any year of the term of the Charter, the Charter Schools Office may require that FTCMS meet certain specific student achievement targets and participate in ongoing progress reporting; and be it

FURTHER RESOLVED, that the Charter Schools Office shall issue a written Charter to FTCMS upon the Charter Schools Office's receipt of satisfactory December 31, 2018 Required Documentation as set forth above, and that FTCMS shall sign such Charter on or before April 30, 2019. The SRC hereby delegates authority to determine compliance with the requirements of this Resolution to the Chief of Staff of the SRC or of the Board of Education. Failure of FTCMS to submit satisfactory December 31, 2018 Required Documentation or to sign the Charter by April 30, 2019, or by the end of any extension period granted by the SRC Chief of Staff or the Board of Education Chief of Staff, shall void this Resolution and shall cause the SRC or the Board of Education to re-vote on the Application within thirty (30) days after April 30, 2019, or the expiration of any extension period, whichever is later. Notice of voiding this Resolution for failure to submit the December 31, 2018 Required Documentation or the signed Charter shall be issued by the Chair of the SRC or the Chair or President of the Board of Education. Notwithstanding these provisions, the Charter granted herein will not take effect until the written Charter has been signed and delivered by the Chair of the SRC or the Chair or President of the Board of Education, and the Chair of FTCMS's Board of Trustees, or another duly designated member of the Board.

Chair Richman read the following statement:

- *“There were a number of deficiencies in Franklin Towne’s original application that caused the SRC to deny the application. In its evaluation of the revised application, the SRC focused on whether these deficiencies had been addressed.*
- *Deficiencies that have now been addressed include:*
 - *The Academic Plan and Curriculum Materials now sufficiently address most previous concerns and include appropriate budgeting to support the programming.*

- *The staffing plan and budget now includes dedicated, certified English as a Second Language (ESL) instructors and a number of certified special education instructors aligned with projected student enrollment levels.*
- *While the SRC believes that the applicant has now addressed sufficient deficiencies in order for the application to be granted, the SRC remains concerned about enrollment practices at the existing schools operated by Franklin Towne CHS. These deficiencies have led to a lack of diversity in the school's student body.*
 - *Both existing Franklin Towne charter schools (Elementary and High School) under represent students living in poverty and English learners. Furthermore, these schools do not have the racial diversity their similar schools or the District at-large have.*
- *Additionally, we are still concerned about issues of governance and the proposed school's relationship with its management company and landlord, Franklin Towne Charter High School, an existing charter school.*
- *There is still overlap between Board Members of the proposed middle school and its management company. This structure raises serious concerns about the lack of independence in decision-making for the Board of the proposed middle school.*
- *Also, there is no formal performance evaluation of the management company in the first term of the charter or a right of the proposed school to terminate the management agreement related to performance of the charter operator.*

About Proposed Conditions for Franklin Towne Charter Middle School:

- *The proposed conditions will ensure that these serious concerns are addressed prior to the school receiving an executed charter. These conditions include:*
 - *Complete independence of board of Franklin Towne Charter Middle School including members, officers and ex-officio, from its charter operator, Franklin Towne CHS as well as lease or sub-lease documents that reflect no conflicts of interest between any contracted parties.*
 - *Performance evaluation of the charter operator*
 - *Enrollment set aside for students from specific zip codes (19134 and 19135) to provide for greater diversity in the enrolled student body*
 - *Revision of Admission and Enrollment policy to ensure consistency with Applicable Laws”*

Commissioner Green stated that Franklin Towne Charter Middle School represents diverse zip codes, and addresses a District need to relieve overcrowding in the Catchment area.

The vote on the motion to approve the revised charter application was as follows:

Yeas: Ms. Burns, Mr. Green, Chair Richman – 3

Nays: Ms. Neff – 1

SRC-5 (Added 4.19.18)

Donation: \$358.60 Ratification of Acceptance of Donation from The Philadelphia Foundation – Conference Space

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of a donation of conference space, valued at \$358.60, on April 7, 2018.

Description: The purpose of this resolution is to accept a donation of space from the Philadelphia Foundation to host an orientation session for the new Board of Education. On April 9, 2018 Mayor Jim Kenney announced his nine appointees to the Philadelphia Board of Education, which will assume governance of the School District of Philadelphia in July, 2018. On April 7, 2018 the Board began a robust series of trainings which will include topics such as Board roles and responsibilities, district finance, and charter school authorizing. Additionally, Board members will participate in a series of community listening sessions across the city. Students, parents, educators and residents are invited to attend these events and share their views on the challenges and opportunities facing public education. Information on these sessions is available here: <https://beta.phila.gov/departments/philadelphia-board-of-education>.

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

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 March 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: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-2

Categorical/Grant Fund: \$425,000 Contract with Temple University, Drexel University, Relay Graduate School of Education, University of Pennsylvania, and New York University – Teacher Residency 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 contracts separately with Temple University, Drexel University, University of Pennsylvania, New York University, and Relay Graduate School of Education, for tuition and fees for up to 50 Teacher Resident Interns and for payment to teacher mentors, for an aggregate amount not to exceed \$425,000, for the period commencing April 27, 2018 through June 30, 2019.

Description: The School District of Philadelphia seeks to continue building a quality teacher pipeline through a comprehensive Teacher Residency Program, by expanding the education providers within whom the District works and expanding the number of Teacher Resident Interns ("Residents") the District prepares in the 2018-19 school year from 20 residents to 50 residents.

During the 2017-18 school year, the District embarked on the first year of a multi-year effort to prepare a quality, diverse, committed pipeline of new teachers who will make a long-term impact with the District. Teacher residencies are teacher-preparation programs that offer a unique and powerful pathway for aspiring teachers to begin a long-term career in the classroom. The District partnered with Relay Graduate School of Education for the first year of the Teacher Residency Program to develop a cohort of 20 teacher residents into full-time, certified teachers of record through a specific educational program aimed at preparing new teachers during a residency year. As of March 2018, all 20 teacher residents are on track to graduate from their certification program and participate in the Site Selection process this spring to fill a teacher vacancy in 2018-19.

For the 2018-19 school year, the District seeks to contract with up to five education providers- Drexel University, Temple University, University of Pennsylvania, New York University, and Relay Graduate School of Education- to prepare a total of 50 teacher residents to become full-time teachers of record by the 2019-2020 school year. A standard part of working with the education providers to prepare teacher residents includes covering part of the cost of tuition for teacher residents. The District will cover up to \$7,500 in tuition per teacher resident, using Title II funds. If a teacher resident leaves during their resident year, or is hired as a full time teacher and does not complete a commitment of at least three years of service as a teacher in the District, the tuition assistance is converted to a loan. We require that the teacher repay the district for the remaining years of their 3-year commitment, up to \$7,500.

The District will also pay \$50,000 to fund payment to teachers who take on the responsibility of being mentors for residents. A mentor works both with the resident and the education provider to support an effective on-ramp into teaching by: allowing residents to begin teaching lessons; eventually supporting the teaching full days of rostered students; observing the resident; and, providing feedback on a regular basis.

ABC Code/Funding Source \$425,000.00
334X-G55-9400-283F-3291 Title II

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-3

Categorical/Grant Fund: \$360,000 Contract Amendment with Teach for America – Alternative Route to Certification Program

RESOLVED, that the School Reform Commission authorizes the The School District of Philadelphia, through the Superintendent or his designee, to exercise an option allowed under the current contract to execute, deliver, and perform an amendment of Contract No. 0049/F17, originally entered into with Teach For America, pursuant to Resolution A-4, approved by the School Reform Commission on June 17, 2016 and amended pursuant to Resolution A-4, approved by the School Reform Commission on June 15, 2017, by increasing the dollar amount of the contract by an additional \$360,000 from \$211,500 to an amount not to exceed \$571,500, and by extending the term of the contract from its original scheduled expiration date of June 30, 2018 through June 30, 2020, to hire and support up to 40 teachers per year.

Description: The District proposes to continue partnering with Teach For America to hire and support up to 40 first and second year teachers (corps members) for each of the 2018-19 and 2019-20 school years. Teach For America is a nonprofit organization that recruits, hires, and develops educational leaders who serve for two years as classroom teachers in Philadelphia and 52 other locations nationally, and supports program alumni to meaningfully impact education in low income communities through the classroom, school leadership, and other fields that impact students growing up in low income communities. It is among the largest providers of teachers in low income communities, among the largest providers of African-American and Latino teachers, and among the largest providers of STEM teachers.

The Office of Talent works closely with Teach For America staff to identify new teachers (corps members) who have been accepted to their alternative route certification program in Philadelphia, coordinates site selection interviews to hire corps members into existing vacancies, and pays Teach For America a fee for the development and ongoing support of corps members.

ABC Code/Funding Source \$360,000.00
334X-G55-9400-283F-3291 Title II

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-4

No Cost Contract Amendment with Foundations, Inc. – Temporary Executive Support

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 337/F16, originally entered into with Foundations, Inc., pursuant to Resolution A-6, approved by the School Reform Commission on August 18, 2016, and amended pursuant to Resolution A-7, approved by the School Reform Commission on June 15, 2017, by extending the term of the contract from its scheduled expiration date of June 30, 2018, through June 30,

2019 at no additional cost to the District.

Description: The School District of Philadelphia ("the District") seeks to continue retaining Foundations, Inc., an educational services firm, for the purpose of providing temporary executive staff to support the central office and/or schools on an as-needed basis.

In working with an educational services firm, the goal is to have access to highly qualified, experienced and skilled personnel that can quickly provide interim support, executive coaching and related assistance to the District on an interim, as-needed basis. The cost of these services will be based on the per-diem rate for four positions, i.e. Chief, Deputy Chief, Assistant Superintendent and Executive Coach, plus additional per diem costs for benefits and administration. The District will only incur costs for services rendered and in the case of interim executive placements due to vacancy, the funding allocated to the permanent position will fund the costs of an interim placement.

ABC Code/Funding Source N/A

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-5

Health Fund: \$172,200 Contract with Health E(fx) – Affordable Care Act (ACA) Record Keeping and Reporting Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Health E(fx) to track, report and manage compliance of benefits administration as required by the Affordable Care Act for an amount not to exceed \$172,200 for the period commencing June 19, 2018 through June 30, 2020 with an option to renew the contract for an additional year with a 4% annual cost increase.

Description: A RFP was issued in April 2015 for a vendor to provide tracking and reporting capability as required by the Affordable Care Act (ACA). Health E(fx), was the only vendor to respond, and has been providing this mandatory service for benefit reporting to all employees and the IRS for the past three years.

Until the future of the ACA is finalized, we need to comply with this reporting requirement.

ABC Code/Funding Source \$172,200.00
9009-087-SELF-59M9-3311 FY18 (\$2,831.00)
9009-087-SELF-59M9-3311 FY19 (\$86,100.00)
9009-087-SELF-59M9-3311 FY20 (\$83,269.00)

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-6

Operating Budget: \$5,300,000 Contracts With ACS Consultants, Inc., EBS, and Progressus Therapy, LLC (Invo Healthcare Associates, LC) – Special Education Teachers and One to One Aides

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 ACS Consultants, Inc., (Allied Health Staffing Services), EBS (Educational Based Services), and Progressus Therapy, LLC (Invo HealthCare Associates, LC), to provide substitute special education teachers, special education intervention instructors, one to one aides, and classroom assistants, to fill special education teacher and assistant vacancies that

cannot otherwise be filled through the normal staffing process, and to provide substitute coverage when needed, for an aggregate amount not to exceed \$5,300,000, for the period commencing July 1, 2018 through, June 30, 2019.

Description: The District currently employs over 1,360 certified special education teachers and nearly 1,800 special education assistants who teach and support the approximately 18,319 District students with disabilities. The District's Office of Talent engages in an exhaustive and comprehensive recruitment effort to locate, hire and place special education teachers and special education assistants to fill vacancies and new positions for the upcoming school year. Last year, the District hired 163 special education teachers and 352 special education assistants, and anticipates hiring the same amount for the upcoming school year.

Even with a thorough, expansive recruitment and marketing effort aimed at drawing certified teachers and qualified assistants to the District, the District estimates that there may be up to approximately sixty (60) special education teacher vacancies and up to ten (10) special education assistant vacancies at the start of the 2018-19 school year. Pennsylvania certified special education teachers from ACS Consultants Inc., EBS, and/or Progressus Therapy, LLC may be needed to cover the instruction of low incident students, students with autism, classrooms of students who require emotional and behavioral support, and other special education classrooms. Low incident children are among the most vulnerable students in the District and have some of the most challenging needs. Low incident students include students with the following disabilities: autism, intellectual disability, emotional disability, multiple disabilities, and those students needing basic life skills training and support. Recruiting certified and experienced teachers to work with this demanding population in a large urban district is challenging due to a low supply of qualified candidates, and high annual teacher turnover and resignation rates.

The use of contracted substitutes through this program shall only be used by the Office of Talent and Office of Specialized Services (OSS) as a last resort. The recruitment and retention of regular special education teachers and assistants through the District's Office of Talent is always the first priority and choice. However, when this option is exhausted, and when the District's rigorous recruitment efforts fall short of need, the proposed contracts shall help ensure that all students with special needs have teacher and assistant coverage from the beginning to the end of the school year. This resolution seeks authorization to contract with ACS Consultants, Inc., (Allied Health Staffing Services), EBS (Educational Based Services), and Progressus Therapy, LLC to provide qualified and Pennsylvania certified substitute special education teachers and one to one aides/classroom assistants, to fill vacancies and provide coverage when needed throughout the 2018-2019 school year.

ABC Code/Funding Source	\$5,300,000.00
1901-005-9580-1271-3291 Operating Budget	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-7

Operating Budget: \$6,327,363 Contracts with EBS Healthcare, Invo-Progressus Healthcare, Mediscan, and SHC Services – Therapy Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with EBS Healthcare, Inc. (Educational Based Services), Progressus Therapy LLC (Invo HealthCare Associates, LC), Supplemental HealthCare Associates LLC, Mediscan Diagnostic Services, Inc. and SHC Services, Inc. (Supplemental Health Care) to deliver substitute related services including speech, hearing, vision, occupational, physical and orientation and mobility therapy, ABA therapists, Assistive Technology therapists, and other support services, for an aggregate amount not to exceed \$6,327,363 for the period commencing July 1, 2018 through, June 30, 2019.

Description: The Office of Specialized Services and the Office of Talent are proposing to contract with the following vendors selected through RFP 422, issued on June 20, 2014: EBS Healthcare, Inc. (Educational Based Services), Mediscan Diagnostic Services, Inc., Invo-Progressus Healthcare, and SHC Services, Inc (Supplemental Health Care). The vendors shall provide certified and licensed speech, hearing, vision, occupational and physical

therapists (OT/PT) to perform substitute student therapy sessions, student therapeutic evaluations, staff consultations, and to attend Individualized Education Program (IEP) meetings for approximately 11,982 students. The vendors shall also collaborate with the District in providing management oversight for staff. Vendors' services are needed to provide students with related services mandated by federal and state law. These vendors shall provide services on an as-needed basis at the discretion of the Office of Specialized Services, and to cover District therapeutic staff vacancies whenever they occur due to sabbaticals, maternity leaves, sick leaves, retirements, resignations, and terminations.

The District's Office of Talent engages in an exhaustive and comprehensive recruitment effort to locate, hire and place certified and licensed speech, hearing, vision, occupational and physical therapists (OT/PT) to fill vacancies and new positions for the upcoming school year. Even with a thorough, expansive recruitment and marketing effort aimed at drawing certified therapists to the District, the District estimates that there may be up to approximately 66 full-time therapeutic staff vacancies at the beginning of the school year in September 2018. Substitute therapists are needed to cover these vacant staff positions so that students can receive the therapeutic services included in their IEPs, and that the District is required by law to provide. The cost of 66 contracted therapists is calculated as follows: 183 (total number of full school days plus two professional development days) x 7.5 (hours per day) = 1,372.50 hours per school year x \$69.85 (cost per hour) x 66 contracted therapists for a total of \$6,327,362.

Students identified through the Response to Instruction and Intervention (RtII) process and through the special education evaluation process as having speech, hearing, occupational and physical delays that affect their academic performance, are referred to a qualified, certified and licensed therapist. After a review of a child's academic performance and an assessment by the therapist, the student's therapeutic needs are determined, summarized, and reported to the parent and school staff. The therapist and the school team then develop an IEP with a therapeutic regimen. After the IEP is developed, the District must provide the recommended therapy.

A District panel selected the vendors from the competitive process through RFP 422 issued by the District's Office of Procurement on June 20, 2014. Ten (10) vendors submitted proposals in response to RFP 422. The District panel chose the selected vendors based on the following criteria: proven track record of providing and managing a large scale substitute therapy services for school districts with similar demographics, administrative plan to manage substitutes and to ensure staff compliance with record keeping, electronic reporting and District protocol, guaranteed pool of available qualified substitutes ready to fill existing vacancies, the experience and qualifications of substitute staff, and the reasonableness of costs. RFP 422 authorized up to a five (5) year contract term. A new RFP is scheduled to be issued in January 2019.

ABC Code/Funding Source	\$6,327,363.00
1901-005-9580-1225-3291 Operating Budget	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-8

Operating Budget: \$6,750,000 Contracts with Community Council Educational Services – Emotional Support Classrooms

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a contract with Community Council Education Services (Community Council Health Systems) to provide up to 45 emotional support classrooms for students with emotional disabilities, as well as services to support students with emotional disturbance and enhanced behavioral needs in other School District settings, for an amount not to exceed \$6,750,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: The Office of Talent requests authorization to contract with Community Council Educational Services (CC) to operate up to approximately 45 emotional support (ES) classrooms by delivering qualified teachers, and a wide range of academic, behavioral and support services to students with serious emotional disturbance (ED), and

for whom the School District believes more complex educational and therapeutic supports are required. The School District has utilized the contracted ES classroom model successfully since September 2009. The School District selected CC using a competitive process through Request for Proposal (RFP) No. 542, issued by the School District's Office of Procurement Services on May 9, 2017.

The District's Office of Talent engages in an exhaustive and comprehensive recruitment effort to locate, hire and place certified special education teachers and qualified special education assistants to fill vacancies and new positions for the upcoming school year. Even with a thorough, expansive recruitment and marketing effort aimed at drawing certified teachers and assistants to the District, the District estimates that there may be up to 45 ES teacher and 45 ES assistant vacancies.

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

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

Before recommending an ES placement, a multidisciplinary team in collaboration with an OSS Special Education Director and the OSS Coordinator for Emotional Support Programs, carefully reviews a student's educational and therapeutic needs. Additional information and recommendations may be requested from the school psychologist, school nurse and Multi-Tiered System of Support (MTSS) team. Students considered for ES programs must fit a profile that identifies the need for intensive emotional and behavioral supports. Students' behavioral issues may range from anger control to conduct disorders to severe depression and post-traumatic stress disorder. These students present persistent and often volatile behaviors of aggression and explosive episodes in the school and home setting. The need for a more therapeutic environment becomes evident as student behaviors persist and regular modes of treatment and intervention prove ineffectual. Therapeutic supports provided in these classrooms ensure that students are safely educated with peers in neighborhood schools, in the least restrictive environment, and with a repertoire of research-based interventions.

The Contractors' ES programs will implement and comply with each participating students' IEP and will address the instruction and related services each student needs to achieve academic and behavioral success. For those classrooms contracted to CC, ES programs will consist minimally of one full-time, certified special education teacher, a teacher assistant, and behavioral assistant. In addition, within the Contractor's administration structure, a service coordinator or identified agency member will support family and inter-agency involvement by linking with parents and mental health resources to provide students with a continuum of care. The Contractor uses a research-based model called the Circle of Courage. This model is part of the national re-education movement, which views children holistically rather than as solely problematic. The Circle of Courage model focuses on character and leadership development in preparation for positive lifestyle and increases participation in the general population. Programs include academic, behavioral, therapeutic, and life skills services.

ABC Code/Funding Source	\$6,750,000.00
1901-005-9580-1231-3291 Operating Budget	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

Executive

A-9

Categorical/Grant Fund: \$180,000 Contract with Philadelphia Higher Education Network for Neighborhood Development – VISTA Project

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 Trustees of the University of Pennsylvania/Philadelphia Higher Education Network for Neighborhood Development, to recruit, identify, and place qualified individuals as Volunteers In Service To America (VISTA) in up to sixteen schools to manage and coordinator school-based partnerships in collaboration with each school's principal and leadership team, and in up to four central offices, to conduct projects which further the capacity of each central office, under the leadership of that office's director, for an amount not to exceed \$180,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: VISTA, Volunteers in Service to America, was conceived by President John F. Kennedy as a domestic counterpart to the Peace Corps and was started by President Lyndon Johnson as part of the War on Poverty. It is the national service program that works to eliminate poverty. The first VISTAs began serving in 1965. In 1994, VISTA was incorporated into the AmeriCorps network of programs. Since 1965, over 220,000 VISTA members have served in all 50 states. AmeriCorps VISTA members are in tribal, rural, suburban, and urban communities. VISTA's model is driven directly by communities in need. AmeriCorps VISTA members help others while gaining valuable skills for their career.

An AmeriCorps VISTA is full-time, federally-funded volunteer who works to build the capacity of an organization to serve people living in poverty. AmeriCorps VISTAs are engaged in indirect service. They often work on designing pilot programs, writing grants, and recruiting volunteers, as opposed to providing direct services such as tutoring or building homes. AmeriCorps VISTAs receive a bi-weekly stipend set at 105% of the poverty level, a healthcare allowance, and at the end of a successful year of service, an Education Award of \$5,775 that can be used to pay back student loans or attend graduate school.

For the last six years, PHENND in collaboration with the District has managed a VISTA project which seeks to improve and expand the infrastructure for school-based partnership development. This past year PHENND placed 20 AmeriCorps VISTA members, in 16 high-poverty public schools in Philadelphia and in key School District offices (Strategic Partnerships, Family and Community Engagement (FACE), Student Support, Arts and Academic Enrichment) to serve as Community Partnership Coordinators. PHENND's overall goal is to assist the District to increase the capacity of schools to leverage school-based partnerships in a manner that aligns with each office and school's goals.

School-based VISTAs facilitate communication between schools and community partners. They convene monthly partner meetings at the schools, create and maintain multiple platforms for written and electronic communication between partners and school staff, conduct needs assessment in collaboration with school leadership, and recruit new partnerships to address those needs. Central office VISTAs work on specific projects to increase the capacity of that office's mission and work. For example, VISTAs place in Strategic Partnerships assisted with data collection of existing school based partners in the first three years. Currently, the VISTA is assisting in developing communities of practices for specific partner groups in the arts and college access. The VISTA placed in the Arts and Academic Enrichment Office will support the growth of music and arts partnership communities of practice. The VISTA will also support the development of college and career partners to work specifically with exceptionally talented music students who are members of the All City Orchestra, Band, Choir, and Jazz Band. They will create a Partnership Index to assess partner programs and use it to provide further detail for the knowledge map, in addition to helping partners implement Shared Delivery, a new college-access focused arts curriculum that the office has developed. The VISTA to be placed in the Grant Development Office will develop a coordinated effort to address schools who request grant writing and seeking assistance. They will help develop appropriate workshops for school personnel, including PHENND school-based VISTAs and Mayor's Office Community School Site Coordinators, beyond introductory level sessions currently available, to develop grant requests in order to reduce duplication of efforts and provide a more robust and thoughtful response to schools.

ABC Code/Funding Source

\$180,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-10

Donation: \$175,000 Acceptance of Donation from Wells Fargo Foundation – Cramp Elementary School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to accept with appreciation the generous donation from Wells Fargo, valued at approximately \$175,000, including the purchasing of new tables and chairs for the cafeteria, installing a wardrobe closet for the community resource room, minor renovations to the teacher lounge, installing pads in the gymnasium, renovations to the school library, beautification of outdoor areas, including the painting of exterior murals and gardens near the school's entrance, interior murals in the cafeteria, gym hallways and stairwells, and painting of bathrooms.

Description: Wells Fargo plans to host its fifth signature Day of Service for the School District of Philadelphia on Saturday, May 19, 2018 from 9 am to 4 pm. The location this year will be the Cramp Elementary School, 449 N Howard St, Philadelphia, PA 19140. The event will engage more than 500 Wells Fargo team members, 35 City Year Corp members, and Cramp School community members, in a range of projects and activities benefiting the school.

These projects include renovations to the library, the purchasing of new tables and chairs for the cafeteria, installing a wardrobe closet for the community resource room, minor renovations to the teacher lounge, installing pads in the gymnasium and renovations to the school library, beautification of outdoor areas, including murals and gardens near the entrance, and interior painting of bathrooms, interior murals in the cafeteria, gym, hallways and stairwells.

The entire planning and implementation of the Day of Service and the projects included are being coordinated by leadership from Wells Fargo, the Cramp Elementary School staff, City Year of Greater Philadelphia and the District's Offices of Strategic Partnerships and Facilities.

ABC Code/Funding Source \$175,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

Finance

A-11

Categorical/Grant Fund/Operating Budget: \$225,000 Contract Amendment with Barbacane, Thornton & Company – Accounting Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver and perform an amendment of Contract No. 0156A/F16, originally entered into with Barbacane, Thornton & Company pursuant to Resolution No. A-8, approved by the School Reform Commission on August 20, 2015, as amended pursuant to Resolution No. A-41, approved by the School Reform Commission on May 19, 2016, by increasing the amount of the contract by an additional \$225,000 from the \$375,000 approved in Resolutions A-8 and A-41, to an amount not to exceed \$600,000, and by extending the term of the Contract from its original scheduled expiration date of June 30, 2018 through June 30, 2019, with an option to renew for one year, for an annual amount not to exceed \$225,000, for an aggregate amount, if exercised, not to exceed \$825,000, for the period, if exercised, commencing July 1, 2019 through June 30, 2020.

Description: This resolution is for an extension and increase in The School District's present contract with Barbacane, Thornton & Co, LLP for technical consultative assistant in accounting and auditing matters. The services of this external CPA firm are essential to the SDP because the requirements are regulatory in nature and relate to reporting requirements set forth by Generally Accepted Accounting Principles (GAAP) and the Government

Accounting Standard Board (GASB) for all School Districts in Pennsylvania and the United States, including the SDP. In addition, the services of an external CPA firm are essential to ensure compliance across the District in accounting and financial reporting matters and avoidance of audit findings. The contract has been increased to provide additional technical accounting support for the implementation of the new Enterprise Oracle System.

ABC Code/Funding Source	\$225,000.00
9CPX-053-9380-251G-3291 20% Federal Grants (\$45,000.00)	
1100-053-9070-2515-3291 80% General Fund (\$180,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-12

Categorical/Grant Fund/Operating Budget: \$186,000 Contract with Meta Source, LLC – Document Imaging Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with MetaSource, LLC, for imaging and document management services for the Employee Records, Health Services, Accounts Payable, General Accounting, Grants Fiscal Services and Compliance, Treasury Services and Office of Records Management departments, for an amount not to exceed \$186,000, for the period commencing July 1, 2018 through June 30, 2019.

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

Accounts Payable and General Accounting: Provide record documentation and management services related to scanning Accounts Payable and General Accounting documents (payment vouchers, invoices, journal voucher entries and manual warrants) into the Document Management System for release and indexing of document images to allow easy retrieval and viewing. Approximately 385,000 (300,000 payment vouchers, 70,000 invoices and 15,000 JV's/MW's) documents are expected to be scanned each year.

Treasury Services: Provide imaging of cash receipt documents to allow easy retrieval and viewing by Central office staff. Approximately 21,000 documents will be scanned per year.

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

Office of Talent -

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

The Office of Information Technology and Data Management -

IT may need to use the vendor who is the owner of software for assistance with implementing upgrades and to troubleshoot software related problems and provide IT related technical assistance.

ABC Code/Funding Source	\$186,000.00
1100-053-9070-2515-3311 Operating (\$51,000.00)	
9CPX-G53-9070-2515-3311 Grant (\$20,000.00)	
9CPX-G53-9380-2516-3311 Grant (\$50,000.00)	
1100-053-9600-2513-3311 Operating (\$5,000.00)	
1100-056-9500-2844-3311 Operating (\$25,000.00)	
1100-071-9JW0-2836-3311 Operating (\$5,000.00)	
1100-071-9JW0-2833-3311 Operating (\$30,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-13

Operating Budget: \$25,000.20 Contract Amendment with Atelier Art Services – Storage of Artwork

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment to Contract No. 0488D/F10, entered into with Atelier Art Services, Inc., pursuant to Resolution No. A-53, approved by the School Reform Commission on June 15, 2016, by increasing the amount authorized to be spent by an additional \$25,000.20 from \$102,471.80, to an amount not to exceed \$127,472.00; and extending the Term of the contract from its scheduled expiration date of June 30, 2018 to June 30, 2020, to provide storage for valuable artwork owned by the School District.

Description: The School District originally entered into Contract No. 488/F10 with Atelier Art Services, Inc., pursuant to Resolution No. A-19, approved by the School Reform Commission on October 21, 2009. This contract provides for storage for valuable artwork owned by the School District under conditions appropriate for the care of these works. The School District later amended this Contract, generally to pay for and extend the Term, under Resolution Nos. A-10, October 26, 2011; No. A-14, February 21, 2013; A-38, May 29, 2014; No. A-40, August 21, 2014; No. B-5, October 15, 2015; and No A-53, dated June 16, 2016.

Atelier Art Services, Inc. will continue to provide safe and secure storage for over 200 works of art from District schools and administrative buildings in a state-of-the-art climate controlled Facility. The Office of Comprehensive Arts is working on a plan to utilize the art for public viewing. We have maintained a good relationship with Atelier and find their services more than sufficient for our storage. This contract will allow the District more time to develop a long-term strategy for usage of the art. Many pieces need to be appraised and thus must remain in storage for the time being.

ABC Code/Funding Source	\$25,000.20
1100-051-9020-2361-3111 Operating (\$4,481.00)	
1100-051-9020-2361-3111 Operating (\$20,519.20)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-14

No Cost Contract Amendment with Bank of America/Merrill Lynch – E-Payables Revenue Sharing

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. 218/F12, originally entered into with Bank of America/Merrill Lynch, pursuant to Resolution No. A-20, approved by the School Reform

Commission on August 24, 2011, amended by resolution A-42 on May 19, 2016 by extending the term of the contract from its amended expiration date of August 30, 2018 through August 30, 2020, to serve as E-Payables program provider, at no cost to the School District.

Description: The E-Payables revenue producing program allows the School District to make payments to vendors using a credit card while sharing a percentage of the merchant service fee the bank collects. Vendors in the program are required to enroll and accept payments by Visa.

ABC Code/Funding Source N/A

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-15

Audit Clearing Account Fund: \$225,000 Contract with the City Controller of Philadelphia – Single Audit Services for FY 2018 and FY 2019

RESOLVED, that the School Reform Commission hereby authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with the City Controller of Philadelphia, to provide independent audit services for the Single Audit for Fiscal Year 2018 for an amount not to exceed \$225,000 for the period commencing July 1, 2017 through June 30 2018, and to provide independent audit services for the Single Audit for the Fiscal Year 2019, for an amount not to exceed \$325,000, for the period commencing July 1, 2018 through June 30, 2019, for an aggregate amount not to exceed \$550,000.00.

Description: The City Controller, by Philadelphia Home Rule Charter, is the school auditor of the School District of Philadelphia. The City Controller conducts both the Single Audit Title 2 US Code of Federal Regulations, Part 200 (uniform guidance) for federal grant programs and the "Comprehensive Annual Financial Report of the School District" annual audit. Both audits are required by government regulations. The SRC Chair each year signs an audit engagement letter which indicates the estimated fees for the upcoming audit as required by federal accepted accounting principles (GAAP).

The City Controller has been requested on several occasions to pre-contract with the School District regarding the fees to be charged for the Single Audit (2 Part 200 uniform guidance). The School District accrues audit fees on the books based upon the amount of fees indicated in the engagement letter for the prior year and adjusts to actual once the amount to be charged for the audit is known.

ABC Code/Funding Source \$225,000.00
912X-G53-9350-2520-5101 Audit Clearing Account Fund (\$225,000.00)
912X-G53-9350-2520-5101 Audit Clearing Account Fund (\$325,000.00)

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

Operations

A-16

Various Funds: \$20,000 Contract Amendment with Arc Document Solutions – Reproduction Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with Arc Document Solutions, pursuant to Resolution A-11, approved by the School Reform Commission on April 16, 2015, by increasing the contract by an additional \$20,000.00 from the originally approved, not-to-exceed contract amount of \$65,000.00 to a not-to-exceed contract amount of \$85,000.00 and extending the contract for an

additional two (2) years from the original expiration date of April 27, 2018 to April 16, 2020. All other terms and conditions of this Reproduction Services Contract will remain the same.

Description: In January 2015, the School District of Philadelphia's Office of Capital Programs publicly advertised a Request for Proposal (RFP) to obtain public competitive proposals from firms to provide electronic and paper copies of drawings and specifications for various construction projects. Two firms, Arc Documents Solutions and National Reprographics, Inc., responded to the RFP on February 27, 2015. The Selection Committee reviewed the RFP proposals based on the following evaluation criteria: (1) competence, facilities, staff and past performance of the proposer; (2) history of the proposer in meeting the two business day performance of the services upon notification; (3) quality of references from past or current clients; (4) pricing; and (5) tax compliance. According to the previously established evaluation criteria, Arc Document Solutions met the qualifications and pricing requirements set forth in the RFP and its proposal was determined to be the most advantageous to the School District. The firm will reproduce construction specifications and drawings on paper for bidding documents of various construction projects. Arc Document Solutions has agreed to hold their pricing for this additional term.

ABC Code/Funding Source	\$20,000.00
8000-065-9620-4342-5511 Capital	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-17

Capital Fund: \$400,000 Contracts with Adelpia by Datum-CoStars, Reed Associates and School Specialty – Furniture and Supplies for Farrell Elementary School New Addition

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, equipment and supplies for the Farrell Elementary School new addition for an amount not to exceed \$400,000 for the period commencing April 27, 2018 through project completion.

Description: The School Reform Commission by Resolution A-4 at the November 16, 2017 meeting, authorized the school construction contracts for a two-story addition at Farrell Elementary School. The new addition consists of thirteen (13) classrooms, student and staff toilet rooms, building storage, maintenance and utility closets and an elevator. The addition will contain four classrooms for first through third grades and one grade appropriate inclusive special education classroom. There will be a connecting corridor joining the existing building to the addition.

The new addition is scheduled to open in August, 2018. Therefore, furniture, equipment and supplies must be purchased, delivered, assembled and distributed to ensure staff and students have the necessary prerequisites to perform at maximum levels. While this resolution addresses the procurement of the bulk of fixed furniture, there will be additional purchase orders that will utilize existing price agreements with the School District of Philadelphia that have been approved through a blanket resolution.

This will provide a positive and productive teaching and learning atmosphere for our students and staff. New furniture, materials and supplies will be procured to support delivery of the educational program. Learning spaces for students and teachers, as facilitators, will have resources available to them in a flexible, physical environment conducive for learner engagement.

Furniture, equipment and supplies will be procured from the below furniture vendors who have submitted quotes and are approved contract providers with The School District of Philadelphia. Selected vendors and their state contracts are as follows:

Adelpia by Datum - CoStars
Reed Associates - PA DGS 4400009434, PA DGS 4400009489, PA DGS 4400009472

School Specialty - NJPA, TCPN

ABC Code/Funding Source \$400,000.00
8D16-065-8380-4620-7661 Capital

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-18

Capital Fund: \$872,000 Capital Awards I – Robert Ganter Contractors, Inc. – Roof Replacement at Thurgood Marshall Elementary School

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver and perform contract B-059 C of 2016/17 with Robert Ganter Contractors, Inc., the lowest responsible bidder, at a cost of \$872,000.00.

Description:

Spec:B-059 C General Contract - Roof
of 2016/17 Replacement
Thurgood Marshall Elementary School-
5120 North 6th Street
*Robert Ganter Contractors, Inc.(W) - \$872,000.00
595 E. Pumping Station Road
Quakertown, Pennsylvania 18951

This work covers the labor, material and equipment necessary for the replacement of the roof at this location. The work includes: complete replacement of the roof, metal flashings, roof drains and metal copings. Painting of metal equipment, doors, door frames, and wall louvers. Inspection and re-pointing of masonry and coping joints. The Facilities Condition Index (FCI) at this location is 4.15%. The School Progress Report (SPR) at this location is 49.

The bids for this project were publicly advertised on 10/25/2017, 10/30/2017, and 11/1/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 12/5/2017. After review of the bids and a de-scoping meeting it was determined that Robert Ganter Contractors, Inc. was the lowest responsible bidder with a bid of \$872,000.00.

ABC Code/Funding Source \$872,000.00
8D16-065-5500-4637-4541 Capital (\$584,240.00)
8XXX-065-5500-4637-4541 Capital (\$287,760.00)

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-19

Capital Fund: \$4,198,816 Capital Awards II – Electrical, Mechanical, and General Contracts for Fire Alarms, Renovations, and HVAC Projects

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver and perform contracts with the lowest responsible bidders: Jack Cohen & Company-Fire Alarm Replacement, Hyde Electric Corporation-Fire Alarm Replacement, TE Construction

Services, LLC-Major Renovation, Five Star, Inc.- Major Renovation and Mulhern Electric Company, Inc.- Major Renovation at an aggregate cost of \$4,198,816.00 for the period of April 27, 2018 through project completion.

Description:

Spec: B-008 C Electrical Contract - Fire Alarm Replacement of 2017/18

Edwin Forrest Elementary School - 7300 Cottage Street

*Jack Cohen & Co., Inc. - \$198,000.00

9217 James St., Philadelphia, Pennsylvania 19114

ABC Code: 8D16-065-8250-4625-4561/10- \$77,220

8XXX-065-8250-4625-4561/10 - \$120,780

Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the replacement of the addressable type fire alarm system in the main building and the portable classroom building. The work includes: replacing all fire alarm devices, control panels, booster panels, new wiring, two (2) remote annunciators panels, 50 KVa phase changer, and a 3-phase motor for the blower fan. The new system shall be warranted for 3 years including maintenance service. The Facilities Condition Index (FCI) at this location is 47.87%. The School Progress Report (SPR) at this location is 60.

The bids for this project were publicly advertised on 1/12/2018, 1/17/2018, and 1/19/2018 in several local newspapers and posted on the School District's Capital Programs website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 2/13/2018. After review of the bids and a de-scoping meeting it was determined that Jack Cohen & Co., Inc. was the lowest responsible bidder with a bid of \$198,000.00.

