

**AGENDA REVIEW
COMMITTEE ON EDUCATION
May 22, 2013**

Proposals/Grant Awards:

- | | |
|---|-----------------|
| 1. Accepting Grant Award \$440,550 – US Department of Education via the PA Department of Education for the Math and Science Partnership (MSP) – CIPD | Page 1 |
| 2. Submission to the U.S. Department of Health and Human Services – Administration for Children and Families for the Head Start and Early Head Start Program – ECP (\$10,693,853) | Page 2 |
| 3. Submission to the Pennsylvania Department of Education for the Pennsylvania Pre-Kindergarten Counts (PA PKC) – ECP (\$2,838,244) | Page 2 |
| 4. Submission to the Pennsylvania Department of Education for the Head Start Supplemental Assistance Program – ECP (\$2,368,815) | Page 2-3 |
| 5. Submission to the Pennsylvania Department of Education for the Accountability Block Grant (ABG) – ECP (\$2,093,687) | Page 3 |

Consultants/Contracted Services:

- | | |
|--|-----------------|
| 6. Keys Service Corp – School Performance | Page 3 |
| 7. Wingspan Alliance, LLC – Teacher Effectiveness | Page 3-4 |
| 8. Center for Educational Leadership (CEL) – Teacher Effectiveness | Page 4 |
| 9. Scholastic Book Fairs – Summer Dreamers Academy | Page 4 |
| 10. Sarah Peko-Spicer – Teacher Effectiveness | Page 5 |
| 11. Interim Health Care, Inc. – Student Services | Page 5 |
| 12. Health Associates of Western PA Pc – Student Services | Page 5-6 |

Payments Authorized:

- | | |
|--|-----------------|
| 13. Leadership Training – Pittsburgh Allderdice High School Students (50) – School Performance | Page 6 |
| 14. CPR Simplicity – Student Services | Page 6 |
| 15. Cornell University – PSE | Page 6-7 |
| 16. Parent Transportation – PSE | Page 7 |

General Authorization:

- | | |
|--|-----------------|
| 17. Adoption of a New School Administrator Formal Rating Form – Human Resources | Page 7 |
| 18. National Math and Science Initiative (NMSI) Advanced Placement Training and Incentive Program (APTIP) Implementation – Gifted and Talented | Page 7-8 |
| 19. Advanced Algebra Course – 12 th Graders – CIPD | Page 8 |
| 20. Adoption of Revisions to Board Policy 1012 – Parent and Family Involvement | Page 8 |

AGENDA REVIEW
COMMITTEE ON EDUCATION
May 22, 2013

21. Local Education Agency (LEA) – PSE	Page 8-9
22. Memorandum of Understanding (MOU) – Indiana University of Pennsylvania – School Performance	Page 9
23. Mount Washington Community Academy Charter School – Resubmitted Application – School Performance	Page 9
24. Donation from Cityparks – Pittsburgh Langley K-8 – School Performance	Page 9
25. Donation of a High Efficiency Furnace – CTE	Page 9
26. Donation of a Vehicle – CTE	Page 10
27. Donation of Coloring Books – ECP	Page 10
28. Donation of Books – First Book Program - CIPD	Page 10
29. AMENDMENT – University of Pittsburgh and KEYS' AmericCorps Contracts – School Performance	Page 11
30. AMENDMENT – Translation Services (ESL Program) – CIPD	Page 12
31. AMENDMENT – Bevan Educational Solutions – Teacher Effectiveness	Page 13-14

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DIRECTORS:

The Committee on Education recommends the adoption of the following resolutions, that the proper officers of the Board be authorized to enter into contracts relating to those resolutions and that authority be given to the staff to change account numbers, the periods of performance, and such other details as may be necessary to carry out the intent of the resolution, so long as the total amount of money carried in the resolution is not exceeded. Except that with respect to grants which are received as a direct result of Board action approving the submission of proposals to obtain them, the following procedures shall apply: Where the original grant is \$1,000 or less, the staff is authorized to receive and expend any increase over the original grant. Where the original grant is more than \$1,000, the staff is authorized to receive and expend any increase over the original grant, so long as the increase does not exceed fifteen percent (15%) of the original grant. Increases in excess of fifteen percent (15%) require additional Board authority.

Proposals/Grant Awards

RESOLVED, That the Board authorizes its proper officers to accept funds and/or submit applications for funds to the following granting agencies for funds set forth in items 1 through 5, inclusive.

1. **Accepting Grant Award \$440,550 – US Department of Education via the PA Department of Education for the Math and Science Partnership (MSP) – CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$440,500 from the U.S. Department of Education via the PA Department of Education for the Math and Science Partnership (MSP). This funding will support Year 1 of a three-year MSP project, which the District will implement--in partnership with Westminster College; Education Development Center, Inc. (EDC); and University of Pittsburgh--to increase the mathematics achievement of students in grades 6-10 at 29 of the District's schools. Modeled after the MSP grant program that PPS has successfully implemented at the high school level over the last three years, this second MSP grant program will provide high-quality, intensive professional development for the 80 mathematics teachers assigned to the program's targeted schools via an annual summer institute and corresponding follow-up activities during the school year. The funding period shall be from June 1, 2013 through September 30, 2016.

The following are included among the short-term and long-term goals of the project:

- Reduce the number of teachers not adequately prepared to teach inquiry-based mathematics.
- Increase the ability of teachers to teach inquiry-based mathematics.
- Increase student learning around big ideas in mathematics, notably the PA Common Core's standards for Mathematical Practice.
- Reduce racial and economic achievement gaps in participating schools.
- Develop participating teachers' content knowledge for teaching.

2. **Submission to the U.S. Department of Health and Human Services – Administration for Children and Families for the Head Start and Early Head Start Program – ECP (\$10,693,853)**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit two continuation grant applications to the U.S. Department of Health and Human Services, Administration for Children and Families. One application will fund the Head Start Program to serve 1,233 children, age 3-5. The other grant application will serve 66 children, age birth to 3, in the Early Head Start Program. This represents a reduction in services to 100 children (age 3 - 5) and 6 children (age birth to 3) and classroom reductions of five (5). The funding period shall be from July 1, 2013 through June 30, 2014.

Base Funding - Head Start (\$9,711,310); Early Head Start (\$828,610)

Technical Assistance - Head Start (\$132,992); Early Head Start (\$20,941)

These grants will allow the District to continue providing quality, early childhood education to children who reside in the City of Pittsburgh. During the 2012-13 school year, the Early Childhood Program received a base funding allocation of \$10,662,057 for the Head Start and Early Head Start grants for an 11-month period. A slight funding increase of \$31,796 is anticipated for a 12-month period in 2013-14. Both grants represent approximately 59% of the overall Early Childhood budget in the 2013-14 school year.

