

## Action Item Questions and Responses



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<p>10. Ratification Amendment of the IDIQ Contract for Structural Engineering (No Cost Time Extension)</p> <p>1. What are the requirements for cooperative purchase agreements?</p>	Board Member Stern	<p>1. The District's Office of Procurement reviews all department requests to rely on cooperative agreements in lieu of formal procurement processes. In order to accept the agreements as meeting the standards of a competitive procurement process, the Office of Procurement must determine that the requirements used in the original cooperative procurement were at least as stringent as those required by District policy and procedures. The processes used must align to the SDP Procurement Manual as well as Board Policy 610 (which is derived from both Pennsylvania and Federal competitive procurement requirements). Additionally, the District only uses cooperative agreements when the pricing is at least as favorable as what the District</p>



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		would expect through its own competitive processes. In its limited allowable use, cooperative purchase agreements save internal resources and allow for stronger buying power.
<p>12. Authorization of Cooperative Purchase Agreements and Requests for Proposals (RFPs) with Various Suppliers for purchasing of essential materials, supplies, and equipment needed in the operation of approved programs within the Office of Career &amp; Technical Education (\$15,000,000)</p> <ol style="list-style-type: none"> <li>1. Is this an agreement that the District engages in annually?</li> <li>2. Given that \$5 million is allocated for each year, are the funds able to be rolled forward in the event that the full 5 million dollars is not used each year?</li> <li>3. What happens to the funds if they are not fully used?</li> </ol>	<p>Board Member Stern Board Member Cabbage</p>	<ol style="list-style-type: none"> <li>1. Typically, the District engages in cooperative purchasing agreements and RFP processes annually or as needed to ensure efficient procurement of materials, supplies, and equipment. This is to support the ongoing needs of the Office of Career &amp; Technical Education (CTE) and other essential programs, ensuring compliance with procurement guidelines.</li> <li>2. The action item requests an amount not to exceed \$5 million annually to allow various funding sources to purchase from an approved list of qualified suppliers, based on an aggregated total spend. However, the funding does not roll over, meaning any unused funds will not carry into the following school year.</li> <li>3. The funding for CTE is intended to support all program initiatives, supplies, equipment, and activities. If the exact spend is under the \$5 million dollars allocated for this activity, all additional funds will be used to supplement</li> </ol>



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		professional development activities (i.e. skills upgrade training, coaching, etc.) for CTE teachers.
<p>14. Contract for Student Special Education Evaluation Teams and Center (\$1,875,000)</p> <p>1. Why is this item not being funded through the Intermediate Unit 26?</p>	President Streater	<p>1. This action item is being funded by IDEA. However, it is not for an IU-wide activity. It is specific to SDP students. LEAs are required by law to perform evaluations of students attending their schools. SDP is using its share of the IDEA award from IU26 to do SDP student evaluations. It will not be evaluating charter school students as charter schools are required to evaluate their own students. Charter schools could use their IDEA sub-award from IU26 to do their own student evaluations or use their general funds.</p>
<p>15. Contracts with Various Vendors for the Provision of Digital Special Education Kits and Evaluation Tools, and Materials for School Psychologists (\$1,200,000)</p> <p>1. How was this work being completed prior to this contract?</p>	Board Member Wilkerson	<p>1. This work was being completed by providing after hours pay for psychologists to assess students. However despite the after school testing, the District has been identified by the Bureau of Special Education as not meeting compliance standards for assessing students and completing initial IEPs in a timely</p>



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		manner and has been identified for corrective action in this area.
<p>20. Amendment of Contract with the City of Philadelphia for Site Coordinators and Before School Programming (\$3,360,825) – Added 9.4.2024</p> <ol style="list-style-type: none"> <li>1. Request for additional information related to the cost</li> <li>2. Why were these site coordinators unaccounted for in the initial agreement?</li> <li>3. Is the goal of this action item to support in standing up site coordinators and before care programming at the 10 identified schools?</li> <li>4. Is this 13 million to the already approved 20 million dollars? Or is the 13 million a part of the previously approved 20 million approved at the August 22, 2024 Board of Education Meeting?</li> <li>5. Request for additional information to understand the city's contribution toward</li> </ol>	<p>President Streater</p> <p>Board Member Andrews</p> <p>Board Member Cubbage</p> <p>Vice President Novales</p> <p>President Streater</p> <p>Board Member Wilkerson</p>	<ol style="list-style-type: none"> <li>1. Before Care Costs are \$2,227,425.00. Costs for Site Coordinators at the 10 Non-Community Schools are \$1,133,400.</li> <li>2. The collaborative working group, the City and SDP, wanted to ensure that all site coordinators would have immediate access to data in regards to Extended Day. Given the importance of ensuring that all success measures are accurately monitored, the City will hire the additional 10 site coordinators for non-community schools participating in the Extended Day pilot. This provides site coordinators with immediate access to CitySpan databases.</li> <li>3. This action item is in support of providing site coordinators to all non-community schools within the Extended Day pilot for all programming being offered within that particular site.</li> <li>4. In June, an action item requested to use up to \$10 million to contract additional providers for Extended Day in the event there is a higher demand from school communities for</li> </ol>