Spec: B-009 C Electrical Contract-Fire Alarm Replacement of 2017/18

Andrew J. Morrison Elementary School - 5100 North 3rd Street

* Hyde Electric Corporation - \$268,500.00 3441 Bowman Street, Philadelphia, Pennsylvania 19129

ABC Code: 8D16-065-7390-4625-4561/10 - \$104,715

8XXX-065-7390-4625-4561/10 - \$163,785

Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the replacement of the two addressable type fire alarm systems. The work includes: replacing all fire alarm devices, control panels, booster panels, new wiring, elevator recall system, flow and tamper switches, three (3) remote annunciators, warranted for 3 years including maintenance service. The Facilities Condition Index (FCI) at this location is 39.82%. The School Progress Report (SPR) at this location is 51.

The bids for this project were publicly advertised on 1/18/2018, 1/23/2018, and 1/25/2018 in several local newspapers and posted on the School District's Capital Programs website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 2/6/2018. After review of the bids and a de-scoping meeting it was determined that Hyde Electric Corporation was the lowest responsible bidder with a bid of \$268,500.00.

Spec: B-808 C General Contract - Major Renovation of 2016/17

Albert M. Greenfield Elementary School - 2200 Chestnut Street

* TE Construction Services, LLC - \$769,000.00 1520-B Campus Drive, Warminster, Pennsylvania 18974

ABC Code: 8D16-065-2470-4658-4541/30 - \$176,870

8XXX-065-2470-4658-4541/30 - \$592,130

Total Aggregate M/WBE Participation: 35.0%

This work covers the labor, material and equipment necessary for the general construction to support the major HVAC renovations. The work includes: modification of the existing roof garden, masonry enclosure for mechanical exhaust, replacement of windows, sitework to accommodate the new gas service, a fenced enclosure for new meter set, removal and replacement of doors and frames in the mechanical room, and the replacement of the existing hydraulic elevator cab and equipment. The Facilities Condition Index (FCI) at this location is 37.69%. The School

Progress Report (SPR) at this location is 51.

The bids for this project were publicly advertised on 1/12/2018, 1/17/2018, and 1/19/2018 in several local newspapers and posted on the School District's Capital Programs website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 2/27/2018. After review of the bids and a de-scoping meeting it determined that TE Construction Services, LLC was the lowest responsible bidder with a bid of \$769,000.00.

Spec: B-809 C Mechanical Contract - Major Renovation of 2016/17
Albert M. Greenfield Elementary School - 2200 Chestnut Street
* Five Star, Inc. - \$2,296,000.00
833 Lincoln Avenue, Unit # 8, West Chester, Pennsylvania 19380
ABC Code: 8D16-065-2470-4658-4591/30 - \$528,080
8XXX-065-2470-4658-4591/30 - \$1,767,920
Total Aggregate M/WBE Participation 35.0%

This work covers the labor, material, equipment necessary for the major HVAC renovations. The work includes: new condensing boilers, primary pumps, controls and hydraulic separator, new natural gas service, replacement of heating hot water and dual temperature piping, replacement of unit ventilators and air handling units, replacement of domestic water heater and booster pumps, elevator sump pump, and all associated mechanical controls and wiring. The Facilities Condition Index (FCI) at this location is 37.69%. The School Progress Report (SPR) at this location is 51.

The bids for this project were publicly advertised on 1/12/2018, 1/17/2018, and 1/19/2018 in several local newspapers and posted on the School District's Capital Programs website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 2/27/2018. After review of the bids and a de-scoping meeting it was determined that Five Star, Inc. was the lowest responsible bidder with a bid of \$2,296,000.00.

Spec: B-810 C Electrical Contract - HVAC Major Renovation of 2016/17
Albert M. Greenfield Elementary School - 2200 Chestnut Street
* Mulhern Electric Company, Inc. - \$667,316.00 1828 Eckard Avenue, P.O.Box #256, Abington, Pennsylvania 19001

ABC Code: 8D16-065-2470-4658-4561/30 - \$153,483
8XXX-065-2470-4658-4561/30 - \$513,833
Total Aggregate M/WBE Participation: 35.0%

This work covers the labor, material, and equipment necessary for the electrical construction to support the major HVAC renovations. The work includes new electrical wiring, panels and conduit, new lighting in mechanical spaces, and a new fire alarm system. The Facilities Condition Index (FCI) at this location is 37.69%. The School Progress Report (SPR) at this location is 51.

The bids for this project were publicly advertised on 1/12/2018, 1/17/2018, and 1/19/2018 in several local newspapers and posted on the School District's Capital Programs website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 2/27/2018. After review of the bids and a de-scoping meeting it was determined that Mulhern Electric Company, Inc. was the lowest responsible bidder with a bid of \$667,316.00.

ABC Code/Funding Source	\$872,000.00
8D16-065-8250-4625-4561 Capital (\$77,220.00)	
8XXX-065-8250-4625-4561 Capital (\$120,780.00)	
8D16-065-7390-4625-4561 Capital (\$104,715.00)	
8XXX-065-7390-4625-4561 Capital (\$163,785.00)	

8D16-065-2470-4658-4541 Capital (\$176,870.00)
8XXX-065-2470-4658-4541 Capital (\$592,130.00)
8D16-065-2470-4658-4591 Capital (\$528,080.00)
8XXX-065-2470-4658-4591 Capital (\$1,767,920.00)
8D16-065-2470-4658-4561 Capital (\$153,483.00)
8XXX-065-2470-4658-4561 Capital (\$513,833.00)

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-20

Various Funds: \$130,443 Authorization of Net Cost Change Orders

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform amendments of the attached contracts for an aggregate amount not to exceed \$130,443.00.

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	\$130,443.00
Various	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-21

Donation: Acceptance of Donation from The Philadelphia Eagles – Play Equipment & Play Surface at Hackett Elementary School; License with George Ely Associates; Field Turf; Contract with Philadelphia Mural Arts Advocates

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee: (i) to accept with appreciation the donation of a playground including play equipment and play surface valued at \$100,000 from the Philadelphia Eagles at the Horatio B. Hackett Elementary School; (ii) to execute, deliver and perform a Right of Entry and License and any other necessary documents with George Ely Associates, Inc. to install and supervise the installation of the playground equipment and play surface at the Horatio B. Hackett Elementary School; (iii) to execute, deliver and perform a Right of Entry and License and any other necessary documents with FieldTurf to install and supervise the installation of a synthetic turf field at the Horatio B. Hackett Elementary School; and (iv) to execute, deliver, and perform other documents necessary to further the intent of this Resolution; 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 Philadelphia Mural Arts Advocates to install outdoor mural and tile mosaic tables at the Horatio B. Hackett Elementary School, for an amount not to exceed \$75,000 for the period commencing April 27, 2018 through August 30, 2018.

Description: In May 2018, the Philadelphia Eagles ("Eagles") plans to hold the annual Eagles Day of Service at the Horatio B. Hackett Elementary School ("Hackett") to build a new playground and exterior benches and tables, to

install an approximately 3,750 sq. ft. synthetic turf field, and to install murals and ceramic mosaics on interior and exterior walls at Hackett. Under the supervision of George Ely, Inc., teams of volunteers will complete the installation of non-technical play equipment, as well as painting projects.

A list of fifteen elementary or K-8 schools was compiled based upon the following criteria: a previously expressed desire for a playground by the principal; available space to accommodate a 75' x 50' square foot field and play equipment; available continuous mural space on the exterior of the building; greater than 80% economically disadvantaged; and, a lack of existing functional play equipment with limited access to nearby parks. From this list, the Eagles Foundation narrowed their selection down to three schools and conducted interviews with each. Through this process, Hackett was chosen for the 2018 Eagles playground build.

Philadelphia Mural Arts Advocates ("Mural Arts") has hired mural artists to work with the students at Hackett to design the murals and mosaics. Mural Arts will supervise the installation and creation of the murals and mosaics by mural artists and volunteers.

ABC Code/Funding Source \$100,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-22

Donation: Acceptance of Donation of Landscape & Mural from Philadelphia Mural Arts Advocates; License & Right of Entry Agreement with Mural Arts Advocates – Cramp Elementary School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, by and through the Superintendent or his designee, to accept with appreciation the generous donation from the Philadelphia Mural Arts Advocates of the design, installation and construction of landscape features in the schoolyard of and murals on the exterior walls of the William Cramp Elementary School with a total value of approximately \$240,000; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, by and through the Superintendent or his designee: (i) to execute, deliver and perform a License and Right of Entry, and any other necessary documents, with Philadelphia Mural Arts Advocates and/or its contractors for the installation and construction of landscape features in the schoolyard of and murals on the exterior walls of the William Cramp Elementary School for a period commencing April 27, 2018 and ending on December 31, 2019; (ii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution; and (iii) to accept the design, installation and construction of the completed landscape features and murals valued at approximately \$240,000. The design, installation and construction of landscape features and murals at the William Cramp Elementary School must be acceptable to the Office of Capital Programs, the Department of Facilities and Operations, the Office of Risk Management and the Office of General Counsel.

Description: As part of its Restored Space Initiative, Philadelphia Mural Arts Advocates has designed landscape features and murals to be installed and constructed at the William Cramp Elementary School with a total value of design, installation and construction services of approximately \$240,000 ("Project"). Upon completion of the Project, the improvements will to be donated to the School District by the Philadelphia Mural Arts Advocates.

This project aligns with The School District of Philadelphia's Action Plan v3.0 by providing an active partnership among the School District, foundations, community organizations, local universities and colleges, community groups and others to create educationally and socially vibrant programs and interior and outdoor spaces at schools throughout the School District.

ABC Code/Funding Source \$240,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-23

Donation: Acceptance of Donation of Landscape & Mural from Philadelphia Mural Arts Advocates; License & Right of Entry Agreement with Mural Arts Advocates – Southwark Elementary School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, by and through the Superintendent or his designee, (i) to accept with appreciation the generous donation from the Philadelphia Mural Arts Advocates of the design, installation and construction of landscape features in the schoolyard of and murals on the exterior walls of the Southwark Elementary School with a total value of approximately \$100,000; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, by and through the Superintendent or his designee: (i) to execute, deliver and perform a License and Right of Entry, and any other necessary documents, with Philadelphia Mural Arts Advocates and/or its contractors for the installation and construction of landscape features in the schoolyard of and murals on the exterior walls of the Southwark Elementary School for a period commencing April 27, 2018 and ending on December 31, 2019; (ii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution; and (iii) to accept the design, installation and construction of the completed landscape features and murals valued at approximately \$100,000. The design, installation and construction of landscape features and murals at the Southwark Elementary School must be acceptable to the Office of Capital Programs, the Department of Facilities and Operations, the Office of Risk Management and the Office of General Counsel.

Description: As part of its Restored Space Initiative, Philadelphia Mural Arts Advocates has designed landscape features and murals to be installed and constructed at the Southwark Elementary School with a total value of design, installation and construction services of approximately \$100,000 ("Project"). Upon completion of the Project, the improvements will be donated to the School District by the Philadelphia Mural Arts Advocates.

This project aligns with The School District of Philadelphia's Action Plan v3.0 by providing an active partnership among the School District, foundations, community organizations, local universities and colleges, community groups and others to create educationally and socially vibrant programs and interior and outdoor spaces at schools throughout the School District.

ABC Code/Funding Source \$100,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-24

Capital Fund: \$750,000 Contract Amendments with Batta, KEM, AET, Criterion, Vertex, TTI, G&C, Synertech, ETC, and USA – Professional Environmental Design and Testing Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform amendments of the separate contracts originally entered in to with Batta Environmental Associates, Inc. (789/F17), KEM Partners, Inc. (790/F17), AET (862/F16), Vertex (864/F16), Inc., TTI, Inc. (865/F1), G&C Environmental, Inc. (793/F17), Synertech, Inc. (794/F17), ETC, Inc. (797/F17), Criterion, Inc. (869/F16), and USA Environmental, Inc. (798/F17), for professional environmental design and testing services, pursuant to Resolution No. A-9, approved by the School Reform Commission on June 16, 2016, and amended pursuant to Resolution A-9, approved by the School Reform Commission on March 17, 2017, as amended pursuant to Resolution A-49, approved by the School Reform Commission on June 15, 2017, by increasing the aggregate amount of the contracts by an additional \$750,000 from the \$3,602,385, approved by Resolutions A-9, A-9 and A-49, to an aggregate amount not to exceed \$4,352,385.

Description: The School District of Philadelphia (District) is committed to providing healthy and safe indoor environments for our students. Professional environmental design and testing services are required to expertly assess physical conditions inside of schools for asbestos, mold and lead-based paint, to develop comprehensive remediation/abatement plans when needed, and to monitor the implementation of these plans for compliance with federal, state and local regulations and best management practices. Over the past year, the District has encountered a significantly greater amount of large-scale environmental remediation projects. These projects included mold at the Honorable Luis Munoz-Marin, Roberto Clemente, Juniata Park Academy, Edward T. Steel, William H. Hunter and John B. Kelly Schools, and lead-based paint stabilization at 17 schools. Each of these projects required a physical assessment by a qualified and experienced environmental consultant, scope determination, monitoring and reporting by professional environmental consultants. In addition to mold and lead-based paint projects, a full complement of Capital Improvement Program projects required review in order to develop Asbestos Inspection Reports, Environmental Impact Evaluations and Environmental Abatement Bid Specifications. This includes 11 new classroom modernization projects.

ABC Code/Funding Source \$750,000.00
8D16-065-9AL0-4541-3411 Capital

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-25

Operating Budget: \$1,250,000 Contract with Terraphase Engineering, Inc. – Water Testing Program Management Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Terraphase Engineering, Inc., to provide professional water testing consulting services, for an amount not to exceed \$1,250,000, for the period commencing April 27, 2018 and shall continue for a contract period of five (5) year(s) through June 30, 2023.

Description: The School District of Philadelphia (District) is committed to providing healthy and safe learning environments for our students. Professional water testing program management services are required to expertly implement a program that protects children from lead in water while at school. The District's water testing management program includes the testing of all drinking water outlets in over 300 facilities as per the City of Philadelphia, Bill No.160618, Section A-703.1 of Title 4 of The Philadelphia Code, entitled, Special Certificate of Inspection. As per this Ordinance, every drinking water outlet in every school building must be tested for lead on a five-year cycle. The results must be reported to the City of Philadelphia and posted to the District's website for public view. Actions must also be taken by the District to address any outlets that exceed the action level of 10 parts per billion of lead in water. This program includes field testing services, laboratory analysis, reporting and data management.

The School District of Philadelphia publicly solicited a Request for Proposals/Qualifications (RFP/RFQ) on December 7, 2017, to obtain public competitive proposals from firms to perform professional water testing program management services, on an as-needed basis. Six firms submitted proposals on January 16, 2018, in response to the RFP/RFQ. Three firms met the pre-established criteria and requirements set forth in the RFP/RFQ and were interviewed orally by an RFP review committee. One firm was selected based upon the administrative and technical reviews of their proposals, and based upon their oral interview results.

ABC Code/Funding Source \$1,250,000.00
1100-031-9270-2624-3311 Operating

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-26

Operating Budget: \$4,947,440 Contract with Automotive Rentals, Inc. (ARI) – Non-Bus Fleet Management
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 Automotive Rentals, Inc., for an amount not to exceed \$4,947,440, subject to funding, for the period commencing July 1, 2018, through June 30, 2023.

Description: The School District of Philadelphia maintains a fleet of approximately 450 buses and 400 non-bus vehicles. The non-bus fleet operates out of a garage located at 25th and Tasker, Philadelphia, and is staffed with four mechanics and one foreman. The majority of vehicles are assigned to Operations Division staff for Maintenance Mechanics, Facilities Areas Coordinators, Food Service Supervisors, School Police and Transportation Services as administrative pool cars for employees.

Due to a lack of staffing and equipment at the garages, partnered with an increased need to focus on supporting daily bus operations, the preventive maintenance program has been suspended for the non-bus fleet, and a significant portion of the inspection and maintenance work for the vehicles is currently being outsourced to various service providers. In order to prioritize attention to the District's bus fleet and to provide quality service and oversight for the non-bus fleet, Transportation issued RFP 566 to outsource the non-bus fleet maintenance program.

The RFP evaluated services for Scheduling Routine Maintenance, Tracking Non-Routine Maintenance, Maintaining Accurate Vehicle Assignments, Monitoring Vehicle Location and Utilization, Managing Violation Fee Payments, Vehicle Valuation and Replacement, and other Value-Added Services. Vendors were scored based on Expertise, Capacity and Bandwidth, Experience, Contract Management, Information Technology, Pricing, and MWBE Participation.

Two vendors, Enterprise and ARI, responded to the RFP. Enterprise proposed a vehicle-leasing model requirement as part of the overall fleet management program, requiring that at least 5% of the fleet be leased through their organization. Additionally, Enterprise's proposal provided traffic violation fee management for leased vehicles only, and was unable to use any GPS platform other than their own (GeoTab).

While both companies have experience and expertise to manage Transportation's requirements, ARI presented a true management model, proposing to manage the current fleet as-is. ARI's pricing at \$4.00 per vehicle per month was competitive compared to Enterprise's \$5.50 per vehicle per month. As a management company, ARI will also receive up to 6% of the total repair cost completed by a network of independent repair shops.

The Evaluation Committee selected ARI based on their ability to provide all the necessary management and repair oversight services without additional investment in the acquisition of new or leased vehicles.

ABC Code/Funding Source	\$4,947,440.00
1100-027-9090-2654-4311 FY-19 (\$989,488.00)	
1100-027-9090-2654-4311 FY-20 (\$989,488.00)	
1100-027-9090-2654-4311 FY-21 (\$989,488.00)	
1100-027-9090-2654-4311 FY-22 (\$989,488.00)	
1100-027-9090-2654-4311 FY-23 (\$989,488.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-27

Operating Budget: \$87,000 Contract Amendment with Dunbar Armored, Inc. – Money and TransPass Collection and Cash Management Services

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with Dunbar Armored Inc., pursuant to Resolution No. A-15, approved by the School Reform Commission on April 28, 2016, by increasing the amount of the contract by an additional \$87,000, from the \$410,000 approved by Resolution A-15, to an amount not to exceed \$497,000, subject to funding, through the term of the original contract on June 30, 2019.

Description: The School District of Philadelphia and Dunbar Armored, Inc. entered into OGC Contract No. 0208/F17 in 2016 to establish a source for armored car collection of both cash and TransPasses, as well as cash management services that include deposit bag processing and coin currency exchange. The District requires these services because of the 60,000+ TransPasses provided by Transportation Services and the cash generated from Food Services' snack sales at multiple school locations. In 2016, under SRC Resolution No. A-15 dated April 26, 2016, the SRC approved a three year contract.

ABC Code/Funding Source	\$87,000.00
1100-027-9590-2725-4131 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-28

Operating Budget: \$100,000 Authorization of Payments to Various School Districts – Transportation of Students Experiencing Homelessness

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay or reimburse neighboring school districts for fifty percent of the cost of transporting students experiencing homelessness living in Philadelphia and attending schools in other districts, pursuant to the McKinney-Vento Act, for an aggregate amount not to exceed \$100,000.00 subject to funding, for the period commencing July 1, 2018 through June 30, 2019.

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

ABC Code/Funding Source	\$100,000.00
1100-027-9590-2721-5131 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-29

Operating Budget: \$440,000 Authorization of Reimbursement of Transportation Expenses to Parents

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to reimburse parents of eligible students for transportation expenses incurred while traveling from home to school and return when bus transportation is not available, for an amount not to exceed \$440,000, for the period commencing July 1, 2018, through June 30, 2019.

Description: When the Department of Transportation Services determines that school bus service is neither practical nor economical because the students' home is not on an existing bus route, parents are encouraged to provide transportation for their children to and from their home and school. Parents are reimbursed at the current IRS

standard mileage rate for business miles. Mileage reports are submitted by parents to the school principals who verify the days of service and forward the information to Transportation Services for review, evaluation and authorization. The District is reimbursed for a portion of the costs associated with this program by the State.

Currently, there are 345 students who are eligible for reimbursement, of which the parents of 279 such students choose to participate in the program. The total expense for reimbursement of parents was \$425,904.97 in Fiscal Year 2017 and is projected to total \$420,000.00 in Fiscal Year 2018. The request for Fiscal Year 2019 reflects a 5% increase, \$440,000.00, which will satisfy any potential IRS mileage reimbursement rate increase between 2018 and 2019 and increases, over the 2018 projected cost, to cover any potential increase in participation.

ABC Code/Funding Source	\$440,000.00
1100-027-9590-2721-5132 FY-19 (\$4,000.00)	
1100-027-9590-2751-5132 FY-19 (\$210,000.00)	
1100-027-9590-2761-5132 FY-19 (\$226,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-30

Operating Budget: \$42,000,000 Contract with SEPTA – Student TransPasses

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Southeastern Pennsylvania Transportation Authority, to pay the net cost of Student TransPasses or other fare-based instruments supplied to the School District, for an amount not to exceed \$42,000,000 for the period commencing July 1, 2018, through June 30, 2019.

Description: In school year 2017-2018, the School District of Philadelphia (SDP) and the Southeastern Pennsylvania Transportation Authority (SEPTA) entered into a new agreement to provide free transportation on SEPTA routes to Public, Charter and Non-Public school students who meet specific eligibility criteria. SDP initially incurs the cost and is reimbursed annually by the State.

Transportation provides Student TransPass services to approximately 63,000 eligible students. The Student TransPass is valid during school hours and is priced at a 25% discount compared to standard SEPTA TransPasses. TransPasses are delivered to approximately 450 schools each month. Schools are required to record and submit monthly reconciliation reports directly to Transportation to account for all passes provided.

ABC Code/Funding Source	\$42,000,000.00
1100-027-9590-2725-5151 FY-19 (\$21,920,552.00)	
1100-027-9590-2752-5151 FY-19 (\$6,175,114.00)	
1100-027-9590-2762-5151 FY-19 (\$13,904,334.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-31

Operating Budget: \$15,400,000 Contract Amendments with Various Vendors – To-From Taxi/Cab Services

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract 0910/F15 with City Cab, CPC Management Inc, and Montco Transportation Services for the taxicab transportation of students to and from school, approved by the School Reform Commission on May 21, 2015, by increasing the amount of the contract by

an additional \$15,400,000, from the \$22,792,072 approved in Resolution A-46, to an amount not to exceed \$38,192,072, through the term of the original contract on June 30, 2018.

Description: As part of RFP-442, City Cab, CPC Management Inc, and Montco Transportation Services were awarded a three-year contract by the School District of Philadelphia in May 2015 to provide to/from transportation using taxicabs. Cab services are available to special needs students with an Individualized Education Plan (IEP) requirement where students have a minimum ride time or must ride alone.

The total cost of cab transportation services will not exceed \$38,192,072.

ABC Code/Funding Source	\$15,400,000.00
1100-027-9590-VARI-5133 FY18 (\$11,265,334.00)	
1901-005-9580-2734-4131 FY18 (\$4,134,666.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-32

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

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to pay or reimburse the City of Philadelphia for the cost of fuel supplied to School District vehicles from City fueling stations, for an amount not to exceed \$1,289,000 for the period commencing July 1, 2018 through June 30, 2019.

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

ABC Code/Funding Source	\$15,400.00
1100-027-9590-2531-6261 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-33

Operating Budget: \$100,000 Contract with Sea Box, Inc. – Temporary Office Space at Shallcross Bus Garage – Subject to Funding

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Sea Box, Inc., to provide temporary office and bathrooms, for an amount not to exceed \$100,000, subject to funding, for the period commencing April 27, 2018 through June 30, 2019.

Description: The Department of Transportation Services provides yellow school bus transportation services out of three District-owned garages: Shallcross Garage, Broad Street Garage, and Passyunk Garage. Shallcross Garage is located off of Woodhaven Road in Northeast Philadelphia, and runs approximately 90 routes for District students. Due to damage from leaks in the roof, the Dispatch Office building must be vacated.

Sea Box will provide one temporary trailer for office space, two temporary trailers for driver waiting area and one bathroom trailer for staff at Shallcross Garage in Northeast Philadelphia until a permanent solution is provided.
ABC Code/Funding Source \$100,000.00
1100-027-9100-2742-7641 FY-18 (\$23,000.00)
1100-027-9100-2742-7641 FY-19 (\$77,000.00)

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-34

No Cost Agreement, Amendment and Ratification with the Pennsylvania Department of Transportation – School District Commercial School Bus Driver License Training Center Operations

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 No. 11 of its contractual relationship with the Pennsylvania Department of Transportation ("PennDOT"), to act as a fully qualified local training site for bus driver candidates and bus drivers seeking and maintaining their commercial driver's licenses, a program that commenced as of 2004, by modifying the scope of the work as required by PennDOT to incorporate current program and legal compliance requirements, at no cost to the School District; and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the execution, by The School District of Philadelphia through the Superintendent, Chief Executive Officer, Chief Operating Officer, General Manager of Transportation Services and their proper representatives, and the delivery and performance by their proper representatives, of prior contractual documentation, including Amendment No. 10 (which includes all prior Amendments), with PennDOT, for the period commencing 2004 to date, to provide a fully qualified local training site for bus driver candidates and bus drivers seeking and maintaining their commercial driver's licenses, at no cost to the School District; 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 such further and additional amendments, amended and restated contracts, and other necessary and appropriate instruments, documents, certificates, agreements, and memoranda of understanding, and to carry out such further acts, in consultation with, and with the approval of, the Office of General Counsel, as are necessary and appropriate to carry out the foregoing resolutions, and at no cost to the School District.

Description: The Department of Transportation Services currently employs approximately 330 school bus drivers to operate yellow bus routes for the School District. Since 2004 the School District, in a contractual relationship with PennDOT, under PennDOT's 2004 Request for Applications, RFA# 353R08, has provided an official PennDOT third-party Commercial Driver License Training Center. This site is not open to the public, but is utilized to provide free CDL training to potential school bus drivers for the School District as well as federally mandated recertification classes for current Commercially Licensed school bus drivers. Day-to-day operations are monitored by a School District employee who serves as the Training Coordinator for the School District. All Training Center operations staff serve under the direction of the General Manager of the Department of Transportation Services, and official certification and licensure credentialing is monitored by PennDOT officials in Harrisburg.

These services are provided free of charge to applicants and current employees, and no funds are paid to or from PennDOT or the School District.

ABC Code/Funding Source N/A

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-35

Acceptance of Donation from City of Philadelphia, Sixers Youth Foundation & the Philadelphia 76ers-Improvements to Schoolyard at Hartranft Community Center; License & Right of Entry Agreement – Sport Court East, Inc., Cast Construction, Inc., and John Phillips & Sons

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee to accept with appreciation the generous donation from the City of Philadelphia, the Sixers Youth Foundation and the Philadelphia 76ers for the installation and construction of improvements on the grounds of the Hartranft Community Center for an approximate amount of \$127,600, 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 License and Right of Entry Agreements, and any other necessary documents, with Sport Court East, Inc., Cast Construction Inc., and John McPhillips & Sons to perform, install and construct improvements at the Hartranft Community Center, and such other documents necessary to further the intent of the Resolution within the approximate amount of \$127,600, and to accept the improvements valued at approximately \$127,600. The design, installation and construction of the improvements on the grounds of the Hartranft Community Center must be acceptable to the Office of Facilities and Operations, the Office of Capital Programs, the Office of Risk Management and the Office of General Counsel.

Description: The Department of Parks and Recreation of the City of Philadelphia, the Sixers Youth Foundation and the Philadelphia 76ers have been working with The School District of Philadelphia to make improvements to the basketball courts at the Hartranft Community Center. The improvements will include: (i) removing basketball standards and basketball posts; (ii) installing new basketball hoops with polycarbonate backboards and new player benches; (iii) milling and resurfacing the basketball courts with acrylic surfacing, including color coating and game lines; (iv) installing a 12 foot fence separating the basketball court from the remaining asphalt area; and (v) installing new fencing on one end of basketball court.

ABC Code/Funding Source \$127,600.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-36

Operating Budget: \$60,000 Contract with The Reinvestment Fund (TRF) – School District Surplus Property Market Analysis

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 Reinvestment Fund (TRF), to identify key market and population considerations to inform the disposition of District owned surplus property for an amount not to exceed \$60,000 for the period commencing April 27, 2018 to January 31, 2019.

Description: The School District of Philadelphia maintains a building portfolio that includes 15 surplus properties.

Many of these properties became vacant in June 2013 following the closure of over twenty schools as part of the District's Facilities Master Plan. While the School District has achieved modest success with the sale of its surplus properties, the buildings that remain require greater analysis to help guide decisions on whether to retain and repurpose or to develop a new strategy to market the properties for sale.

In order to inform final recommendations to the School Reform Commission, the School District will engage The Reinvestment Fund (TRF) to identify key market and population considerations to inform the decisions on vacant school buildings. For each property, TRF will create a 2-page profile to summarize the current market and demographic conditions which could impact the feasibility of sale, the likelihood and direction of

neighborhood market change, and key questions for consideration to guide School District of Philadelphia disposition decisions.

ABC Code/Funding Source	\$60,000.00
1100-037-9FP0-2615-3111 FY18 Operations (\$20,000.00)	
1100-037-9FP0-2615-3111 FY19 Operations (\$40,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-37

Lease Agreement with University City Science Center – Science Leadership Academy Middle School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver and perform a two (2) year lease agreement with the University City Science Center, for the rental of approximately 26,331 square feet located at 3600 Market Street, Philadelphia, PA, (the "Premises"). The annual rent for the first year of the term is \$789,930 per year (\$30.00 per rentable square foot) to be paid monthly commencing on July 1, 2018, through June 30, 2019. The annual rent for the second year of the term is \$816,261 per year (\$31.00 per rentable square foot) to be paid monthly commencing on July 1, 2019, through June 30, 2020. All utilities, maintenance, cleaning and common area charges are covered in the rental payments.

Description: The Science Leadership Academy Middle School ("SLA-MS") is a District managed program serving grades 5 and 6. The school is expected to reach its full grade complement as a 5-8 middle school by the 2020-21 academic year.

For the past two years, SLA-MS has occupied space on Drexel University's campus at the Dornsife Building. The Dornsife Building will not have the capacity or space to house the SLA-MS program due to the addition of grade 7 and the enrollment growth. As a result, the School District will relocate the program to the University City Science Center located at 3600 Market Street, Philadelphia, PA 19104. The approximate 27,000 square feet of space can accommodate the current and future growth of the SLA-MS program. The term of the lease is concurrent with Drexel University's fundraising and planning efforts to construct a permanent facility for SLA-MS and Powel Elementary School by the 2020-21 academic year.

ABC Code/Funding Source	\$1,606,191.00
1100-031-9FP0-2628-4411 FY2019 General Fund (\$789,930.00)	
1100-031-9FP0-2628-4411 FY2020 General Fund (\$816,261.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-38

Lease Agreement with the Urban Affairs Coalition for use of a portion of the Education Center at 440 North Broad Street

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a short term lease agreement with Urban Affairs Coalition to use approximately 862 square feet of space on the first and third floors of the Education Center, in "as is" condition to be used for office space for staff members. Urban Affairs Coalition will pay fees to the School District in the amount of \$1,185.25 per month (\$16.50 per square foot) payable on a monthly basis, which fee includes the School District's operating costs associated with the premises, including all utilities, building engineer, maintenance, cleaning, security and trash removal, for the period commencing May 1, 2018 through September 30,

2018, unless terminated by either party with no fewer than 30 days written notice to the other party. The other terms of the license agreement must be acceptable to the School District's Office of Real Property Management, Office of General Counsel and the Office of Risk Management.

Description: The Urban Affairs Coalition (UAC) is one of the Philadelphia region's largest nonprofit agencies, with a mission of uniting government, business, community, and individual initiatives to improve the quality of life in the region, build wealth in urban communities, and solve emerging issues. For over 30 years, UAC has managed the Summer WorkReady Youth Employment program, with a consistent record of successfully achieving program outcomes. As a response to the need for academic enrichment and career-focused opportunities for disadvantaged youth and young adults, UAC offers scalable summer internship and employment opportunities for youth, ages 14-21, in Philadelphia who are from low-income households. Historically, UAC has placed more than 35,000 youth in summer internships through the WorkReady program, providing paid summer work experiences and professional development to over 1,000 Philadelphia teens each summer. Having UAC stationed at our centralized Administration Office during this period of time will aid in processing students who will participate in the 2018 Summer Work Ready Program.

ABC Code/Funding Source \$5,926.25

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-39

Operating Budget: \$500,000 Contracts with Bradley-Sciocchetti & General Asphalt Paving Company – Boiler Burner Service & Repairs

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts with Bradley-Sciocchetti, Inc. and General Asphalt Paving, Co. to perform boiler burner service and repairs at various School District locations, for a total amount not to exceed \$500,000, for the period commencing April 27, 2018 through April 30, 2019.

Description: This contract establishes a source for boiler burner services and repairs at various locations throughout the School District of Philadelphia. This contract will be managed and utilized by the Office of Maintenance Management.

The proposed award represents the completion of public solicitation GSC-005: Boiler Burner Service & Repairs, issued by Procurement on February 13, 2018. The solicitation was sent to over 30 vendors as well as our host of area agencies. Nine (9) companies downloaded the solicitation and of those, two (2) responded.

ABC Code/Funding Source \$500,000.00

1100-031-9270-2621-4312 FY18 (\$83,333.32)

1100-031-9270-2621-4312 FY19 (\$416,666.68)

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-40

Operating Budget: \$197,000 Contract Amendment with Cintas – Uniform & Linen Rentals Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of contract originally entered into with Cintas for Uniform & Linen Rental Services, pursuant to Resolution no. A-18, approved by the School Reform Commission on October 13, 2016, by increasing the amount of the contract by an additional \$197,000, from the

\$209,200, to an aggregate amount not to exceed \$406,200, and extending the term of the contract through June 30, 2019.

Description: This contract is being extended to June 30, 2019, to align with other Operations contracts and allow for more efficient contract management. In addition, funds are being authorized for the current contract period to ensure coverage for uniform and linen rentals throughout the FY18 school year and the beginning of FY19. This contract provides crucial services for the Food Services cafeteria staff, Transportation garage staff and Career and Technical Education educators and staff. This contract will be collaboratively utilized and managed by the Offices of Food Services, Career & Technical Education as well as Transportation Services.

ABC Code/Funding Source	\$197,000.00
1100-027-9100-2742-4151 FY19 (\$15,000.00)	
1100-059-9240-2125-4151 FY19 (\$34,000.00)	
9001-029-9360-2495-3311 FY19 (\$104,000.00)	
1100-027-9100-2742-4151 FY18 (\$10,000.00)	
1100-059-9240-2125-4151 FY18 (\$34,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-41

Operating Budget: \$30,000 Contract with ServiceWear Apparel – Bus Driver Uniforms

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to National IPA contract #R160801, to execute, deliver and perform a contract with ServiceWear Apparel, to purchase uniforms for Local 32BJ District 1201 employees, for an amount not to exceed \$30,000, subject to funding, for the period commencing April 27, 2018 through April 30, 2019.

Description: This proposed award via a National IPA cooperative contract establishes a source for school bus driver uniforms for members of Local 32BJ District 1201 (32BJ). The most recent collective bargaining agreement with 32BJ included an agreement for the District to provide work uniforms for all union employees. The District is required to provide work shirts and work pants to all building engineers, bus drivers, cleaners, maintenance and mechanics. Employees will be required to wear the uniforms for the duration of the work day. Since this contract with ServiceWear will solely be for district bus drivers uniforms, it will be managed by the Office of Transportation Services.

ABC Code/Funding Source	\$30,000.00
1100-027-9590-2721-6142 FY18 (\$5,000.00)	
1100-027-9590-2721-6142 FY19 (\$25,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-42

Operating Budget: \$500,000 Contracts with GEM Mechanical Services, Inc. & General Asphalt Paving Company – On Call Piping Repairs

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts with GEM Mechanical Services, Inc. and General Asphalt Paving, Co. to perform piping repairs at various School District locations, for a total amount not to exceed \$500,000, for the period commencing April 27, 2018 through April 30, 2019.

Description: This contract establishes a source for piping repairs at various locations throughout the School District of Philadelphia. This contract will be managed and utilized by the Office of Maintenance Management.

The proposed award represents the completion of public solicitation GSC-006: On-Call Piping Repairs, issued by Procurement on February 12, 2018. The solicitation was sent to over 20 vendors as well as our host of area agencies. Six (6) companies downloaded the solicitation and of those, two (2) responded.

ABC Code/Funding Source	\$500,000.00
1100-031-9270-2621-4551 FY18 (\$83,333.32)	
1100-031-9270-2621-4551 FY19 (\$416,666.68)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-43

Operating Budget: \$750,000 Contract with Tunstall Corporation – Steam Traps

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the Massachusetts Higher Education Consortium Contract G03, to execute, deliver and perform a contract with Tunstall Corporation, to purchase steam traps, for an amount not to exceed \$750,000, subject to funding, for the period commencing from April 27, 2018 through June 30, 2019.

Description: This contract, made via the Massachusetts Higher Education Consortium, establishes a source for steam traps and steam trap parts. The Office of Facilities Management replaces and repairs steam traps for the HVAC systems in schools.

ABC Code/Funding Source	\$750,000.00
1100-031-9270-2622-6000 FY18 (\$250,000.00)	
1100-031-9270-2622-6000 FY19 (\$500,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-44

Various Funds: \$7,836,500 Contracts with Various Vendors – Classroom Furniture

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to various cooperative contracts, to execute, deliver, and perform contracts with Adelpia by Datum, Cofco, Hertz Furniture, KayTwelve, Nickerson, Reed Associates, School Outfitters, School Specialty, Wenger, Virco, to purchase classroom furniture, for an aggregate amount not to exceed \$7,836,500, subject to funding, for the period commencing April 28, 2018 through April 30, 2019.

Description: This contract establishes a source for multiple initiatives requiring classroom furniture.

The District will be purchasing furniture for a classroom modernization project involving the following 11 schools: Childs, Rhoads, Taggart, Steel, Webster, Hunter, Day, Rowen, Farrell, JH Brown, McMichael. The project's goal is to support Anchor Goal 2 of Action Plan 3.0, which states that 100% of 8-year-olds will read on grade level. By providing the furniture needed for literacy learning centers at these schools, the District will be facilitating collaborative educational environments designed for 21st century learning. Total expenditures for this project are estimated to be \$4,250,000.