3. **Submission to the Pennsylvania Department of Education for the Pennsylvania Pre-Kindergarten Counts (PA PKC) – ECP (\$2,838,244)**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit a continuation application to the Pennsylvania Department of Education (PDE) to provide comprehensive educational and support services to preschool children. This grant will support a total of 459 children (198 will be in School District classrooms). The Early Childhood Program will partner with Brightside Academy (East Liberty), Hilltop Children's Center, Hillel Academy, Seton Center, Small World, and the Homewood YWCA of Greater Pittsburgh to provide services to 161 children and up to 100 children in the summer program. This grant will allow the District to continue providing quality, early childhood education to preschool children who reside in the City of Pittsburgh. The funding period shall be from July 1, 2013 through June 30, 2014.

During the 2012-13 school year, the Early Childhood Education Department received a funding allocation of \$2,468,040. If funded, the base funding would be \$2,838,244, which is \$370,204 more than the 2012-13 base funding to serve additional children (20 PPS and 25 Partner) and conduct a summer program. The Pre-K Counts grant represents 16% of the overall Early Childhood budget in the 2013-14 school year.

4. **Submission to the Pennsylvania Department of Education for the Head Start Supplemental Assistance Program – ECP (\$2,368,185)**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit a continuation application to the Pennsylvania Department of Education (PDE), Berks County Intermediate Unit to fund the Head Start Supplemental Assistance Program (HSSAP) to serve four hundred ten (410) preschool children. The funding period shall be from July 1, 2013 through June 30, 2014.

This grant will allow the District to continue providing quality, early childhood education to children who reside in the City of Pittsburgh. During the 2012-13 school year, the Early Childhood Education Department received a funding allocation of \$2,093,815. If funded, the base funding would be \$2,368,185, which is \$274,370 more than the 2012-13 base funding to serve additional children (12 PPS and 20 Partner) and conduct a summer program. The HSSAP budget represents 13% of the overall Early Childhood budget in the 2013-14 school year.

5. **Submission to the Pennsylvania Department of Education for the Accountability Block Grant (ABG) – ECP (\$2,093,687)**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit a continuation application to the Pennsylvania Department of Education for \$2,093,687 to fund the Accountability Block Grant (ABG) Program. This grant is cost allocated to serve a total of 1,928 preschool children. This grant will allow the District to continue providing quality, early childhood education to children who reside in the City of Pittsburgh.

During the 2012-13 school year, the Early Childhood Education Department received a funding allocation of \$2,093,687. The ABG budget represents 12% of the overall Early Childhood budget in the 2013-14 school year.

Consultants/Contracted Services

RESOLVED, That the Board authorizes its proper officers to enter into contracts with the following individuals for the services and fees set forth in items 6 through 12, inclusive.

6. **Keys Service Corp. – School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Pittsburgh's KEYS Service Corps, an education-based AmeriCorps Program which services at-risk Pittsburgh youth. There will be 3 AmeriCorps service coordinators: two (2) full-time and one (1) part-time. These service coordinators will develop and sustain an active mentoring program for high-risk students at **Pittsburgh Linden K-5**. Through Title I funding, coordinators will provide tutoring in math and reading. Also, the service coordinators will keep detailed data on the areas of student achievement and personal interests. The service coordinators shall contribute to a safe and successful educational environment for the students at **Pittsburgh Linden K-5**.

The operating period shall be from August 21, 2013 through June 30, 2014. The total contract amount shall not exceed \$18,750 from account lines 4149-624-1100-329 (\$11,750) and 4149-16V-1190-329 (\$7,000).

7. **Wingspan Alliance, LLC – Teacher Effectiveness**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Wingspan Alliance, LLC. They will provide an independent review of the STAR Special criteria for the four schools that are eligible for the STAR Special Award.

Pittsburgh Conroy, Pittsburgh Pioneer, Pittsburgh Student Achievement Center, and Pittsburgh Oliver Citywide Academy have each designed school-specific student outcome criteria that must be met to achieve the STAR Award for the 2012-13 school year. The schools have been tracking the data throughout the year. Data must be validated by an external evaluator. Wingspan Alliance will review the data for validity and accuracy and determine if each of the eligible schools has met the criteria for STAR status and will spend five days during the summer of 2013 to review the data for each school. They will return for two additional days during the Fall of 2013 to review the criteria that is contingent upon PSSA/PASA data. In addition, the consultant will debrief STAR Special Principals and District PSE and HR staff relative to the review process and final determinations.

The operating period shall be from June 2013 through October 2013. The total contract amount shall not exceed \$3,500 from 1310-24Q-2814-330.

8. **Center for Educational Leadership (CEL) – Teacher Effectiveness**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew for a second year the contract with Center for Educational Leadership (CEL). CEL will be responsible for supporting our ITL2 Career Ladder Initiative. CEL will provide Assistant Superintendent and Instructional Leadership Specialist coaching support as we implement the new principal evaluation and professional growth system. CEL will lead and facilitate instructional rounds with Instructional Teacher Leader 2s (ITL2s) and provide on-site, job-embedded coaching for ITL2s to enhance their ability to facilitate and drive effective professional growth for teachers in their schools. CEL will build capacity within the PPS ITL2 cohort to provide a sustainable coaching and support model for ITL2s. CEL will work with Assistant Superintendents (ASs) and Instructional Leadership Specialists (ILSs) to ensure that ASs/ILSs will demonstrate measurable increases in their ability to support the instructional leadership performance of principals as described in the revised principal evaluation process. CEL will support ASs/ILSs to develop a common understanding of the components on the revised principal rubric and evaluation process, establish inter-rater reliability, and provide quality feedback that supports principal growth and effective evaluation.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$492,240 from account line 4600-07U-2271-330 (Race To The Top-Grant Funds).

9. **Scholastic Book Fairs – Summer Dreamers Academy**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Scholastic Book Fairs to provide on-site book fairs for Summer Dreamers Academy camp sites. Summer Dreamers Academy campers will attend the book fair at their site during the second week of camp, and each camper will be permitted to select items totaling up to \$20. A second book fair will be held for middle grades students (6th – 8th graders) during the week of July 29th. The District will pay the vendor at the completion of the book fairs and there will be no cost to students.

The total contract amount shall not exceed \$60,600 from account lines 4810-19U-1490-323 (\$46,000) and 4810-24S-1490-323 (\$14,600).

10. **Sarah Peko-Spicer – Teacher Effectiveness**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Sarah Peko-Spicer, reporting to the Executive Director of the Office of Teacher Effectiveness. This August approximately 1,500 PPS teachers will receive a preview of the new Annual Rating Form approved by the Board of Directors in January 2013. This contractor will provide additional expertise and capacity to ensure the quality and accuracy of the information in these reports. They will also assist the human resources team with analysis as PPS works to align teacher and principal evaluation with the requirements of Act 82 of 2012.

The operating period shall be from June 1, 2013 through December 31, 2013 (a 6 month period). The total contract amount shall not exceed \$19,200 from account line 1314-16N-2832-330 (BMGF).