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<p>this initiative.</p> <p>6. Is the District able to utilize current staff to support in fulfilling the site coordinator position? Why or Why Not?</p>		<p>more programming. At this time, we have not needed to use that allotment. The \$13 million in August, provides expansion of after school programming slots at each of the 20 schools (30% of each school's student enrollment). This current action item requests to provide the City with funding to hire 10 site coordinators in the non-community schools to support supervision and oversight of the daily programming and additional slots for before school programming.</p> <p>5. The City is providing all of the programming in all 20 Extended Day sites. The Office of Children and Families is responsible for the management of providers and distribution of programming within the pilot.</p> <p>6. For the pilot phase, the District is unable to utilize current staff to support the fulfilling of site coordinators per its Collective Bargaining Agreements.</p>
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<p>18. Contract with TBD for Community Engagement and Facilitation Support (\$TBD) – Added 9.4.2024</p> <ol style="list-style-type: none"> <li>1. What stakeholders is the District hoping to reach through the proposed community engagement efforts?</li> <li>2. What is the status of deliverables previously obtained when the District previously engaged in work related to facilities planning?</li> </ol>	<p>Board Member Stern  Board Member Wilkerson</p>	<ol style="list-style-type: none"> <li>1. The District's stakeholders include the parents, families, staff, and surrounding community of any school that requires outreach regarding environmental issues, capital projects, facilities/maintenance updates, or other instances within Operations, including food services, transportation services, school safety, or fire and life safety.</li> <li>2. The District's previous engagement in facilities planning produced key deliverables, including the 2017 Facility Condition Assessment (FCA) Report, the Facilities Summary Report (2022), and the Engagement &amp; Feedback Report (2022). However, significant gaps remain, highlighting the need for a comprehensive Facilities Plan (FP).</li> </ol> <p>While the 2017 FCA provided valuable data on building conditions and capital needs, it failed to address critical issues such as lead and asbestos remediation, sustainability practices, safety and security upgrades, transportation planning, Equity analysis, and ADA accessibility. These elements are vital</p>
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		<p>to ensuring safe, modern, and accessible learning environments.</p> <p>The Facilities Summary Report offered an up-to-date assessment of facility needs, but it lacked a strategic long-term vision for future growth and modernization. The Engagement &amp; Feedback Report, conducted in 2022, gathered input from stakeholders but relied exclusively on Zoom meetings and did not include sub-group sessions to address the specific needs of groups like parents, staff, and students. This limited the depth of engagement and underrepresented key voices, such as Black and Latino communities.</p> <p>Developing an FP is now essential to address these gaps. The FP will provide a long-term strategy (10-25 years) that integrates environmental challenges, future growth, equity in resource allocation, and modernization efforts. Without an FP, the District risks inadequate planning and missed opportunities to optimize resources and meet future facility needs.</p>
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<p>19. Contact with TBD for Facilities Planning Services (\$TBD) – Added 9.4.2024</p> <p>1. What's the difference in this facilities plan versus the 5 year Capital Improvement Plan?</p>	<p>Board Member Cubbage</p> <p>Board Member Stern</p>	<p>1. The Facilities Plan (FP) is a comprehensive, long-term strategic plan that outlines the overall vision for managing and improving facilities over an extended period, typically 10-25 years. It includes assessments of current facilities, future needs, utilization, capacity, and recommendations for new construction, renovations, and maintenance based on evolving educational, community, and environmental needs. On the other hand, the Capital Improvement Plan (CIP) is a short-term plan, usually spanning five years, that outlines specific capital projects and infrastructure improvements to be carried out in that time frame. It focuses on budgeting, scheduling, and funding for immediate facility upgrades, repairs, and new projects.</p>
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