The District will also provide classroom furniture for the schools included in the upcoming year's System of Great

Schools (SGS). The schools this year include Penn Treaty, Wagner, Feltonville A&S, and Gideon. (Rhoads and Steel are SGS schools that are receiving furniture through the modernization project.) Furniture purchases for these four SGS schools are part of a broader effort to increase resources across all aspects of the school environment. Total expenditures for this project are estimated to be \$2,285,500.

Finally, SLA Beeber and SLA Middle are grow-a-grade schools this year. They require new furniture for the expansion of regular and special ed classrooms, makerspaces, and science labs. The total dollar amount for these expenditures is estimated to be \$301,000.

The remaining \$1,000,000 in authorization provides a source for furniture on an as-needed basis throughout the year, whether needs are identified centrally or by individual schools.

ABC Code/Funding Source	\$7,836,500.00
1100-031-9270-2693-7631 FY18 (\$6,836,500.00)	
Various Schools and Offices FY18 (\$250,000.00)	
Various Schools and Offices FY19 (\$750,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-45

Operating Budget: \$400,000 Contract Amendments with Pittsburgh Stage AVL, Janson Industries Stage Equipment, and Parlights, Inc. – Stage Curtains

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 separately with Pittsburgh Stage, Spire AVL, Janson Industries Stage Equipment and Parlights, Inc., to purchase stage curtains, pursuant to Resolution A-9, approved on May 18, 2017, to increase the aggregate amount of the contracts by an additional \$400,000 from the \$200,000 approved by Resolution A-9, for an aggregate amount not to exceed \$600,000, subject to funding, and by extending the term of the contracts from the originally scheduled expiration date of June 30, 2018 through June 30, 2019.

Description: This is a proposed amendment of an award made via COSTARS cooperative contracts that establishes several potential sources for the stage and window curtains used in District school auditoriums. The Facilities department responds to the ongoing needs of schools with respect to this commodity and, where additional funds are available, prioritizes schools for stage curtain replacement.

ABC Code/Funding Source	\$400,000.00
1100-031-9270-2625-4131 FY18 (\$100,000.00)	
1100-031-9270-2625-4131 FY19 (\$300,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-46

Operating Budget: \$200,000 Contract Amendments with General Fire Equipment, and Philadelphia and PA Fire Protection Company – Fire Extinguisher Recharging, Repair, and Replacement

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 General Fire Equipment and Philadelphia and PA Fire Protection Company, pursuant to Resolution No. A-29 approved on April 27, 2017, to purchase fire extinguisher recharging, repair, and replacement, by increasing the

amount of the contract by \$200,000, from the \$270,000 approved by Resolution No. A-29, for an aggregate amount not to exceed \$470,000, commencing on or after April 28, 2018 through June 30, 2019.

Description: These amendments increase the authorization amount for existing contracts that expire in June 30, 2019. Those contracts establish a source for fire extinguisher recharging, repair, and replacement. Functional fire extinguishers are necessary for fire suppression and to meet city safety codes and regulations. Fire extinguishers are present in District buildings and on District school buses.

ABC Code/Funding Source	\$200,000.00
1100-031-9270-2625-4311 FY18 (\$40,000.00)	
1100-031-9270-2625-4311 FY19 (\$160,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-47

Operating Budget: \$135,000 Contract Amendment with ServiceWear Apparel – Uniforms for Local 32BJ District 1201 Employees

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the National IPA contract #R160801, to execute, deliver and perform an extension of a contract originally entered into with ServiceWear Apparel, pursuant to Resolution A-39 approved on June 15, 2017, to purchase uniforms for Local 32BJ District 1201 employees, for an amount not to exceed \$400,000, by increasing the amount by an additional \$135,000, from the \$400,000 approved by A-39, to an aggregated amount not to exceed \$535,000, subject to funding, and by extending the term of the contract from its originally scheduled expiration date of June 30, 2018 through June 30, 2019.

Description: This proposed extension of award via a National IPA cooperative contract establishes a source for uniforms for members of Local 32BJ District 1201. The most recent collective bargaining agreement with 32BJ included an agreement for the District to provide work uniforms for all union employees. The District will provide work shirts and work pants and all building engineers, cleaners, and maintenance employees will be required to wear the uniforms during the work day.

ABC Code/Funding Source	\$135,000.00
1100-031-9270-2622-6142 FY19 (\$100,000.00)	
1100-031-9270-2622-6142 FY20 (\$35,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-48

Operating Budget: \$2,185,292 Contract with Anixter, Inc. – Security Cameras and Ancillary Equipment

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to Costars Contract # 003-007, to execute, deliver and perform a contract with Anixter, Inc., for the purchase of security cameras and ancillary equipment, for an amount not to exceed \$2,185,292, for the period commencing April 27, 2018 through June 30, 2018.

Description: This contract establishes a source of the security cameras and related equipment needed to complete the Office of School Safety's effort to ensure all schools are outfitted with a robust surveillance system. The vendor was selected after a comparison of pricing available from vendors with cooperative purchasing options.

ABC Code/Funding Source
1100-034-9560-2661-7591 Operating

\$2,185,292.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-49

Various Funds: \$1,500,000 Amendment of Contract with CDW-G – Printers and Toners

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 entered into with CDW-G for the purchase of printers and toners, approved pursuant to Resolution A-23 on April 27, 2017, pursuant to the requirements contract of supplies and/or a combination of supplies and services for purchases costing \$25,000 or more, to increase the amount of the contract by \$1,000,000 from the \$500,000 approved by Resolution A-23, to a total amount not to exceed \$1,500,000, subject to funding, and by extending the term of the contract from its originally scheduled expiration date of June 30, 2018 to June 30, 2020.

Description: This extension of contract will establish a continued source for printers and toners and is primarily used by District schools. The contract will give the District an opportunity to standardize on computer print devices. This proposed amendment extends the award that originally was authorized from the public solicitation under A17-63429, Printers and Toners, issued by Procurement on December 12, 2016. The solicitation was sent to 39 vendors including our host of area assist agencies. Thirty-seven (37) companies downloaded the solicitation and, of those, 14 responded. The vendors that submitted proposals were CDW-G, Solvix Solutions, Docutrend, Ricoh, Office Depot, Ink Island and Extras, Inc., Star Image Supply, Inc., Suppliesoutlet.com, W.B. Mason, B2B Supplies USA dba Printing Supplies USA, Printer Tech, LLC, Coast to Coast Computer Products, Ditto Copy Systems, Inc., and The Office Pal.

ABC Code/Funding Source

\$1,500,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-50 (As Amended)

Operating Budget: \$1,663,000 Contract with Sands Auto Group, Pacifico Ford, and Hoffman Ford – Purchase of Operations Vehicles

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to a COSTARS contract, to execute, deliver and perform a contract with Sands Auto, Co., Pacifico Ford, and Hoffman Ford for the purchase of 63 vehicles for School District Operations, for an amount not to exceed \$1,663,000, subject to funding, for the period commencing April 27, 2018 through June 30, 2018.

Description: This proposed award will be made via a COSTARS cooperative contract and establishes a source for trucks and vans. Purchases made under this award will help modernize the district's non-bus fleet, achieving significant savings in repair costs. The district's current non-bus vehicles are 12-years-old on average and cost approximately \$3,200 per vehicle in repair costs per year. The district has surpassed the recommended timeline for replacing these vehicles. The maintenance and repair costs now far exceed the residual value of the vehicles. Replacing unreliable vehicles with new ones will also increase the efficiency of both Operations departments to serve school sites.

Purchases will be made of the following vehicles:

2 Ford F-550 Dump Trucks

2 Ford F-250 Pick-up Trucks
 5 Ford Escapes
 15 Ford Transit 350 Vans, with uplift
 38 Ford Transit 250 Vans, with uplift
 1 Ford Transit Van 250
 ABC Code/Funding Source \$1,663,000.00
 1100-027-9590-4003-7591 FY18 (\$1,633,000.00)
 4A0X-G01-1803-4I18-7591 FY18 (\$30,000.00)

Commissioner Neff introduced a motion to amend resolution A-50 to add Pacifico Ford as a vendor.

The vote on the motion to amend resolution A-50 was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

The vote on resolution A-50 as amended was as follows:

Yeas: Ms. Burns, Ms. Neff, Chair Richman – 3

Nays: 0

Abstention: Mr. Green – 1

A-51

Cafeteria Fund: \$6,500,000 Contract with U.S. Foods – Groceries & Provisions

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 \$20,100 or more, to execute, deliver and perform a contract with U.S Foods to purchase groceries and provisions for an amount not to exceed \$6,500,000, subject to funding, for the period commencing from July 1, 2018 through June 30, 2019.

Description: Pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$20,100 or more, this contract establishes a source for groceries and other provisions for school district cafeterias and full-service kitchens. This contract has been and will continue to be managed and utilized by the Office of Food Services.

This proposed award represents completion of the public solicitation under A18-65915, Groceries & Provisions, issued by Procurement on 1/2/2018. It was sent to eighteen (18) vendors and several area assist agencies. Eleven (11) companies downloaded the solicitation. Of those, two (2) vendors submitted proposals.

The vendors that submitted proposals were Driscoll Foods and U.S Foods.
 ABC Code/Funding Source \$6,500,000.00
 9001-029-9360-2495-6311 Cafeteria Fund

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-52

Cafeteria Fund: \$3,900,000 Contract with Seashore and Produce Company, Inc. – Fresh Cut Fruits and Vegetables

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 Seashore Produce Inc. for an amount not to exceed \$3,900,000, subject to funding, for the period from July 1, 2018 through June 30, 2020.

Description: This is a proposed contract that establishes a source for fresh fruit and vegetables needed for the District's full-service cafeteria sites for participation in the U.S. Department of Agriculture's (USDA) Federal Meals Programs - Breakfast, Lunch, and Supper.

Procurement Services and the Food Services Division solicited multi-year proposals to provide fresh fruit and vegetables to our full-service sites for participation in USDA's National School Lunch Program per RFP 577 issued January 3, 2018.

Procurement Services sent out RFP notifications to seven (7) vendors with an additional eight (8) firms downloading the RFP online. Two (2) firms submitted a formal response for Procurement Services review and evaluation.

Procurement Services and the Food Services Division jointly recommend Seashore Fruit and Produce Company Inc. as the lowest cost proposal submitted.

ABC Code/Funding Source	\$3,900,000.00
9001-029-9360-2495-6311 FY19 Cafeteria Fund (\$1,900,000.00)	
9001-029-9360-2495-6311 FY20 Cafeteria Fund (\$1,900,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-53

Capital Fund: \$785,524 Contract with Schneider Electric – Security Cameras

RESOLVED, that the School Reform Commission Authorizes the School District of Philadelphia between the School Reform Commission and through the Superintendent or his designee, to execute, deliver and perform a contract with Schneider Electric for the installation of conduit, wiring, cameras and all necessary CCTV security equipment at the following schools: C. C. Baldi Middle , Decatur Elementary, Fox Chase Elementary, LaBrum Middle, Parkway Center City High, Sheppard Elementary, Welsh Elementary and Wagner Middle, for an amount not to exceed \$785,524.00, for the period commencing April 27, 2018 through June 30, 2019.

In an effort to support the safe and secure learning environment of all students, staff, visitors and stakeholders, the Office of School Safety has undertaken a project to ensure every school within the District is equipped with an adequate updated CCTV surveillance system. Installation of these systems will provide an additional layer of security, serve as a deterrent to criminal activity on School District property, help reduce the number of documented serious incidents, and archive CCTV footage for a limited period, which will be useful in providing evidence on behalf of the District.

On September 18, 2017, the Office of School Safety issued a Request for Qualification (RFQ)/ Request for Proposal (RFP) to obtain public competitive proposals from professional electrical companies to perform installation of closed circuit television (CCTV) surveillance cameras and all related equipment in eight schools for this second phase of the project. This RFQ (#178) was downloaded fifty-one (51) times from the School District of Philadelphia website. Walk-throughs of the locations were mandatory for interested companies and were scheduled between November 7, 2017 and November 14, 2017. Six companies were present for the walk-throughs and four companies, Hyde Electric, Larry McCrae, Inc., R F Design and Schneider Electric, submitted proposals by the closing date of November 11, 2017. A five-person evaluation committee consisting of the Director of School Safety, CCTV/Alarm Systems Supervisor, School Police Support Services Supervisor, Capital Programs Electrical Engineer and a Facilities Maintenance Supervisor performed evaluations of the proposals. The evaluation committee selected two companies after administrative review and technical evaluations of submitted proposals, based on established evaluation criteria and an oral presentation and interview was scheduled for Schneider Electric on December 20, 2017 based on the companies; capacity, experience, quality of services and contract management. Members of the evaluation committee possessed knowledge of the amera lines will branch off from these main junction boxes. The

number of trunk lines and power lines would coincide with the number of cameras to be installed on that floor. Aforementioned with regard to R. F. Design based on existing and prior contracts. The evaluation committee selected Schneider Electric as the most qualified.

ABC Code/Funding Source \$785,524.00
8D16-065-9GH0-2660-7000

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

Information Technology

A-54

Categorical/Grant Fund: \$155,000 Acceptance of Sub-Grant from WHYY – Media Arts Education Project

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, if awarded, a sub-grant from the William Penn Foundation, through WHYY for an amount not to exceed \$155,000, to purchase multi-media lab equipment to support the Media Arts Education project, for the period commencing April 27, 2018 through December 31, 2019.

Description: The School District of Philadelphia and WHYY are partners for the WHYY Media Lab Program. This is the 4th year of the program, in which students are taught video and audio productions to create documentaries, school media projects, and news features around topics affecting their lives. WHYY instructors come to the schools to work with and train teachers and students. In the first year of the program, media labs were placed in five schools. In the second year of the program, media labs were placed in ten schools. In the third year of the program, media labs were placed in an additional twelve schools. For the fourth year, labs will be placed in up to six schools, dependent on funding.

The schools will be selected by WHYY following a detailed application process. Submitted applications will be reviewed by the School District and WHYY personnel, and scored according to a rubric created by WHYY. The initial round of applications are narrowed down and the finalists will be interviewed by WHYY. Following the interviews, WHYY will make the final decision, in consultation with the William Penn Foundation, regarding which schools will be selected.

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

ABC Code/Funding Source \$155,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

Student Support Services

A-55

Categorical/Grant Fund: \$900,000 Grant Acceptance from the University of Pennsylvania; Acceptance of Donation of In-Kind Services from Devereux Center for Effective Schools, Drexel University, and the University of South Florida

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, if awarded, a sub-award from the National Institute of Justice an amount not to exceed \$900,000 from the University of Pennsylvania to support implementation and evaluation of coaching school-based staff in positive behavior interventions and supports (PBIS) for the period

beginning May 1, 2018 and ending December 31, 2021.

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept the donation of in kind services from the Devereux Center for Effective Schools, valued at an amount not to exceed \$515,000, including training and supports for PBIS coaches for the period beginning May 1, 2018 and ending December 31, 2021; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of in kind services from Drexel University valued at an amount not to exceed \$400,000, including PBIS training and supports for school police officers for the period beginning May 1, 2018 and ending December 31, 2021; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of in kind services from the University of South Florida valued at an amount not to exceed \$210,000, including training materials related to universal screening, Tier 2 trainings, and ongoing analysis of effectiveness of the project for the period beginning May 1, 2018 and ending December 31, 2021.

Description: The University of Pennsylvania, working in collaboration with the District and other partner agencies, has received a grant from the National Institute of Justice to implement and evaluate positive behavior interventions and supports (PBIS) in District schools. PBIS is a framework for assisting school personnel in adopting and organizing evidenced-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

The proposed project will leverage a prior NIJ-funded study and other research to demonstrate and validate a replicable approach to PBIS implementation for challenging contexts in the SDP, and to assess its impacts and costs.

The model augments widely used PBIS programming with evidence-based trauma informed care training and an innovative focus on school police officers; deepens PBIS implementation with differentiated supports at the school-wide and classroom levels and a focus on effective Tier II programming; and scaffolds implementation with phased-in supports for long-term.

These components are phased in strategically in response to lessons learned through the prior study and other research and the project team's deep experience in the field. The evaluation will examine the impacts and costs of the model relative to business-as-usual PBIS in SDP schools.

The model will be implemented in 4 SDP schools and approximately 80 classrooms serving 1,500 students. The schools selected to demonstrate the approach will have previously received Tier I PBIS training. To maximize the learning from this project, we will implement and evaluate the augmentation component of the model, the school-wide trauma training in an additional 80 randomly assigned SDP schools, without the other components.

There are separate selection processes for the 4 Demonstration schools and the 80 schools that will receive turnaround trauma training only.

For the Demonstration schools, we will work with Devereux and review PBIS implementation data to select schools that are solid Tier I PBIS implementers and are therefore ready to take the next step toward implementing Tier II.

For the trauma-only schools, we will randomly select them from among all K-8 schools. They will include a mix of schools that are implementing PBIS and schools that are not.

This grant builds on the PBIS work through the Office of Climate and Safety and also off of a previous NIJ grant that examined discipline practices in PBIS and non PBIS schools.

ABC Code/Funding Source \$900,000.00

The vote was as follows:

Yeas: Ms. Burns, Ms. Neff, Chair Richman – 3

Nays: 0

Abstention: Mr. Green – 1

A-56

Operating Budget: \$450,000 Amendment of Contracts with Progressus Therapy and RCM Technologies – Contract and Substitute Nurses

RESOLVED, that the School Reform Commission hereby authorizes the execution, delivery, and performance by the School District of Philadelphia, through the Superintendent or his designee, of an amendment of contracts with Progressus Therapy and RCM Technologies to provide contracted certified school nurses, and certified school nurse practitioners to fill certified school nurse vacancies, and to provide substitute coverage when needed in School District schools and in Philadelphia non-public schools, pursuant to Resolutions A-20 approved by the School Reform Commission on September 15, 2016, A-25 approved by the School Reform Commission on October 13, 2016, B-20 approved by the School Reform Commission on October 19, 2017, and A-10 approved by the School Reform Commission on January 18, 2018, by increasing the amount of contract 434B/F17(732/F18) by \$435,000, from the original \$700,000 and contract 0315B/F16(481/F18) by \$15,000 from the original \$90,000 for a total amount not to exceed \$1,240,000, for the period July 1, 2017 through June 30, 2018.

Description: The District's Office of Talent conducted and is currently engaged in an exhaustive and comprehensive recruitment effort to identify, hire and place certified school nurses and certified school nurse practitioners in District and non-public schools. Although the Office of Talent has successfully recruited qualified school nurses, there continues to be a need to cover the ongoing vacancies and provide substitutes to address the critical health needs of all 202,538 students attending the 339 schools, public and non-public. This resolution requests authorization to increase the amount of the contracts with Progressus Therapy and RCM Technologies to cover school nurse vacancies and provide substitute nursing coverage when needed by schools through June 30, 2018.

ABC Code/Funding Source	\$450,000.00
1100-026-9580-2448-3291 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

Operations

A-57

Operating Budget: \$12,364,376 Amendment of Contracts with Various Vendors – Own School Bus Transportation and Attendants – 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 an amendment of contracts with Easter Seals of Southeastern PA, Pennsylvania Conference Association of Seventh-Day Adventists, Inc. (HVCA), Philadelphia Academy Charter School, Aspira, Inc. of Pennsylvania, and Pennsylvania School for the Deaf for their own transportation of students to and from school and for bus attendants, by extending the original amount of \$7,181,179 approved in Resolution A-42 on June 18, 2015 and \$1,708,463.70 approved in Resolution A-12 on December 15, 2015, by an additional \$12,364,376 for an aggregate amount not to exceed \$21,254,019 and extending the contracts from the original end date of June 30, 2018, for the period commencing July 1, 2018, through June 30, 2021.

Description: Schools who transport their own students are responsible for daily operations and are required to follow the state and district policies. The schools secure the equipment and hire and manage the drivers and attendants. Eligibility and routing are completed by Transportation Services. Employee background checks and approvals are also completed by Transportation prior to services being provided. The current contracts are set to expire on June 30, 2018. Transportation seeks to extend the Own Busing contracts

for three years for financial and operational benefits.

ABC Code/Funding Source	\$12,364,376.00
1100-027-9590-VARI-5133 FY-19 (\$2,949,907.00)	
1901-005-9580-2734-4131 FY-19 (\$1,050,345.00)	
1100-027-9590-VARI-5133 FY-20 (\$3,038,403.00)	
1901-005-9580-2734-4131 FY-20 (\$1,081,855.00)	
1100-027-9590-VARI-5133 FY-21 (\$3,129,555.00)	
1901-005-9580-2734-4131 FY-21 (\$1,114,311.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-58 (Updated 4.24.18)

Operating Budget: \$355,000 Amendment of Contract with Elliott-Lewis Corporation – Education Center Property Management Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 0351/F16, originally entered into with Elliott-Lewis Corporation, pursuant to Resolution No. A-19, approved by the School Reform Commission on September 17, 2015, to provide property management services at the School District's 440 N. Broad Street Education Center, by increasing the amount of the contract by an additional \$355,000, from the \$3,800,000 approved by Resolution A-19, to an amount not to exceed \$4,155,000, subject to funding.

Description: The District solicited a contract for property management services in 2015 via RFP-455: Property Management Services. Elliott Lewis was the awarded vendor and its staff is currently on-site for the operation, building maintenance, and cleaning of the District's 440 North Broad Education Center. As a result, they are the most efficient and cost-effective solution when District offices require space improvement projects.

This award will enable Elliott-Lewis Corporation to complete a renovation project in the School District of Philadelphia's School Reform Commission suite in preparation for the incoming 9-member Board of Education, and will allow for space modification and construction for the Office of General Counsel.

The scope of work for the Board of Education includes the demolition of five (5) offices, one (1) large conference space, one (1) storage room and six (6) administrative/secretarial work spaces. Following the demolition, a board room will be constructed, as well as open shared workspace and a conference room.

ABC Code/Funding Source	\$355,000.00
1100-043-9000-2318-4131 FY18 General Fund (SRC) (\$300,000.00)	
1100-051-9370-2355-4131 FY18 General Fund (OGC) (\$55,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

A-59 (Updated 4.24.18)

Capital Fund: \$747,328.80 Notice of Intent to Award Guaranteed Energy Savings Agreement with Noresco & Authorize Payment – Advance Purchase of Materials & Equipment-Strawberry Mansion, Northeast & 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 Notice of Intent to Award a Guaranteed Energy Savings Agreement (GESA) with Noresco for the design and implementation of energy conservation measures at

three district facilities; and

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to reimburse Noresco up to a total amount not to exceed \$747,328.80 for the advance purchase of approved long-lead lighting materials and equipment for the GESA, upon receipt of an invoice from Noresco for the approved materials and equipment, in the event that the School District does not execute a GESA with Noresco and issue an unconditional notice to proceed to Noresco by July 1, 2018. *Description:* The School Reform Commission Resolution A-29 (February 15, 2018) authorized the School District to enter into a no cost service contract and right of entry with Noresco to perform a comprehensive energy audit (CEA) at Strawberry Mansion, Northeast and Saul High Schools to determine what energy conservation measures could be implemented under a pilot program and installed under a GESA.

The Intent to Award will allow the GESA provider, Noresco the authorization to order in advance all necessary equipment and materials for Northeast, Strawberry Mansion and Saul High Schools (Attachment A). Advanced purchasing will ensure the material and equipment will be available to meet the timeline for the work to be completed by the beginning of the 2018/19 school year.

In the event the GESA contract is not executed with Noresco by July 1, 2018, the School District agrees to reimburse Noresco for the pre-purchase equipment and materials. The \$747,328.80 will be deducted from the total contract amount in the event a contract is approved. Work will not commence until an approved contract has been authorized by the SRC.

ABC Code/Funding Source \$747,328.80

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Categorical/Grant Fund: \$94,430,626 Acceptance of Grants from Various State, Federal, and Local Sources; \$66,832,000 Contracts with Various Vendors – Preschool Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept, if awarded, Pre-K Counts (PKC) grant funding, in an amount not to exceed \$33,022,500 and Head Start Supplemental Assistance (HSSA) grant funding, in an amount not to exceed \$18,480,000, from the Pennsylvania Department of Education (PDE); and Head Start continuation grant funding, in an amount not to exceed \$40,378,126, from the US Department of Health and Human Services; and PHLPreK continuation funding, in an amount not to exceed \$2,550,000, from the City of Philadelphia through Public Health Management Corporation; to provide comprehensive early learning services to age- and income-eligible children and their families throughout the City of Philadelphia, for the period commencing July 1, 2018 to 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 the above-referenced grant funding, to execute, deliver, and perform contracts separately with each of the following 49 community-based early learning organizations, for the provision of comprehensive preschool services to age- and income-eligible children and their families throughout the City of Philadelphia, for the number of student program slots not to exceed those values individually listed below, at a compensatory amount not to exceed \$8,000 per child/slot, for a cumulative number of pre-k program slots not to exceed 8,354, and for an aggregate contractual amount not to exceed \$66,832,000, for the period commencing July 1, 2018 through June 30, 2019:

AlGen Holding Company, 269 pre-k service slots;
Ann Kids Inc, 50 pre-k service slots;
Asociacion de Puertorriquenos en Marcha, 643 pre-k service slots;

ASPIRA of Pennsylvania, 461 pre-k service slots;
 A Step Ahead Day Care, 40 pre-k service slots;
 Bambi Day Care, 60 pre-k service slots;
 Bright Horizons/Sound Start Day Care, 60 pre-k service slots;
 Brightside Academy, 700 pre-k service slots;
 Caring People Alliance, 180 pre-k service slots;
 Children's Playhouse Early Learning, 100 pre-k service slots;
 Children's Village, 228 pre-k service slots;
 Childspace Daycare Centers, 68 pre-k service slots;
 Chinatown Learning Center, 30 pre-k service slots;
 Community Concern #13, 40 pre-k service slots;
 Community Education Alliance of West Philadelphia, 112 pre-k service slots;
 Creative Learning Environments, 137 pre-k service slots;
 Diversified Community Services, 140 pre-k service slots;
 Early Childhood Environments, 60 pre-k service slots;
 Elwyn Inc., 130 pre-k service slots;
 Federation Day Care Services, 134 pre-k service slots;
 Grace Neighborhood Development Corp., 365 pre-k service slots;
 Grace Trinity United Church of Christ, 60 pre-k service slots;
 Green Byrne Child Care Center, 10 pre-k service slots;
 Just Children, 64 pre-k service slots;
 KenCrest Services, 798 pre-k service slots;
 Kinder Academy, 314 pre-k service slots;
 Korean Community Development Services, 20 pre-k service slots;
 Little People's Village, 160 pre-k service slots;
 Mercy Neighborhood Ministries, 120 pre-k service slots;
 Methodist Services of Philadelphia, 105 pre-k service slots;
 Molly's Child Care Center, 20 pre-k service slots;
 Montgomery Early Learning Centers, 100 pre-k service slots;
 Norris Square Community Alliance, 282 pre-k service slots;
 Philadelphia Freedom Valley YMCA, 174 pre-k service slots;
 Porter's Day Care & Educational Center, 196 pre-k service slots;
 Pratt Street Learning Center, 124 pre-k service slots;
 Precious Angels, 60 pre-k service slots;
 Settlement Music School of Phila, 99 pre-k service slots;
 Special People in Northeast, 437 pre-k service slots;
 The Caring Center, 20 pre-k service slots;
 The Lighthouse, 266 pre-k service slots;
 The Parent-Infant Center, 44 pre-k service slots;
 Today's Child Learning Centers, 200 pre-k service slots;
 Total Childcare Systems, 60 pre-k service slots;
 Tuny Haven International Early Learning Center, 60 pre-k service slots;
 T.Y.L. II, 80 pre-k service slots;
 Young World Early Learning Center, 46 pre-k service slots;
 Your Child's World Learning Centers, 370 pre-k service slots; and
 Youth Enrichment Programs, 58 pre-k service slots; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of the FY19 state and federal Head Start grant funding noted above, to: 1) purchase pre-paid public transit fares (e.g., daily passes) from Southeastern Pennsylvania Transportation Authority for parents/caregivers participating in center-based or network-wide family outreach/engagement activities, for an amount not to exceed \$2,000, for the period commencing July 1, 2018 through June 30, 2019; and 2) to continue a Parent Activity Fund to provide parents the opportunity and experience in planning, developing and implementing their own projects and to enhance family/community involvement throughout the local Head Start network at each of over 100 program locations, for an amount not to exceed \$90,000, for the period commencing July 1, 2018 through June 30, 2019; all for an aggregate amount not to exceed

\$92,000.

Description: This resolution seeks authorization for the continued operation in 2018-19 of the District's annual pre-Kindergarten programming currently funded through city, state, and federal grants. The District is the single largest provider of pre-k program services for three- and four-year-olds in the City of Philadelphia, currently serving over 10,000 children from low-income families through internally-operated programs in school buildings and partner-operated programs in high-quality, community-based centers. There are two basic models of preschool programming for both internal and partner-operated programs, each of which has different content, performance, and administrative requirements due to the nature of the funding source: Pre-Kindergarten Head Start (PKHS) and Pre-K Counts (PKC). PKHS programming is governed by federal regulations and policies, including the Head Start Act of 2007 and the Head Start Performance Standards, in which all required programs and services are delineated, including the creation of a formal Policy Council through which parents can participate in decisions about the program. PKC programming is governed by state regulations and policies, including Act 45 of 2007 (as amended in both 2008 and 2010) and the official program guidance document (recently updated for 2016), in which all required programs and services are delineated. A more recent stream of pre-k funding appropriated by the City of Philadelphia and awarded to the District for the first time during FY17 has its own set of regulations, but is substantially similar to state PKC guidelines in terms of program content and student performance expectations.

All of the District's pre-k programs are free of charge; serve three- and four-year-olds; operate during the school year and during school hours; and provide breakfast, lunch, and afternoon snack for all participating children. Except for the newer funding appropriated by the City of Philadelphia, which has no restrictions in this regard, eligibility for the respective programs is based on household income: to qualify for PKHS, families must be living at or below 130% of the federal poverty level; to qualify for PKC, families must be living at or below 300% of the federal poverty level. The 2018 federal poverty level for a family of four equates to an annual maximum household income of \$25,100.

With well over 10,000 three- and four-year-old children from low-income families in Philadelphia still lacking access to high-quality pre-k programming, the District is looking to add nearly 700 program slots to its citywide service network by requesting additional competitive state PKC and Head Start funding proposed by Governor Wolf in the FY19 Commonwealth budget. Past successful expansions of this magnitude have relied heavily upon ongoing coordination with the District's network of high-quality community-based early learning partners, whose delivery of comprehensive preschool services has improved steadily through successive formal agency qualification processes as well as sustained and intensive monitoring activities conducted by specially-trained District personnel. The District's pre-k partnership network currently contains four dozen high quality providers operating a total of more than 7,300 pre-k slots at about 100 different implementation sites across Philadelphia.

Finally, this resolution seeks authorization for two special arrangements that are critical for maintaining compliance with federal Head Start parent involvement and shared governance requirements: (1) the continuation of an independent, grant-supported Parent Activity Fund containing sufficient resources to implement a broad array of parent-driven family and community engagement initiatives over the course of next year's project period; and (2) the purchase of public transit tokens and passes to subsidize, as appropriate, the equitable participation of program families in outreach events and to foster the regular involvement of parents and caregivers in both site-based and centralized Policy Council decision-making sessions.

ABC Code/Funding Source	\$94,430,626.00
4E1X-G01-9150-1807-8990 PA Pre-K Counts Grant Program (\$27,176,000.00)	
4A0X-G01-9390-1807-8990 PA Head Start Supplemental Assistance Grant Program (\$12,104,000.00)	
216X-G01-9390-1807-8990 Federal Head Start Continuation Grant Program (\$25,376,000.00)	
6THX-G01-9150-1807-8990 Philadelphia Pre-K Initiative (\$2,176,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-2

Donation: \$300,000 Acceptance of Donation of Services from American Reading Company, and Girls, Inc. as Grantees of the United Way of Greater Philadelphia and Southern New Jersey; Memorandum of Understanding – Literacy Resources

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation from the American Reading Company the donation of literacy resources and professional development to teachers and administrators in up to six District schools to enhance early literacy instruction in Kindergarten through grade 3, valued up to \$200,000; and from Girls Inc, for family outreach and engagement as well as literacy assistance in kindergarten classrooms, valued up to \$100,000; both contingent upon funds raised in the United Way of Greater Philadelphia & Southern New Jersey annual campaign for the period commencing August 1, 2018 through June 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of the grant to execute, deliver and perform a Memorandum of Understanding with American Reading Company to provide classroom literacy resources, training and professional development to teachers and administrators within the School District in selected schools; and Girls Inc. for providing family outreach and engagement professional services to support literacy, at no cost to the School District, for the period commencing August 1, 2018 through June 30, 2019.

Description: The American Reading Company focuses on providing literacy supports to children in elementary schools to ensure that students read on grade level by the end of third grade. American Reading Company will work closely with the schools involved in United Way's Early Grade Literacy Program to promote a culture of improvement and reading excellence. This initiative is aligned to the Districts Action Plan 3.0, Anchor Goal 2: 100% of 8-year-olds will read on grade level.

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

The American Reading Company will provide each participating school additional resources for their classroom libraries, materials to record student literacy progress, books for students' home libraries, and other resources to support increases in children's literacy levels. An element of the literacy initiative is for teachers to make the connection with students so they develop a love of reading and read both in and out of the classroom.

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

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

ABC Code/Funding Source \$300,000.00

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-3

Acceptance of No-Cost Extension of Innovative Approaches to Literacy Grant from the U.S. Department of Education; Amendment of Contract with Free Library

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 an Innovative Approaches to Literacy (IAL) grant from the U.S. Department of Education, previously authorized pursuant to Resolution B-7, approved by the School Reform Commission on November 15, 2016, to provide literacy-related professional development, materials/equipment, and family engagement activities in 10 of the District's elementary schools, by extending that grant utilization period from its scheduled expiration date of September 30, 2018 through September 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform an amendment of a contract with the Free Library of Philadelphia (FLP), previously authorized pursuant to Resolution B-7, approved by the School Reform Commission on November 15, 2016, by extending the term of the contract from its scheduled expiration date of September 30, 2018 through September 30, 2019.

Description: In pursuit of the District's Anchor Goal 2, ensuring that students are reading on grade-level by third grade, the School District of Philadelphia and the Free Library of Philadelphia (FLP) continue the improvement of early literacy instruction with 10 elementary schools. The project serves 10 elementary schools-- Add B. Anderson, John Barry, William C. Bryant, Lewis Elkin, Delaplaine McDaniel, John B. Kelly, James R. Ludlow, Gen. George C. Meade, Robert Morris, and James J. Sullivan-- that had participated in the District's first round of IAL funding through the following series of planned activities:

- * Providing additional professional development and training to elementary school teachers in evidenced-based early literacy instruction;
- * Updating and enhancing age- and grade-appropriate reading materials and other literacy resources, and enhancing digital resources available for students through computerized tablets connected to FLP's digital content, including thousands of high-quality titles suitable for the early elementary level;
- * Providing student participants with on-going access to certified children's librarians through the performance of regular trips to their neighborhood FLP branch;
- * Providing early literacy activities in the classroom that are jointly developed and delivered by teachers and certified FLP librarians; and
- * Engaging families by providing them with a sequenced early literacy training program at FLP and regular structured reading sessions hosted by their respective schools and neighborhood public libraries

This request for approval of an amendment to the existing FLP contract is designed to extend the associated professional services for the entire federal IAL grant award period noted above, which was originally authorized by the SRC via Resolution B-7 of November 15, 2016.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-4

Acceptance of No-Cost Extension of K-3 Literacy Grant from the William Penn Foundation

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-4, approved by the School Reform Commission on June 18, 2015, to continue supporting K-3 early literacy efforts across all elementary schools, by extending that

grant utilization period from its scheduled expiration date of April 30, 2018 through June 30, 2019.

Description: A key component of the School District's Action Plan, which sets the strategic direction for improving the performance of the District, is Anchor Goal 2, ensuring that students are reading on grade-level by third grade. As part of the work in support of Anchor Goal 2, the District designed a set of supports and resources to enhance literacy instruction in the early grades, including teacher training and redesigned instructional materials and assessments.

Over the past three years this overall effort has been supported through a generous grant from the William Penn Foundation, which has been used in the following three areas:

- Annual week-long summer institutes where teachers from different schools across the city work with national and regional experts to deepen their literacy skills and knowledge;
- Job-embedded support for K-3 teachers provided by a trained teacher coach; and
- Classroom libraries of leveled books (fiction and informational) that students use during class and at home, and that teachers use to provide the necessary mix of individual, small group and whole class instruction that is the foundation of helping young children to become fluent and proficient readers.

This request for approval of a no-cost extension is designed to extend the K-3 services at all elementary schools for the William Penn Foundation grant award period noted above, which was originally authorized by the SRC via Resolution B-4 of June 18, 2015.

ABC Code/Funding Source

N/A

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

Academic – Contracts/Payments

B-5

Various Funds: \$600,000 Contract with Springboard Collaborative – Summer Literacy and Afterschool Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Springboard Collaborative to provide professional development to teachers, to include parent programming, full time on site coaches for teachers at up to thirty (30) schools, support for the delivery of instruction and to provide student incentives as part of the literacy program, for an amount not to exceed \$600,000.00 for the period commencing May 20, 2018, through August 30, 2018.

Description: As a result of a formal request for proposal process, RFP 531, Springboard Collaborative was selected from a total of six (6) vendors to provide a five-week summer literacy program and/or an after school program at up to thirty (30) District-operated public elementary schools designed to help students in grades K through 4 improve their reading levels and avoid the "learning loss" commonly associated with the time-off between academic years. Schools are selected on a first-come, first-served basis by Springboard Collaborative.

Springboard will offer schools three programs for schools to select from. The programs will combine targeted student instruction with parent and staff training in an incentivized system that can successfully address and close the literacy gap at low-performing schools that maintain high expectations for student achievement, and that are able to commit to full and faithful implementation of the proposed methodology. Schools can select one of the following programs:

1. Springboard Summer is an intensive 5-week summer program that combines daily reading instruction for Pre-K through 3rd graders; weekly workshops training parents to teach reading at home; a rigorous coaching cycle for teachers; and an incentive structure that awards learning tools to families in proportion to student reading gains.

2. Springboard Afterschool trains teachers to differentiate instruction and engage families in order to accelerate

struggling readers' progress during the academic year. It is a 10-week intervention with a customizable calendar that combines teacher coaching, small-group instruction, family workshops, and incentives. In combination with Springboard Summer, Afterschool offers students a double dose of support.