11. **Interim Health Care, Inc. – Student Services**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract with Interim Health Care, Inc. for five (5) licensed medical professionals to administer medications to students in our schools when the regularly assigned school nurse is not present. This service is needed so that we remain in compliance with Pennsylvania state law and regulation, and the Department of Health's "Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care." In addition to the administration of medication, licensed medical professionals also perform specialized services for medically fragile and/or chronically ill students, and urgent need situations [i.e. students who are diabetic, epileptic, asthmatic, screening classrooms for head lice] when the regularly assigned school nurse is not present. When time allows, these licensed medical professionals may assist the school nurse with annual screenings of height, weight, vision, hearing and BMI. A majority of the workday for Interim Health Care staff involves frequent travel among our schools to insure that students receive daily medications and/or specialized nursing services that may be needed.

The operating period shall be from August 26, 2013 through June 10, 2014. The total contract amount shall not exceed 210,000 from account line 4814-010-2420-330.

12. **Health Associates of Western PA Pc – Student Services**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract with Health Associates of Western Pennsylvania Pc. They will serve as the medical consultant to Health Services. They will provide oversight and assistance with all Health Services functions [per requirements of state mandated school health programs] including but not limited to the following: management of student health conditions, technical advisor to nurses regarding medical findings, assist school nurses with mandated physicals, assist with PIAA athletic physicals, review and approval of health assessments for new hires, review and approval of employee medical leaves, sabbaticals and reinstatements, review and approval of student homebound and medical transportation requests, review of requests for school transfers for medical reasons, and management of public health issues affecting health, safety and welfare of students and staff. The medical consultant keeps the Health Services Coordinator informed of all health information relevant to effective and high quality service provision.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$72,000 from account line 4814-010-2420-330.

Payments Authorized

RESOLVED, That the Board authorize payments in the amounts set forth below to the following individuals, groups, and organizations, including School District employees and others who will participate in activities of the School District to provide services, as described in items 13 through 16, inclusive.

13. **Leadership Training – Pittsburgh Alderdice High School Students (50) – School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment for fifty (50) **Pittsburgh Alderdice High School** students to attend five (5) days of Leadership training from June 17-21, 2013 at Chatham University. Students who have completed Leadership training in one of the prior three years mentor 9th grade students during PRC sessions and give school tours to prospective students and parents. They share their experiences and feelings, and answer any student's questions or concerns. Additionally, they mentor on an as-needed basis with students throughout the school year.

The total payment amount(s) shall not exceed \$6,600.12 from account lines 4301-620-3210-138 (\$2,705.12), 43101-297-1190-519 (\$700), 4301-297-3210-634 (\$2,500) 4301-297-3210-610 (\$400), and 4301-297-5900-840 (\$295).

14. **CPR Simplicity – Student Services**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make the annual payment to CPR Simplicity. They will provide CPR & AED re-certification for approximately (45) Health Services Staff (school nurses, dental hygienists and newly hired substitute nurses). Training will occur on August 23, 2013. Location TBD. The training fee is \$25/person and includes current materials and processing of the American Heart Association's two-year re-certification for healthcare professionals.

The total payment amount shall not exceed \$1,125 from account line 4814-010-2410-599.

15. **Cornell University - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Students with Exceptionalities to make payment to Cornell University for Therapeutic Crisis Intervention (TCI) training. Cornell University's Therapeutic Crisis Intervention training address that need. TCI is a model for eliminating the need for the use of physical restraint and intervention. It is an evidence-based method that is 90% Crisis prevention and its use has successfully reduced or eliminated the need for physical intervention in settings such as **Pittsburgh Oliver Citywide Academy**. Growing numbers of students at **Pittsburgh Oliver Citywide Academy** have created a need for further development of these skills among staff. Throughout the 2013-14 school year, **Pittsburgh Oliver Citywide Academy** will be finding new ways to improve TCI best practices by participating in ongoing training.

Full implementation in the TCI system, requires staff to be trained as trainers. Currently, **Pittsburgh Oliver Citywide Academy** has 1 trainer with current certifications to implement the TCI program.

The total payment amount shall not exceed \$6,800 from account line 5193-01D-1231-582.

16. **Parent Transportation – PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Students with Exceptionalities to make the annual payment to parents who transport their medically fragile children and significantly disabled children in to school when appropriate nursing services cannot be found, based on IEP needs throughout the 2013-2014 school year. The need for parent transportation often arises without notice. The process of seeking individual authorization for each of these situations leaves the child without transportation, thereby denying the child services during the time it takes to process the request for authorization. This authorization is being submitted after collaboration between PSE and the Division of Finance.

The total payment amount(s) shall not exceed \$25,000 from account line 5141-01D-1241-519 and will be made monthly based on the child's attendance record. This request is for up to 20 parents at a rate of \$10 per day.

General Authorization

RESOLVED, That the Board authorizes its proper officers to approve the following actions as set forth in items 17 through 31, inclusive.

17. **Adoption of a New School Administrator Formal Rating Form – Human Resources**

RESOLVED, That the Board of Directors of the School District of Pittsburgh approve the adoption of a new School Administrator rating form to be used for all school administrators (Principals, Assistant Principals, and School-based Directors) for the 2013-2014 school year. In 2012 the Pennsylvania Legislature passed Act 82, which mandates that, beginning in the 2014-15 school year, school administrators must be evaluated on multiple measures of effectiveness, 50% professional practice and 50% student/school outcomes. In 2013-2014 school administrator evaluation will be based completely on a professional practice rubric. The revised rating form for the 2013-2014 school year aligns the domain titles on the form with the performance rubric which has been revised, with input from principals, to include current research-based best practices, and to align with the direction from PDE on Act 82. During the next year, the District will develop multiple evaluation measures for school administrators in the 2014-15 school year and beyond, and will seek approval for a revised rating form to reflect those multiple measures. There are no costs associated with this authorization. (See attached form).

18. **National Math and Science Initiative (NMSI) Advanced Placement Training and Incentive Program (APTIP) Implementation – CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to implement the National Math and Science Initiative (NMSI) Advanced Placement Training and Incentive Program (APTIP) at **Pittsburgh Brashear High School** and **Pittsburgh Science & Technology Academy 6-12** from June 2013 through June 2016.

The Advanced Placement Training and Incentive Program prepares students to succeed in college-level Advanced Placement math, science and English courses through AP and pre-AP programming that increases teacher effectiveness and student achievement. The program increases dramatically the number of students taking and passing AP math, science and English exams, and expands access to traditionally under-represented students. The APTIP program includes teacher training for all AP and pre-AP teachers, student study sessions led by effective College Board consultants from across the nation, stipends and awards for teachers and students, half of all AP exam fees, and up to \$15,000 per year in science, math and English equipment per school. This program will be fully funded by the Heinz Endowments through a 3-year grant totaling \$930,637.