3. Springboard Schoolyear is a blueprint improving K-3 literacy outcomes by embedding parent-teacher collaboration into daily school and family life. Schoolyear, like Afterschool, coaches teachers to set goals, lead workshops, and collaborate with families. Unlike Afterschool, this framework supports the entire academic year. Interested school communities can apply to join the 2018-19 cohort.

ABC Code/Funding Source \$600,000.00
Various

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-6

Categorical/Grant Fund: \$1,307,500 Contract Amendment with Pearson Learning – Universal Screeners for Response to Instruction and Intervention

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. 513/FY14, originally entered in to with Pearson Learning AIMSweb, pursuant to Resolution B-12 dated September 23, 2013, and amended pursuant to Resolution B-8 dated September 14, 2017, by increasing the amount of the contract by an additional \$1,307,500.00 from \$2,529,875.00 to an amount not to exceed \$3,837,375.00 and by extending the term of the contract from its original scheduled expiration date of June 30, 2018, through June 30, 2021, to provide the use of AIMSweb, literacy/math universal screener for K-5 for all elementary schools.

Description: This amendment is being requested to continue the use of the universal screener for literacy and math that is being used in all District elementary schools in grades K-5.

AIMSweb was selected as the District's universal screener under a competitive process (RFP #372) in March of 2013, to identify a tool that would support the District's Response to Instruction and Intervention initiative by helping teachers identify students who may be in need of targeted instructional interventions in order to meet literacy and math academic standards. The District's evaluation committee included the following offices: Office of Curriculum, Instruction, and Assessment; Office of Counseling and College Career Readiness; Office of Student Transition and Services; Office of Early Childhood and Education; Office of Specialized Services; Office of Accountability; Office of Multilingual Curriculum and Programs; Office of Educational Technology; Office of Information Technology and the Office of Procurement and Services.

AIMSweb is a universal screening, progress monitoring, and data management system that supports Response to Intervention and tiered Instruction (RtII). AIMSweb uses brief, valid, and reliable measures of reading and math performance for grades K-12, which can be generalized to any curriculum. It efficiently screens all students, identifying those at risk for academic failure and enabling early intervention. With progress monitoring, AIMSweb determines the effectiveness of your interventions, and whether your students are progressing sufficiently to meet year-end goals.

ABC Code/Funding Source \$1,307,500.00
49AX-G52-9440-226D-3291

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-7

Operating Budget: \$49,557 Contract with Realityworks – Instructional Aids

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 Realityworks, for instructional materials, for an amount not to exceed \$49,557, subject to funding, for the period commencing April 27, 2018 through June 30, 2018.

Description: This resolution is necessary to allow Pennypack House School and the Philadelphia Juvenile Justice Services Center School to purchase crucial learning materials for their students. The materials are needed to teach Career and Technical Education (CTE) introductory courses by teachers in the core subjects of Science and Health. Items to be purchased include welding simulators, electrical wiring kits, infant baby simulators, and anatomy models. Career and Technical Education courses will be offered as elective credits toward graduation requirements.

ABC Code/Funding Source	\$48,557.00
1100-004-2530-1129-6441 Operating (\$6,000.00)	
1100-004-8540-1129-6441 Operating (\$43,557.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-8

Operating Budget: \$9,000 Ratification of Contract with Jounce Partners, Inc. – Edward Steel Elementary School

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by the School District of Philadelphia through the Superintendent of a contract with Jounce Partners, Inc., to provide a coach that will administer extensive training and support to teachers at Edward T. Steel Elementary School for an amount not to exceed \$9,000 for the period commencing February 1, 2017 through April 30, 2017.

Description: Jounce Partners, Inc. personnel planned and executed professional development within the school's Professional Learning Communities, thereafter called PLC. A coach conducted training for a group of teachers who ultimately became responsible for leading PLCs and offer peer coaching support to colleagues. In addition, the coach consulted with the school Principal to help assess effective instruction using research based practices.

This ratification is required due to a mistake made at the school level in not understanding the correct procedure for engaging and compensating a contractor. In the future, no further service will be allowed at Edward T. Steel School without prior LCA or SRC Resolution approval.

ABC Code/Funding Source	\$9,000.00
1100-002-6390-1101-3291 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-9

Categorical/Grant Fund/Operating Budget: \$8,930 Ratification of Contract with IXL Learning, Inc. – Software License Renewal – Rowen Elementary School

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by the School District of Philadelphia, through the Superintendent, of a contact with IXL Learning, Inc. to provide instructional online learning in science and social studies in grades kindergarten through fifth grade, for an amount not to exceed \$8,930 for a period commencing September 1, 2017 through June 30, 2018.

Description: IXL is an immersive K-5 blended learning experience that provides supplemental, standards-aligned content for science, social studies, math and language arts.

The Rowan school principal was unaware of the district process that requires an approved limited contract agreement before technology products, like IXL, can be purchased. Since the school was using IXL already, the school could not complete a limited contract agreement. IXL allowed the school to maintain service until payment was made and the school completed the required purchasing process. This resolution is required so the school can meet District purchasing processes with respect to IXL.

ABC Code/Funding Source	\$8,930.00
201X-G02-7530-1101-6461 Title I (\$8,380.00)	
1100-002-7530-1101-6461 Operating (\$550.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-10

Categorical/Grant Fund: \$55,384.10 Contract with the Center for Applied Linguistics – Professional Development for Dual Language Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Center for Applied Linguistics to provide professional development and technical assistance/consultation services for staff including but not limited to administrators and teachers in grades K-5 at six dual language schools, to enhance instruction for English Learners, for an amount not to exceed \$55,384.10, for the period commencing July 1, 2018 through June 30, 2019.

Description: The Center for Applied Linguistics (CAL), founded in 1959, serves as a link between the communities of academic linguists and practicing language educators. In addition to conducting research and engaging in projects through multiple partnerships, CAL offers many services and professional development (PD) opportunities designed to enhance the education of English Learners. The Office of Multilingual Curriculum and Programs intends to contract with CAL to offer Dual Language Leadership PD for principals as well as school and district leaders, Newcomer Cultural Connections and Instructional Strategies PF for dual language teachers, Developing Academic Literacy and Language in Content Areas PD for dual language teachers, Fostering Spanish Language and Literacy Development PD for dual language teachers, job-embedded support for both dual language teachers and their principals and school leaders, and technical assistance/consultation for district-level staff. Details for these offerings are described below. Multilingual managers and curriculum development specialists will offer on-going coaching and follow-up training to ensure that participants apply the approaches and strategies learned.

Dual Language Leadership

The three-day (not necessarily consecutive days) leadership PD for principals and administrators of dual language programs aims to build upon, deepen, and strengthen the knowledge and skills gained through participation in the previous workshops provided by CAL in 2017-2018. The CAL publication, *Guiding Principles for Dual Language Education*, will serve as a framework for knowledge building, planning, and networking with peers. By the end of the workshop series, participants will be able to analyze the guiding principles for effective dual language program implementation; identify effective instructional, curricular, and assessment practices that promote bilingualism, biliteracy, and multicultural competence in dual language contexts; and apply research-based approaches and strategies in dual language education.

Newcomer Cultural Connections and Instructional Strategies

This one-day workshop will provide practical resources for building a welcoming environment, both socially and instructionally, for all students. Participants will receive proven strategies and practical resources they can use right away to create a welcoming environment for newcomer students and facilitate their learning. Participants will learn how to recognize the diversity of newcomers in the schools, including special populations such as unaccompanied youth, students with limited and interrupted formal education, and students who have experienced displacement and migration; identify their own cultural perspectives, assumptions, and biases, and how these interact with others;

Interact with immigrant and non-immigrant educators, students, and families; use effective approaches and instructional strategies with newcomers in the content classroom; and access and create ready-to-use resources for classroom instruction.

Developing Academic Literacy and Language in Content

This two-day workshop, will provide research-based strategies and practical, hands-on tools with a focus on helping English Learners develop academic literacy and language skills while also developing academic content knowledge. Participants will explore the academic language and literacy practices --- such as listening for the speaker's point of view or justifying the answer to a math problem --- that students need to be successful within rigorous content instruction. They will also learn how to scaffold participation in these discipline-specific practices, such as creating a model of the planetary system or contrasting two different cultural versions of a story. Participants will also have the opportunity to design activities to bridge from students' own literacy practices to classroom literacy tasks, including close reading and argumentation. Sample unit plans from social studies, English language arts, and science are used as examples of student tasks related to developing language and literacy in content instruction. Fostering Spanish Language and Literacy Development.

This two-day workshop, is designed to provide participants with an awareness of Spanish linguistic features to effectively teach academic language and literacy in Spanish to students at all levels of proficiency, framed by an understanding of Spanish language arts standards.

Job-Embedded Support

The CAL dual language consultants will meet with school leaders and teachers at the six (6) dual language schools to focus on implementing the research-based strategies and approaches learned in the professional development sessions described above. The CAL dual language consultants will conduct three (2) rounds of visits of six (3) days each. These visits will include the provision of pre- and post-lesson guidance and feedback, as well as lesson observation. Teacher leaders and school principals will have the opportunity to shadow during lesson observation and corresponding debrief sessions; reflect on their dual language leadership abilities and set goals; identify areas of strength and areas of focus in dual language education at their schools; and model advocacy in the area of dual language education.

Technical Assistance

A CAL dual language consultant will meet with district leaders via a series of conferences (face-to-face meetings in Philadelphia, contiguous with other visits for PD and job-embedded support if possible; otherwise web-based teleconference meetings) totaling eight (8) hours and focusing on effective practices in dual language program implementation.

ABC Code/Funding Source	\$55,384.10
237X-G07-9470-2264-3291 Title III	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-11

Operating Budget: \$89,100 Contract with Mainline Audiology Consultants, PC – Audiology Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform a contract with Main Line Audiology Consultants, PC, to provide audiology consulting services to students, parents, and School District personnel for deaf and hard of hearing students, to perform hearing evaluations, central auditory processing evaluations, to measure and fit hearing aids and ear molds, and to purchase, maintain, calibrate and repair audiological equipment, including sound field systems and hearing aids, for an amount not to exceed \$89,100.00, for the period commencing July 1, 2018 through June 30, 2019.

Description: Main Line Audiology Consultants, PC (MLA) shall provide deaf and hard of hearing students with mandated hearing evaluations, and shall measure, fit, maintain, and repair hearing aids and ear molds. In addition, MLA shall purchase, maintain, calibrate, and repair audiological equipment including sound field systems, ear molds, and hearing aids. MLA will consult with students, parents and staff regarding the placement and care of equipment used in schools to improve students' hearing per their Individualized Education Programs (IEPs). Students who are deaf or hard of hearing or present with a Central Auditory Processing Disorder (CAPD) often require amplification, which can be provided by a hearing aid and/or a sound field system. MLA's provision and maintenance of hearing aids, sound field systems, and all related hearing aid equipment shall allow deaf and hard of hearing students to hear properly and thereby access the curriculum and succeed academically. At the District's request, MLA shall also provide from 2 to 4 hours of professional development for District staff who support our deaf and hard of hearing students.

MLA is unique in that it successfully combines and coordinates the following 7 critically important professional functions in servicing deaf and hard of hearing students: 1. The procurement of hearing aid equipment, 2. The making of a mold by taking the impression of a student's ear, 3. The custom design and fabrication of the ear mold to fit with the hearing aid so that both properly fit an individual student's ears, 4. The customized fitting of the completed ear mold and the proper adjustment of the hearing aid to match the student's hearing loss, 5. The remolding, refitting, and readjustment of student ear molds and hearing aids over time as needed, 6. The procurement of classroom amplification such as FM and sound field systems, and 7, The provision of student hearing screenings and tests. The provision of these 7 functions by one company ensures that deaf and hard of hearing students receive the best quality of equipment and services, which includes the fabrication and accurate fittings and adjustments of ear molds and hearing aids, in a timely manner.

MLA was selected to provide audiology services through RFP 527, issued by the District's Office of Procurement Services on February 2, 2017. The District successfully contracted with MLA for services during SY17-18. This contract will allow the District to continue to work with MLA during SY18-19.

ABC Code/Funding Source	\$89,100.00
1901-005-9580-1221-3221 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-12

Operating Budget: \$25,712,615 Contracts with Various Pennsylvania Approved Private School and Private Schools – Out of District Special Education Placements

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with various Pennsylvania Approved Private Schools and private schools listed below for the full cost of tuition, one-to-one aide services, related services, or any combination thereof, for special education programs for children with severe disabilities, for an aggregate amount not to exceed \$25,712,615 for the period commencing July 1, 2018 through June 30, 2019, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Deputy of the Office Specialized Services to execute, deliver and perform Task Orders under the Contracts with various private schools listed below, for the full cost of tuition, one-to-one aide services, related services, or any combination thereof, for special education programs for children with severe disabilities.

Vendors include: ABA Today, Academy in Manayunk, ATG Learning Academy, Bancroft Neurohealth, Benchmarks, The Bridge, Bucks County Technical High School, Bucks County Intermediate Unit, Buttonwood Farms T/A Delta School, Buxmont Academy, C.B. Community School, Camelot Schools of Pennsylvania, Camphill Special School, Capstone Academy, Capstone Schools LLC, Carousel Farms Education Center, Centre School, CSF/Buxmont Academy, Community School, CIS Community Integrated Services, CLC School, Child Apraxia of

Speech (CAS), Child and Career Development Center, Child Guidance Resource Center, Children and Adult Disability and Educational Services (George Crothers School), Clarke School, Community Council Education Services, Inc., Comprehensive Learning Center, CLC School, Crefeld School, Delaware County Intermediate Unit, Intermediate Unit No. 25, Delaware County Technical School, Don Guanella School, Devereux Foundation, Elwyn, Elwyn Davidson School, Easter Seals of Southeastern Pennsylvania, St. Edmund School, St. Edmond's Home for Crippled Children, Green Tree School, Hill Top Prep, Holy Family Learning/Ambler Day School/St. Mary's Villa, Home of the Merciful Saviour for Crippled Children/HMS School for Children with Cerebral Palsy, St Joseph's University/Kinney Center for Autism Education and Support, Kinney Center, Kids Peace, St. Katharine Drexel School, Marie Katzenbach School for the Deaf, Life Works Village Park, Life Works Alternative School/UHS of Doylestown, L.L.C./Foundations Behavioral Health, Middletown Adventure Learning, Main Line Academy, Silver Springs/Martin Luther School, Merakey, Merakey Bucks County, Merakey Delaware County, Merakey Montgomery County, Merakey USA, Merakey Philadelphia, Merakey Woodhaven, Merakey Youth Services, Inc., Merakey IDD Philadelphia, Melmark School, Milestone Academy, Mill Creek School/The Pennsylvania Hospital of the University of Pennsylvania Health System, Marple Newtown High School, Marple Newtown School District, New Hope Academy/Motivational Educational Training Company Inc., The Nexus School, NHS, NHS Autism School, NHS Philadelphia, NHS Woodhaven, NHS Warrington, NHS St. Anne School, Northwestern Human Services, Orchard Friends, Overbrook School for the Blind, Pathway School, PHMC, Public Health Management Corporation, PMHCC, Philadelphia Mental Health Care Corporation, Philadelphia Health Management Corporation, Pennsylvania School for the Deaf, Pressley Ridge School, Quaker School at Horsham, Royer-Greaves School for Blind, Scranton State School for the Deaf, Souderton Vantage Academy, Specialized Education of Pennsylvania, Inc., Spring Time School, Stratford Friends School, Therapeutic Center at Fox Chase, Timothy School, Valley Day School, Vanguard School, The Villa, Trustees of the University of Pennsylvania, Valley Forge Educational Services, Variety Club, Woodlynde School, Wordsworth Academy, Woods Services, Wyncote Academy, Y.A.L.E. School, Y.A.L.E. School Philadelphia, Y.A.L.E. School Southeast III, Y.A.L.E. School West, Youth Services Alternatives, and other schools approved by the Deputy of the Office of Specialized Services.

Description: The Individuals with Disabilities Education Act (IDEA) mandates that local school districts provide a free appropriate public education (FAPE) to all children with disabilities regardless of the severity of their handicapping condition, as outlined in their Individual Education Programs (IEPs). Annually, a number of students with severe disabilities are sent to non-District schools because the District does not have adequate existing programs to support their needs. These non-District schools are called Out of District Placements. Individual students with special needs are referred to Out of District Placements based upon their individual program and instructional needs as outlined in their IEP. The District only refers students to schools designated as Out of District Placements that have demonstrated the ability to provide the individual student with an appropriate and effective special education program.

There are three types of Out of District Placements that the District utilizes:

1. State subsidized Approved Private School (APS) 4010 student seats. APSs are state subsidized private schools, licensed and approved by the Pennsylvania Department of Education (PDE), to provide full-time educational services to students with severe disabilities. PDE subsidizes 60% of APS tuition cost for a limited number of subsidized 4010 student seats, which are set aside for subsidy at each APS. These limited subsidized seats are referred to as 4010 student seats. The remaining 40% of tuition costs is paid by the District through the Office of Special Finance, rather than through OSS contracts.
2. Non-subsidized/non-4010 APS student seats: In these cases, the District pays 100% of tuition cost through OSS contracts.
3. Regular Private Schools with special education programs that the District pays 100% of tuition and related services cost through OSS contracts.

While the selection of the Out of District Placement is primarily driven by the type of educational program that the student requires, the District places students in appropriate subsidized APS 4010 seats when possible. When subsidized APS 4010 seats are full, the District places qualifying students in appropriate non-subsidized APS seats and in regular private schools that can fully accommodate the student's special education needs. In addition to covering the full tuition costs for students in non-subsidized 4010 seats and in regular private schools the District is responsible for covering all student one to one aide and other related services costs. Other related services includes

speech, hearing, vision, mobility, occupational and physical therapy services.

In summary, OSS is responsible for paying through contract:

1. full cost of tuition for students placed in non-subsidized/non-4010 APS seats;
2. full cost of tuition for students placed in regular private schools with programs for students with special needs; and
3. the related services cost of all students in Out of District Placements (subsidized and non subsidized APSs and private schools). Related services includes:
 - a. One to One Aides
 - b. Therapeutic Services, such as Speech, Hearing, Language, Mobility, Physical, and Occupational TherapyStudents with disabilities are placed in out of District schools only in circumstances where their IEP objectives cannot be met in District schools, or when the District is required to make these placements by Court Order or legal settlement. This procedure is compliant with federal and state law, and District policy requiring that all students receive FAPE.

The resolution also authorizes the Deputy of the Office of Specialized Services to execute, deliver, and perform task orders under each Contract signed by the Superintendent in order to document the referral of students annually and during the course of the school year to receive services from each Contractor. Use of task orders will facilitate accounting and auditing systems. It will also improve systems of tracking dates of services, date of referral, and accrual of fees and compensation.

ABC Code/Funding Source	\$25,712,615.00
1100-081-9580-1295-5613 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-13

Operating Budget: \$5,541,765 Amendment of Contract with Various Pennsylvania Approved Private Schools and Private Schools – Out of District Special Education Placements

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform amendments of contracts originally entered into with various Pennsylvania Approved Private Schools and private schools listed below, pursuant to Resolution No. B-34, approved by the School Reform Commission on June 15, 2017 by increasing the amount of the contracts by an additional \$5,541,765 from the \$17,496,724 approved by Resolution B-34, to an amount not to exceed \$23,038,489, for the full cost of tuition, one to one aide services and related services for special education programs for children with severe disabilities, for the period commencing July 1, 2017 through June 30, 2018.

Vendors include: Academy in Manayunk, ATG Learning Academy, Bancroft Neurohealth, Benchmarks, Bucks County Technical High School, Bucks County Intermediate Unit, Buttonwood Farms T/A Delta School, Camelot Schools of Pennsylvania, Camphill Special School, Carousel Farms Education Center, Centre School, Capstone Academy, Capstone Schools, LLC, CSF/Buxmont Academy, Children and Adult Disability and Educational Services (George Crothers School), Clarke School, Community Council Education Services, Inc., CLC School, Crefeld School, Delaware County Intermediate Unit, Intermediate Unit No. 25, Delaware County Technical School, Don Guanella School, Devereux Foundation, Elwyn, Elwyn Davidson School, Easter Seals of Southeastern Pennsylvania, St. Edmund School, St. Edmond's Home for Crippled Children, Green Tree School, Hill Top Prep, Holy Family Learning/Ambler Day School/St. Mary's Villa, Home of the Merciful Saviour for Crippled Children/HMS School for Children with Cerebral Palsy, St Joseph's Universtiy/Kinney Center for Autism, Education and Support, St. Katharine Drexel School, Katzenbach School for the Deaf, Life Works Alternative School/UHS of Doylestown, L.L.C./Foundations Behavioral Health, Middletown Adventure Learning, Main Line Academy, Silver Springs/Martin Luther School, Melmark School, Merakey, Mill Creek School/The Pennsylvania Hospital of the University of Pennsylvania Health System, Marple Newtown High School, Marple Newtown School District, New Hope Academy/Motivational Educational Training Company Inc., The Nexus School, NHS, NHS Autism School, NHS Philadelphia, NHS Woodhaven, NHS Warrington, NHS St. Anne School, Northwestern

Human Services, Orchard Friends, Overbrook School for the Blind, Pathway School, PHMC, Public Health Management Corporation, PMHCC, Philadelphia Mental Health Care Corporation, Philadelphia Health Management Corporation, Pennsylvania School for the Deaf, Pressley Ridge School, Quaker School at Horsham, Royer-Greaves School for Blind, Scranton State School for the Deaf, Spring Time School, Specialized Education of Pennsylvania, Inc., Stratford Friends School, Therapeutic Center at Fox Chase, Timothy School, Valley Day School, Vanguard School, Trustees of the University of Pennsylvania, Valley Forge Educational Services, Variety Club, Wordsworth Academy, Woods Services, Wyncote Academy, Y.A.L.E. School, Y.A.L.E. School Philadelphia, Y.A.L.E. School Southeast III, Y.A.L.E. School West, and Youth Services Alternatives.

Description: The Office of Specialized Services requests Additional contract authorization, to fund student educational programs at Approved Private Schools and private schools, based on the following criteria:

1. Significant increase in annual cost of tuition, one to one support aides, and related services. APS and private schools increased the cost of tuition, one to one aide services and related services on average by 4.8%, during the 2017/2018 school year.
2. Additional net fifty-two (52) contract students qualifying for out of District placements since October 2017. It is anticipated that the District shall approve approximately 8 full-time equivalent additional students for placements at APSs and private schools by the end of the 2018 fiscal year. Since October 2017, the number of one to one support aides assigned to students has also increased.

The Individuals with Disabilities Education Act (IDEA) mandates that local school districts provide a free appropriate public education (FAPE) to all children with disabilities regardless of the severity of their handicapping condition, as outlined in their Individual Education Programs (IEPs). Annually, a number of students with severe disabilities are sent to non-District schools because the District does not have adequate existing programs to support their needs. These non-District schools are called "Out of District Placements". Individual students with special needs are referred to Out of District Placements based upon their individual program and instructional needs as outlined in their IEP. The District only refers students to schools designated as Out of District Placements that have demonstrated the ability to provide the individual student with an appropriate and effective special education program.

There are three types of Out of District Placements that the District sends students to:

1. State subsidized Approved Private School (APS) '4010' student seats. APSs are state subsidized private schools, licensed and approved by the Pennsylvania Department of Education (PDE), to provide full-time educational services to students with severe disabilities. PDE subsidizes 60% of APS tuition cost, for a limited number of subsidized 4010 student seats, which are set aside for subsidy at each APS. These limited subsidized seats are referred to as 4010 student seats. The remaining 40% of tuition costs is paid by the District through the Office of Special Finance, rather than through OSS contracts.
2. Non-subsidized/non-4010 APS student seats that the District pays 100% of tuition cost through OSS contracts.
3. Regular Private Schools with special education programs that the District pays 100% of tuition and related services cost through OSS contracts.

While the selection of the Out of District Placement is primarily driven by the type of educational program that the student requires, when possible, the District places students in appropriate subsidized APS 4010 seats. When subsidized APS 4010 seats are full, the District places qualifying students in appropriate non-subsidized APS seats and in regular private schools that can fully accommodate the student's special education needs. In addition to covering the full tuition costs for students in non-subsidized 4010 seats and in regular private schools the District is responsible for covering all student One to One Aide and other related services costs. Related Services includes speech, hearing, vision, occupational, and physical therapy services.

In summary, OSS is responsible for paying through contract:

1. full cost of tuition for students placed in non-subsidized/non-4010 APS seats;
2. full cost of tuition for students placed in regular private schools with programs for students with special needs; and
3. the related services cost of all students in Out of District Placements (subsidized and non-subsidized APSs and private schools). Related services includes:
 - a. One to One Aides

b. Therapeutic Services, such as Speech, Hearing, Language, Mobility, Physical, and Occupational Therapy

Students with disabilities are placed in out of District schools only in circumstances where their IEP objectives cannot be met in District schools, or when the District is required to make these placements by Court Order or legal settlement. This procedure is compliant with federal and state law, and District policy requiring that all students receive FAPE.

The resolution also authorizes the Deputy of the Office of Specialized Services to execute, deliver and perform task orders under each Contract signed by the Superintendent, in order to document the referral of students annually and during the course of the school year to receive services from each Contractor. Use of task orders will facilitate accounting, audit, dates of services, date of referral, and accrual of fees and compensation.

ABC Code/Funding Source	\$5,541,765.00
1100-081-9580-1295-5613 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-14

Operating Budget: \$18,000 Contracts with Deaf Hearing Communication Centre and Deaf-Hearing Interface – Sign Language Interpreting Services Public Action Meetings and other School District Public Events

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee to execute, deliver and perform contracts separately with the Deaf Hearing Communication Centre, Inc., and Deaf-Hearing Interface, LLC, to provide sign language interpretation services at public meetings of the governing body of the School District of Philadelphia, and at other School District sponsored events for an aggregate amount not to exceed \$18,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: The Selected Contractors shall provide certified and licensed sign language interpreters to provide sign language interpretation services at School District monthly governing body public meetings for the 2018/2019 fiscal year. The provision of contracted sign language interpreters is planned for 30 meetings that the public is invited to attend in fiscal year 2018/2019. These meetings will include, but not be limited to public action meetings, and Committee meetings. Two (2) interpreters are required for each meeting. The average length of public action meetings in fiscal year 2017/2018 was approximately 3.5 to 4 hours. The cost of each interpreter is \$80.00 per hour plus travel expenses. Over the 2017/2018 fiscal year, the average cost of two contracted interpreters to cover SRC meetings was approximately \$600.00 per meeting. The projected cost of interpreter services for 30 meetings in fiscal year 2018/2019 is approximately \$18,000.

The Contractors were qualified and selected through a formal Request for Proposal (RFP 530) issued on February 6, 2017. The two companies that were selected received high scores by the RFP evaluation team for the following criteria: hourly rate, ability to provide quality of services and ability to provide interpreters on short notice.

ABC Code/Funding Source	\$18,000.00
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B-15

Operating Budget: \$160,000 Contracts with Deaf Communication Centre and Deaf-Hearing Interface for Substitute Sign Language Interpreting Services and CART Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee to execute, deliver and perform contracts separately with the Deaf Hearing Communication Centre, Inc., and Deaf-Hearing Interface, LLC to provide Computer Aided Realtime Translation services and substitute sign language interpreting service, on an as needed basis, to students, teachers, parents, and staff, and at School District sponsored events, conferences and meetings, for an aggregate amount not to exceed

\$160,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: The Office of Specialized Services (OSS) is proposing to contract with the Deaf Hearing Communication Centre, Inc. (DHCC) and Deaf-Hearing Interface, LLC (D-HI) to provide substitute services for District sign language interpreting staff when absent. This contracted service is needed because the District does not have its own internal substitute service to cover absences and vacancies for its own sign language staff. In addition, contracted interpretation services are often needed on short notice to provide sign language interpreter coverage for deaf and hard of hearing parents, community members, students and staff at Individualized Education Program (IEP) meetings, interagency meetings, District sponsored staff professional development, and at other District sponsored meetings, functions and events. DHCC and D-HI shall also provide sign language interpreters, as needed, at monthly scheduled School Reform Commission public action meetings.

In addition, on an as-needed basis, DHCC and D-HI shall provide Computer Aided Realtime (CART) services for deaf and hard of hearing students. CART services are provided by a trained realtime or court reporter, who operates a stenotype machine which is linked to a student's personal computer. Using a stenotype machine, the reporter types the words that are spoken (usually by a teacher in a classroom setting), transmits the transcribed words to the student's personal computer, and the text appears on the student's personal computer monitor almost simultaneously or in real-time. A microphone can be set up in the classroom to enable the teacher's voice to be transmitted to the reporter located off campus. This allows the student to fully access CART services in the least restrictive environment and without the possibly stigmatizing presence of the reporter in the classroom.

A formal Request for Proposal (RFP 530) was issued by the District's Office of Procurement Services on February 6, 2017. The two companies that were selected, submitted proposals with competitive hourly rates. Both companies have the resources, interpreter staff and ability to provide quality of quality services on short notice.

There are three hundred and thirty-one (331) students who are Deaf and Hearing Impaired enrolled in District schools that receive interpretation services from District staff, as mandated in their IEPs. Twenty-four (24) District full-time sign language interpreters will be needed to adequately provide services to these students. It is projected that the District will have twenty-four sign language interpreters employed on staff during the 2018-2019 school year to meet this anticipated District need. There are no projected vacancies or leave requests pending by District sign language interpreters for the 2018-2019 school year.

Contracted substitute interpreters cover District staff absences due to sick days, personal days, family emergencies, resignations, and attendance at professional development sessions. Substitute interpreters are also needed to provide coverage whenever scheduling conflicts arise due to emergency student IEP meetings, parent report card conferences, disciplinary meetings and interagency meetings that are scheduled while the regular assigned District interpreter is providing services to a student in the classroom. Contracted substitutes are often needed to provide sign language interpretation services for students and parents attending District after school and weekend events, functions and activities. Moreover, if the District's own sign language interpreters are not available, substitute interpreters will be needed to provide interpretation services for 5 deaf or hard of hearing District employees when they attend District and state mandated professional development.

ABC Code/Funding Source	\$160,000.00
1901-005-9580-1221-3221 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-16

Operating Budget: \$215,998 Contract with Resources for Human Development at Stepping Stones for Educational Services at Philadelphia Partial Day Program

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Resources for Human Development for Stepping Stones Partial Hospital, to provide regular education and special education programs for children with

severe emotional and behavioral disturbances attending the Stepping Stones Partial Hospitalization and Day Treatment Program (designated non-educational placements) located in Philadelphia County, for an amount not to exceed \$215,998, for the period commencing July 1, 2018 through June 30, 2019.

Description: Students exhibiting socio-emotional and behavioral concerns due to trauma, loss, significant life changes, or severe emotional and/or behavioral disorders can be placed in therapeutic partial hospitalization and therapeutic day treatment programs for mental health treatment, recovery and stabilization.

The District must provide all students living within Philadelphia County with a free appropriate public education (FAPE). This obligation includes providing and paying for the education of Philadelphia students who cannot attend regular public schools because they are receiving long-term out-patient treatment at mental health facilities. Therefore, the District is obligated under law to provide, pay for, supervise, and monitor the educational services of students who cannot attend public schools because they are receiving out-patient mental health services in Philadelphia at the Resources for Human Development at Stepping Stones (RHD) treatment facility.

RHD is the only long-term child partial hospitalization program in Philadelphia. RHD partners with Community Behavioral Health (CBH) to provide children and their families with mental health treatment and support services for up to 1.5 years. These services are authorized according to the child's individual need.

Students are referred to RHD's Long-Term Partial Program from several different sources including medical physicians, hospitals, CBH, mental and behavioral health providers, the child welfare system, court systems, family, and self-referral. Children are admitted into these programs only if such treatment has been found to be medically-necessary. Medical Assistance and commercial insurance are the payers for the majority of children receiving treatment at these facilities. Children attending partial programs typically receive psychological, psychiatric, and socio-emotional therapeutic treatment, which can include medication therapy.

The security and safety of the students are an important part of these medically necessary placements. Many placements made through the juvenile justice system, for example, require separate schooling for security reasons and are part of a court order. Also, the treatment needs of some children placed by child welfare, mental health, or low incidence agencies/providers may be incompatible with educating the child at any location other than at the therapeutic treatment site. This determination is not made by presumption, but on an individual basis.

These placements are referred to as "non-educational" placements to distinguish them from placements made by the District. Because many of the individuals receiving these non-educational, medically-necessary placements are of school age, they also need educational services. RHD contracts with the District to deliver educational programs at their therapeutic treatment facilities.

The educational programs provided by RHD are operated in a setting outside of traditional public schools and are located adjacent to or inside their medical facilities. The students in this setting are the only participants receiving educational services. The amount of time that students receive an educational program in this settings can vary, as does the type of program offered, and is dependent upon the mental and behavioral health needs of each student. Contracting with RHD to provide the required educational services is the most appropriate option for educating students placed in these programs, as this educational component is an integral part of the providers' continuum of therapeutic services.

Census: RHD's maximum census is 54 students.

ABC Code/Funding Source	\$215,998.00
1100-081-9580-1295-5613 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-17

Operating Budget: \$610,000 Contracts with Friends Behavioral Health System aka Friends Hospital, and The Therapeutic Center at Fox Chase, aka The Bridge and Villa – Educational Programs at Residential Treatment Facilities

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts to provide educational services at the Contractors Residential Treatment Facilities, separately with The Therapeutic Center at Fox Chase, a/k/a The Bridge and Villa, for an amount not to exceed \$510,000, and with Friends Behavioral Health System, a/k/a Friends Hospital, for an amount not to exceed \$100,000, for an aggregate amount not to exceed \$610,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: A Residential Treatment Facility (RTF) is an intensive out of home treatment service managed by Community Behavioral Health (CBH). It provides a level of mental health care for students who cannot be safely maintained in an outpatient or community-based setting. The student resides at a facility and receives 24-hour supervision. The facilities are self-contained, meaning they have all of the resources to provide for the student's educational, social, and mental health/drugs and alcohol addiction treatment goals. The student is provided with individual, group, and family therapy as well as medication monitoring to address their behavioral treatment goals. The RTF can also provide specialized therapies, including recreation and art. The students participate in therapeutic leave time to visit their homes to practice the skills they have developed. The student typically attends the on-grounds school provided by the facility.

Students with severe emotional and behavioral disorders are sometimes placed in inpatient hospitalization programs and RTFs for reasons not related to their educational needs. The residential programs are an option to help students recover from a psychiatric crisis and/or to stabilize them with the use of therapeutic medications. Students in these programs require care for 24 hours per day, which are more intensive and comprehensive services than they can receive in an outpatient, after-school, partial hospital, or day-treatment setting.

Students are referred to RTFs from several different sources including the medical system, the mental and behavioral health system, the child welfare system, the court system, family, or self-referral. Students are admitted into these programs only if such treatment has been found to be medically necessary. Medical Assistance or commercial insurance pays for the majority of children attending those programs. Students attending RTFs typically receive psychological, psychiatric, and socio-emotional treatment. Many also receive therapeutic medications.

These placements are referred to as "non-educational" placements to distinguish them from placements made by the District. Because many of the individuals receiving these non-educational, medically necessary placements are of school age, they also need educational services. The RTF providers contract with the District to deliver educational programs at their own therapeutic treatment facility. These educational programs are incorporated and interwoven within the student's therapeutic plan and are part of their continuum of mental health services.

The safety and security of the students are an important part of placement. Placement orders made by the juvenile justice system, for example, may require separate schooling for security reasons. Also, the treatment needs of some children placed by child welfare, mental health, or mental retardation agencies may be incompatible with educating the child at any site other than the therapeutic treatment site. Further, the high risk of elopement presented by some students requires educational placements that are secure to ensure student safety. Placement determinations are not made by presumption, but after careful consideration on an individual basis. Not all children attending these programs receive special education services. All educational services are provided by qualified, trained and educationally certified RTF staff.

Educational programs provided by The Therapeutic Center at Fox Chase and Friends Hospital are operated in settings outside of traditional public schools and are located adjacent to or inside their medical facilities. The students in these settings are the only participants receiving educational services. The amount of time that students receive an educational program in these settings can vary, as does the type of program offered, and is dependent upon the mental and behavioral health needs of each student.

The Therapeutic Center at Fox Chase and Friends Hospital are RTFs for students with acute mental health disorders. The District does not place or recommend students for admission to these facilities. Students are placed at these facilities by the juvenile justice system, Community Behavioral Health (CBH), the Department of Public Welfare,

doctors, and parents. The types of behaviors of students placed in these RTFs include physical aggression, sexual aggression, acting out, self-injury, severe depression, schizophrenia, anxiety, personality disorders, bi-polar disorder, and other clinically diagnosed mood disorders. Because these facilities are located in Philadelphia, the District (or Charter of enrollment) is required to ensure that resident students receive an appropriate educational program while receiving treatment. Educational programs at RTFs are a key part of the continuum of behavioral therapeutic services, are designed and delivered by the RTF staff, and are an integral part of each student's medical treatment and therapy. The teachers and support staff are trained, supported, and monitored by medical health professionals from the RTFs to ensure the safety of both the students and teachers and to maximize the benefit of the clinical program by combining mental health therapy with the educational process. This requires that each student not only receive an instructional program that meets individual needs while undergoing therapeutic treatment, but instruction that is also driven and designed around the student's therapeutic interventions, treatment schedule, and intensive mental health treatment regimen. This process involves a high degree of collaboration between teachers, mental health support staff, and mental health professionals. In order to effectively deliver appropriate therapeutic models, the RTF controls critical aspects of each student's educational program while the child receives treatment under its care.

Each RTF submits census information to the District which includes the student's county and local school district of residence. This information enables the District to seek reimbursement for educational costs from the student's school district of residence.

The Bridge has a maximum census of 27 students.
 The Villa has a maximum census of 24 students.
 Friends Hospital has a maximum census of 25 students.

ABC Code/Funding Source	\$610,000.00
1100-081-9580-1295-5613 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-18

Operating Budget: \$245,175 Contract with Quality Behavioral Solutions (QBS, Inc.) – Safety-Care Training
 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 Quality Behavioral Solutions, QBS Inc., to provide selected School District staff with training in Safety-Care and certification as Safety-Care Behavioral Safety Trainers, for an amount not to exceed \$245,175.00, for the period commencing July 1, 2018 through June 30, 2019.