The District anticipates implementation costs, not covered by the grant, to not exceed \$5,000 per year. This cost includes student transportation to and from student study sessions, program communication, and student recruitment materials. The total cost of the action shall not exceed \$15,000 (\$5,000 per year for 3 years) from account line 5143-01C-1243-599.

19. **Advanced Algebra Course – 12th Graders – CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve an Advanced Algebra course. Advanced Algebra will be a 4th year capstone course for students that did not pass the Keystone Algebra 1 Exam. It will act as the replacement course for Standards Based Mathematics 12. Passing this course with a grade of 70% or higher will fulfill the graduation requirement for passing the Keystone Exam. The course will address higher level algebraic concepts that would traditionally be concepts covered in an intro college level course or on a college level entrance exam.

This course will also be made available to students that may have passed the Algebra 1 Keystone Exam, but struggled with the algebraic concepts in Algebra 2. It is intended to support students that will be entering college or the workforce and fulfill their graduation requirements.

20. **Adoption of Revisions to Board Policy 1012 – Parent and Family Involvement**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve the revisions to current Board Policy Number 1012 – Parent and Family Involvement. (See attached redline and final copy).

21. **Local Education Agency (LEA) – PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Students with Exceptionalities to accept, as policy in the School District, the Local Education Agency (LEA) policies promulgated by the Bureau of Special Education, Pennsylvania Department of Education related to the provision of a free, appropriate, public education in the least restrictive environment for students with disabilities. These policies and procedures meet the State and Federal requirements for LEA eligibility for IDEA Part B funds. Approval of these policies and procedures meet the conditions under section 300.220 that require each LEA to have in effect policies, procedures, and programs (on file with the SEA) that are consistent with State policies and procedures established under section 300.121 - 300.156 of the IDEA.

A March 18, 2013 amendment to the United States Department of Education IDEA Part B regulations allows for the Medicaid Access Billing Parental Authorization Form to be signed one time with an annual parental notice. This is a change from the requirement that the parent sign the form annually. (See attached).

22. **Memorandum of Understanding (MOU) – Indiana University of Pennsylvania – School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a Memorandum of Understanding (MOU) with Indiana University of Pennsylvania and the Pittsburgh Public Schools for Early Childhood/Special Education BSED - Urban Cohort Professional Development Schools at **Pittsburgh Faison K-5** and **Pittsburgh Fulton Pre K-5**. This MOU will be for a period of three (3) years from May 2013 to May 2016. There is no cost to the District. (See attached MOU for terms and conditions).

23. **Mount Washington Community Academy Charter School (Resubmitted Application) – School Performance**

RESOLVED, That the Board denies the Mount Washington Community Academy Charter School revised and resubmitted application based upon the written findings and recommendation of the Review Team.

The administration is hereby directed to provide written notice of the Board's action to the applicant, the Department of Education, and the State Charter School Appeal Board consistent with Section 1717-A(e)(5) of the Charter School Law.

24. **Donation from Cityparks – Pittsburgh Langley K-8 – School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept a donation of supplies and services of approximately \$5,000 from Pittsburgh Citiparks for additional support of The Langley Greenhouse and Garden space through their existing After Schools Academy Program at **Pittsburgh Langley K-8**.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks from Citiparks for this generous donation.

25. **Donation of a High Efficiency Furnace – CTE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Career and Technical Education Division to accept a donation of a High Efficiency Furnace unit from Carrier Northeast (the local distributor for Bryant) to the Heating, Ventilation and Air Conditioning (HVAC) program currently located at South Annex. The unit was donated by Bryant to provide the students with real life, hands on heating and ventilation repair experiences. The unit is valued at \$1,000 and comes at no cost to the department or the District and will be used as a training component of the program.

FINALLY RESOLVED, That the Board of Education extends its sincere thanks and appreciation to Bryant for this donation to the Career and Technical Education Division.

26. **Donation of a Vehicle - CTE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Career and Technical Education Division to accept a donation of a vehicle to the Automotive Technology and Auto Body Repair programs at **Pittsburgh Brashear High School**. The vehicle was donated by a teacher from **Pittsburgh Alderdice High School** to provide the students with real life, hands on engine and auto body repair experiences. The vehicle is valued at approximately \$2,500 and comes at no cost to the department or the District and will be used as a training component of the programs.

FINALLY RESOLVED, That the Board of Education extends its sincere thanks and appreciation to the donor for this donation to the Career and Technical Education Division.

27. **Donation of Coloring Books - ECP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to accept a donation of coloring books from the National Association of College and University Residence Halls (NACURH): The University of Pittsburgh will be hosting NACURH's annual conference in June 2013 and the delegates are interested in completing an education service project.

The conference delegates will be constructing and designing the front and back covers of coloring books. The delegates will be given guidelines that prevent the use of discriminatory or religious symbols/wording, logos, insignias or other defining marks. They will write encouraging messages pertaining to education on the inside cover. The goal and main theme of the coloring book project is to help students see education as a positive and worthwhile endeavor. The NACURH conference staff will deliver the coloring books to each school at their own expense. The coloring books will be stored and distributed to preschool students at the beginning of the 2013-14 school year.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks to the NACURH for this generous donation.

28. **Donation of Books – First Book Program – CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Curriculum and Instruction Department to accept a donation of books from the American Federation of Teachers (AFT), Pittsburgh Federation of Teachers (PFT), and Baierl Automotive Group. The AFT, PFT, and Baierl Automotive Group would like to donate books with a value of \$5,000 through the First Book Program. These books will be distributed among all Kindergarten students.

In addition, the AFT would like to award a \$500 grant to a school with the highest amount of teacher participation in the First Book Program. To participate, teachers need to complete a free enrollment form online and create a wish list of books for their school. The school with the highest percentage of teachers enrolled in the First Book Program will be awarded the \$500 grant to purchase books for their school.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks to the AFT, PFT, and Baierl Automotive Group for this generous donation

29. **AMENDMENT – University of Pittsburgh and KEYS' AmeriCorps Contract – School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend Item #10 University of Pittsburgh and KEYS' AmeriCorps Contracts - Committee on Education, General Authorization, pages 6-7, previously amended by the Board on March 14, 2012 (Original Board approval August 26, 2009).

Reason for Amendment

University of Pittsburgh: The purpose of this amendment is to increase the contract amount from \$15,000 to \$40,000 for Year 5 due to the increased number of tutors and hours for more students who are taking the test. In the past, only 11th grade took the PSSA. This year, grades 9-11 take the Keystone.

KEYS AmeriCorps: The purpose of this amendment is to increase the contract amount by \$1,800 for Year 4. The total yearly contract amount will increase from \$18,000 to \$19,800 for year 4. This increase is due to cost of living adjustments.

Original Item (March 21, 2012)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to increase the following contract amounts for Years 4 and 5.

University of Pittsburgh: Contract with the University of Pittsburgh to provide tutors throughout the year at the cost of \$10/hour, not to exceed a total for tutors of \$57,000 (Yr. 1 -\$13,500); Yr. 2-\$7,500), (Yr. 3-\$9,000); (Yr. 4-\$15,000); and (Yr. 5-\$15,000); from account lines 4024-20J-1190-329 (Yr. 4-\$15,000); and 4025-20J-1190-329 (Yr. 5 -\$15,000).

KEYS AmeriCorps: Contract to provide \$4,800 annual stipends to KEYS AmeriCorps members who will be placed at University Prep on a full time basis. AmeriCorps members will work with students during the school day as well as after school, with a focus on their academic work. The total contract amount shall not exceed \$74,400 (Yr. 1 - \$9,600); (Yr. 2-\$14,400; (Yr. 3-\$14,400); (Yr. 4-\$18,000); and (Yr. 5-\$18,000); from account lines 4024-20J-1190-329 (Yr. 4-\$18,000); and 4025-20J-1190-329 (Yr. 5-\$18,000).

Amended Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to increase the following contract amounts per below:

University of Pittsburgh: Contract with the University of Pittsburgh to provide tutors throughout the year at the cost of \$10/hour, not to exceed a total for tutors of \$57,000 (Yr. 1 -\$13,500); Yr. 2-\$7,500), (Yr. 3-\$9,000); (Yr. 4-\$15,000); and (**Yr. 5-\$40,000**); from account lines 4024-20J-1190-329 (Yr. 4-\$15,000); and **4309-16T-1190-329 (Yr. 5 -\$40,000)**.

KEYS AmeriCorps: Contract to provide \$4,800 annual stipends to KEYS AmeriCorps members who will be placed at **Pittsburgh Milliones 6-12** on a full time basis. AmeriCorps members will work with students during the school day as well as after school, with a focus on their academic work. The total contract amount shall not exceed **\$76,200** (Yr. 1-\$9,600); (Yr. 2-\$14,400; (Yr. 3-\$14,400); (**Yr. 4-\$19,800**); and (Yr. 5-\$18,000) from account lines 4024-20J-1190-329 (**Yr. 4 - \$19,800**).

30. **AMENDMENT – Translation Services (ESL Program) – CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend item #39 Translation Services (ESL Program) - Committee on Education, Payments Authorized, page 14, previously approved by the Board on June 27, 2012.

Reason for Amendment

The purpose of this amendment is to increase the amount of the payments by \$5,000 from \$20,000 to \$25,000 to accommodate the increase of District materials (i.e. CCSS, Keystone, etc.) needing to be translated into various languages for ESL Families.

Original Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment for translation services to assist the English as a Second Language Program maintain compliance with state and federal education guidelines for parents and students who do not have English as their first language. The ESL program retains interpreters to assist with verbal needs in cases such as enrollment, parent meetings mediations, and teacher conferences.

The ESL program retains translators to provide written communication with parents as appropriate. The frequency of the translator/interpreter assignments and number of translators needed depends upon student enrollment and new documentation and correspondence that is generated at the District level. The translators are also needed for special circumstances that arise with individual students. Individuals are contacted through community service agencies such as Jewish Family and Children's Services and Catholic Charities. The rate of payment is \$25 per hour for up to \$20,000 due to enrollment fluctuation in ESL.

The total payment amount shall be up to \$20,000 (due to enrollment fluctuation in ESL) from account line 4124-010-1100-340.

Amended Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment for translation services to assist the English as a Second Language Program maintain compliance with state and federal education guidelines for parents and students who do not have English as their first language. The ESL program retains interpreters to assist with verbal needs in cases such as enrollment, parent meetings mediations, and teacher conferences.

The ESL program retains translators to provide written communication with parents as appropriate. The frequency of the translator/interpreter assignments and number of translators needed depends upon student enrollment and new documentation and correspondence that is generated at the District level. The translators are also needed for special circumstances that arise with individual students. Individuals are contacted through community service agencies such as Jewish Family and Children's Services and Catholic Charities. The rate of payment shall be \$25 per hour.

The total payment amount shall be up to **\$25,000** (due to enrollment fluctuation in ESL) from account line 4124-010-1100-340.

31. **AMENDMENT- Bevan Educational Solutions – Teacher Effectiveness**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend item #5- Bevan Educational Solutions - Committee on Education, Payments Authorized, page 3, previously approved by the Board on January 25, 2012.

Reason for Amendment

The purpose of this amendment is to extend our current contract with Bevan Educational Solutions. The contract amount will increase from \$208,000 to \$319,600 to reflect an additional 62 days of contracted work. The scope of work is being increased to include support to schools around understanding and using the information in the Educator Effectiveness Reports for improvement. Additionally, in accordance with Act 82 which requires that all school-based, non-teaching professional employees be evaluated based on a combined measure by 2014-15, with 80% of the evaluation being based on professional practice, Dr. Bevan will work with specialist groups; including counselors, nurses, hearing/speech/vision teachers, social workers, non-teaching librarians, and school psychologists, to develop appropriate rubrics and provide training and implementation support for effective evaluation of these groups.

Original Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve a 22-month renewal contract with Bevan Consulting Solutions. They will continue to support the implementation of RISE: Research-based, Inclusive System of Teacher Evaluation and our implementation of multiple measures for teacher and principal evaluation. Deliverables will include:

- establishing 85% or greater inter-rater reliability aligned to our Level 1 and 2 certification work with administrators and teacher leaders;
- provide expert consultation on the redesign of our principal evaluation system;
- provide critical facilitation of training for RISE school-based leadership teams;
- design technology-based RISE professional development by developing twenty on-line modules;
- support during the RISE Design Team retreats; and
- provide school-based visitations and coaching monthly.

Since implementing RISE in 2009-2010, Bevan Educational Solutions work with Pittsburgh has been essential in establishing a fair and consistent evaluation system that is trusted and credible. Funding approved by the FFE Grant supported the initial contract for the design, training, and implementation of RISE.

The operating period shall be from February 1, 2012 through December 31, 2013. The total contract amount shall not exceed \$208,000 from account lines 4000-18M-2271-330 (\$108,000-School Improvement Grant) and 1210-16N-2810-330 (\$100,000-Gates Grant).

Amended Item:

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve a **29-month** renewal contract with Bevan Consulting Solutions. They will continue to support the implementation of RISE: Research-based, Inclusive System of Teacher Evaluation and our implementation of multiple measures for teacher and principal evaluation. Deliverables will include:

- establishing 85% or greater inter-rater reliability aligned to our Level 1 and 2 certification work with administrators and teacher leaders;
- provide expert consultation on the redesign of our principal evaluation system;
- provide critical facilitation of training for RISE school-based leadership teams;
- design technology-based RISE professional development by developing twenty on-line modules;
- support during the RISE Design Team retreats; and
- **Provide on-site support to schools around understanding and using their Educator Effectiveness Reports.**
- **Provide support to non-teaching professional group in rubric development and training for effective professional growth and evaluation.**

Since implementing RISE in 2009-2010, Bevan Educational Solutions work with Pittsburgh has been essential in establishing a fair and consistent evaluation system that is trusted and credible. Funding approved by the FFE Grant supported the initial contract for the design, training, and implementation of RISE.