Description: The School District's Office of Specialized Services (OSS) requests authorization to enter into a contract with QBS, Inc. (QBS) to provide new training and certification for up to 110 staff and to provide retraining and re-certification for up to 201 school district educators. QBS is a premier behavioral skills training company that provides training and consultation to professional staff in school districts and in residential treatment, educational, and healthcare facilities. QBS was selected by Pittsburgh Public Schools through an RFP entitled District-wide Crisis Intervention Model, posted on April 5, 2017. The School District of Philadelphia (SDP), through cooperative purchasing, selected QBS to train District staff in behavior prevention, behavior de-escalation, and crisis intervention.

Safety-Care training provides the skills and competencies necessary to effectively prevent, minimize, and manage student behavioral challenges with dignity, safety, and the possibility of change. Safety-Care is used to support students who exhibit a range of challenging behaviors, including but not limited to, physical and verbal aggression, self-injury, bullying, property destruction, and fighting. By focusing on positive reinforcement, de-escalation, safety, and respect, Safety-Care is foremost a preventative program that teaches staff to safely support students while protecting other students and staff from instructional disruption and danger.

Safety-Care trained educators:

1. understand how and why crisis events happen, and ways in which we might inadvertently contribute to them;
2. prevent crises using a variety of supportive interaction strategies;
3. apply simple, evidence-based de-escalation strategies that are effective for any population;
4. respond appropriately and safely to dangerous behavior;
5. prevent the need for restraint; and,
6. intervene after a crisis to reduce the chance that it will happen again.

The Safety-Care program embraces the following core principles:

1. the use of respectful, humane, non-coercive interventions;
2. emphasis on prevention over management;
3. the use of evidence-based procedures as the basis of intervention;
4. the use of positive reinforcement and de-escalation strategies;
5. evidence-based approach incorporating errorless teaching strategies whenever possible;
6. reliance on the least restrictive intervention;
7. physical procedures designed to be simple, effective, safe, and minimal;
8. the use of minimal restraint only when no other safe options are available; and
9. abiding by consistent standards that reduce risk.

Under this proposal, kindergarten through grade twelve teachers and staff from schools located throughout the School District, will receive comprehensive training in Safety-Care. Once training and certification is completed, these staff members will then train other teachers and staff assigned to their schools on Safety-Care practices and techniques. Turn-around training of staff at school sites will enable the School District to have a cadre of teachers and professionals in all School District schools who are qualified and able to use Safety Care techniques as a student intervention when appropriate.

ABC Code/Funding Source	\$245,175.00
1100-028-9CL0-239A-3291 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-19

Operating Budget: \$1,500,000 Contracts with Global Arena and Language Translation Services – Special Education Translation and Interpretation Services

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Global Arena, LLC and Daniel Shamebo Sabore, dba, Language Translation Services (LTS), to provide translation and interpretation services relating to special education programs, services and documents, for an aggregate amount not to exceed \$1,500,000 for the period commencing July 1, 2018 through June 30, 2019.

Description: When requested by the School District, the Contractors will provide special education document translation services and interpretation services. These contracted services will be provided for students and parents when their primary language is not English. All translations and interpretations provided by the Contractors will relate to students with disabilities, students who are gifted, and special education matters, documents and services. The Contractors will provide the School District with highly qualified and experienced interpreters and translators.

In response to Request for Proposal (RFP) 550, issued by the School District's Office of Procurement Services on May 25, 2017, eight (8) vendors submitted proposals to provide special education document translation services for the School District. A School District evaluation team selected Global Arena and Language Translation Services as the most qualified companies to provide School District-wide translation and interpretation services of excellent quality. The Contractors are capable of handling a high volume of translation and interpretation services in all

languages, and of meeting School District timelines, requirements and needs. Authorization is requested for new contracts with Global Arena and Language Translation Services for the 2019 fiscal year.

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

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-20

Categorical/Grant Fund: \$22,210.28 Contract Amendment with St. Christopher’s Hospital for Children, LLC – Work Based Learning Program, Wages, and Payroll Management and Support for CTE Health Related Technology Students

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. 0447/F18, originally entered into with St. Christopher's Hospital for Children, pursuant to Resolution B-10, approved by the School Reform Commission on November 16, 2017, to increase the amount of the contract by an additional \$22,210.28 from the \$107,720.00 approved by Resolution B-10, to an amount not exceed \$129,930.28, and by extending the term of the contract from its original scheduled expiration date of June 30, 2018 through June 30, 2019.

Description: For over 23 years, St. Christopher's Hospital for Children has successfully administered and offered a free work-based learning program to health related technology students at Kensington Health Sciences Academy (KHSa). Until recently, St. Christopher's Hospital for Children has incurred all costs associated with the program. Given the success of the program and positive impact on student graduation rates, the Office of Career and Technical Education seeks authorization to contract with St. Christopher's Hospital for Children so that students at KHSa continue to benefit from this opportunity.

The program is an extension of the curriculum that students learn throughout the school year and allows students to receive real world, hands-on experiences that cannot be learned in the classroom. The experience will permit students to utilize the content of their classroom curriculum in a practical setting. The program features the following:

- * Paid work-based learning experience for students in grades 11 and 12
- * Shadowing opportunities for students in grade 10
- * Health tech career awareness activities for students in grades 7, 8 and 9

Work-Based Learning Experience

Approximately 30 11th & 12th grade Health Tech school-to-work students will work one day per week in a specific department at St. Christopher's Hospital. Students will earn \$7.25/hr and work with employees of St. Christopher's Hospital who will serve as the student's supervisors/mentors. Students work closely with their supervisors/mentors and are treated as regular employees of the hospital. Work-based learning students are nurtured and supported, developing the self-esteem and confidence critical to post secondary success. Teachers ensure that the curriculum integrates seamlessly with students' work experiences and students complete special projects based on their work at the hospital. Students participate in a selection process that includes submitting an application, recommendation letters, a resume, and a successful interview. Students who successfully complete the work-based experience have the opportunity to apply for scholarships to pursue post-secondary education. During the past 20 years, \$1,271,000 has been awarded to Health Tech graduates to pursue post-secondary education.

Health Tech Shadowing

The Health Tech Shadowing component of this program is for 10th grade students. Students participate in an orientation and a shadowing experience with a St. Christopher's mentor the first day. This will be followed by monthly full-day shadowing of a 12th grade student involved in the work-based learning program. Shadowing provides students an opportunity to be exposed to the many careers in health care and engage with role models who offer support and encouragement to remain in school. Only students who complete the shadowing experience will be

considered for paid worked-based learning in 11th and 12th grades.

Health Tech Career Awareness

The Health Tech Career Awareness component focuses on KHSA 9th grade students and 7th & 8th grade students from KHSA feeder schools. Starting in April, 2018, students are being introduced to various departments in the hospital. Health care professionals provide an orientation and tour of their departments. Students take part in question and answer sessions. Students who participate in the career awareness initiative will be considered for the shadowing program. Students must maintain at least a "C" average, 85% attendance, and a clear discipline record to be selected for this opportunity.

St. Christopher's Hospital for Children is the only pediatric hospital participating in the Health Tech effort to help the city's at-risk youth. 98% of the students participating in this program get their high school diploma and a majority go on to college.

Among the program's many strengths are its clear goals:

- * To strengthen economically at-risk students' life skills, study patterns, and work habits;
- * To encourage students from the local community to graduate from high school and pursue higher education and/or careers in health care;
- * To educate and motivate a future workforce recruited from the local community;
- * To reinforce the hospital's relationship with the community

ABC Code/Funding Source	\$22,210.28
1200-006-9240-1393-3291 Ed for Employment (\$68,817.00)	
270X-G06-9240-2278-3291 Perkins (\$61,113.28)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-21

Operating Budget: \$35,500 Contract with The Princeton Review – 2018 Summer Bridge Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a contract with The Princeton Review to provide professional development and curriculum to Summer bridge teachers in up to 10 neighborhood high schools for an amount not to exceed \$35,500, for the period commencing July 9, 2018 through July 20, 2018.

Description: The Princeton Review will offer two programs within a two-week transition program structure: Early Edge 101 and UP Next. Early Edge is an early college preparation course that reinforces and increases the basic foundational skills students need to perform at grade level. Early Edge also introduces students to standardized test preparation, demonstrating the links between academic subjects and their corresponding question types on college admissions tests. Focusing on mathematical, grammatical, and English language concepts, Early Edge 101 provides students with the foundational support they need to achieve academic success.

The UP Next program is a modular, workshop-based program designed to improve student retention and graduation rates by developing non-academic skills such as goal setting, leadership, time management, and community building. This program utilizes a live classroom instructional model designed to boost student engagement and participation.

Each of the 7 schools will implement both programs and service over 250 students. Participating high schools include Northeast High School and six high schools participating in the District's 9th grade academy pilot program: Penn Treaty; George Washington; Kensington; Sayre; Frankford; and South Philadelphia High Schools.

ABC Code/Funding Source	\$35,500.00
1100-007-97A0-1423-3291 Operating	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-22 (Updated 4.19.18)

Operating Budget: \$50,000 Contract with Global Spectrum L. P. for The Liacouras Center – College Signing Day 2018

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver, and perform a contract with Global Spectrum L. P. for The Liacouras Center, to provide the facility for College Signing Day, for an amount not to exceed \$50,000, for the period commencing April 27, 2018 through May 5, 2018.

Description: College Signing Day, scheduled for May 2, 2018, is a chance to rally around students and celebrate their commitment to higher education. As a part of the Reach Higher initiative, spearheaded by Michelle Obama, College Signing Day is a way for educators, counselors, and parents to encourage those heading to college, while also being a way for students to inspire and encourage others.

This event celebrates high school seniors choosing to pursue higher education at a professional training program, a community college, a four-year college, university or the military. The goal is to continue efforts to inspire young people to pursue their educational endeavors past high school. College Signing Day is a peer-to-peer encouragement model that speaks to students in their own language in a manner they understand.

Due to walk-throughs, security concerns and other logistics, multiple days will be needed to insure the success of the event.

ABC Code/Funding Source	\$50,000.00
1100-052-9030-2362-3291	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

B-23 (Updated 4.19.18)

Acceptance of Donation; Categorical/Grant Fund: \$37,928 Contract with BridgeSet Sound – Sound System Equipment for CAPA

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of sound system equipment from the CAPA Foundation, valued at approximately \$50,000, for the period commencing April 27, 2018 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with BridgeSet Sound, for sound system equipment at the Philadelphia High School for the Creative and Performing Arts, for an amount not to exceed \$37,928, subject to funding, for the period commencing April 27, 2018 through June 30, 2018.

Description: This resolution accepts the donation of sound system equipment, purchased by the CAPA Foundation for CAPA high school, and establishes a source for the purchase of additional sound system equipment and installation services by the school. The CAPA Foundation recently initiated the purchase of equipment and

installation for a new sound system but additional purchases are necessary to enable the school to see the project to completion.

ABC Code/Funding Source	\$37,928.00
6S9X-g04-2020-1103-6111 FY18 (\$25,000.00)	
6X8X-G04-2020-1103-6111 FY18 (\$12,928.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4
Nays: 0

Dr. Hite commented on the plan and process for Strawberry Mansion High School.

On motion, the meeting was adjourned at 6:43 p.m.

Estelle B. Richman, Chair
School Reform Commission

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

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Student
Expression/Distribution and
Posting of Materials

ADOPTED: April 27, 1981

REVISED: April 26, 2018

220 STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

Purpose

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and by the Constitution of the Commonwealth. The School Reform Commission respects the right of students to express themselves in word or symbol and to distribute and post materials in areas designated for posting as a part of that expression. The SRC also recognizes that exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.[\[1\]](#)

This policy also governs when email, text messaging or other technological delivery is used as a means of distributing or accessing non-school materials via use of school equipment or while on school property or at school functions. This policy also covers off-campus or after hours distribution, including technological distribution, that does or is likely to materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights.

This policy addresses student expression in general and in the distribution and posting of materials that are not part of district-sponsored activities. Materials sought to be distributed or posted as part of curricular or extracurricular programs of the District shall be regulated as part of the school district's educational program.

Definitions

Distribution - students handing non-school materials to others on school property or during school-sponsored events; placing upon desks, on or in lockers; or engaging in any other manner of delivery of non-school materials to others while on school property or during school functions.

Expression - verbal, written or symbolic representation or communication.

Non-school materials - any printed or written materials for posting or general distribution to others that are not prepared as part of the curricular or extracurricular program of the District, including but not limited to fliers, invitations, announcements, pamphlets, posters, internet bulletin boards, personal websites and the like.

Posting - publicly displaying non-school materials on school property or at school-sponsored events, including but not limited to affixing such materials to walls, doors, bulletin boards, easels, the outside of lockers; on district-sponsored or student websites; through other district-owned technology and the like.

Authority

Students have the right to express themselves unless such expression is likely to, or does, materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another student's rights.[\[1\]](#)

Student expression that occurs on school property or at school-sponsored events is fully governed by this policy. In addition, off-campus or after hours expression is governed by this policy if the student expression involved constitutes unprotected expression as stated in this policy and provided the off-campus or after hours expression does or is likely to materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The SRC shall require that distribution and posting of non-school materials occur only at the places and during the times set forth in written administrative procedures. Such procedures shall be written to permit the orderly operation of schools, while recognizing the rights of students to engage in protected expression.[\[1\]](#)

Unprotected Student Expression

The SRC reserves the right to designate and to prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, or discipline and order on school property or at school functions including but not limited to:

- 1. Libel of any specific person or persons.**
- 2. Advocating the use or advertising the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students.**
- 3. Using obscene, lewd, vulgar or profane language – whether verbal, written or symbolic.[\[3\]](#)**

4. Inciting violence; advocating use of force; or encouraging violation of federal, state or municipal law, SRC policy or district rules or regulations.
5. Expressions that are likely to or do materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threaten serious harm to the school or community; encourage unlawful activity; or interfere with another's rights.
6. Violating written school district administrative procedures on time, place and manner for posting and distribution of otherwise protected expression.

Spontaneous student expression which is otherwise protected speech is not prohibited by this section.

Discipline for Engaging in Unprotected Expression

The SRC reserves the right to prohibit the posting or distribution of non-school materials containing unprotected expression and to prohibit students from engaging in other unprotected student expression, as well as to stop unprotected student expression when it occurs. The SRC reserves the right to discipline students in accordance with the Student Code of Conduct for engaging in unprotected expression. Where such expression occurs off campus and away from school functions, a nexus between the unprotected expression and a substantial and material disruption of the school program must be established.

Distribution of Non-school Materials

~~The SRC requires that students who wish to distribute or post non-school materials on school property shall submit them one (1) school day in advance of planned distribution or posting to the building principal or designee, who shall forward a copy to the Superintendent.~~[\[1\]](#)

~~If the non-school materials contain unprotected expression as stated in this policy, the building principal or designee shall notify the students that they may not post or distribute the materials because the materials constitute a violation of SRC policy.~~

~~If notice is not given during the period between submission and the time for the planned distribution or posting, students may proceed with the planned distribution or posting, provided they comply with written administrative procedures on time, place and manner of posting or distribution of non-school materials.~~

~~Students who post or distribute non-school materials in compliance with this provision may still be ordered to desist such distribution if the materials are later found to be unprotected expression under this policy.~~

~~Students who distribute printed materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time.~~

Posting of Non-school Materials

~~If a school building has an area where individuals are allowed to post non-school materials, students may post such items as well, if the materials do not constitute unprotected expression and the items are submitted for prior review in the same manner as if the students were going to distribute them.~~

~~Such materials shall be officially dated, and the district may remove the materials after ten (10) days of the posting or other reasonable time as stated in the administrative procedures relating to posting.~~

Review of Student Expression

~~School officials shall not censor or restrict non-school materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.~~

~~Student-initiated religious expression is permissible and shall not be prohibited except as to time, place and manner of distribution, or if the expression involved violates some other part of this policy, e.g., because it is independently determined to be unprotected expression under the standards and definitions of this policy. Time place and manner restrictions place on religious expression must be content neutral, reasonable, and nondiscriminatory.~~

~~The review for unprotected expression shall be reasonable and not calculated to delay distribution.~~

~~Appeal of the reviewer's decision may be made to the Superintendent and then to the SRC, in accordance with SRC policy and district regulations or procedures.[4]~~

Delegation of Responsibility

The Superintendent shall assist the building principal in determining the designation of the places and times which non-school materials may be distributed in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit distribution of non-school materials to non-instructional times.

Disciplinary action may be determined by the school administrators for students who distribute or post non-school materials in violation of this policy and district regulations or procedures, or who continue the manifestation of unprotected expression after the building principal or their designee request that they desist. Disciplinary actions shall be included in the disciplinary Code of Student Conduct.[5]

This SRC policy and any administrative procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

Legal References:

1. 22 PA Code 12.9

2. 24 P.S. 511

3. 22 PA Code 12.2

4. Pol. 219 - Student Complaint Process

5. Pol. 218 - Student Conduct and Discipline

Related Information:

24 P.S. 510

Philadelphia Home Rule Charter - 12-300

Pol. 815: Acceptable Use of Internet, Technology, and Network Resources

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

(Attachment for Policy No. 220)

Distribution of Non-school Materials

The SRC requires that students who wish to distribute or post non-school materials on school property shall submit them one (1) week in advance of planned distribution or posting to the building principal or designee, who shall forward a copy to the Superintendent or designee.

If the non-school materials contain unprotected expression as stated in this policy, the building principal or designee shall notify the students that they may not post or distribute the materials because the materials constitute a violation of SRC policy.

If notice is not given during the period between submission and the time for the planned distribution or posting, students may proceed with the planned distribution or posting, provided they comply with written administrative procedures on time, place and manner of posting or distribution of non-school materials.

Students who post or distribute non-school materials in compliance with this provision may still be ordered to desist such distribution if the materials are later found to be unprotected expression under this policy.

Students who distribute printed materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time.

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Such materials shall be officially dated, and the district may remove the materials after ten (10) days of the posting or other reasonable time as stated in the administrative procedures relating to posting.

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Student-initiated religious expression is permissible and shall not be prohibited except as to time, place and manner of distribution, or if the expression involved violates some other part of this policy, e.g., because it is independently determined to be unprotected expression under the standards and definitions of this policy. Time place and manner restrictions place on religious expression must be content neutral, reasonable, and nondiscriminatory.

The review for unprotected expression shall be reasonable and not calculated to delay distribution.

Appeal of the reviewer's decision may be made to the Superintendent and then to the SRC, in accordance with SRC policy and district regulations or procedures.[4]

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Pregnant/Parenting/
Married Students

ADOPTED: April 27, 1981

REVISED: April 26, 2018

PREGNANT/PARENTING/MARRIED STUDENTS

Purpose

A student who is eligible to attend district schools **and who is married and/or pregnant/parenting** shall not be denied an educational program solely because of **marriage**, pregnancy, pregnancy-related disabilities, or potential or actual parenthood.[\[1\]](#)

The District recognizes that young parents who leave school early face greater hardship and poverty than young people who complete their education. Therefore, enhancing educational opportunities and improving outcomes for all students remains a priority. The District is committed to supporting the retention of pregnant and parenting students in schools and acknowledges that one of the most effective ways to minimize the risk of negative outcomes in terms of health, welfare and educational achievement is to support pregnant and parenting students to remain connected to learning.

Mandatory Regulatory Guidelines

No school shall deny enrollment based upon a student's marital, pregnant or parenting status. Pregnant, parenting, and married students have the right to enroll in any school or program for which they would otherwise qualify. Pregnant/parenting/married students under the age of seventeen (17) are not excused from the requirements of compulsory attendance solely for the reasons of pregnancy or maternity. [\[1\]\[2\]\[3\]](#)

Students shall not be expelled, suspended, or otherwise excluded from, or required to participate in, any school programs solely on the basis of their pregnancy-related condition, or marital status. [\[1\]\[2\]\[3\]](#)

The district shall not discriminate against any student on the basis of the student's actual or potential parental, family or marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. [\[2\]\[3\]\[4\]](#)

Education and Support Services for Pregnant and Parenting Students

Students shall not be excluded from, denied the benefit of, or discriminated against any education programming or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. [\[2\]\[3\]](#)

Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. [2][3]

To the extent feasible, educational and support services shall be provided, either through the district or in collaboration with community agencies and organizations, to meet the needs of pregnant or parenting students on a case by-case basis and appropriate to the student's individual needs. The student may continue attending school in the regular classroom or continuation education setting, or enroll in Philadelphia Virtual Academy.

Students who believe that they have been subject to discrimination or harassment due to their parental, pregnancy or marital status may file a complaint in accordance to the student complaint process or seek resolution with the District's Title IX Coordinator. [2][3]

Students will be allowed to return to the same academic and extracurricular status as before medical leave began, which should include giving students the opportunity to make up any work missed while they were out. [2][3] Students are expected to resume progress toward the completion of all assignments and activities as appropriate to their grade level and benchmarks. Teachers are encouraged to remain flexible in their expectations of students who become new parents, so that students can meet the demands of their studies at the same time that they face new demands in their parental roles.

~~A pregnant student [1] who wishes to attend regular classes and participate in extracurricular programs of the schools may be required to present to the Superintendent or designee a licensed physician's written statement that such activity will not be injurious to her health nor jeopardize her pregnancy.~~

Attendance and Absenteeism

The Superintendent or designee may grant students a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be allowed to reenter the school and be reinstated to the status held when the leave began in the same manner as any student whose nonattendance is a result of an excused absence or temporary disability. [2][3][6][7][8][9][10]

Like teen mothers, teen fathers must grapple with the regular trials of adolescence while also attempting to navigate parenthood. We want young dads to be responsible and nurturing parents, and to receive effective support and guidance. Schools are to remain flexible when supporting male students in their parenting role.

After delivery, the custodial parenting student's absence from school shall be permitted for a period not to exceed thirty (30) school days for the mother's physical recovery and/or adjustment to parenting, unless an extension of time is medically justified. It shall be necessary for the student to present a medical certification in the form of a note from his/her doctor explaining that the student is unable to attend school and the note must also specify the beginning and end dates of the leave of absence deemed necessary by the doctor.

Pregnant and parenting students also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. [11]

Absences of parenting students shall be considered excused when absent due to the illness or medical appointment of a child or for whom the student is the custodial parent. Schools may require verification for illness absences in accordance with policies applicable to all students.

Health Services

Students are permitted to take a leave of absence for pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began. [2][3][6][8]

A physician's note certifying that the student is physically and emotionally able to continue participation shall be required under the terms and conditions authorized by Policy 117: Homebound Instruction.[3] [4] [5] [2][3][8]

A pregnant/parenting student whose mental or physical condition prevents his/her from attending regular classes, when such condition is certified by a licensed physician, may be assigned to homebound instruction.[2][3][8][12]

Homebound instruction shall not be granted to the student because of lack of child care or solely because the student is in her third trimester.

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding.

~~A student who has been assigned to homebound instruction for reasons associated with her pregnancy or parenting shall be readmitted to the regular school program upon her request and the written statement of a licensed physician that she is physically fit to do so.~~

Confidential Communications

Health and personal information is confidential and should not appear in cumulative records. Pregnancy information is confidential and shall not be considered for educational or job opportunities, awards or scholarships.

All health records established and maintained shall be confidential, and their contents shall be divulged only when necessary for the health of the child or at the request of the parent or guardian to a physician legally qualified to practice medicine and surgery or osteopathy or osteopathic surgery in the Commonwealth. This reference pertains strictly to health records. [13][14][15][16]

An exception to confidentiality includes but not limited to, suspicion of child abuse, or a clear and present danger to the health safety of student. Information received in confidence from a student may be revealed to the student's parents or guardians, the principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy. [17]

Delegation of Responsibility

The Superintendent or designee shall develop **administrative** procedures for implementing this policy which include:

1. **Reasonable adjustments to facilitate full education participation**[6] .
2. **Offering** counseling services to help students plan their future.
3. Referrals to special programs or services to which the student may be assigned, upon request.
4. Cooperation with community resources to assist students.
5. **Data collection and reporting on participation rates in district programs and services, academic achievement, school attendance, and graduation rates.**

Legal References:

1. [22 PA Code 12.1](#)
2. [34 CFR 106.40](#)
3. [Title IX Marital or Parental Status \(1/2§ __.445\)](#)
4. Pol. 103 - [Nondiscrimination in School and Classroom Practices](#)
5. Pol. 219 - [Student Complaint Process](#)
6. [24 P.S. § 13-1327](#)
7. Pol. 204 – [Attendance](#)
8. Pol. 117 - [Homebound Instruction](#)
9. [24 P.S. 1329](#)
10. [22 Pa. Code §11.25](#)
11. [Education Code 48410](#)
12. [22 Pa. Code §11.34](#)
13. Pol. 207 - [Confidential Communications of Students](#)
14. Pol. 216 - [Student Records](#)
15. [Pa. Code § 14-1409](#)
16. [216 Student Records](#)
17. [22 PA Code, Chapter 12, § 12.12](#)

Related Information:

Purdon's Statutes

[24 P.S. 510](#)

[24 P.S. 696](#)

[24 P.S. 1326](#)

[24 P.S. 1327](#)

[24 P.S. 1327.1](#)

[24 P.S. 1329](#)

[24 P.S. 1330](#)

[24 P.S. 1371](#)

[24 P.S. 2103](#)

State Board of Education Regulations

[22 Pa. Code §11.13](#)

[22 Pa. Code §11.25](#)

[22 Pa. Code §11.34](#)

Other

[Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School](#)

[Supporting the Academic Success of Pregnant and Parenting Students Under Title IX of the Education Amendments of 1972](#)

PREGNANT/PARENTING/MARRIED STUDENTS

ADMINISTRATIVE PROCEDURES: (Attachment for Policy No. 234)

I. PURPOSE

The School District of Philadelphia (the District) is committed to the protection of the educational rights of married and/or pregnant/parenting students. Pregnant and parenting students, regardless of their marital status, have the same rights as any other student to attend any district school or program and to do so in an environment free of discrimination or harassment. The District shall make reasonable adjustments to facilitate the equal access and full participation of pregnant and parenting students.

II. DEFINITIONS

- **Pregnant student:** A female student who is pregnant. May also be referred to as an expectant student.
- **Parenting student:** Any student, male or female who is the biological parent or legal guardian of a child. May also be referred to as a school-age parent, teen parent or adolescent parent. Parenting student does not include any person whose parental rights have been terminated.
- **Biological Parent:** A parent who has conceived (biological mother) or sired (biological father) rather than adopted a child and whose genes are therefore transmitted to the child.
- **Custodial Parent:** The parent who has either sole physical custody of the child or the parent with whom the child resides for a majority of the time. Although courts often give two parents who are both fit parents joint custody of the child, the court may refer to the parent with the larger timeshare with the child as a custodial parent at times in court documents and during hearings.
- **ELECT Program:** Education Leading to Employment and Career Training (ELECT) is a comprehensive, school-based, community-linked program that provides a broad array of academic and social service supports designed to help expectant and parenting students stay in school, earn a high school diploma or GED, and achieve the self-sufficiency required to make a successful transition to employment.
- **Approved Documentation of Parenting Status:** The following documents of evidence include: (1) birth certificate, (2) ultrasound, (3) letter from physician, (4) WIC paperwork, and/or (5) child's medical card.
- **False Pregnancy or Pseudocyesis:** A condition in which a woman believes that she's pregnant, yet conception hasn't taken place and no baby is forming inside.
- **Reasonable Adjustments:** Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. For example, a larger desk, elevator access, or allowing you to make frequent trips to the restroom, when necessary because of your pregnancy.

III. RESPONSIBILITY

The Office of Family and Community Engagement is responsible for ensuring that pregnant and parenting students are informed of their rights under policy 234. Each school within the District also has the responsibility to post and share this information with students and must:

- Disseminate this policy among all school staff and administration, and must inform school staff students, and parents about the policy at the beginning of each school year, to ensure all parties are made aware of their student rights and responsibilities set forth in this policy to help students stay on track toward graduation.
- Identify a Teen Parent Student Liaison to counsel students and to interface with internal and external resources. This individual may be a counselor, school nurse or member of the school administration. The Teen Parent Student Liaison shall:
 - i. Provide pregnant and/or parenting students with information about Title IX rights and how to report suspected Title IX violations.
 - ii. With consent of the student make referrals to the ELECT program.
 - iii. Data entry students' pregnant/parenting status in the student information system.
 - iv. Before, during and after teen parent leave, link the student to academic and social supports within in the District and outside of the school (child care, health care, etc.).

IV. REGULATORY GUIDANCE

School Reform Commission Policy 234 (“PREGNANT/PARENTING/MARRIED STUDENTS,”) states that a student who is eligible to attend district schools **and who is married and/or pregnant/parenting** shall not be denied an educational program solely because of **marriage**, pregnancy, pregnancy-related disabilities, or potential or actual parenthood. Title IX of the Educational Amendments of 1972 and its implementing regulations stipulate that¹:

- No rule concerning a student’s actual or potential parental, family, or marital status which treats students differently on the basis of sex shall be applied (*Section 106.40*).
- Schools must treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy the school administers, operates, offers, or participates in with respect to the school’s students (*Section 106.40*).
- A physician’s note certifying that the student is physically and emotionally able to continue participation may be required only if such certification is required for all students for other physical or emotional conditions requiring the attention of a physician (*Section 106.40*).
- Students are permitted to take a leave of absence for pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom for so long a period of time as is deemed medically necessary by the students’ physician, at the conclusion of which

¹ Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1688; 34 CFR§§ 106.31-106.40; 34 CFR§§ 106.8 (1975).
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>

the student shall be reinstated to the status which she held when the leave began (*Section 106.40*).

- Students shall not be discriminated against or excluded from education programming or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery there from (*Section 106.40*).
- A student may participate in a program or activity for pregnant students, but participation must be completely voluntary and the separate program or activity must be comparable to that offered to non-pregnant students (*Section 106.40*).
- Students who believe that they have been subject to discrimination or harassment due to their pregnancy may file a complaint or seek resolution with the District's Title IV Coordinator.

V. REASONABLE ADJUSTMENTS TO FACILITATE FULL EDUCATION PARTICIPATION

District schools shall make reasonable adjustments to facilitate the equal access and full participation of pregnant and parenting students in all school programs and activities. Such accommodations, implemented on a case-by-case basis, may include, but are not limited to, the following:

- Providing schedule flexibility (later start times, changes to academic roster) whenever possible to enable full participation and reduce school tardiness and absences due to medical, childcare or other pregnancy or parenting related concerns;
- Permitting additional time to the pregnant or parenting student for class changes;
- Permitting the pregnant student the use of elevators when this need is supported by the student's physician and when it is possible to do so;
- Permitting the pregnant and parenting student to engage in alternative activities that satisfy physical education requirements when requested by the pregnant or parenting student and her physician;
- Providing hall passes for bathroom use; and
- Providing pregnant and parenting students with class and homework assignments missed during any short term, excused period of absence (i.e., longer than one week but less than four weeks) to enable the student to complete the assignments and receive credit for them if they are satisfactorily completed by the student within a reasonable amount of time. Tests may also be made up within a reasonable amount of time, and the teacher has discretion to determine if the same or reasonably equivalent test shall be administered.

VI. BREASTFEEDING STUDENTS

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be

provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child;
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk;
3. Access to a power source for a breast pump or any other equipment used to express breast milk; and
4. Access to a place to store expressed breast milk safely. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.

VII. SCHOOL UNIFORMS

Pregnant students will not be denied attendance at school or otherwise denied an education for failing to wear clothing that complies with the district-wide or school specific uniform code, if such failure is due to pregnancy. Issuing a suspension to a student or taking any punitive disciplinary action against a student not in uniform (such as sending the student home or not allowing the student to attend class) is prohibited and a violation of the Student Code of Conduct and District policy. Pregnant students are allowed to wear appropriate maternity tops and bottoms that are the same colors designated for the school's uniform.

VIII. ATTENDANCE and TARDINESS

Every child between the ages of 6 and 21 has the right to attend school. Pregnant and parenting students have the same rights and obligations under compulsory school attendance laws. These attendance rights and obligations apply to students regardless of their marital or parental status. All schools shall maintain an attendance policy that: (1) provides thirty (30) days of excused absences for a student who provides documentation of the birth of the student's child; and (2) provide excused absences for a student who provides appropriate documentation of pregnancy or that the student is the parent of a child needing care.

Students who are pregnant: All efforts should be made to ensure that the pregnant student is enrolled and attending school.

Complicated Pregnancy: If complications arise during pregnancy such that attendance at school would be harmful to the physical or mental health of the pregnant student or infant, the student should submit a statement from the attending physician specifically supporting the absence and requesting homebound instruction for a specific period of time.

If a pregnant student has a medical reason to limit her participation in her regular school program, it is the responsibility of the student/parent to provide the school with appropriate documentation from her medical provider. The principal or designee shall establish procedures to develop an educational plan consistent with the health care provider's instructions. Subject teachers should be alerted if special considerations for the student's health are required. Schools

should make reasonable adjustments when provided with such information in the same manner as is provided to any other student with a health condition.

a) Short Term Excused Absences and Late Arrival / Early Dismissal

A student who is the (biological / custodial) parent of a child shall be considered excused when his or her absence or tardiness is due to the illness or the medical appointment of his/her child.

A student who is the parent of a child shall be allowed to sign out early from school due to an emergency related to their child (e.g. need to pick up their child from child care, medical emergency, etc.)

A student who is the parent of a child shall also be considered excused due to lack of child care when the student has made a reasonable effort to secure and maintain reliable child care.

A school may require verification of appointments from pregnant students' licensed healthcare providers or the licensed healthcare providers for students' children only if such verification is also required from students for other medically related absences.

b) Long Term Excused Absences and Pregnancy / Teen Parent Leave

Students are entitled to an extended absence or leave of absence for reasons of pregnancy and related medical conditions, including pregnancy-related illness or health condition, childbirth, and recovery. The leave shall be for at least thirty (30) days and/or the duration deemed medically necessary by the student's licensed healthcare provider recuperate from child birth and arrange for child care. The student should submit a statement from the attending physician stating the birth date of the infant. Following the six week post-partum period, once cleared by a physician for a female student, the parenting student shall follow the School District of Philadelphia policies for absences.

School Administration may excuse absences due to pregnancy or childbirth for as long as the student's doctor says it is necessary.

Students will be allowed to return to the same academic and extracurricular status as before medical leave began, which should include giving students the opportunity to complete all assignments and tests missed, or a reasonable equivalent of the work missed during their absence within a reasonable time period. Teachers may not refuse to allow pregnant or parenting students to submit work after a deadline was missed because of pregnancy or childbirth. If teachers' grading is based in part on class participation or attendance in which students' missed class because of pregnancy or childbirth, they should be allowed to make up the participation or attendance credits they didn't have the chance to earn.

Teachers shall follow the Title IX requirements related to excused absences/medical leave. Schools will support the continuation of learning during excused absence and leave, as medically appropriate. Every reasonable effort should be made to provide homework and make-up work to remain current with assignments and to avoid losing academic time.

c) Absence Codes

Absence Code	Absence Reason	Excuse Code	Status Code
1	Excused Absence or Other Urgent Reasons (Principal's Approval)	Absent	Excused
4	Excused Early Dismissal	Early Release	Excused
5	Illness	Absent	Excused
13	Excused Lateness	Tardy	Excused

IX. HOMEBOUND

The purpose of homebound instruction is to provide students with some level of instructional services during a temporary period of absence so that, on return to school, they can re-engage successfully with their instructional program. Pregnant and parenting students are expected to abide by the School District of Philadelphia’s homebound and attendance policies. Pregnancy and recovery from childbirth are not considered medical conditions that meet eligibility for homebound instruction. Homebound instruction is not to be granted to the student teen parent due to lack of child care and is not to be granted solely because the pregnant student is in her third trimester. The eligibility criteria for participation in homebound instruction are the same for all students, whether or not they are pregnant or have given birth.

In order for a pregnant or parenting student to be eligible for homebound instruction a physician must certify that the student is under medical care for an illness or injury that is acute, catastrophic or chronic in nature (i.e. placenta previa, placental abruption, preeclampsia, at risk of preterm labor, etc.), and unable to attend school for a period of at least four (4) weeks. The criteria described above would have to be met in order for a student to receive homebound instruction for medical circumstances related to pregnancy or recovery from childbirth, including cesarean section delivery.

If assistance is needed in determining the proper, procedures for homebound instruction contact School Health Services at 215-400-4170.

X. CONFIDENTIALITY AND DISCLOSURE OF PREGNANCY AND PARENTING STATUS

Pregnant and parenting students have the right to have their health and personal information regarding their pregnancies and related conditions kept confidential within the boundaries of applicable law.

Personal information students share with school personnel such as the school nurse, social-worker or counselor is confidential and should not appear in the student's academic record or discussed with others without their permission. An exception to this rule of confidentiality includes, but is not limited to, a reasonable suspicion of child abuse, neglect, or a clear and present danger to the health or safety of the student. The child abuse reporting responsibility DOES NOT include notifying students' parents or guardians of a pregnancy or related conditions.

In cases where students' parents or guardians are unaware of a pregnancy, students may be encouraged to involve his/her parents or guardians but may not be coerced or forced to do so.

Any data collected should be tracked using the student's school ID# and de-identify the parenting status of the student from his/her academic record. Only a limited number of school staff such as the nurse or counselor should have access to data where the student's name is attached to parenting status. Staff collecting the data should explain that recording the student's parenting status allows the District to learn how many parenting students there are and how best to ensure these students have the supports they need to succeed.

Schools shall consult with the school nurse or the District's Medical Director, Deputy Chief of Health Services regarding health and medical concerns and medical release related to pregnancy. Every case is different, and school staff is advised to use their judgment and collaborate with their nurse and counseling staff as appropriate to determine what adjustments are necessary.

XI. RECORDING PREGNANT AND PARENTING STUDENTS

The School District of Philadelphia has an established goal of providing pregnant and parenting students enrolled in its schools with supports and services they need to succeed as successful parents, students, and citizens. The District, along with its partners and service providers, strive to address the needs of its large urban youth population in the areas of education, social service, health care support, referral to childcare services, and preparation for employment.

In order to make sure all eligible students are being served and ensure adequate resources at each school, a pregnant and parenting tab in the student information system, Infinite Campus (IC), has been implemented to record pregnant and parenting students. All students who disclose their pregnant and/or parenting status must be entered into the tab by appropriate school personnel. Appropriate school personnel include, but are not limited to, the school principal, assistant principal, guidance counselor, and school nurse. Students who would like to be contacted regarding additional supports provided by the District must sign a consent form before being contacted. After signing the consent, a member of the pregnant and parenting teen support program will fully discuss the benefits of the program with a student and answer any questions the student may have. A copy of the consent form can be found on the last page of this document. A walkthrough of how to use the pregnant and parenting tab in IC can be found below.

If a student discloses their pregnant and parenting status to appropriate school personnel, it is the duty of the school personnel to inform the student of supports for pregnant and parenting students available through the District and report this information in the Student Information System (SIS). Personnel must record the disclosure of student supports available, record start date, expectant parent status, and pregnancy due date in the SIS. After the delivery of a child, appropriate school personnel will be responsible for entering the student's delivery date and the date approved leave will end after 30 excused absences in the SIS. If the student is already parenting, school personnel will be responsible for discussing supports available through the District and recording record start date, parenting status and number of child the student parents. If a student is no longer pregnant or no longer parenting, the appropriate school personnel must update the record in the SIS. Students interested in receiving additional supports for pregnant and parenting teens from the District must sign a consent prior to their information being shared.

CONSENT AND REFERRAL

The Teen Parent Student Liaison or other approved school staff such as a school nurse, social-worker or counselor shall make all students aware of the services offered through the ELECT program. If students consent, a referral shall be made to the ELECT program by filling out the ELECT Student Referral Form. The Teen Parent Student Liaison or other approved staff will also enter data pertaining to students' parenting status in the Student Information System only after obtaining consent. Approved staff will be responsible for the entering the following fields:

- Expectant Parent Status
- Pregnant Student Status
- Number of Children
- Date Consent Signed



The School District of Philadelphia
440 N. Broad Street, Suite 1114
Philadelphia, PA 19130
Phone: (215) 400-4250
Fax: (215) 400-4278

ELECT Student Referral Form

Student Information

Date _____

Student Name _____

Student ID _____

Student School _____

Grade _____

Student Date of Birth _____

Email Address _____

Phone Number _____

Alternate Phone Number _____

Are you currently pregnant? (Yes or No) _____

Are you currently parenting? (Yes or No) _____

If yes, How many children? _____

Consent to be Contacted

I agree to have my parenting status tracked and be contacted by a member of the School District of Philadelphia's ELECT Program or one of their representatives. I have made this decision based on the information I have read in ELECT brochure. I understand that I may withdraw this consent at any time without penalty or negative consequences.

Student's Name (please print) _____

Student's Signature _____ Date _____

SDP Representative's Name (please print) _____

SDP Representative's Position (please print) _____

SDP Representative's Signature _____ Date _____

For SDP ELECT Use Only

Date Received: _____ Date Contacted: _____

Enrolled (Yes/No) _____ Enrollment Date: _____

Referral may be emailed to ELECTData@philasd.org or faxed to 215-400-4278

For Questions or Concerns:

Please call 215-400-4250 or email elect@philasd.org with any further questions or concerns.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: Employees

TITLE: Employment of
Superintendent

ADOPTED: June 27, 1994

REVISED: April 26, 2018

302 EMPLOYMENT OF SUPERINTENDENT

Purpose

The School Reform Commission places the primary responsibility and authority for the administration of the district in the Superintendent. Therefore, selection of a Superintendent is critical to the effective leadership and management of the district.[1]

The Superintendent shall be the chief administrative and instructional officer of the district and shall be responsible for the implementation of all actions of the SRC, the administration and operation of the schools subject to the policies of the SRC, and the supervision of all matters pertaining to instruction in all programs under the direction of the SRC.[18]

Authority

During the last year of the Superintendent's term or any other time the position of Superintendent becomes vacant, the SRC shall meet to appoint, by a majority vote of all members of the SRC, a properly qualified district Superintendent.[25][2][3]

The SRC shall set the compensation and term of office for the Superintendent which shall not be more than six (6) years, renewable at the discretion of the SRC.[25]

Whenever the SRC finds it impossible or impractical to immediately fill a vacancy in the office of Superintendent, the SRC may appoint an Acting Superintendent to serve not longer than one (1) year from the time of appointment.[4]

In the event the SRC appoints an Acting Superintendent, the SRC shall approve and document the recruitment and assessment procedures to be used to permanently fill such vacancy in accordance with SRC policy.

Mandatory Regulatory Procedures:

Recruitment and Assessment of Candidates

The SRC shall actively seek candidates who meet the qualifications and requirements for the position of Superintendent. It may be aided in this task by a committee of SRC members and/or the services of professional consultants.

When undertaking a search to fill the position of Superintendent, recruitment procedures shall be prepared and may include the following:

1. Preparation of a job description for the position, written in accordance with the requirements of federal and state laws and regulations.[5]
2. Preparation of written qualifications, in addition to applicable state requirements, for all applicants.[10][6][7][8][9]
3. Preparation of informative materials describing the school district, the Superintendent position, and the district's educational goals.
4. Opportunity for selected applicants to visit the district schools, meet with internal staff and external stakeholders at the SRC's invitation.

Recruitment, screening and evaluation of candidates shall be conducted in accordance with SRC policy, SRC established leadership criteria and state and federal law.[5]

The SRC shall determine prior to interviewing finalists which expenses associated with such interviews will be reimbursed by the school district.

A candidate's misstatement of fact material to qualifications for employment or determination of salary shall constitute grounds for dismissal by the SRC.

Pre-Employment Requirements

The district shall conduct an employment history review in compliance with state law prior to issuing an offer of employment to a candidate. Failure to accurately report required information shall subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. The district may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment and may report the information as permitted by law.[11]

A candidate shall not be employed until the individual has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.[12][13]

Each candidate shall report, on the designated form, all arrests and convictions as specified on the form. Candidates shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment, termination if already hired, and/or criminal prosecution.[13]

Before entering the duties of the office, the Superintendent shall take and subscribe to the oath of office prescribed by law.[14]

After receiving a conditional offer of employment but prior to beginning employment, the candidate shall undergo medical examinations, as required by law and as the SRC may require.[15]

Employment Contracts

An individual shall not be employed as Superintendent unless s/he has signed an employment contract expressly stating the terms and conditions of employment. The written contract shall:[3]

1. Contain the mutual and complete agreement between the Superintendent and the SRC with respect to the terms and conditions of employment.
2. Consistent with state certification requirements, specify the duties, responsibilities, job description and performance expectations, including performance standards and assessments as required by law.[16][17][18][19]
3. Incorporate all provisions relating to compensation and benefits to be paid to or on behalf of the Superintendent.[20]
4. Specify the term of employment and state that the contract shall terminate immediately, except as otherwise provided by law, upon the expiration of the term unless the contract is allowed to renew automatically as required by law.[3]
5. Specify the termination, buyout and severance provisions, including all post employment compensation and the period of time in which the compensation shall be provided.

Termination, buyout and severance provisions may not be modified during the course of the contract or in the event a contract is terminated prematurely.

6. Contain provisions relating to outside work that may be performed, if any. [21][22]
7. State that any modification to the contract must be in writing.
8. State that the contract shall be governed by the laws of the Commonwealth.
9. Limit compensation for unused sick leave in employment contracts for Superintendents who have no prior experience as a district superintendent or assistant superintendent to the maximum compensation for unused sick leave under the school district's administrative compensation plan in effect at the time of the contract.
10. Limit transferred sick leave from previous employment to not more than thirty (30) days for Superintendents who have no prior experience as a district superintendent or assistant superintendent.
11. Specify postretirement benefits and the period of time in which the benefits shall be provided.

Renewal

In order to renew the contract of a Superintendent the SRC shall notify the Superintendent of their intent to retain him/her for a further term through a majority vote of the SRC at a regular meeting of the SRC occurring at least ninety (90) days prior to the expiration date of the Superintendent's term of office. In the event that the SRC fails to take such action, the Superintendent shall continue in office for a further term of one (1) year. Upon the conclusion of this year, the Superintendent's term of office shall terminate unless the SRC has taken action, in accordance with this policy, to retain the Superintendent. [3]

Removal/Severance

A Superintendent may be removed from office and have their contracts terminated, after a hearing, by a majority vote of all members of the SRC and in accordance with law. The SRC shall publicly disclose at the next regularly scheduled meeting the removal from office of a Superintendent. [23][24]

Any negotiated severance of employment prior to the end of the term of the Superintendent's specified contract term shall be limited to either: [3]

1. The equivalent of one (1) year's compensation and benefits due under the contract, if the severance agreement takes effect two (2) or more years prior to the end of the contract term; or
2. The equivalent of one-half (1/2) of the total compensation and benefits due under the contract for the remainder of the term, if the severance agreement takes effect less than two (2) years prior to the end of the contract term.

Legal References:

1. 24 P.S. 1001
2. 24 P.S. 1071
3. 24 P.S. 1073
4. 24 P.S. 1079
5. Pol. 104 - Nondiscrimination in Employment Practices
6. 24 P.S. 1002
7. 24 P.S. 1003
8. 24 P.S. 1078
9. 22 PA Code 49.41
10. 22 PA Code 49.42
11. 11. 24 P.S. 111.1
12. 23 Pa. C.S.A. 6344
13. 24 P.S. 111
14. 24 P.S. 1004
15. Pol. 314 - Physical Examinations
16. 24 P.S. 1073.1
17. 24 P.S. 1081
18. Pol. 003 - Functions
19. 20. 24 P.S. 1075
20. 24 P.S. 1007
21. 24 P.S. 1008
22. 2 Pa. C.S.A. 551 et seq
23. 24 P.S. 1080
24. Philadelphia Home Rule Charter - 12-301

Related Information:

1. 24 P.S. 108
2. 24 P.S. 696

3. 24 P.S. 1418
4. 22 PA Code 8.1
et seq 22 PA
Code 49.171
5. 22 PA Code 49.172
6. 28 PA Code 23.43
7. 28 PA Code 23.44
8. 28 PA Code 23.45
9. 18 Pa. C.S.A. 9125
10. 23 Pa. C.S.A. 6301 et seq
11. 42 U.S.C. 12101 et seq
12. Philadelphia Home Rule Charter - 12-400

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Overtime and
Discretionary Time

ADOPTED: April 26, 2018

REVISED:

330 OVERTIME AND DISCRETIONARY TIME (NEW)

Purpose

The School Reform Commission recognizes the need to administer overtime and discretionary time off in accordance with the Fair Labor Standards Act and collective bargaining agreements for all employees.

Definitions

Exempt Employees: Employees who are exempt from both the minimum wage and overtime pay provisions of the Fair Labor Standards Act (FLSA) as they are paid on a salary basis at a weekly amount determined by the FLSA and perform duties that render them classified as bona fide executive, administrative, or professional employees under the requirements of the United States Department of Labor's (DOL) regulations. Certain computer employees and outside sales employees, if any, may also fall under this definition pursuant to DOL regulations.

Non-Exempt Employees: Employees who are covered under the minimum wage and overtime pay provisions of the FLSA.

Authority

In order to ensure consistent treatment of all affected employees and compliance with applicable federal and state law regarding payment of overtime, the School Reform Commission adopts this policy. This policy applies to all non-represented employees. Represented employees should refer to their respective CBA.

Overtime Pay

In accordance with federal and state law, overtime shall be paid for work in excess of the established workday or workweek for non-exempt employees.^{[1][2]} Overtime shall be equitably distributed among eligible employees within each classification at a given work location.

The District pays overtime pursuant to federal and state law. It will be paid at straight time for hours worked, up to forty (40) hours per week, and at the rate of time and one-half the regular rate of pay for time worked in excess of forty (40) hours per week. Overtime must be pre-approved in writing by the employee's supervisor [2] For purposes of computing overtime, credit shall be given only for hours worked as recorded in District records and provided by law.

Non-exempt employees, as defined by the Fair Labor Standards Act, are eligible to receive overtime pay at the rate of one and one-half times their regular hourly rate of pay for all hours worked over forty (40) in any given workweek. For non-exempt employees, the hours worked between thirty-five (35) and forty (40) in any given workweek will be paid at the straight time rate.

Overtime pay (one and one-half times regular rate) will not be paid if a non-exempt employee has used paid leave during the work week and the total hours of actual work do not exceed forty (40) hours.

Exempt employees, as defined by the Fair Labor Standards Act, are ineligible to receive any additional compensation (straight time or time and one-half) for hours worked over thirty-five (35) in any given workweek.

Compensatory Time

Non-exempt employees are ineligible to receive any additional compensatory time, as they are eligible for overtime pay, and exempt employees are ineligible to receive compensatory time but may receive discretionary time off as indicated below.

Discretionary Time-Off

Exempt employees who are not eligible for overtime according to this policy may be granted discretionary time off by their supervisors that must be pre-approved in writing, consistent with the needs of the department or program when they perform duties that require extraordinary work hours.

Situations where the granting of discretionary time off may be considered include supporting evening or weekend events and working extended evenings or on holidays or weekends to complete a project. Discretionary time off is not intended to be accrued on an hour for hour basis. The granting of and the amount of discretionary time off is at the discretion of the department manager with pre-approval in writing by the Department Chief and the Chief Talent Officer.

Delegation of Responsibility

This policy governs the process of determining exempt and non-exempt status and delegates the responsibility of monitoring the implementation of policy to the Office of Classification and Compensation, which includes developing and disseminating procedures and standard forms by which employees and supervisors submit and/or approve overtime and discretionary time.

Legal References:

[1. 43 P.S. 333.104](#)

[2. 29 U.S.C. 207](#)

[3. 34 PA Code 231.42](#)

Related Information:

[Philadelphia Home Rule Charter - 12-308](#)

[34 PA Code 231.41](#)

[34 PA Code 231.43](#)

[43 P.S. 333.101 et seq](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 406

SECTION: 400 Charter Schools

TITLE: Charter **Amendments**

ADOPTED: April 24, 2014

REVISED:

406. CHARTER AMENDMENTS

Authority

~~The Charter School Law (“CSL”) does not contain provisions related to the amendment of or modification to charters for brick and mortar charter schools. In August 2017, the Pennsylvania Supreme Court, in overturning the Commonwealth Court, held that the CSL does not set forth a procedure for amending the material terms of a charter nor the standard for evaluating an amendment request. Further, the Supreme Court held that the CSL does not provide for jurisdiction in the State Charter School Appeal Board (“CAB”) for appeals from a school district’s action or inaction on requested amendment. The Supreme Court recognized, however, that a charter could be amended by written agreement of the school district and the charter school.~~

The School Reform Commission (“SRC”) ¹ recognizes that opportunities for charter schools to evolve grow and improve may occur outside of the renewal process. **In the absence of charter amendment provisions in the Charter School Law, the SRC establishes this policy to govern the acceptance, processing and review of mid-term charter amendment requests. Pursuant to this policy, As a result, the SRC may accept applications for material amendments of the charter agreement during the charter term. This policy as revised will apply to all charter amendment requests for implementation in the 2018-2019 school year and beyond.**

Consistent with the **School District of Philadelphia’s (“School District”)** commitment to acting as a top-quality authorizer of high-performing charter schools, this policy **will define a process by which charter schools can seek charter amendments during the charter term. This policy is designed to ensure that the charter school amendment process and decisions will be transparent, merit-based, comprehensive, and equitable.**

Delegation of Responsibility

¹ Any reference herein to School Reform Commission (“SRC”) applies to any governing body or designated oversight entity for The School District of Philadelphia.

The SRC authorizes the Charter Schools Office (“CSO”) to support the charter authorizing activities of the School District. In this role, the CSO works to support all charter sector stakeholders while upholding the School District’s principles of accountability, autonomy and equity. The School District seeks to ensure that all charter school options in Philadelphia are high quality options for students and families.

Charters generally exist for a defined term of five years. During that charter term, changes in regulations, operation, ideology, or business need may cause a charter school to seek a formal amendment. The CSO will work with all charter schools expressing interest in a charter amendment, consistent with this policy, to meet the needs of the charter school and its students.

Material charter amendments submitted during the charter term require authorization by SRC resolution and signed agreement. Such authorized or approved amendments become effective once a written amendment to the charter has been duly executed by the School District and the charter school. The CSO shall develop administrative procedures describing the application requirements and evaluation process to be followed in reviewing each type of Material charter amendment request consistent with this policy.

Definitions

For the purposes of this policy, certain applicable terms shall be defined as follows:

Business need – Necessary for the continued, uninterrupted and/or legally compliant operation of the charter school.

Charter Management Organization (“CMO”) – Any organization providing or planning to provide substantially most or all of the charter school’s educational services. This includes educational management organizations (“EMOs”) and other management/shared services entities.

Educational plan – The section(s) of the charter that includes the educational philosophy, curriculum, and academic goals.

Emergency – Circumstances under which part or all of the current charter school facility is not fit for use or occupation as a result of a natural disaster, such as a fire or flood, or other major disruption which impacts the physical, health, and safety of students.

Material charter amendments – Changes to charter agreements that fundamentally affect a charter school’s mission, governance, organizational structure, location or facility, educational plan program or the CSO’s ability to effectively monitor charter school operations and quality.

Material charter amendments include:

1. Enrollment expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less (only qualified applicants as defined by eligibility criteria of this policy may be considered for enrollment expansions under this policy);
2. Change to grade levels served;
3. Significant change to mission, ~~program~~ or fundamental change to educational plan;
4. **Name change of Renaissance charter schools due to business-need or legal requirement²;**
5. Change in building location or addition of new facility due to business-need, unavailability of current facility and/or emergency; and
6. Change in CMO.

Mission - The explicit or implicit mission and/or vision of the charter school as reflected in the charter. The mission reflects the purpose of the charter school including what students will be served and with what methods, and what the charter school will accomplish and any unique programs that will be used. The vision reflects a longer-term realization of the mission and the highest priorities of the charter school.

Timeframes for Submission of Material Charter Amendment Requests

A charter school may submit one amendment request, per type of material charter amendment, during each charter term. Additionally, in the event of business need or unforeseen emergency, a charter school may submit one amendment request, per type, per school year during the charter term, to address the business need or an unforeseen emergency.

Requests must be submitted with required documents by January 15 of the school year prior to the proposed charter amendment effective date³. In the event of an unforeseen emergency requiring an immediate change in a charter school facility or location, the charter school shall submit a charter amendment request within a reasonable period of time, and such amendment request may be approved by the SRC as a ratification of the change in facility or location.

Eligibility for Submission of Mid-Term Material Charter Amendment Requests

Material Amendment Type	Eligibility Requirements
<i>Enrollment expansion of 10%</i>	Charter schools may submit one request for enrollment

² Name changes for traditional charter schools only require review and confirmation of submitted documents by the Charter Schools Office and a signed amendment to the Charter prior to being finalized.

³ For amendment requests that will be implemented during the 2018-19 school year, material amendment requests and all supporting documentation are to be submitted within 30 days of adoption of this policy.

<p><i>or fewer of the current maximum authorized enrollment or 100 seats, whichever is less.</i></p>	<p>expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less, during the charter term.</p> <p>Charter schools seeking charter amendment requests for Enrollment Expansion must meet the following criteria to be eligible for submission:</p> <ol style="list-style-type: none"> 1. Academic proficiency at or above the School District average in English Language Arts (“ELA”) and Literature in the most recent school year; and 2. Academic proficiency at or above the School District average in math and Algebra I in the most recent school year; and 3. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in ELA and Literature; and 4. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in math and Algebra I; and 5. Attendance rate of students attending 95% or more days of school in the top quartile (75th percentile or above) for similar school types.
<p>Change to grade levels served</p>	<p>Due to business-need or legal requirement caused by change in school feeder pattern.</p>
<p>Significant change to mission; program or fundamental change to educational plan</p>	<p>None. A fundamental change to the mission and education plan includes grade band (i.e. K-8) or school-wide changes to the educational program. Such as a request to adopt a dual language, STEM-focused or project-based learning educational model. A fundamental change to the education plan does not include a change or an addition to specific curricular materials or assessments used for a subject or a grade level.</p>
<p>Name change of Renaissance charter schools</p>	<p>Due to business-need or legal requirement.</p>
<p>Change in building location or addition of new facility due to business-need, unavailability</p>	<p>Due to business need and/or emergency. Material charter amendments during the charter term related only to a change in building location or an addition of a</p>

of current facility and/or emergency	new facility may be submitted more than once during a charter term if there is a demonstrated business need or unforeseen emergency.
Change in CMO	Due to business-need.

Evaluation Criteria for Material Charter Amendment Requests

For material charter amendments, the evaluation criteria for all amendment types broadly includes: (i) the extent to which the initial request and subsequently submitted materials respond to the information requested by the CSO; (ii) capabilities of the charter school to provide comprehensive learning experiences to all students; (iii) demonstrated, sustainable support for the charter school’s plans by parents, community members, and students; (iv) evidence of the charter school’s previous performance and demonstration of ability to sustain this performance to meet the standards of the charter school performance framework in the domains of academic success, organizational compliance and viability, and financial health and sustainability; and (v) demonstration of the charter school’s compliance with its charter.

In addition, the CSO will review and evaluate the following for each type of material charter amendment:

Material Amendment Type	Evaluation Criteria
<p>Enrollment expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less</p> <p>OR</p> <p>Change to grade levels served</p>	<ol style="list-style-type: none"> 1. Strong Evidence of the charter school’s previous performance and demonstration of ability to sustain this performance to meet the best practice and equity expectations of the charter school performance framework in all domains; 2. Clear-research based rationale for change to grade levels served (if grade change requested) , clear research-based rationale for change to grade levels served; 3. Expected impacts on students, families, and staff resulting from proposed change; 4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one of the proposed amendment through the year the charter school reaches full scale; 5. Demonstration of planned capacity increases at the charter school leadership or CMO level; evidence of responsive staffing plan; 6. Detailed description of impact of expansion on academic plan, including rationale for curriculum

	<p>and plan for serving all learners, aligned with the school’s Charter and Applicable Laws;</p> <ol style="list-style-type: none"> 7. Sustainable plan for student recruitment including any proposed lottery preferences; 8. Evidence of an enrollment plan that is consistent and sustainable with any variations by grade level clearly explained; 9. Evidence of sufficient facility space to accommodate new grades or students; 10. Strong-e Evidence of community engagement regarding new grade levels and any enrollment expansions, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the school advisory council (“SAC”); 11. The CSO will review fiscal impact on the School District as a result of the requested charter amendment request; 12. The CSO will review enrollment impact on public schools as a result of the requested charter amendment request; and 13. The CSO will review consideration of applicable criteria as specified for new charter applications in the CSL.
<p>Significant change to mission; program or fundamental change to educational plan</p>	<ol style="list-style-type: none"> 1. Evidence of the charter school’s previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains; 2. Clear rationale for change; 3. Expected impacts on students, families, and staff resulting from change; 4. Financial impact on charter school as a result of the change; 5. Strong-e Evidence of community engagement regarding change, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC; 6. Compliance of the proposed change with the school’s Charter agreement and all Applicable Laws; and 7. Evidence of research basis for the change.
<p>Name change of Renaissance charter schools</p>	<ol style="list-style-type: none"> 1. Clear rationale for name change; 2. Expected impacts on students, families, and staff

	<p>resulting from name change (including uniforms);</p> <ol style="list-style-type: none"> 3. Clear and actionable plans to change, remove, or cover evidence of the current charter school name in or on the charter school building; 4. Financial impact on the charter school to effectuate the name change; and 5. Strong Evidence of community engagement regarding new name, including any formal surveys.
<p>Change in building location or addition of new facility due to business-need, unavailability of current facility and/or emergency</p>	<ol style="list-style-type: none"> 1. Evidence of the charter school’s previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains; 2. Clear rationale for change in facility or new facility; 3. Expected impacts on students, families, and staff resulting from facility change (including any transportation and accessibility impacts); 4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one, and comparison to expenditures for current facility; 5. Clear and complete information regarding any required zoning approvals, permits or certifications for the proposed facility; 6. Estimated timeline for project completion and for move are consistent with academic calendar; evidence of a suitable alternative for construction or renovation delays; and 7. Strong Evidence of community engagement regarding new facility, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC.
<p>Change in Charter Management Organization (“CMO”)</p>	<ol style="list-style-type: none"> 1. Evidence of the charter school’s previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains; 2. Clear rationale for change; 3. Expected impacts on students, families, and staff resulting from change (including uniforms, code of conduct, employee benefits, etc.); 4. Financial impact on the charter school as a result of the change; 5. Review of proposed CMO contract;

	<p>6. Strong-e Evidence of community engagement regarding new facility, if any, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC; and</p> <p>7. Clear and detailed explanation of how change will allow charter school to meet the terms of its charter and Applicable Laws, while ensuring performance is consistent with the charter school’s goals and expectations of the charter performance framework.</p>
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Material Charter Amendment Request Process

The CSO shall review material charter amendment requests and consider all necessary and appropriate factors relevant to the evaluation of the proposed change, including the impact of the material charter amendment request on the charter school’s ability to operate in an educationally and legally sound manner.

There are three identified phases of activity related to a material charter amendment request.

Phase 1 – Submission

The charter school develops its material charter amendment request and submits it along with the required documentation to the CSO for review in accordance with the submission guidelines in this policy.

Phase 2 – Processing

The CSO performs an initial review of the request to determine completeness, and the CSO may request clarifications from the charter school. The CSO will conduct this initial review within 30 calendar days after receiving a request. At this stage, the CSO will cease the evaluation process if they determine the material amendment request does not meet the eligibility for submission as defined by this policy.

Phase 3 – Review

The CSO identifies the submission of a request as complete and submitted in accordance with this policy, it will conduct an evaluation. The CSO notifies the SRC of the request at this stage. The CSO will complete the full evaluation and provide a recommendation in time for consideration by the governing body of the School District before the end of the school year that the request was submitted. The CSO will share its recommendation with the SRC, notify the charter school, and publicly post the recommendation report to the CSO website.

Phase 4 – Acceptance

The SRC, or governing body of the School District, will consider the material charter amendment request at a public meeting before the end of the school year that the request

was submitted. Any decision by the SRC, or governing body of the School District, on an amendment request shall not be an adjudication and cannot be appealed to the State Charter School Appeal Board, any administrative agency or any court. Failure of the SRC, or other governing body of the School District, to act on a material charter amendment request shall not be a deemed grant of or a deemed denial of the material charter amendment request.

Legal References

1. 24 P.S. §§ 17-1701-A et seq.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 702.2 (NEW)

SECTION: 700

TITLE: FUNDRAISING
AND CROWDFUNDING

ADOPTED: April 26, 2018

REVISED:

702.2 SCHOOL-BASED FUNDRAISING AND CROWDFUNDING (NEW)

Purpose

The School Reform Commission recognizes that many schools conduct fundraising and crowdfunding campaigns to provide additional resources to support school activities. This policy serves:

- a) To regulate and provide guidelines to ensure the proper usage of fundraising and crowdfunding as it pertains to the schools within the School District of Philadelphia.
- b) As a guide for schools that want to publish an online campaign to raise funds for specific projects in district schools in the form of in-kind or monetary donations.

Definitions

Fundraising - an effort to raise money for a worthwhile project or cause that does not involve submitting an application or proposal. It encompasses a wide range of strategies, including online “crowdfunding,” individual donor outreach, and various events (i.e.: bake sales, auctions, etc.).

Crowdfunding - the practice of funding a project or idea by raising small donations from a large number of individuals. This typically occurs on the internet through the use of various platforms (e.g., Philly FUNDamentals, DonorsChoose).

In-Kind Goods and Services - donations in the form of goods and services, rather than cash. Donated items become property of the School District and should be included in the school’s inventory.

Student Activity Fund - is an account in a school’s name, under the Federal Tax Identification Number of the School District, controlled by the Principal, at a bank determined by the School District. The funds in such accounts can only be used for purposes that are related to the school’s educational program, and may NOT be used to pay a District employee or contractor, due to IRS requirements. Only grants and gifts of

\$5,000 or less may be deposited into a Student Activity Fund; grants and gifts of \$5,000 or less that are to be used to pay a District employee or contractor must be managed through the District's central financial system and a Grant Budget Analyst will be assigned.

Authority

School-based fundraising and crowdfunding activities are permitted under the direction of or in cooperation with school district principals. The purpose of all school-based fundraising activities should be to generate resources to support the educational mission and priorities of each school, as articulated by the principal and the school's leadership team. School-based personnel, including principals, teachers and others who may be engaged in generating such resources should be supported with information about best practices and other resources that can help with fundraising.

Delegation of Responsibility

The Superintendent or designee shall create administrative procedures to effectuate this policy and provide guidance to school district principals and other school staff on how best to approach fundraising and crowdfunding activities. The Superintendent or designee shall disseminate the administrative procedures created, as well as other resources and information about fundraising best practices, to all school-based personnel via website postings, broadcast newsletters, and training workshops.

Legal References

1. Pol. 145 - Student and Staff Wellness
2. Pol. 229 - Student Fundraising
3. Pol. 230 - Public Performances by Students
4. Pol. 618 - Student Activity Funds
5. Pol. 702 - Gifts, Grants, Donations, Scholarships
6. Pol 707 - Use of School Facilities

Related Information

For questions or assistance with crowdfunding efforts, please contact The Office of Grant Development at grants@philasd.org or 215-400-4150.

FUNDRAISING AND CROWDFUNDING GUIDELINES

(Attachment for Policy No. 702.2)

All funds raised must support the school's priorities as established by the principal. As a part of planning for fundraising and crowdfunding campaigns, District employees are encouraged to contact the Office of Grant Development for support (e.g. for info about best practices, for editorial assistance, and for assistance in connecting with specific offices that must be consulted before and after the campaign has achieved its goal.)

The only online crowdfunding sites supported by the School District of Philadelphia are Philly FUNDamentals and DonorsChoose. Employees that launch crowdfunding campaigns using other online platforms do so at their own risk, and are fully responsible for managing any proceeds generated thereby, as well as any tax implications that may arise.

Online Crowdfunding Platforms

1. **Philly FUNDamentals**: is managed by The Fund for the School District of Philadelphia, an independent 501(c)3 not-for-profit organization. Philly FUNDamentals is a website, developed by the Fund for the School District of Philadelphia, that allows any donor to find a school and give directly to that school's needs identified by the principal. The schools are plotted on a map and donors can search the site to find a profile of each school. School profiles include a message from the principal, a description of the need, school performance and demographic information and a link to the school's website. After learning more about the school, donors give directly toward the cost of the project. The website is <https://fundamentals.thefundsdp.org/>.
2. **DonorsChoose**: empowers public school teachers from across the country to request much-needed materials and experiences for their students. Only teachers may develop a classroom project. When successfully funded, DonorsChoose notifies the principal and sends the requested materials to the school. The website is <https://www.donorschoose.org/>.

Restricted Actions

1. Fundraising efforts that violate the Pennsylvania School Code or other District policies (e.g. selling alcohol, selling unhealthy food or food in conflict/competition with healthy school meals, using students for fundraising, and using buildings for permanent advertising purposes.)
2. Reimbursing District employees for their contributions to fundraising campaigns with School District or Student Activity Funds.

3. **Creating campaigns that benefit individuals.**
4. **Creating an online crowdsourcing campaign in the name of the School District of Philadelphia or one of its schools on a platform other than Philly FUNDamentals or DonorsChoose.**

Workflow

The school principal supports school-based fundraising and crowdfunding by:

- **Determining and adhering to a list of school priorities established with school-based staff, School Advisory Councils, home and school associations, friends of groups, and/or other nonprofit partners.**
- **Coordinating any projects that involve capital improvements, facilities maintenance, or the purchase of assets such as equipment with the appropriate District office before the fundraising effort is publicized. (e.g. Capital, Facilities, Office of General Accounting).**
- **Ensuring that school-led fundraising efforts comply with all other relevant District policies (including Wellness policies) and that complete records of school-led fundraising activities are maintained.**
- **The school principal must approve of all school-led fundraising activities prior to the start of the campaign.**

The School District's Office of Grant Development shall support principals by:

- **Assisting in the development of school fundraising priority setting.**
- **Explaining fundraising and crowdfunding best practices.**
- **Discussing pertinent SRC policies.**
- **Offering editorial assistance on related fundraising materials.**

The Fund for the School District of Philadelphia shall support principals by:

- **Developing and maintaining a crowdfunding platform for the raising of funds for school priorities established by principals.**

The Office of Grant Compliance and Grant Fiscal Services shall support principals by:

- **Establishing a budget and ABC code for any funds raised for a particular priority that will be larger than \$5,000 and for any funds raised that involve paying a District employee or contractor.**

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Clearances For
Contracted Services

ADOPTED: April 26,

2018

REVISED:

818 (NEW) CLEARANCES FOR CONTRACTED SERVICES

Purpose

The School Reform Commission recognizes that Pennsylvania law requires contractors and their employees to undergo background checks prior to performing work for the District if those contractors and their employees may have direct contact with children. This policy is adopted to ensure that the District's responsibility in ensuring compliance with this mandate is clearly delegated.

Definition

Direct Contact with Children - the possibility of care, supervision, guidance or control of children or routine interaction with children. [\[1\]](#)

Contractor – Any outside entity performing work for the District, whether as a prime contractor or subcontractor.

Background Checks – For the purposes of this policy, this comprises the Federal Criminal History Background Check, Pennsylvania State Police Criminal History Record, Pennsylvania Department of Public Welfare Child Abuse History Clearance, completed Sexual Misconduct/Abuse Disclosure Form (Act 168), and certificate of completion of a mandatory 3-hour training on child abuse recognition (Act 126).

Authority

The SRC is required by law to ensure that contractors and their employees comply with the mandatory background checks required by Pennsylvania law. [\[2\]](#)[\[3\]](#)

Delegation of Responsibility

Program offices and schools bear the full responsibility for ensuring compliance with the background check requirements for any contracts they enter into where contractors and their employees may have direct access with children.

The Superintendent or designee will maintain guidance, in the form of text documents and webinars, on the process that program offices and schools must follow regarding oversight of contractors' and their employees' background checks. Additionally, the Office of Procurement Services will ensure that language regarding the background check requirements for contractors is included in all solicitation documents issued by the department.

The Superintendent or designee will issue communication, in partnership with other District offices, to ensure that program offices and schools understand their responsibilities with regard to this policy. The Office of Procurement Services will reiterate these requirements when working with program offices and schools on solicitations for services.

As part of their contractual agreement with the District, contractors will be responsible for providing the results of the relevant employees' background checks to the program office for which they are providing a service. Failure to provide this information at any time during the term of the contract, an update is required, may result in a termination of the contract.

Contractors' employees must show documentation of the required background checks. Failure to provide this information at any time during the term of the contract, may subject the employee to discipline, up to and including, denial of employment or termination if already hired, and civil and criminal penalties.[2]

Legal References:

- 1. 24 P.S. 1205.6**
- 2. 24 P.S. 111**
- 3. 23 Pa. C.S.A. 6344**
- 4. 24 P.S. 111.1**
- 5. 23 Pa. C.S.A. 6344.3**
- 6. 24 P.S. 2070.1a et seq**
- 7. Pol. 806 - Child Abuse**
- 8. Act 168 of 2014**
- 9. Act 126 of 2013**

Related Information:

- 1. P.S. 696**
- 2. PA Code 8.1 et seq**
- 3. Pa. C.S.A. 6301 et seq**

ADMINISTRATIVE PROCEDURES:
EMPLOYEE CLEARANCES FOR CONTRACTED SERVICES
(Attachment for Policy No. 818)

Background Checks Defined

Pennsylvania School Law requires that all independent contractors and their employees performing work for school entities undergo background checks if they will have direct contact with students. Those background checks are as follows:

Pennsylvania State Police Criminal History Record; valid at submission if no more than one (1) year old and valid for 60 months after submission.

Pennsylvania Department of Human Services Child Abuse History Clearance: valid at submission if no more than one (1) year old and valid for 60 months after submission.

Federal Criminal History Record Information (CHRI): valid at submission if no more than one (1) year old and valid for 60 months after submission.

Completed Commonwealth of Pennsylvania Sexual Misconduct/Abuse Disclosure Release for their current employer(s), any former employer(s) that were school entities, and any former employers where the applicant was employed in a position that involved direct contact with children.

Certificate of completion a three-hour training on child abuse recognition and mandated reporting; valid at submission if no more than one (1) year old and valid for 60 months after submission. The training must include the following components:

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct in this Commonwealth.
2. Provisions of the Act of December 12, 1973 (P.L.397, No.141), known as the "Educator Discipline Act," including mandatory reporting requirements. This Act was revised in February, 2014 and enhances many aspects of the Act.
3. The school entity's policies related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.

Arrest/Conviction Report and Certification Form (PDE-6004); required within 72 hours of any arrest or conviction of an offense listed in Section 111(e) of the Pennsylvania Public School Code.

Role of the Program Office

Program offices and schools bear the full responsibility for ensuring compliance with the background check requirements for any contracts they enter into where contractors and their employees may have direct access with children.

As part of that responsibility, program offices and schools will be responsible for communicating the legal requirements for background checks to the contractors they will be working with and facilitating communication between contractors and their employees.

Program offices and schools should consult with the Office of Procurement Services and/or the Office of Talent for questions about the requirements and about the use of a software tool to manage, approve, track, and store clearances.

Role of the Office of Procurement Services

The Office of Procurement Services will maintain guidance, in the form of text documents and webinars, on the process that program offices and schools must follow regarding oversight of contractors' and their employees' background checks.

There is currently a multi-office effort to purchase software that can manage, approve, track, and store clearances for both volunteers and contractors working in District schools.

Procurement will ensure that contractual language about the requirements at instances of contract initiation including, but not limited to, cooperative purchasing agreements, bids, Requests for Proposals (RFPs), and Limited Contract Agreements (LCAs).

This language may include, but is not limited to, requirements regarding what documentation contractors must provide the District by law, how that documentation should be submitted, penalties for failing to submit the required documentation, and requirements for a reserve pool of pre-vetted staff that must be available for needed replacements.

The Office of Procurement Services will issue communication, in partnership with other District offices, to ensure that program offices and schools understand their responsibilities with regard to this policy. Procurement will reiterate these requirements when working with program offices or schools on solicitations for services.