The operating period shall be from February 1, 2012 through **June 30, 2014**. The total contract renewal amount shall not exceed **\$319,600** from account lines 4000-18M-2271-330 (\$108,000-School Improvement Grant), 1210-16N-2810-330 (\$100,000-Gates Grant) and **1310-16N-2010-330 (\$111,600-Gate Grant)**.

Board Action Information Sheet

1
Action Item #
May 2013
Action Month



J. Lippert
Submitted By
L. Lane
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$440,500.00
Federal \$ \$440,500.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$440,500.00

Name of Fund

Math and Science Partnership (MSP)

Name of Granting Agency

US Department of Education via the
PA Department of Education

Indirect Cost \$ \$11,930.00

If there is no indirect cost to district, explain why:

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment
☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what will this funding be used? Briefly describe the major action steps that this funding will support. (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$440,500 from the US Department of Education via the PA Department of Education for the Math and Science Partnership (MSP). This funding will support Year 1 of a three-year MSP project, which the District will implement--in partnership with Westminster College; Education Development Center, Inc. (EDC); and University of Pittsburgh--to increase the mathematics achievement of students in grades 6-10 at 29 of the District's schools. Modeled after the MSP grant program that PPS has successfully implemented at the high school level over the last three years, this second MSP grant program will provide high-quality, intensive professional development for the 80 mathematics teachers assigned to the program's targeted schools via an annual summer institute and corresponding follow-up activities during the school year.

The following are included among the short-term and long-term goals of the project:

1. Reduce the number of teachers not adequately prepared to teach inquiry-based mathematics.
2. Increase the ability of teachers to teach inquiry-based mathematics.
3. Increase student learning around big ideas in mathematics, notably the PA Common Core's standards for Mathematical Practice.
4. Reduce racial and economic achievement gaps in participating schools.
5. Develop participating teachers' content knowledge for teaching.

Who will this benefit?

Students enrolled in grades 6-10 at our K-8, 6-8, 6-12, and 9-12 schools.

What is the location of these activities and how was this school/location selected? (if applicable)

Greenway Professional Development Center; PPS schools that serve students in grades 6-10; and at partner sites in Boston, MA.

J. Ziegler, E. Lagana, R. Joseph

Additional person(s) accountable for this tab

Board Action Information Sheet

1
Action Item #
May 2013
Action Month

What is the funding period? June 1, 2013 to September 30, 2016

Who will be the Program Manager? Jeff Ziegler

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 440,500.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 440,500.00	100.0 %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits): <input type="checkbox"/> New Staff <input type="checkbox"/> General Fund Offset	0.00	_____	_____	_____	_____
Contracted Services	\$ 319,651.00	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ 120,849.00	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 440,500.00	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

Explain the commitment of staff time or other District resources and identify the impact on other programs or responsibilities:

The activities of the project lie within existing personnel's professional responsibilities to the District. The Curriculum Supervisor, 6-12 Mathematics will serve as Project Director, dedicating 10% of his time, and the Curriculum Coordinator, 6-12 Mathematics will dedicate 5% of her time to the project.

Board Action Information Sheet

Additional Information:

- 1) Westminster College will develop content materials to be used in collaboration with the other partners. They will also collaborate with the EDC and PPS, in planning and delivering professional development, and will be responsible for providing mathematicians who will work interactively with teachers to develop content knowledge and habits of mind.
- 2) EDC will provide professional development in mathematics for PPS teachers, with unique courses delivered over each of the next three summers. The courses will focus on the Pennsylvania Common Core content and mathematical practice standards, and are inspired by EDC's prior work with teachers and school districts.
- 3) The University of Pittsburgh will perform a comprehensive evaluation of our project. The evaluation plan will be designed to measure the nature, extent and quality of implementation of the program activities (formative evaluation) and to gather data on process and outcome performance measures associated with the program's objectives (summative evaluation).

Board Action Information Sheet

2
Action Item #
May 2013
Action Month



Carol Barone-Martin
Submitted By
Jerri Lynn Lippert
Person Accountable

Handwritten signature: C. Barone-Martin
Handwritten initials: JL

Proposals/Grant Awards

☒ Submitting Proposal/Application

☐ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$10,693,853.00
Federal \$ \$10,693,853.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ \$2,673,463.00
Other Sources \$ _____
Total Budget : \$ \$13,367,316.00

Name of Fund
Head Start and Early Head Start

Name of Granting Agency
U.S. Department of Health and Human Services
Administration for Children and Families

Indirect Cost \$ _____

If there is no indirect cost to district, explain why:

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment
☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what will this funding be used? Briefly describe the major action steps that this funding will support. (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit two continuation grant applications to the U.S. Department of Health and Human Services, Administration for Children and Families. One application will fund the Head Start Program to serve 1,233 children, age 3-5. The other grant application will serve 66 children, age birth to 3, in the Early Head Start Program. This represents a reduction in services to 100 children (age 3 - 5) and 6 children (age birth to 3) and classroom reductions of five (5).

Base Funding - Head Start (\$9,711,310); Early Head Start (\$828,610)
Technical Assistance - Head Start (\$132,992); Early Head Start (\$20,941)

These grants will allow the District to continue providing quality, early childhood education to children who reside in the City of Pittsburgh. During the 2012-13 school year, the Early Childhood Program received a base funding allocation of \$10,662,057 for the Head Start and Early Head Start grants for an 11-month period. A slight funding increase of \$31,796 is anticipated for a 12-month period in 2013-14. Both grants represent approximately 59% of the overall Early Childhood budget in the 2013-14 school year.

Who will this benefit?

Children and families

What is the location of these activities and how was this school/location selected? (if applicable)

School District of Pittsburgh buildings and one off-site location.

Erika Lagana

Additional person(s) accountable for this tab

Board Action Information Sheet

2
 Action Item #
May 2013
 Action Month

What is the funding period? July 1, 2013 to June 30, 2014

Who will be the Program Manager? Carol Barone-Martin, Executive Director

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 10,693,853.00	100.0%	\$ 11,014,668.00	\$ 11,345,108.00	\$ 11,685,461.00	\$ 12,036,025.00
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 10,693,853.00	100.0 %	\$ 11,014,668.00	\$ 11,345,108.00	\$ 11,685,461.00	\$ 12,036,025.00

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	<u>10,001,211.00</u>	<u>10,301,247.00</u>	<u>10,610,284.00</u>	<u>10,928,593.00</u>	<u>11,256,451.00</u>
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund					
Offset					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ <u>692,642.00</u>	\$ <u>713,421.00</u>	\$ <u>734,823.00</u>	\$ <u>756,868.00</u>	\$ <u>779,574.00</u>
Total	\$ <u>10,693,853.00</u>	\$ <u>11,014,668.00</u>	\$ <u>11,345,108.00</u>	\$ <u>11,685,461.00</u>	\$ <u>12,036,025.00</u>

Maintenance of Effort (In Kind)


Explain the commitment of staff time or other District resources and identify the impact on other programs or responsibilities:

Volunteer Value, Proration of Utility Costs and Custodial and Support Services to be limited to non-cash contributions from the District.