Additional Information

The following information on background checks is currently included in the standard terms and conditions for all solicitation documents, pending revision per this policy:

Background Checks. In accordance with 24 P.S. § 1-111, as amended, and 23 Pa. C.S.A. §§ 6354-6358, as amended, before starting any Work, the Contractor shall submit to the School District the originals of a current (i.e., processed by the Commonwealth of Pennsylvania within one (1) year prior to the Contractor's starting Work) criminal history record information report and child abuse history official clearance statement for the Contractor, if the Contractor is an individual, and for each of the Contractor's and any of its Subcontractor's employees, officers, agents, servants, volunteers or Subcontractors who will have direct contact with children while performing any of the Work. Before starting any Work, the Contractor shall submit to the School District the original of a current report of the Federal Bureau of Investigation federal criminal history record information for the Contractor, if the Contractor is an individual, and for each of the Contractor's and any of its Subcontractor's employees, officers, agents, servants, volunteers or Subcontractors who will have direct contact with children while performing any of the Work. Commonwealth Board of Education regulations define "direct contact"; see 22 Pa. Code § 8.1.

a. Arrests; Convictions. The Contractor shall comply and shall ensure that its officers, employees, agents and Subcontractors who carry out any of the Work comply with the requirements of 24 P.S. § 1-111(j), which mandates, among other things, reporting within seventy-two (72) hours by any officer, employee or agent of the Contractor or of any Subcontractor of an arrest or conviction for an offense listed in 24 P.S. § 1-111(e). The Contractor shall report to the School District, in a prompt and timely manner, all notices and reports required, and all checks conducted, under § 1-111(j).

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 900 Community

TITLE: School Visitors

ADOPTED: April 27, 1981

REVISED: April 26, 2018

907 SCHOOL VISITORS

Purpose

The School Reform Commission welcomes and encourages interest in district educational programs and other school-related activities, and recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary to establish policy governing school visits.

Authority

The scope of authority of this policy and of school personnel who are responsible for enforcing it is limited to buildings and grounds under the jurisdiction or control of the school district.

The provisions of this policy shall apply to all programs and activities including off-site locations or evening schools.

Persons wishing to visit a school shall make arrangements in advance with the school office in that building by stating the reason, date, and time of the proposed visit. In all cases where permission is not obtained in advance it must be obtained promptly upon entering the school. Failure to obtain consent within fifteen (15) minutes after entering district facilities shall be considered presumptive evidence of violation of SRC policy and City ordinance.[\[1\]](#)

Upon arrival at the school, visitors must immediately register at the office and present proper identification.

Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures to implement this policy and control access to school buildings and school classrooms.

The building principal or designee has the authority to prohibit the entry of any individual to a district school who violates SRC policy or administrative procedures.

All staff members shall be responsible for requiring a visitor demonstrate that s/he has registered at the school office and received authorization to be present for the purpose of conducting business. Staff members who observe visitors without proper identification shall report the information immediately to the school office.

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative procedures.[\[2\]](#)

Legal References:

1. Philadelphia Code of Ordinances - Title 10, 10-824
2. 22 PA Code 14.108
3. 24 P.S. 2402 (Military Uniform)
4. Pol. 250 - Student Recruitment

Related Information:

- 24 P.S. 510
- 24 P.S. 696
- Philadelphia Home Rule Charter - 12-300

SCHOOL VISITORS ADMINISTRATIVE PROCEDURES

Attachment for Policy No. 907

The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Parents/Guardians shall be limited to one (1) class period per month, per child in the school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

In order to minimize interruption to the instructional program and to ensure safety, no visitor may confer with a teacher or student in school without the approval of the building principal or designee.

The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates SRC policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Under exceptional circumstances and upon request of the building principal, program supervisor, classroom teacher or parent/guardian, the Superintendent may authorize additional or longer classroom visits by a parent/guardian.

Should an emergency require that a student be called to the school office to meet a visitor, the building principal or designee shall be present during the meeting.

No visitor shall go directly to a classroom to deliver or pick-up students or speak to teachers unless such visits have been approved previously by the building principal or designee. Approval for taking a student from school shall be granted only to a parent/guardian having custody unless that parent/guardian gives explicit permission in writing to release the student to a designated family member or adult.

Failure to comply with this policy shall result in more limited access to the school as determined by the building principal, consistent with SRC policies, administrative procedures, district rules and federal and state law and regulations.

Building principals shall have the right to adapt or set aside established district rules or administrative procedures in the event of special activities such as assembly programs, athletic events, or musical performances.

Relevant provisions of this policy shall be disseminated in student/school handbooks, in the Code of Student Conduct, on the district's website and through other efficient methods.

Copies of the City of Philadelphia ordinance regarding unauthorized entry on school premises and the SRC policy on school visitors and administrative procedures shall also be posted at all entrances to schools and at other appropriate places.[\[1\]](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 1000

SECTION: 1000 Grants

TITLE: Grant Management,
Compliance, and

Administration

ADOPTED: February 16, 2012

REVISED: April 26, 2018

1000 GRANT MANAGEMENT, COMPLIANCE, AND ADMINISTRATION

Purpose

The management, compliance and administration requirements of grant funds received by the School District of Philadelphia are governed by detailed federal and Commonwealth laws and rules. The continued receipt of those funds is contingent on the effective and efficient use of those funds and the adherence to effective managerial and financial controls. As such, it is incumbent that grant policies and implementing procedures are adhered to by employees at all levels of the district.

Authority

The School Reform Commission (SRC) adopts the policies developed by the District through its Grant Governance Committee specifically related to grant management, compliance and administration. The SRC authorizes the district through its Grant Governance Committee to establish any and all managerial and financial controls and implementing procedures necessary to ensure compliance with all applicable federal and Commonwealth laws and rules and policies of the SRC. The body of policies and procedures shall be incorporated into a comprehensive Grant Management and Compliance Policy and Procedure Manual.

The Grants Governance Committee of the school district shall make the Grant Management and Compliance Policy and Procedure Manual widely available to school district employees and the district shall provide ongoing training and support as required to all appropriate employees regarding grant policies and procedures and shall establish a system of accountability to ensure grant compliance.[1]

The District will manage and administer federal awards in a manner so as to ensure that federal funding is expended and associated programs are implemented in full accordance with U.S. statutory and public policy requirements including, but not limited to, the federal Uniform Grant Guidance [2] and those protecting public welfare, the environment, and prohibiting discrimination.[3] The following office has been designated to handle inquiries regarding the District's non-discrimination policies:

**School District of Philadelphia Office of General Counsel
440 North Broad Street, Portal C, Suite 303
Philadelphia, PA 19130
215.400.4000**

Delegation of Responsibility

Employees at all levels are responsible and accountable for resources under their control and all employees must adhere to established policies and implementing procedures. Persons violating these policies and attendant procedures will be subject to disciplinary action.

Legal References:

[1] School District of Philadelphia Grant Corrective Action Plan as approved by the Pennsylvania Department of Education on December 30, 2011. Corrective actions further codified in Memorandum of Agreement between the Pennsylvania Department of Education and School District of Philadelphia approved on March 8, 2013, as amended.

[2] 2 Code of Federal Regulations Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

[3] 2 CFR 200.300(a)

34 CFR 76.500

School Code – 24 P.S. Sec. 696

Related Information:

Grant Management and Compliance Policy and Procedure Manual

RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through **March 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 FOLLOWING EMPLOYEES HAVE BEEN HIRED

ABDULWAHAB, REMZI	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	03/19/18	\$12,954.40	ANNUAL SALARY
ALLEN, MONICA	GENERAL CLEANER, 8 HOURS	SAUL, WALTER B. HIGH SCHOOL	03/12/18	\$20,423.00	ANNUAL SALARY
ALLEN, SHANISE B	BUS ATTENDANT	EDMONDS, FRANKLIN S. SCHOOL	03/12/18	\$11,294.00	ANNUAL SALARY
AMEY, TIYONNA N	TEACHER ASST,PKHS	SOUTHWARK SCHOOL HEAD START	02/26/18	\$18,178.00	ANNUAL SALARY
ARRINGTON, TIARA O	BUS ATTENDANT,ONE TO ONE	BARRY, JOHN ELEMENTARY SCHOOL	03/12/18	\$11,294.00	ANNUAL SALARY
ASHBURN, MOLLY K	ATTENDANCE COACH	ATTENDANCE & TRUANCY OFFICE	03/26/18	\$45,000.00	ANNUAL SALARY
BANKS, BYRON	AIR COND & REFRIGERATOR MEC A5	ELECTRICAL SERVICES	03/19/18	\$53,012.00	ANNUAL SALARY
BANKS, SAMIR M	SUPPORTIVE SERVICES ASST, 3 HR	HUNTER, WILLIAM H. SCHOOL	03/12/18	\$8,749.00	ANNUAL SALARY
BARNES, DOROTHEA	SPECIAL EDUCATION ASSISTANT	PARKWAY WEST HIGH SCHOOL	03/31/18	\$18,262.00	ANNUAL SALARY
BARNES, KEYNYIA M	SPECIAL EDUCATION ASSISTANT	WASHINGTON, MARTHA SCHOOL	03/12/18	\$19,344.00	ANNUAL SALARY
BARTELL, DIONNE S	FOOD SVCS WORKER III	SOUTH PHILADELPHIA H.S.	03/19/18	\$22,399.00	ANNUAL SALARY
BELL, MESKIN S	STUDENT CLIMATE STAFF,5 HOURS	LEA, HENRY C.	03/08/18	\$11,721.00	ANNUAL SALARY
BELLINGER, JACQUELYN N	STUDENT CLIMATE STAFF,5 HOURS	STRAWBERRY MANSION HIGH SCHOOL	03/22/18	\$11,721.00	ANNUAL SALARY
BILLUPS, AHMESH K	BUS ATTENDANT	WIDENER MEMORIAL SCHOOL	02/27/18	\$11,294.00	ANNUAL SALARY
BOOKER, CHANEL F	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
BOUBEKRI, NAWEL	COUNSELING ASST,BILINGUAL	FARRELL, LOUIS H. SCHOOL	03/12/18	\$22,595.00	ANNUAL SALARY
BRACCIALE, JEFFREY B	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	03/05/18	\$24.00	HOURLY RATE
BRIDGEMAN, LATAYA L	GENERAL CLEANER, 8 HOURS	PARKWAY WEST HIGH SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
BROWN, CACHE R	STUDENT CLIMATE STAFF,5 HOURS	LINCOLN, ABRAHAM HIGH SCHOOL	03/14/18	\$11,721.00	ANNUAL SALARY
BROWN, JANAYA S	GENERAL CLEANER, 8 HOURS	HACKETT, HORATIO B. SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
BROWN, KATHRYN E	ASST GENERAL COUNSEL	OFFICE OF GENERAL COUNSEL	03/26/18	\$90,000.00	ANNUAL SALARY
BROWN-TALLEY, NICOLE P	SPECIAL EDUCATION ASSISTANT	PENN ALEXANDER SCHOOL	03/05/18	\$19,344.00	ANNUAL SALARY
BRUNDAGE, CARMEN L	STUDENT CLIMATE STAFF,5 HOURS	ZIEGLER, WILLIAM H. SCHOOL	03/05/18	\$11,721.00	ANNUAL SALARY
BRYANT, TERESA	TEACHER,FULL TIME	BLAINE, JAMES G. SCHOOL	03/05/18	\$46,694.00	ANNUAL SALARY
BURTON, OCTAVIA A	GENERAL CLEANER, 8 HOURS	CATHARINE, JOSEPH SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
BUTLER, KIA L	FOOD SVCS WORKER SENIOR	SPRING GARDEN SCHOOL	03/05/18	\$15,965.62	ANNUAL SALARY
CAMP, DAWN E	STUDENT CLIMATE STAFF,5 HOURS	DEBURGOS, J. ELEMENTARY	03/21/18	\$11,721.00	ANNUAL SALARY
CAMPBELL, TAMIA N	BUS ATTENDANT	SOUTH PHILADELPHIA H.S.	03/19/18	\$11,294.00	ANNUAL SALARY
CARMICHAEL, DARLENE	STUDENT CLIMATE STAFF,5 HOURS	KENDERTON ELEMENTARY	03/26/18	\$11,721.00	ANNUAL SALARY
CAROMANO, MELISSA R	EXT ACTVTS,NON-CONTRACT EMP-HR	PHILADELPHIA VIRTUAL ACADEMY	03/12/18	\$11.00	HOURLY RATE
CARRINGTON, JUSTIN M	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	03/05/18	\$24.00	HOURLY RATE

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CARROLL, JENNIFER	SPECIAL EDUCATION ASSISTANT	BARTON SCHOOL	03/26/18	\$14,759.00	ANNUAL SALARY
CARTER, DWIGHT C	GENERAL CLEANER, 8 HOURS	SHAWMONT SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
CASIANO, VANESA	GENERAL CLEANER, 8 HOURS	ALLEN, ETHAN SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
CHANDLER, DENZELLE	STUDENT CLIMATE STAFF, 4 HOURS	MASTERMAN, JULIA R. HIGH SCHOOL	03/05/18	\$9,377.00	ANNUAL SALARY
CHOI, CHIYON	TEACHER, FULL TIME	WARING, LAURA W. SCHOOL	03/12/18	\$46,694.00	ANNUAL SALARY
CLANTON-DILWORTH, CRYSTAL M	SPECIAL EDUCATION ASSISTANT	ANDERSON, ADD B. SCHOOL	03/19/18	\$19,344.00	ANNUAL SALARY
COCHRAN, DAVID J	GENERAL CLEANER, 8 HOURS	OVERBROOK EDUCATIONAL CENTER	03/26/18	\$20,423.00	ANNUAL SALARY
COHEN, MARCELLA R	EXT ACTVTS, NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	02/28/18	\$24.00	HOURLY RATE
COLEMAN, EMILY G	SOCIAL WORKER, PKHS	HEAD START CENTRAL OFFICE	03/05/18	\$60,453.00	ANNUAL SALARY
COLEMAN, SHARHONDA	SPECIAL EDUCATION ASSISTANT	LOGAN, JAMES SCHOOL	03/19/18	\$14,759.00	ANNUAL SALARY
COPPEDGE, KRISHA	TEACHER, FULL TIME	HESTON, EDWARD SCHOOL	03/19/18	\$51,866.00	ANNUAL SALARY
CORSON, TARA P	GENERAL CLEANER, 8 HOURS	DEBUGGOS, J. ELEMENTARY	03/19/18	\$20,423.00	ANNUAL SALARY
CUMMINGS, TRACY	SPECIAL EDUCATION ASSISTANT	FITZPATRICK, A. L. SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
DARTY, JONATHAN C	GENERAL CLEANER, 8 HOURS	ELLWOOD SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
DAVIS, RASHEA K	GENERAL CLEANER, 8 HOURS	BROWN, HENRY A. SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
DECKER, ERIN C	SCHOOL NURSE	BROWN, HENRY A. SCHOOL	03/05/18	\$54,364.00	ANNUAL SALARY
DEGRATE-JIMMY, BETH C	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	03/19/18	\$12,954.40	ANNUAL SALARY
DEVINE, DANA L	SPECIAL EDUCATION ASSISTANT	DEBUGGOS, J. ELEMENTARY	03/15/18	\$20,345.00	ANNUAL SALARY
DIEVA, DAVID T	TEACHER, FULL TIME	KING, MARTIN LUTHER HIGH SCH.	01/30/13	\$64,440.00	ANNUAL SALARY
DILLARD, NICOLE A	STUDENT CLIMATE STAFF, 3 HOURS	GOMPERS, SAMUEL SCHOOL	03/26/18	\$7,032.00	ANNUAL SALARY
DIPASQUALE-GUNN, CAROLINE	TEACHER, FULL TIME	PENNYPACKER, SAMUEL SCHOOL	03/12/18	\$46,694.00	ANNUAL SALARY
DOE, SABRINA S	STUDENT CLIMATE STAFF, 4 HOURS	CARNELL, LAURA H. SCHOOL	03/12/18	\$9,377.00	ANNUAL SALARY
DOE, SY'HIR M	SUPPORTIVE SERVICES ASST, 4 HR	PATTERSON, JOHN M. SCHOOL	03/12/18	\$11,666.00	ANNUAL SALARY
DRAYTON, SHEREE	STUDENT CLIMATE STAFF, 3 HOURS	SOLIS-COHEN, SOLOMON SCHOOL	03/19/18	\$7,032.00	ANNUAL SALARY
EGEA HINTON, LEYA	SCHL IMPROVEMENT & DATA SPLST	PLANNING & EVIDENCE-BASED SUPT	03/12/18	\$76,500.00	ANNUAL SALARY
ENGRAM, BENNAI R	SPECIAL EDUCATION ASSISTANT	WASHINGTON, MARTHA SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
FERGUSON, KIMBERLY Y	SPECIAL EDUCATION ASSISTANT	FRANKLIN, BENJAMIN SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
FROST, LAURA A	TEACHER, FULL TIME	BLAINE, JAMES G. SCHOOL	03/22/18	\$48,945.00	ANNUAL SALARY
FULLER, QAAID S	GENERAL CLEANER, 8 HOURS	MAYFAIR SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
GANUES, CIERRA	SPECIAL EDUCATION ASSISTANT	BLAINE, JAMES G. SCHOOL	03/05/18	\$19,344.00	ANNUAL SALARY
GARCIA, CRYSTAL	SPECIAL EDUCATION ASSISTANT	DEBUGGOS, J. ELEMENTARY	03/26/18	\$19,344.00	ANNUAL SALARY
GILBERT, SHAWANDA S	STUDENT CLIMATE STAFF, 5 HOURS	HAMILTON, ANDREW SCHOOL	03/12/18	\$11,721.00	ANNUAL SALARY
GILCHRIST, NABIHAH N	BUS ATTENDANT	POLLOCK, ROBERT B. SCHOOL	03/19/18	\$11,294.00	ANNUAL SALARY
GIORDANO, CHARLENE M	STUDENT CLIMATE STAFF, 3 HOURS	HOLME, THOMAS SCHOOL	03/19/18	\$7,032.00	ANNUAL SALARY
GJELI, FJORELA	SPECIAL EDUCATION ASSISTANT	TAYLOR, BAYARD SCHOOL	03/19/18	\$19,344.00	ANNUAL SALARY
GODDARD, ANDRE J	STUDENT CLIMATE STAFF, 4 HOURS	BLANKENBURG, RUDOLPH SCHOOL	03/12/18	\$9,377.00	ANNUAL SALARY
GOLDEN, REBECCA L	STUDENT CLIMATE STAFF, 3 HOURS	HOLME, THOMAS SCHOOL	03/14/18	\$7,032.00	ANNUAL SALARY
GONZALEZ, TIANNA J	SPECIAL EDUCATION ASSISTANT	DEBUGGOS, J. ELEMENTARY	03/21/18	\$19,344.00	ANNUAL SALARY
GREEN, ARLENE	GENERAL CLEANER, 8 HOURS	ROOSEVELT ELEMENTARY SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
GREEN, CHERRIL A	SPECIAL EDUCATION ASSISTANT	GOMPERS, SAMUEL SCHOOL	03/05/18	\$19,344.00	ANNUAL SALARY
GREENE, KATRINA E	GENERAL CLEANER, 8 HOURS	PENN TREATY HIGH SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
GROOM, GABRIELLE E	TEACHER, FULL TIME	SOUTHWARK SCHOOL	03/12/18	\$45,359.00	ANNUAL SALARY
GULLETT, KELAIAH N	STUDENT CLIMATE STAFF, 4 HOURS	LAMBERTON, ROBERT E ELEMENTARY	03/08/18	\$9,377.00	ANNUAL SALARY
HARDING GREEN, DIAMOND	STUDENT CLIMATE STAFF, 4 HOURS	MCDANIEL, DELAPLAINE SCHOOL	03/19/18	\$9,377.00	ANNUAL SALARY

HARRISON, JASMINE	SUPPORTIVE SERVICES ASST, 4 HR	PHILA LEARNING ACADEMY-NORTH	03/19/18	\$11,666.00	ANNUAL SALARY
HAWES, CHIQUITTA C	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	03/12/18	\$19,344.00	ANNUAL SALARY
HENDERSON, GEORGE E	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	03/19/18	\$12,954.40	ANNUAL SALARY
HENDRICKS, JAMES L	BUS CHAUFFEUR PART TIME PROB	TRANSPORTATION, PD	03/05/18	\$12,954.40	ANNUAL SALARY
HERNANDEZ, FELIX Y	STUDENT CLIMATE STAFF,4 HOURS	TAYLOR, BAYARD SCHOOL	03/05/18	\$9,377.00	ANNUAL SALARY
HOFFMAN, DESIREE M	STUDENT CLIMATE STAFF,3 HOURS	DECATUR, STEPHEN SCHOOL	03/14/18	\$7,032.00	ANNUAL SALARY
HOLMES, TYRONE B	GENERAL CLEANER, 8 HOURS	BROWN, HENRY A. SCHOOL	02/26/18	\$20,423.00	ANNUAL SALARY
HUGGINS, KASIL V	GENERAL CLEANER, 8 HOURS	SPRUANCE, GILBERT SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
HUMPHREY, PAMELA D	BUS ATTENDANT	LINGELBACH, ANNA L. SCHOOL	03/21/18	\$15,934.00	ANNUAL SALARY
HUNTER, EMILY K	SCHOOL NURSE	MORRIS, ROBERT SCHOOL	03/26/18	\$51,113.00	ANNUAL SALARY
JACKSON, KEVIN D	STUDENT CLIMATE STAFF,4 HOURS	MORRIS, ROBERT SCHOOL	03/05/18	\$9,377.00	ANNUAL SALARY
JAMES, TIARA	STUDENT CLIMATE STAFF,5 HOURS	KENDERTON ELEMENTARY	03/19/18	\$11,721.00	ANNUAL SALARY
JEREMIAH, NADINE	SUPPORTIVE SERVICES ASST, 4 HR	ROOSEVELT ELEMENTARY SCHOOL	03/14/18	\$11,666.00	ANNUAL SALARY
JOEL, REGINA L	EARLY CHILD FOOD SV WK 4.5HRS	FITZPATRICK SCHOOL HEAD START	03/12/18	\$10,550.00	ANNUAL SALARY
JOHNSON, DONNA L	GENERAL CLEANER, 8 HOURS	CLEMENTE, ROBERTO MIDDLE SCHL	03/05/18	\$20,423.00	ANNUAL SALARY
JONES, BRENDA R	SUPPORTIVE SERVICES ASST, 3 HR	HUNTER, WILLIAM H. SCHOOL	03/12/18	\$8,749.00	ANNUAL SALARY
JONES, VANESSA C	STUDENT CLIMATE STAFF,5 HOURS	HAMILTON, ANDREW SCHOOL	03/12/18	\$11,721.00	ANNUAL SALARY
JOYNER, BRANDY E	GENERAL CLEANER, 8 HOURS	BROWN, HENRY A. SCHOOL	02/26/18	\$20,423.00	ANNUAL SALARY
KELLY-GAINES, LISA M	GENERAL CLEANER, 8 HOURS	CUSTODIAN-ADMINISTRATION BLDG	03/19/18	\$20,423.00	ANNUAL SALARY
LITTLE, TYRELL A	GENERAL CLEANER, 8 HOURS	RHODES ELEMENTARY SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
LOFTLAND WILSON, DIAMOND C	STUDENT CLIMATE STAFF,4 HOURS	GIRARD, STEPHEN SCHOOL	03/28/18	\$9,377.00	ANNUAL SALARY
LOWRY, SHERIE D	GENERAL CLEANER, 8 HOURS	SOLIS-COHEN, SOLOMON SCHOOL	03/05/18	\$20,423.00	ANNUAL SALARY
MAISONET, LUZ	STUDENT CLIMATE STAFF,3 HOURS	MARSHALL, JOHN SCHOOL	03/26/18	\$7,032.00	ANNUAL SALARY
MANZI, SERENA M	EXT ACTVTS, NON-CONTRACT EMP-HR	INFORMATION SYSTEMS	03/05/18	\$12.00	HOURLY RATE
MCBRIDE, OCTAVIA	TEACHER, FULL TIME	HARRINGTON, AVERY D. SCHOOL	03/12/18	\$62,368.00	ANNUAL SALARY
MCCUSKER, DENNIS M	TEACHER, FULL TIME	HARDING, WARREN G. MIDDLE SCH	03/05/18	\$45,359.00	ANNUAL SALARY
MCINTOSH, NICOLE A	SUPPORTIVE SERVICES ASST, 3 HR	MEADE, GEN. GEORGE G. SCHOOL	03/26/18	\$8,749.00	ANNUAL SALARY
MCKINNEY, VICTORIA	SPECIAL EDUCATION ASSISTANT	CROSSAN, KENNEDY C. SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
MCLEOD, SIEARA S	SUPPORTIVE SERVICES ASST, 4 HR	CLEMENTE, ROBERTO MIDDLE SCHL	03/12/18	\$11,666.00	ANNUAL SALARY
MCNEAR, TIFFINEY S	SPECIAL EDUCATION ASSISTANT	WAGNER, GEN. LOUIS MIDDLE SCH.	03/19/18	\$19,344.00	ANNUAL SALARY
MCNEILL, TYLA G	STUDENT CLIMATE STAFF,5 HOURS	WASHINGTON, GEORGE HIGH SCHOOL	03/12/18	\$11,721.00	ANNUAL SALARY
MECKWOOD, MEGHAN A	TEACHER, SPEC EDUCATION	CATHARINE, JOSEPH SCHOOL	03/26/18	\$50,195.00	ANNUAL SALARY
MILES, BRITTANY N	GENERAL CLEANER, 8 HOURS	MORTON, THOMAS G. SCHOOL	03/26/18	\$20,423.00	ANNUAL SALARY
MOORE-FARRAR, ADRIENNE A	SUPPORTIVE SERVICES ASST, 3 HR	ZIEGLER, WILLIAM H. SCHOOL	03/05/18	\$8,749.00	ANNUAL SALARY
MORRIS, AHMAD J	GENERAL CLEANER, 8 HOURS	CATHARINE, JOSEPH SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
MORRIS, DOMONIQUE S	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
MOTT, TAMALA	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	03/26/18	\$14,759.00	ANNUAL SALARY
MURPHY, NAEEMA D	BUS ATTENDANT	LONGSTRETH, WILLIAM C. SCHOOL	03/19/18	\$11,294.00	ANNUAL SALARY
MUTTALIB, NA IMAH H	TRANSPORTATION SCHD TRAINEE	TRANSPORTATION SERVICES	03/19/18	\$40,776.00	ANNUAL SALARY
OBENG, FRANCIS	EXT ACTVTS, NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	03/26/18	\$20.00	HOURLY RATE
PARKIN, CANDACE L	TEACHER, FULL TIME	BREGY HEAD START	03/19/18	\$66,369.00	ANNUAL SALARY
PEARSON, DONTE	STUDENT CLIMATE STAFF,4 HOURS	RHODES ELEMENTARY SCHOOL	03/26/18	\$9,377.00	ANNUAL SALARY
PFAU, FRANK C	GENERAL CLEANER, 8 HOURS	ARTS ACADEMY AT BENJAMIN RUSH	03/05/18	\$20,423.00	ANNUAL SALARY
PHELPS, IMAN P	BUS ATTENDANT	OVERBROOK HIGH SCHOOL	03/19/18	\$11,294.00	ANNUAL SALARY

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PITTS, ALESIN L	STUDENT CLIMATE STAFF,5 HOURS	KIRKBRIDE, ELIZA B. SCHOOL	03/05/18	\$11,721.00	ANNUAL SALARY
QUINN, THOMAS W	ELECTRICAL MECHANIC A 5DY	ELECTRICAL SERVICES	03/05/18	\$42,693.00	ANNUAL SALARY
REESE, DOMINIQUE	SUPPORTIVE SERVICES ASST, 4 HR	ROOSEVELT ELEMENTARY SCHOOL	03/19/18	\$11,666.00	ANNUAL SALARY
REGAN, MICHELLE L	TEACHER,FULL TIME	BRIDESBURG SCHOOL	03/05/18	\$59,532.00	ANNUAL SALARY
REID, MICHAEL E	ASST PRINCIPAL	PHILA JUV JUSTICE SVCS CTR	01/01/18	\$122,505.00	ANNUAL SALARY
RIVERS, FELICIA	STUDENT CLIMATE STAFF,5 HOURS	GIDEON, EDWARD SCHOOL	03/12/18	\$11,721.00	ANNUAL SALARY
ROBINSON, CHELON	SPECIAL EDUCATION ASSISTANT	NORTHEAST HIGH SCHOOL	03/12/18	\$19,344.00	ANNUAL SALARY
ROGERS, NIKISHA	TEACHER,FULL TIME	BLANKENBURG, RUDOLPH SCHOOL	03/05/18	\$49,615.00	ANNUAL SALARY
ROSA, EMILY A	SPECIAL EDUCATION ASSISTANT	BALDI MIDDLE SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
RULLO, AMANDA	SPECIAL EDUCATION ASSISTANT	HACKETT, HORATIO B. SCHOOL	03/19/18	\$19,344.00	ANNUAL SALARY
SAMUELS, NORDIA A	FOOD SVCS ASSISTANT	SOUTHWARK SCHOOL	03/26/18	\$9,061.00	ANNUAL SALARY
SIMON, ANTONIO	STUDENT CLIMATE STAFF,4 HOURS	SULLIVAN, JAMES J. SCHOOL	03/22/18	\$9,377.00	ANNUAL SALARY
SINGLETON, KIANNA D	SPECIAL EDUCATION ASSISTANT	HAMILTON, ANDREW SCHOOL	03/26/18	\$19,344.00	ANNUAL SALARY
SMITH, KIM E	SUPPORTIVE SERVICES ASST, 4 HR	ROOSEVELT ELEMENTARY SCHOOL	03/12/18	\$11,666.00	ANNUAL SALARY
SMITH, MARSHA R	BUS ATTENDANT	WASHINGTON, MARTHA SCHOOL	02/26/18	\$11,294.00	ANNUAL SALARY
SMITH, NADIRAH	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	03/19/18	\$19,344.00	ANNUAL SALARY
SMOLUK, STEPHANIE R	BUS ATTENDANT,ONE TO ONE	FARRELL, LOUIS H. SCHOOL	03/19/18	\$11,294.00	ANNUAL SALARY
SODA, WILLIAM F	PAINTER/GLAZER/PLASTERER B 4DY	PAINTING SERVICES	03/19/18	\$42,548.00	ANNUAL SALARY
SORIANO, JEANETTE C	TEACHER,FULL TIME	JUNIATA PARK ACADEMY	03/15/18	\$49,615.00	ANNUAL SALARY
STARKS, REGINA T	SUPPORTIVE SERVICES ASST, 4 HR	ROOSEVELT ELEMENTARY SCHOOL	03/19/18	\$11,666.00	ANNUAL SALARY
STERLING, LESTER G	GENERAL CLEANER, 8 HOURS	ALLEN, ETHAN SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
SWINDELL, AISHA	SPECIAL EDUCATION ASSISTANT	COMEGYS, BENJAMIN B. SCHOOL	03/19/18	\$19,344.00	ANNUAL SALARY
TAYLOR, ABDUL J	GENERAL CLEANER, 8 HOURS	ANDERSON, ADD B. SCHOOL	03/12/18	\$20,423.00	ANNUAL SALARY
TAYLOR, HELENA E	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	03/19/18	\$12,954.40	ANNUAL SALARY
TAYLOR, JOSEPH C	SCHL IMPROVEMENT & DATA SPLST	PLANNING & EVIDENCE-BASED SUPT	03/26/18	\$76,500.00	ANNUAL SALARY
TEPPER, FRANK C	MECHANICAL MECHANIC B 5DY	MACHINIST SERVICES	03/19/18	\$42,548.00	ANNUAL SALARY
THOMAS, DESIRE L	BUS ATTENDANT	EMLN, ELEANOR C. SCHOOL	02/20/18	\$11,294.00	ANNUAL SALARY
TOWLES, NICHOLAS M	SPECIAL EDUCATION ASSISTANT	LINGELBACH, ANNA L. SCHOOL	03/05/18	\$19,344.00	ANNUAL SALARY
TREADWELL, KYREE J	SUPPORTIVE SERVICES ASST, 4 HR	LINGELBACH, ANNA L. SCHOOL	03/05/18	\$11,666.00	ANNUAL SALARY
TURNER, ALAN D	GENERAL CLEANER, 8 HOURS	BUILDING 21	03/19/18	\$20,423.00	ANNUAL SALARY
VARNIS, MICHAEL G	STUDENT CLIMATE STAFF,4 HOURS	SOUTHWARK SCHOOL	02/28/18	\$9,377.00	ANNUAL SALARY
WEBSTER, MYKOLA	TEACHER,FULL TIME	CARNELL, LAURA H. SCHOOL	03/08/18	\$45,359.00	ANNUAL SALARY
WEEKS, CIANI T	SUPPORTIVE SERVICES ASST, 3 HR	FRANKLIN, BENJAMIN SCHOOL	03/19/18	\$8,749.00	ANNUAL SALARY
WHITE, TAMIA R	SPECIAL EDUCATION ASSISTANT	HARRINGTON, AVERY D. SCHOOL	03/12/18	\$19,344.00	ANNUAL SALARY
WILDER, SHAKEITA T	BUS ATTENDANT	ROOSEVELT ELEMENTARY SCHOOL	03/19/18	\$11,294.00	ANNUAL SALARY
WILKINS, DUANE	ATTENDANCE COACH	ATTENDANCE & TRUANCY OFFICE	03/19/18	\$50,000.00	ANNUAL SALARY
WILLIAMS, KHALIL	STUDENT CLIMATE STAFF,5 HOURS	MASTBAUM, JULES E. HIGH SCHOOL	03/08/18	\$11,721.00	ANNUAL SALARY
WILLIAMS, MARY M	STUDENT CLIMATE STAFF,4 HOURS	ANDERSON, ADD B. SCHOOL	03/26/18	\$9,377.00	ANNUAL SALARY
WILLIAMS, ROBERT L	GENERAL CLEANER, 8 HOURS	BROWN, HENRY A. SCHOOL	03/19/18	\$20,423.00	ANNUAL SALARY
WILLIAMS, SHAREE N	STUDENT CLIMATE STAFF,5 HOURS	MARSHALL, JOHN SCHOOL	03/19/18	\$11,721.00	ANNUAL SALARY
WILSON, DOROTHY	STUDENT CLIMATE STAFF,4 HOURS	MCKINLEY, WILLIAM SCHOOL	03/05/18	\$9,377.00	ANNUAL SALARY
WILSON, JANDRINA D	BUS CHAUFFEUR PART TIME PROB	TRANSPORTATION, PD	03/19/18	\$12,954.40	ANNUAL SALARY
WRIGHT, ALEXA R	TEACHER,FULL TIME	WEBSTER, JOHN H. SCHOOL	03/05/18	\$45,359.00	ANNUAL SALARY
YOUNG, VANESSA S	BUS ATTENDANT	EMLN, ELEANOR C. SCHOOL	03/19/18	\$11,294.00	ANNUAL SALARY

ZIFF, CHRISTINE	STUDENT CLIMATE STAFF,4 HOURS	SHAWMONT SCHOOL	03/05/18	\$9,377.00	ANNUAL SALARY
ZINGITWA, LILLY G	STUDENT CLIMATE STAFF,3 HOURS	LAMBERTON,ROBERT E ELEMENTARY	03/26/18	\$7,032.00	ANNUAL SALARY

THE FOLLOWING EMPLOYEES HAVE BEEN TERMINATED

ACOSTA, JEREMY A	SCHOOL POLICE OFFICER	02/22/18
ANDOLINA, MICHAEL	TEACHER,FULL TIME	03/09/18
BOYER, ASHLEY N	STUDENT CLIMATE STAFF,4 HOURS	03/13/18
CHATMAN, KANISHA N	SPECIAL EDUCATION ASSISTANT	03/13/18
CRISP, DANIELLE E	FOOD SVCS WORKER II	03/16/18
DRAINS, ERIC I	STUDENT CLIMATE STAFF,4 HOURS	03/14/18
FLACK, VICTORIA C	TEACHER,FULL TIME	03/29/18
FLANNERY, THOMAS A	TEACHER,FULL TIME	03/03/18
FORD, TUJUANA	STUDENT CLIMATE STAFF,3 HOURS	03/21/18
GOMEZ, DEZIARE L	STUDENT CLIMATE STAFF,3 HOURS	03/09/18
GORE, KENDRA R	STUDENT CLIMATE STAFF,5 HOURS	03/09/18
HAGERMAN, KHALILAH S	STUDENT CLIMATE STAFF,4 HOURS	03/09/18
HANKINS, DEMETRIC	GENERAL CLEANER, 8 HOURS	03/16/18
HENRY, D'JUANA D	SCHOOL POLICE OFFICER	02/23/18
ISEN, BROOKE	TEACHER,FULL TIME	03/03/18
JABAH, TROKON	SPECIAL EDUCATION ASSISTANT	03/08/18
JOHNSON, ALISHA P	STUDENT CLIMATE STAFF,3 HOURS	02/27/18
JOHNSON, TERENCE	PAINTER MECHANIC A 5DY	03/23/18
LAURIE, REGINA	TEACHER,FULL TIME	03/23/18
LEONARD, NIA J	TEACHER,FULL TIME	03/06/18
LIGHTY, LATOYA S	STUDENT CLIMATE STAFF,4 HOURS	03/28/18
LITTLE, DOMINIQUE D	STUDENT CLIMATE STAFF,4 HOURS	03/09/18
PATRICK, STACEY N	STUDENT CLIMATE STAFF,3 HOURS	03/21/18
PAYNTER, SARAH	SPECIAL EDUCATION ASSISTANT	03/16/18
PEOU, PATRICK T	SCHOOL POLICE OFFICER	03/09/18
REID, TRISTAN	SPECIAL EDUCATION ASSISTANT	03/23/18
RIGGINS, NICOLE D	SPECIAL EDUCATION ASSISTANT	03/16/18
ROBINSON, BRITTANY	STUDENT CLIMATE STAFF,5 HOURS	03/13/18
SORIANO, JEANETTE C	TEACHER,FULL TIME	03/17/18
THOMAS, SHANIECE L	SPECIAL EDUCATION ASSISTANT	03/08/18
VILLARI, STEPHEN D	TEACHER,FULL TIME	03/01/18
WHALEY, BRANDON K	SUPPORTIVE SERVICES ASST, 4 HR	03/12/18
WHALEY, NYSEL N	GENERAL CLEANER, 8 HOURS	03/09/18
WHITBY, OLIVIA T	TEACHER,FULL TIME	03/10/18
WHITEHEAD, VERA	GENERAL CLEANER, 8 HOURS	03/23/18
WILSON, SUSAN M	STUDENT CLIMATE STAFF,4 HOURS	03/13/18
WITENGIER, DANA K	SPECIAL EDUCATION ASSISTANT	03/21/18
WONG, BRYANT	TEACHER,FULL TIME	03/17/18

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

APRIL 26, 2018

A meeting of the School Reform Commission sitting as the Board of Directors of the Intermediate Unit was held on April 26, 2018 in the Auditorium of the School District of Philadelphia Education Center, 440 North Broad Street.

The meeting was convened at 6:43 p.m. by Chair Richman.

Members present: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Members absent: 0

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

IU-1

IDEA: \$70,000 Contract with Marriott Foundation for People with Disabilities – Bridges from School to Work
RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit, authorizes I.U. 26, through its Executive Director or his designee, to execute, deliver and perform a contract with the Marriott Foundation for People with Disabilities, to provide employability skills training, work experiences, and job placement to students with disabilities preparing to transition from high school, for an amount not to exceed \$70,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: The "Bridges...from school to work" program is a transition program developed by the Marriott Foundation for People with Disabilities. The program has been in operation in Philadelphia since 1999. The School District of Philadelphia, the Pennsylvania Office of Vocational Rehabilitation, the Marriott Foundation for People with Disabilities, and the Philadelphia Youth Network collaborate to fund and implement the program for students ages 17-21 with disabilities.

The objectives of this program are to: 1) provide work-based learning experiences, career development, job development, and job placement activities to students with disabilities; and 2) help local employers gain access to an overlooked source of entry-level workers. Since 1999, over 350 employers have hired students prepared by the "Bridges...from school to work" program.

The Marriott Foundation shall employ a program director, administrative staff, and three (3) employment representatives (ER) to provide services in the Philadelphia area. The total cost of the school year 2016-2017 is \$354,373. The School District of Philadelphia's contribution represents twenty percent (20%) of the total cost of the program. The Philadelphia Youth Network and the Office of Vocational Rehabilitation pay for two thirds of the program cost, and the Marriott Foundation pays for the remaining costs. Staff from the School District, the Office of Vocational Rehabilitation, and the Marriott Foundation work collaboratively to identify appropriate students, teach employability skills, identify appropriate positions, match student interests and capabilities with job requirements, place students in competitive employment, and provide work-site assistance to employers and youth. This cooperative endeavor, with a large in-kind contribution from the Marriott Foundation, enables Philadelphia schools to access quality vocational preparation and job placement services for students with disabilities.

The vendor selection shall allow one program director, three (3) employment representatives, and appropriate clerical staff from the Marriott Foundation to enroll up to 70 students from high schools across geographical divisions. The preparation and placement of the students takes place during the students' last year of high school eligibility.

Students participating in the Philadelphia Bridges Program boast a 98% graduation rate. Quantitative data since the beginning of the Philadelphia Bridges program in 1990 until 2012 indicates that of the 1,456 students with disabilities were enrolled, 1075 students were placed into competitive employment and retained employment for at

least 60 days, while 821 students retained employment for at least 90 days. The students earned an average hourly wage of \$10.00 and worked an average of 19.4 hours per week.

An OSS evaluation team, through RFP-540 issued by the District's Office of Procurement Services on January 18, 2017, selected Marriott.

ABC Code/Funding Source \$70,000.00
242X-G28-9CL0-239A-3291 IDEA

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-2

IDEA: \$322,664 Contract with The University of Pennsylvania – Philly AIMS Training for Teachers of Students with Autism, Grades Kindergarten through Grade Five

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform a contract with the Trustees of the University of Pennsylvania, to provide ongoing professional development and consultation on Applied Behavioral Analysis teaching methods and on the Strategies for Teaching Based on Autism Research (STAR) curriculum for teachers and support staff of students with autism in grades kindergarten through grade five, for an amount not to exceed \$322,664 for the period commencing July 1, 2018 through June 30, 2019.

Description: The Office of Specialized Services (OSS) is proposing to contract with the University of Pennsylvania to train and support School District teachers and staff working with students diagnosed with Autism Spectrum Disorder (ASD) in grades kindergarten through grade five. Contracted services shall be provided by a nationally recognized team of autism experts, researchers and trainers from The University of Pennsylvania's Philly Autism Instructional Methods Support Group ("Philly AIMS") an affiliate of the University's Center for Mental Health Policy and Services Research (CMHPSR). Experts from Philly AIMS shall provide School District staff with professional development and on-site coaching in the classroom on Applied Behavior Analysis (ABA) intervention strategies and on implementing the Strategies of Teaching Based on Autism Research (STAR) curriculum for students with autism in the early grades. ABA is one of the few educational treatment programs for autism whose benefits have been consistently validated by independent scientific research. STAR is a highly effective curriculum based on the principles for ABA.

The primary purpose of this proposed program is to grow teacher and professional staff capacity to more effectively implement evidence-based strategies in the classroom so as to serve students on the autism spectrum as they enter and progress through the early grades. Another important component of this proposed program is the provision of training, consultation and support to principals, school-based administrators, and general education teachers to prepare them to include students with autism in the early grades in the least restrictive environment (LRE) and in the general education classroom setting.

Through the delivery of direct training and support in classrooms, the Contractor shall support the establishment of a cadre of exceptionally qualified teachers of students with autism; high quality Autistic Support (AS) classrooms; and interventions for students with autism in inclusive settings in grades kindergarten through grade five throughout the School District. Grades kindergarten through grade five are targeted in this program opportunity as the early grades are the time when intensive interventions and supports are most effective in improving the long-term behavioral and academic performance of students on the autism spectrum.

Depending on need, on a bi-weekly or monthly basis, a team of highly qualified trainers and consultants from Philly AIMS shall travel to School District schools and provide direct training and support both in and out of the classroom to teachers and professional staff assigned to students with autism. The consultants from Philly AIMS shall meet School District teachers and staff in their classrooms, demonstrate the proper use of the STAR curriculum, and

provide direct on-going support and consultation to ensure implementation fidelity. Classroom training, consultation and support shall consist primarily of classroom management techniques and instructional interventions, strategies and sequencing using ABA approaches and the STAR curriculum method to eliminate problem behaviors and to increase social and academic performance. The team shall also develop and deliver District-wide professional development targeted towards the needs of School District staff who teach students on the autism spectrum.

The Contractor shall monitor and evaluate both teacher progress in learning and implementing ABA and STAR methods, and student ability to master skills and advance behaviorally after receiving STAR and ABA-based instruction.

The University of Pennsylvania was selected through a formal Competitive Request for Qualification (RFQ 160) issued by the School District on May 25, 2016. In addition to the University of Pennsylvania's, proposals were also submitted by Teachtown and STAR Autism Support, Inc. Although all vendors qualified as professional development providers, the University of Pennsylvania was selected by a School District evaluation team as the best and most capable candidate.

ABC Code/Funding Source	\$322,664.00
242X-G05-9CL0-2272-3291 IDEA	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-3

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

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Acting Executive Director or his designee, to execute, deliver and perform a contract with STAR Autism Support, Inc., to provide professional development and consultation for teachers and support staff of students with autism in grades six through twelve, on the implementation of Applied Behavioral Analysis teaching methods and practices, and on the Links curriculum, for an amount not to exceed \$247,000, for the period commencing July 1, 2018 through June 30, 2019.

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

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

Training and consultation provided by SAS shall be available to all grade six through grade twelve teachers of students with autism. SAS shall conduct the training in up to fifty-seven District middle schools and high schools.

The proposed contracted services from SAS shall be provided by a team of autism experts, researchers and trainers who are trained in ABA methods and the Links curriculum. District AS Classrooms will be divided into 3 cohorts as follows:

Cohort 1- includes new AS teachers and target classrooms for support on fidelity of implementation. (approximately 30 classrooms)

Cohort 2- includes the existing AS teachers needing on-going classroom support. (approximately 20 classrooms)

Cohort 3- includes veteran AS teachers requiring workshop and digital on-demand supports. (approximately 55 classrooms). Cohort 3 teachers will be offered an opportunity to request classroom support on an as needed basis.

SAS consultants shall provide approximately 105 District middle and high school autistic Support (AS) teachers and support staff, with the comprehensive training and support needed to effectively implement ABA methods and the Links curriculum in classrooms. The SAS team will administer a needs assessment evaluation of District grade six through twelve classrooms and use outcomes to plan the consultation and training schedule. Guided by the professional development needs of the teachers and staff, consultants will plan for and provide workshop, digital and classroom-based training and support to teachers and staff to effectively support the implementation of the Links curriculum strategies, ABA teaching methods such as discrete trial training, functional routines, classroom schedules, tasks analysis, naturalistic teaching, reinforcement and self management. At a minimum, cohort 1 classrooms shall be offered an equivalent of two full days of professional development, two day professional development sessions, six in-classroom visits and five webinars (15 total PD opportunities). Cohort 2 teachers shall be offered an equivalent of two full days of professional development, two day professional development sessions, three in-classroom visits and five webinar trainings (12 total PD opportunities). Cohort 3 teachers shall be offered an equivalent of two full days of professional development, two day professional development sessions, five webinar trainings and one in-classroom visit if requested (10 total PD opportunities). All teacher training and consultation shall be conditional and dependent on teacher availability and access. To evaluate the outcomes of this proposed program, SAS consultants shall monitor the progress of a representative sample of students of the teachers they train to determine progress made by these students as a result of using the Links curriculum and ABA strategies. The District's Administration shall also monitor student progress through the Links web-based system.

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

ABC Code/Funding Source	\$247,000.00
242X-G05-9CL0-2272-3291 IDEA	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-4

IDEA: \$315,000 Contracts with Cobb Pediatric Services, Presence Learning and Educational Based Services (EBS) – Web Based Video Conferencing Speech Therapy Services

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26) authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with Cobb Pediatric Therapy Services, Presence Learning and Educational Based Services (EBS), to provide students with speech therapy, speech/language evaluations and other Speech related services through on-line, web-based video-conferencing, for an aggregate amount not to exceed \$315,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: The Contractors have developed highly effective programs for the delivery of speech therapy services through on-line video conferencing. The Contractors will deliver these services through computer terminals located at students' home schools. This will enable students who have Individualized Education Programs (IEPs) requiring speech therapy services, and for whom these services are appropriate, to receive speech therapy on-line with a

qualified therapists, using a computer located at their home school. The Contractors' therapists shall communicate with School District students face-to-face in real time, using computers screens, speakers and microphones. The School District will carefully select students for whom these on-line services are appropriate. All Contractors' on-line speech therapists will be highly qualified and appropriately licensed and certified as speech-language pathologists/therapists.

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

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

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

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

ABC Code/Funding Source	\$315,000.00
242X-G05-9CL0-239A-3291 IDEA	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-5

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

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26) authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with Progressus Therapy, LLC (Invo HealthCare Associates, LC), EDU Healthcare, LLC, and Delta-T Group, Inc., to provide licensed and qualified school psychologists to perform student psychoeducational evaluations and prepare evaluation reports, within timelines established by federal and state law, for an aggregate amount not to exceed \$132,000, for the period commencing July 1, 2018 through, June 30, 2019.

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

IDEA enforces strict timelines and procedures for determining, through the evaluation process, whether a student is disabled and requires special education services. As a condition of the IDEA grant, regulations mandate that school psychologists conduct student evaluations and prepare reports within 60 calendar days after a parent provides informed consent. In addition, the parent and Individualized Education Program (IEP) team must receive the evaluation report at least 10 school days before an IEP meeting. When School District teachers and multi-disciplinary education teams suspect that a child has a disability, they are obligated to request an evaluation from a

school psychologists. Parents may also unilaterally request that the School District have a school psychologist perform an evaluation to determine eligibility for special education services. Parents, teachers and multi-disciplinary teams may request additional evaluations of students already identified as disabled and qualifying for special education services if warranted, for example, when considering changes in placement and disability status. Once the School District receives parent informed consent to perform an evaluation, the 60-day countdown to have a school psychologist perform an evaluation and prepare a report is triggered. In addition, unless waived by the parent, after the initial evaluation, IDEA and Pennsylvania law require the School District to conduct reevaluations every two years for students with intellectual disabilities and every 3 years for students with all other disabilities.

Evaluations within the 60-day window become more challenging when the students or parents' primary language is not English, and bi-lingual interpreters and document translations are required to complete evaluations. Many children residing in Philadelphia live in transitory households. A significant number of students move in and out of the School District from the other counties and states, the Caribbean, Mexico, Central and South America. When a student moves into the District, a re-evaluation may be required in less than 60-days in order comply with IDEA timelines. The need to evaluate over 2,000 students transitioning from early intervention programs to kindergarten presents another major challenge to school psychologists. Moreover, the School District may be required to evaluate students and complete reports in far less than 60 days, if ordered to do so by the Court or a Due Process Hearing Officer.

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

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

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-6

IDEA: \$3,782,420 Contracts with Approved Private Schools, Private Schools and Alternative Special Education Settings – Extended School Year Programs

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with the following vendors to provide Extended School Year programs for up to approximately 500 special education students who are enrolled in Approved Private Schools, Private Schools or Alternative Special Education Settings, and whose Individualized Education Programs require them to attend extended school year programs, for an aggregate amount not to exceed \$3,782,420, for the period commencing July 1, 2018 through June 30, 2019, and be it,

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Deputy of the Office of Specialized Services to execute, deliver and perform Task Orders under the Contracts executed by the Superintendent or his designee pursuant to this Resolution, with various private schools, programs and institutions listed below, for the full cost of tuition, one-to-one aide services, related services, or any combination thereof, for special education Extended School Year programs for children with severe disabilities, for an aggregate amount not to exceed \$3,782,900, for the period commencing July 1, 2018 through June 30, 2019.

Vendors include: ABA Today, Academy in Manayunk, Academy of Natural Sciences, ATG Learning Academy, Bancroft Neurohealth, Benchmarks, Bucks County Technical High School, Bucks County Intermediate Unit, Buttonwood Farms T/A Delta School, Buxmont Academy, C.B. Community School, CIS Community Integrated Services, CLC School, Camelot Schools of Pennsylvania, Camphill Special School, Capstone Academy, Capstone Schools LLC, Carousel Farms Education Center, Catholic Archdiocese Private and Parochial Schools and Affiliates of Philadelphia, Bucks, Delaware, and Montgomery Counties, Centre School, CSF/Buxmont Academy, Child and Career Development Center, Child Guidance resource Center, Childhood Apraxia of Speech (CAS), Children and Adult Disability and Educational Services (George Crothers School), Clarke School, Community Council Education

Services, Inc., Comprehensive Learning Center, Crefeld School, Delaware County Intermediate Unit, Intermediate Unit No. 25, Delaware County Technical School, Drexel University, Don Guanella School, Devereux Foundation, Elwyn, Elwyn Davidson School, Easter Seals of Southeastern Pennsylvania, St. Edmund School, St. Edmond's Home for Crippled Children, The Franklin Institute, Green Tree School, Hill Top Prep, Holy Family Learning/Ambler Day School/St. Mary's Villa, Home of the Merciful Saviour for Crippled Children/HMS School for Children with Cerebral Palsy, St Joseph's University/Kinney Center for Autism Education and Support, Kinney Center, Camp Kinney, Kids Peace, St. Katharine Drexel School, Marie Katzenbach School for the Deaf, Lavner Camps, Life Works Village Park, Life Works Alternative School/UHS of Doylestown, L.L.C./Foundations Behavioral Health, Middletown Adventure Learning, Main Line Academy, Silver Springs/Martin Luther School, Merakey, Merakey Bucks County, Merakey Delaware County, Merakey Montgomery County, Merakey USA, Merakey Philadelphia, Merakey Woodhaven, Merakey Youth Services, Inc., Merakey IDD Philadelphia, Melmark School, Milestone Academy, Mill Creek School/The Pennsylvania Hospital of the University of Pennsylvania Health System, Marple Newtown High School, Nexus School, Marple Newtown School District, New Hope Academy/Motivational Educational Training Company Inc., The Nexus School, NHS, NHS Autism School, NHS Philadelphia, NHS Woodhaven, NHS Warrington, NHS St. Anne School, Northwestern Human Services, Orchard Friends, Overbrook School for the Blind, Camp PEP, Pathway School, PHMC, Public Health Management Corporation, PMHCC, Philadelphia Mental Health Care Corporation, Philadelphia Health Management Corporation, Pennsylvania School for the Deaf, Pressley Ridge School, Quaker School at Horsham, Royer-Greaves School for Blind, Roxborough YMCA, Scranton State School for the Deaf, Souderton Vantage Academy, Spring Time School, Specialized Education of Pennsylvania, Inc., Stratford Friends School, Therapeutic Center at Fox Chase, Timothy School, Valley Day School, Vanguard School, Trustees of the University of Pennsylvania, Valley Forge Educational Services, Variety Club, Woodlynde School, Wordsworth Academy, Woods Services, Wyncote Academy, Y.A.L.E. School, Y.A.L.E. School Philadelphia, Y.A.L.E. School Southeast III, Y.A.L.E. School West, The Young Men's Christian Association and National Associates, Youth Services Alternatives, and other alternative schools, placements, programs, organizations, institutions, summer camps, professional services providers, related services providers, licensees, organizations, and agencies reviewed and approved by the Deputy of the School District's Office of Specialized Services for students to receive and participate in Extended School Year services.

Description: Extended School Year (ESY) is a mandatory program provided to special education students who attend Approved Private Schools (APS), Alternative Special Education Settings (ASES) and private schools, and who diagnostically show regression of skills and the inability to recover from loss of academic gains when away from instruction over a significant period of time, especially over summer breaks from the regular school year.

Schools providing summer ESY Services for District students include Approved Private Schools (APSs), Private Academic Schools, and other District approved public and private schools and institutions. APSs and Private Academic Schools are licensed by the Pennsylvania Department of Education (PDE) State Board of Private Academic Schools. APSs are subsidized by PDE and approved by the Pennsylvania Secretary of Education specifically to provide a free appropriate special education for students with severe disabilities. Although these schools are already qualified by PDE, on February 1, 2017, the School District issued its own Request for Proposal (RFP No. 523), to qualify schools to be eligible to receive students who are not already enrolled or have applications pending in Out of District Placements. Twenty schools responded to RFP No. 523 with proposals. All twenty respondent schools met the qualifications to provide summer ESY services.

In February 2018, the Office of Specialized Services (OSS) requested a count from APSs, ASESs and private schools of all School District students whose Individualized Education Programs (IEPs) require summer extended school year programs. This year, we project that approximately 616 students shall be eligible to receive summer ESY programs through contract. Based on last year's actual enrollment of eligible contracted students, OSS projects that approximately 81% of eligible students shall attend summer ESY programs in 2018. Using this percentage, OSS estimates that approximately 500 students will attend ESY programs this summer. This resolution is to request authorization to contract with qualified providers to pay for the approximately 500 students who are legally eligible to enroll, and who shall likely attend ESY programs, mainly provided at their current regular school-year placements. The average cost per student for summer ESY in 2017 was \$7,580. The cost for 500 students, accounting for estimated increases in tuition, will be approximately \$3,872,420.

The 1979 Federal Court decision in *Armstrong v. Kline* mandated that all school districts provide ESY programs to students with disabilities. The ruling provided that a handicapped student is entitled to an education program in

excess of 180 days per year if regression caused by an interruption in educational programming, together with the student's limited recoupment capacity, renders it impossible or unlikely that the student will attain the level of self-sufficiency and independence from caretakers that the student would otherwise be expected to reach in view of his/her handicapping condition. (U.S. District Court, *Armstrong v. Kline*, 9/5/79). In addition, the Individuals with Disabilities Education Act (IDEA 04) and Chapter 14 of the PA State Regulations mandate ESY as a condition of providing a free and appropriate public education (FAPE).

Prior to 2003, the PDE reimbursed school districts for student participation in the ESY programs. School districts are now obligated to make payments directly to those educational entities at 100% of the tuition costs. Over the past 5 years, between 440 and 499 students attended ESY each summer. In 2018, it is expected that approximately 500 students under contract will attend the ESY programs provided by APS, ASES and private schools. While ESY primarily occurs during the summer months, programming can take place at any time when regression could occur (winter, spring or summer breaks). Students receive extended school year programming in their current school placement.

The resolution also authorizes the Deputy of the Office of Specialized Services to execute, deliver and perform task orders under each Contract signed by the Superintendent or the Executive Director, in order to document the referral of students annually and during the course of the ESY program to receive services from each Contractor. Use of task orders will facilitate accounting, audit, dates of services, date of referral, and accrual of fees and compensation.

ABC Code/Funding Source	\$3,782,420.00
242X-G05-9CL0-1291-3291 IDEA	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-7

IDEA: \$800,000 Contract with Public Consulting Group – Electronic Special Education Management System
RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit, authorizes Intermediate Unit #26, through the Acting Executive Director or his designee, to execute, deliver, and perform a contract with Public Consulting Group, Inc. to provide a comprehensive and fully integrated web-based special education compliance and data management system, for an amount not to exceed \$800,000, for the period commencing July 1, 2018 through June 30, 2019, with the options for two one-year renewal terms for an annual amount not to exceed \$800,000, for an total amount not to exceed \$2,400,000, for the period through June 30, 2021.

Description: The Office of Specialized Services (OSS) proposes to enter into a contract with the Public Consulting Group (PCG) for the purpose of maintaining the electronic special education compliance management systems know as EasyIEP and EasyTRAC (EasySystem) and the attendant consulting and support services, and to develop new components to improve and enhance existing services. The School District of Philadelphia originally selected PCG to perform its District-wide electronic special education compliance and data management system through a competitive process in 2002. Competitive bids to contract for the continued maintenance, management and development of an electronic special education management system were again solicited and reviewed in the spring of 2012 by means of RFP 316, and PCG was reselected.

Throughout the country, school districts are facing similar challenges in the area of special education as a result of federal mandates, state requirements, extensive paperwork, reporting and compliance deadlines, staff turnover/vacancies, and recurrent local budgetary problems. The School District of Philadelphia is no exception, and currently faces each of these challenges in addition to meeting its ongoing responsibilities to improve the quality of education for students with disabilities.

In a collaborative effort, jointly led by the OSS, Office of Information Technology, Office of Special Finance, and the Office of Academic Enrichment and Support, The School District of Philadelphia succeeded in addressing these

challenges by continuously focusing on the improvement of special education programs and services, developing systems to maintain compliance with state and federal law, and by increasing student academic achievement.

Beginning in February 2003, PCG and The School District of Philadelphia collaborated to develop and fine-tune the EasySystem to accommodate the unique needs of its students and to fully comply with the more than 500 specific regulations that are exclusive to Pennsylvania special education law. The resulting EasySystem is a comprehensive, state of the art, fully electronic web-based special education compliance management, maintenance, reporting and record-keeping system. The EasySystem enables approximately 4,600 School District teachers and employees, and additional related services providers to enter and obtain student data and to prepare required forms, records, reports, student evaluations, and Individualized Education Programs (IEP) on standard formats that are designed to maximize student educational planning, and reporting requirements and opportunities. In addition, the EasySystem forms, protocols, calendar, and management processes are fully compliant with the requirements of federal and state special education law and regulations, IDEA 04 grant regulations and requirements, and School District policies and protocols.

As a result of these collaborative efforts, The School District of Philadelphia ranks as one of the few major urban districts nationwide to succeed in implementing a contemporary, fully electronic special education management system. The success of this initiative is measured by the nearly full reliance on the EasySystem to track all special education services and to generate all special education documents electronically, in compliance with federal, state and local special education law.

Services under the contract term with PCG will:

Ensure compliance with all present and future State and Federal regulations, including the re-authorization of the Individuals with Disabilities Education Act (IDEA) 2004

Support best practices in special education process management.

Provide unlimited access to reporting tools, enabling School District staff (schools, Principal Learning Teams and central office) to develop reports for compliance monitoring.

Provide historical record keeping for student documents utilized in The School District of Philadelphia specific to Pennsylvania Chapter 14 (special education), Chapter 15 (Section 504), and Chapter 16 (gifted education).

Electronically document medical related service tracking for Medicaid purposes that ensures consistency and integrity with state and federal regulations, and School District reimbursement of costs for student medical expenses when eligible.

Automatically translate the headings of the input boxes of the electronic IEP document into the following languages: Chinese, French, Russian, Spanish, and Vietnamese.

ABC Code/Funding Source	\$800,000.00
242X-G28-9CL0-239A-3291 IDEA	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-8

IDEA: \$2,100,000 Contract with Elwyn – Early Intervention Additional Year

RESOLVED, that the School Reform Commission in its capacity as Board of Directors of the Philadelphia Intermediate Unit No. 26 (IU-26), authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform a contract with Elwyn to provide early intervention services to students whose families exercise their option for an additional year of Early Intervention services, for an amount not to exceed \$2,100,000, for the

period commencing July 1, 2018 through June 30, 2019.

Description: Pursuant to Pennsylvania Act 212 of 1990 (Early Intervention Services System Act) and the decision of the Federal Court in the Jacob M. vs. Pennsylvania Department of Education, the school district of residence must fund Early Intervention programs for the kindergarten year for those eligible young children whose parents request that they remain in Early Intervention for an additional year. In compliance with these laws, The School District of Philadelphia (School District) must either transition students from early intervention programs to school-age programs or pay tuition costs for students whose parents or Individualized Education Program (IEP) team recommend an additional year of early intervention services. By law, school districts cannot override parental choice that their child remains in an Early Intervention program for an additional year rather than transitioning into kindergarten. While the majority of children in Early Intervention programs transition to school age programs at age 5, the parents of about 150 children exercise their option to have their child remain in early intervention each year.

Early Intervention (EI) is a twelve-month program managed by Elwyn and operated by approved private and nonprofit providers of early intervention special education programs throughout the City of Philadelphia. The identification of providers and financial management of the Early Intervention programs are the responsibility of Elwyn. The Pennsylvania Department of Education (PDE) chose Elwyn as the primary provider of early intervention services for Philadelphia children. PDE entered into a MAWA (Mutually Agreed Upon Written Agreement) with Elwyn to provide these services. Elwyn has held the MAWA since July 1, 1998. As the previous MAWA holder, the District provided and managed all early intervention services at a higher cost than Elwyn currently charges.

ABC Code/Funding Source	\$2,100,000.00
242X-G05-9CL0-1282-3291 IDEA	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-9

Categorical/Grant Fund: \$12,000,000 Authorization Subaward Agreements with Various Charter Schools – Special Education Services

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit No. 26 (IU 26), hereby authorizes IU 26, through the Executive Director or his designee, to execute, deliver and perform subaward agreements with eligible charter schools, to supplement the provision of special education and related services for students with disabilities attending these charter schools, for an amount for each charter school not to exceed the amounts allocated by the Pennsylvania Department of Education, under IDEA, Part B, for an aggregate amount not to exceed \$12,000,000, for the period commencing July 1, 2018 through June 30, 2019.

Community Academy of Philadelphia Charter School, Harambee Institute of Science and Technology Charter School, YouthBuild Philadelphia Charter School, Christopher Columbus Charter School, Eugenio Maria De Hostos Charter School, Inquiry Charter School, Imhotep Institute Charter High School, Laboratory Charter School of Communication and Languages, Multicultural Academy Charter School, Preparatory Charter School of Mathematics, Science, Technology and Careers, West Oak Lane Charter School, Alliance For Progress Charter School, Charter High School for Architecture and Design, Freire Charter School, Math, Civics and Sciences Charter School, Philadelphia Academy Charter School, Mastery Charter School at Hardy Williams, Universal Institute Charter School, Mathematics, Science, and Technology Community Charter School (MaST), Young Scholars Charter School, Franklin Towne Charter High School, Mariana Bracetti Academy Charter School, Esperanza Academy Charter School, New Foundations Charter School, People for People Charter School, Philadelphia Performing Arts: A String Theory Charter School, Global Leadership Academy Charter School, Independence Charter School, Khepera Charter School, KIPP Dubois Charter School, West Philadelphia Achievement Charter School, Philadelphia Electrical and Technology Charter High School, Richard Allen Preparatory Charter School, Russell Byers Charter School, Mastery Charter School at Lenfest Campus, Wissahickon Charter School, First

Philadelphia Preparatory Charter School, Green Woods Charter School, Maritime Academy Charter School, Belmont Charter School, KIPP Philadelphia Charter School, Discovery Charter School, Philadelphia Montessori Charter School, Ad Prima Charter School, Mastery Charter School at Shoemaker Campus, Folk Arts Cultural Treasures Charter School, Mastery Charter School at Thomas Campus, Northwood Academy Charter School, Boys Latin of Philadelphia Charter School, Keystone Academy Charter School, Southwest Leadership Academy Charter School, Mastery Charter School at Pickett Campus, Pan American Academy Charter School, Antonia Pantoja Charter School, KIPP West Philadelphia Preparatory Charter School, KIPP West Philadelphia Preparatory Charter School, Eastern University Academy Charter School, Sankofa Freedom Academy Charter School, Franklin Towne Charter Elementary School, Tacony Academy Charter School, John B. Stetson Charter School, Mastery Charter School at Harrity, Mastery Charter School at Mann, Mastery Charter School at Smedley, Universal Charter School at Bluford, Universal Charter School at Daroff, Frederick Douglass Mastery Charter School, Olney Charter High School, Mastery Charter School at Clymer, Mastery Charter School at Gratz, Universal Audenried Promise Neighborhood Partnership Charter School, Universal Vare Promise Neighborhood Partnership Charter School, General David B. Birney Charter School (dba Lindley Academy Charter School at Birney), Mastery Charter School at Cleveland, Universal Charter School at Creighton, Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds, Memphis Street Academy Charter School at J.P. Jones, Universal Charter School at Alcorn, Mastery Charter School at Pastorius, Mastery Charter School Wister, Global Leadership Academy Southwest at Huey, MaST Community Charter School, TECH Freire Charter School, Independence Charter School West, KIPP West Philadelphia Charter School, ACT Academy Cyber Charter School, ASPIRA Bilingual Cyber Charter School, Esperanza Cyber Charter School, and other eligible Charter schools approved and licensed by The School District of Philadelphia School Reform Commission and/or School Board.

Description: The Individuals with Disabilities Education Act (IDEA), Part B is a federal program which provides grant funds on a formula basis to States and Local Education Agencies (LEAs) to support education for children with disabilities. The amount of IDEA, Part B funds that an LEA receives is calculated according to a rate based on the number of special education students the LEA reported as having compliant IEPs on December 1st of the previous year. After the Pennsylvania Department of Education approves and finalizes the IDEA, Part B allocation amounts for each LEA, the funds are given to the 29 Pennsylvania Intermediate Units (IUs) for distribution to the LEAs located within their jurisdictions. Charter Schools are considered LEAs, and IUs must distribute or "pass-through" these allocated Part B funds to all eligible charter schools located within their boundaries.

All IDEA, Part B funds given to LEAs must be used to supplement, and to the extent practicable, increase the level of state and local funds expended for providing special education and related services to school age children with disabilities, and may not be used to supplant those state and local funds. Based on the December 1, 2017 Child Count of 19,049 special education students, with compliant IEPs, attending Philadelphia Intermediate Unit (IU 26) charter schools, the Pennsylvania Department of Education allocated IU 26 a total of \$12,000,000 in IDEA, Part B funds, to distribute to the 89 eligible charter schools within its boundaries.

As LEAs, each charter school will receive its IDEA, Part B allocation as a reimbursement of expenditures allowable under IDEA Grant guidelines. Each eligible charter school under IU 26 that is scheduled to receive IDEA, Part B funds must submit to IU 26 a budget and narrative that details how the charter school plans to use the allocated funds. Staff from the Office of Specialized Services (OSS) reviews each budget and narrative submitted by the charter schools to ensure that fund use is compliant with programmatic and fiscal IDEA, Part B guidelines. OSS staff reviews all invoices and corresponding back-up documentation from charter schools prior to releasing any IDEA, Part B funds. OSS retains its own Grants Compliance Monitor to perform random site visits to charter schools that receive IDEA, Part B funds to ensure that charter schools are maintaining proper documentation onsite to satisfy compliance with applicable Federal Office of Management and Budget cost principles for federal funds.

ABC Code/Funding Source	\$12,000,000.00
242X-G05-9CL0-1292-8990	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-10

Categorical/Grant Fund: \$2,167,112 Contracts with Camelot, Community Council Education Services, Inc., and Merakey Woodhaven – Alternative Special Education Settings (Small Business)

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with the Camelot Schools of Pennsylvania, for an amount not to exceed \$1,095,729, with Community Council Education Services, Inc., for an amount not to exceed \$759,383, and with Merakey Woodhaven, for an amount not to exceed \$312,000, for an aggregate amount not to exceed \$2,167,112, to provide Alternative Special Education Settings for students with severe disabilities, for the period commencing July 1, 2018 through June 30, 2019.

Description: This resolution is to request authorization to enter into a one year contact with Camelot Schools of Pennsylvania, Community Council Education Services, Inc., and Merakey Woodhaven, to provide Alternative Special Education Settings (ASES) programs. ASES programs are primarily for students with emotional disturbance and other complex needs. The ASES programs are operated on sites owned or leased by the Contractors and approved by the School District. The objective of the ASES program is to provide students with the intense behavioral interventions and the supports they need in order to learn the skills necessary to appropriately function in the regular neighborhood school environment. The goal of the ASES program is to prepare students to transition back to their regular District home schools. ASES programs are a far less restrictive, expensive and lengthy alternative to sending students, with behaviors that impede learning, to Approved Private Schools or regular private schools.

The District's Office of Specialized Services (OSS), through the Office of Procurement Services, generated a Request for Proposal (RFP No. 388) soliciting contract proposals for the delivery of ASES programs for students with severe disabilities. In response to RFP No. 388 the following six organizations submitted proposals: Camelot Schools of Pennsylvania, Community Council Education Services, The Devereux Foundation, Impact Academy, Merakey Woodhaven, and Special Education Services, Inc. The District through RFP No. 388, selected Community Council Education Services, Merakey Woodhaven and Camelot Schools of Pennsylvania as qualified ASES providers. Since completing RFP 388, OSS has entered into annual contracts with Community Council Education Services, Merakey Woodhaven and Camelot Schools of Pennsylvania to provide ASES programs. This resolution seeks authorization to enter into another one year contract for the 2018-2019 school year with the selected Contractors to provide full-time ASES programs for students who require this intensive level of support. The provision of ASES programs is consistent with what is indicated in each participating student's IEP and addresses the specially designed instruction and related services that are needed for these students to achieve at high levels.

ABC Code/Funding Source	\$2,167,112.00
242X-G05-9CL0-239a-3291 (\$1,855,112.00)	
242X-G05-9CL0-239a-3291 (\$312,000.00)	
x242X-G05-9CL0-293a-3291 (\$312,000.00)	

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

IU-11

IDEA-B: \$181,408.34 Contracts with Various Vendors – Special Education Training and Consultation for 2018-2019 School Year

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit, authorizes Intermediate Unit #26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with:

1. Attainment Company, for an amount not to exceed \$7,500

2. Edgenuity, Inc., for an amount not to exceed \$10,000
 3. Educators Source, for an amount not to exceed \$3,750
 4. Fisher Educational Services, Inc., for an amount not to exceed \$30,000
 5. Hemenway Direct, Inc., for an amount not to exceed \$8,250
 6. Howbrite Solutions, Inc., for an amount not to exceed \$4,550
 7. Lindamood-Bell Learning Processes, for an amount not to exceed \$31,300
 8. Orton-Gillingham International Inc., for an amount not to exceed \$39,250
 9. Literacy Resources Inc., for an amount not to exceed \$17,500
 10. Quality Education Solutions, Inc., for an amount not to exceed \$8,875
 11. Wilson Language Corporation Inc., for an amount not to exceed \$20,433.34
- for an aggregate amount not to exceed \$181,408.34, to provide professional development services to teachers of students with IEPs, for the period commencing July 1, 2018 through June 30, 2019.

Description: The purpose of this resolution is to provide the needed professional development services that shall ensure that teachers of students with Individualized Education Programs (IEPs) implement School District recommended research-based and proven supplementary aids, services, and interventions with accuracy and fidelity. Assisting these teachers as they provide research based, academic and behavioral specially-designed instruction and intervention will support the academic achievement of students with disabilities, help place disabled students on an equal playing field with their non-disabled peers, and reduce litigation.

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

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

There are currently 2,100 special education teachers in the School District. These teachers collectively are responsible for coordinating the educational plans for approximately 18,319 students with an IEP. In the Office of Specialized Services (OSS), there are currently fifteen Special Education TAC (Training, Technical Assistance and Consultation) Coordinators to ensure that these teachers receive quality professional development and on-going consultative and coaching support in reading, writing, math, and differentiated instructional strategies appropriate for students with disabilities. As part of Intermediate Unit 26, the OSS TAC Team also has the responsibility of providing professional development in special education practices to Philadelphia County public charter schools. As part of the 2018-2019 Intermediate Unit 26 Plan Development, the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE) requires all Intermediate Units to conduct a professional development needs assessment in areas that align with the State Performance Plan and BSE initiatives. The needs assessment for 2018-2019 was distributed to School District assistant superintendents, principals, special education teachers, school psychologists, and school-based special education leaders. All Philadelphia County Charter Schools were surveyed as part of the needs assessment. Assessment results were used to develop the School District's special education training plan for school year 2018-2019. This plan has guided the selection of the proposed trainers and the areas of professional development.

To meet the challenge of providing ongoing training, coaching support and consultation to School District staff, and

professional development to public charter school staff and those private and parochial schools in equitable participation, the OSS TAC Team is proposing to continue to utilize a strategy of contracting with qualified professionals to supplement the critical component of school-based consultation and coaching during school hours. School District teachers are not routinely available during the day for extensive didactic training. For the coming school year 2018-2019, the School District has slated 5 full-days and 4 half-days for training other than school-based training during which all staff must stay in their buildings. In school year 2017-2018, OSS was not able to offer any Saturday training, nor can Saturdays adequately offset the reduced training time during the school day. Consequently, OSS has made contracted trainers available to meet and work with teachers inside their classrooms during the school day. The selected contracted trainers have availability during school hours for dynamic school-based coaching and in-classroom support. In addition, OSS will continue to offer extensive after-school teacher "drop-in" trainings. These after-school trainings will be staffed by OSS TAC Coordinators and Network Special Education Case Managers working in tandem with the contracted trainers. OSS will continue to use online and webinar training as it creates a professional development platform with learning opportunities that each teacher can access.

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

ABC Code/Funding Source
242X-G05-9CL0-2272-3291 IDEA-B

\$181,408.34

The vote was as follows:

Yeas: Ms. Burns, Mr. Green, Ms. Neff, Chair Richman – 4

Nays: 0

On motion, the meeting was adjourned at 6: 44 p.m.

Estelle B. Richman, Chair
School Reform Commission

William R. Hite, Jr., Ed.D.
Executive Director