Board Action Information Sheet

3
Action Item #
May 2013
Action Month




Carol Barone-Martin
Submitted By
Jerri Lynn Lippert
Person Accountable

Proposals/Grant Awards

☒ Submitting Proposal/Application

☐ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$2,838,244.00
Federal \$ _____
State \$ \$2,838,244.00
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$2,838,244.00

Name of Fund

Pennsylvania Pre-Kindergarten Counts (PA PKC)

Name of Granting Agency

Pennsylvania Department of Education

Indirect Cost \$ \$0.00

If there is no indirect cost to district, explain why: The granting agency does not allow indirect costs.

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment
☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what will this funding be used? Briefly describe the major action steps that this funding will support. (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit a continuation application to the Pennsylvania Department of Education (PDE) to provide comprehensive educational and support services to preschool children. This grant will support a total of 459 children (198 will be in School District classrooms). The Early Childhood Program will partner with Brightside Academy (East Liberty), Hilltop Children's Center, Hillel Academy, Seton Center, Small World, and the Homewood YWCA of Greater Pittsburgh to provide services to 161 children and up to 100 children in the summer program. Base Funding Grant - \$2,838,244.

This grant will allow the District to continue providing quality, early childhood education to preschool children who reside in the City of Pittsburgh.

During the 2012-13 school year, the Early Childhood Education Department received a funding allocation of \$2,468,040. If funded, the base funding would be \$2,838,244, which is \$370,204 more than the 2012-13 base funding to serve additional children (20 PPS and 25 Partner) and conduct a summer program. The Pre-K Counts grant represents 16% of the overall Early Childhood budget in the 2013-14 school year.

Who will this benefit?

Children and families

What is the location of these activities and how was this school/location selected? (if applicable)

School District buildings and one off-site location.

Erika Lagana

Additional person(s) accountable for this tab

Board Action Information Sheet

3
 Action Item #
May 2013
 Action Month

What is the funding period? July 1, 2013 to June 30, 2014

Who will be the Program Manager? Carol Barone-Martin, Executive Director

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$	%	\$	\$	\$	\$
State	\$ 2,838,244.00	100.0 %	\$ 2,923,391.00	\$ 3,011,093.00	\$ 3,101,425.00	\$ 3,194,468.00
Private	\$	%	\$	\$	\$	\$
Federal/State Pass Thru	\$	%	\$	\$	\$	\$
General Fund	\$	%	\$	\$	\$	\$
Value of In Kind	\$	%	\$	\$	\$	\$
Other Sources	\$	%	\$	\$	\$	\$
Total	\$ 2,838,244.00	100.0 %	\$ 2,923,391.00	\$ 3,011,093.00	\$ 3,101,425.00	\$ 3,194,468.00

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	1,643,616.00	1,692,924.00	1,743,712.00	1,796,023.00	1,849,904.00
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund					
Offset					
Contracted Services	\$	\$	\$	\$	\$
Other Costs	\$ 1,194,628.00	\$ 1,230,466.00	\$ 1,267,380.00	\$ 1,305,402.00	\$ 1,344,564.00
Total	\$ 2,838,244.00	\$ 2,923,391.00	\$ 3,011,093.00	\$ 3,101,425.00	\$ 3,194,468.00

Maintenance of Effort (In Kind)

Explain the commitment of staff time or other District resources and identify the impact on other programs or responsibilities:

Volunteer Value, Proration of Utility Costs and Custodial and Support Services to be limited to non-cash contributions from the District.

Board Action Information Sheet

4
Action Item #
May 2013
Action Month



Carol Barone-Martin
Submitted By
Jerri Lynn Lippert
Person Accountable

Proposals/Grant Awards

☒ Submitting Proposal/Application

☐ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$2,368,185.00
Federal \$ _____
State \$ \$2,368,185.00
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$2,368,185.00

Name of Fund
Head Start Supplemental Assistance Program

Name of Granting Agency
Pennsylvania Department of Education

Indirect Cost \$ \$0.00

If there is no indirect cost to district, explain why: The granting agency does not permit indirect costs.

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment
☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what will this funding be used? Briefly describe the major action steps that this funding will support. (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit a continuation application to the Pennsylvania Department of Education (PDE), Berks County Intermediate Unit to fund the Head Start Supplemental Assistance Program (HSSAP) to serve Four Hundred Ten (410) preschool children. Base Funding Grant - \$2,368,185.

This grant will allow the District to continue providing quality, early childhood education to children who reside in the City of Pittsburgh. During the 2012-13 school year, the Early Childhood Education Department received a funding allocation of \$2,093,815. If funded, the base funding would be \$2,368,185, which is \$274,370 more than the 2012-13 base funding to serve additional children (12 PPS and 20 Partner) and conduct a summer program. The HSSAP budget represents 13% of the overall Early Childhood budget in the 2013-14 school year.

Who will this benefit?

Children and families

What is the location of these activities and how was this school/location selected? (if applicable)

School District of Pittsburgh buildings and one off-site location.

Erika Lagana

Additional person(s) accountable for this tab

Board Action Information Sheet

4
 Action Item #
May 2013
 Action Month

What is the funding period? July 1, 2013 to June 30, 2014

Who will be the Program Manager? Carol Barone-Martin, Executive Director

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$	%	\$	\$	\$	\$
State	\$ 2,368,185.00	100.0%	\$ 2,439,230.00	\$ 2,512,407.00	\$ 2,587,779.00	\$ 2,665,413.00
Private	\$	%	\$	\$	\$	\$
Federal/State Pass Thru	\$	%	\$	\$	\$	\$
General Fund	\$	%	\$	\$	\$	\$
Value of In Kind	\$	%	\$	\$	\$	\$
Other Sources	\$	%	\$	\$	\$	\$
Total	\$ 2,368,185.00	100.0 %	\$ 2,439,230.00	\$ 2,512,407.00	\$ 2,587,779.00	\$ 2,665,413.00

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	1,345,579.00	1,385,946.00	1,427,524.00	1,470,350.00	1,514,461.00
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund					
Offset					
Contracted Services	\$	\$	\$	\$	\$
Other Costs	\$ 1,022,606.00	\$ 1,053,284.00	\$ 1,084,882.00	\$ 1,117,429.00	\$ 1,150,952.00
Total	\$ 2,368,185.00	\$ 2,439,230.00	\$ 2,512,407.00	\$ 2,587,779.00	\$ 2,665,413.00

Maintenance of Effort (In Kind)

Explain the commitment of staff time or other District resources and identify the impact on other programs or responsibilities:

Proration of Utility Costs and Custodial and Support Services to be limited to non-cash contributions from the District.

Board Action Information Sheet

5
Action Item #
May 2013
Action Month



Carol Barone-Martin
Submitted By
Jerri Lynn Lippert *JB*
Person Accountable

Proposals/Grant Awards

☒ Submitting Proposal/Application

☐ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$2,093,687.00
Federal \$ _____
State \$ \$2,093,687.00
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$2,093,687.00

Name of Fund

Accountability Block Grant (ABG)

Name of Granting Agency

Pennsylvania Department of Education

Indirect Cost \$ \$0.00

If there is no indirect cost to district, explain why: The funder does not permit indirect costs.

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment
☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what will this funding be used? Briefly describe the major action steps that this funding will support. (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to submit a continuation application to the Pennsylvania Department of Education to fund the Accountability Block Grant (ABG) Program. This grant is cost allocated to serve a total of 1,928 preschool children. Base Funding Grant - \$2,093,687.

This grant will allow the District to continue providing quality, early childhood education to children who reside in the City of Pittsburgh.

During the 2012-13 school year, the Early Childhood Education Department received a funding allocation of \$2,093,687. The ABG budget represents 12% of the overall Early Childhood budget in the 2013-14 school year.

Who will this benefit?

Children and families

What is the location of these activities and how was this school/location selected? (if applicable)

School District of Pittsburgh buildings and one off-site location.

Erika Lagana

Additional person(s) accountable for this tab

Board Action Information Sheet

5
 Action Item #
May 2013
 Action Month

What is the funding period? July 1, 2013 to June 30, 2014

Who will be the Program Manager? Carol Barone-Martin, Executive Director

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$	%	\$	\$	\$	\$
State	\$ 2,093,687.00	100.0%	\$ 2,156,497.00	\$ 2,221,192.00	\$ 2,287,828.00	\$ 2,356,463.00
Private	\$	%	\$	\$	\$	\$
Federal/State Pass Thru	\$	%	\$	\$	\$	\$
General Fund	\$	%	\$	\$	\$	\$
Value of In Kind	\$	%	\$	\$	\$	\$
Other Sources	\$	%	\$	\$	\$	\$
Total	\$ 2,093,687.00	100.0 %	\$ 2,156,497.00	\$ 2,221,192.00	\$ 2,287,828.00	\$ 2,356,463.00

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	<u>2,031,076.00</u>	<u>2,092,008.00</u>	<u>2,154,768.00</u>	<u>2,219,411.00</u>	<u>2,285,993.00</u>
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund					
Offset					
Contracted Services	\$	\$	\$	\$	\$
Other Costs	\$ 62,611.00	\$ 64,489.00	\$ 66,424.00	\$ 68,416.00	\$ 70,469.00
Total	\$ 2,093,687.00	\$ 2,156,497.00	\$ 2,221,192.00	\$ 2,287,828.00	\$ 2,356,463.00

Maintenance of Effort (In Kind)

Explain the commitment of staff time or other District resources and identify the impact on other programs or responsibilities:

Proration of Utility Costs and Custodial and Support Services to be limited to non-cash contributions from the District.

Board Action Information Sheet

6

Action Item #
May 2013
Action Month



Christiana Otuwa

Submitted By

Jeannine French

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Keys Service Corp

1 Smithfield Street - 1st Floor

Pittsburgh, PA 15222

Indicate the category of this contract:

☒ NEW ☐ RENEWAL

<input type="checkbox"/> Individual	<input type="checkbox"/> Minority <input type="checkbox"/> Non Minority	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> City Resident <input type="checkbox"/> Non-Resident
<input type="checkbox"/> Company	<input type="checkbox"/> Profit <input checked="" type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE	<input type="checkbox"/> Pennsylvania <input type="checkbox"/> Pittsburgh <input type="checkbox"/> Allegheny County

- ☐ Security Clearance has been obtained ☐ Resume is attached
☒ Security Clearance will be obtained before contractor begins work
☐ Security Clearance not needed, as contractor will not be working with children

Total Contract Amount: \$ <u>\$18,750.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment _____ per _____						
<input checked="" type="checkbox"/> General Fund:	<u>Site-Based</u>	<u>4149</u>	<u>624</u>	<u>1100</u>	<u>329</u>	<u>\$11,750.00</u>
	Department _____	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	<u>Title I</u>	<u>4149</u>	<u>16V</u>	<u>1190</u>	<u>329</u>	<u>\$7,000.00</u>
	Account Name _____	_____	_____	_____	_____	_____

District Goals: ☒ 1. Maximum academic achievement ☒ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this contract and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Pittsburgh's KEYS Service Corps, an education-based AmeriCorps Program which services at-risk Pittsburgh youth. There will be 3 AmeriCorps service coordinators: two (2) full-time and one (1) part-time. These service coordinators will develop and sustain an active mentoring program for high-risk students at Pittsburgh Linden K-5. Through Title I funding, coordinators will provide tutoring in math and reading. Also, the service coordinators will keep detailed data on the areas of student achievement and personal interests. The service coordinators shall contribute to a safe and successful educational environment for the students at Pittsburgh Linden K-5.

Who will the services benefit?

All students of Pittsburgh Linden K-5.

Where will the services occur? (location)

The services will occur at Pittsburgh Linden K-5.

Victoria Burgess, Principal

Additional person(s) accountable for this tab

Board Action Information Sheet

6

Action Item #

May 2013

Action Month

The operating period shall be from August 21, 2013 to June 30, 2014.

Explain why an external contract is necessary to provide these services?

AmeriCorps members will provide services in the area of mentoring, community liaison and engagement, facilitate and develop extra-curricular activities before and after school and help with innovation time.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Students will show an increased performance on their weekly assessments as well as the Terra Nova and PSSA. Coordinators will create relationships with students that will empower them to succeed in school by promoting internal motivation. They will also continue to support a culture of collaboration and life-long learning with the faculty and staff. These members will support parents and communicate with them regularly.

If this is a contract renewal, indicate the original objective of this activity:

Has objective been met? ☐ Yes; ☐ No

Please explain how the objective was met or why the objective was not met:

Data Source utilized, or if a new contract, that will be utilized to evaluate contractor performance:

Will evaluation be made on the basis of predetermined written criteria? ☐ Yes ☒ No

Will there be a tangible work product at the completion of the contract? ☐ Yes ☒ No

If there is a tangible work product expected, please describe expectations and name the custodian of the work product:

Board Action Information Sheet

7
Action Item #
May 2013
Action Month



Mary Jane Conley *mf*
Submitted By
Jeannine French *jf*
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Wingspan Alliance, LLC

7027 Clubview Drive

Bridgeville, PA 15017

Indicate the category of this contract:

☒ NEW ☐ RENEWAL

<input type="checkbox"/> Individual	<input type="checkbox"/> Minority <input type="checkbox"/> Non Minority	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> City Resident <input type="checkbox"/> Non-Resident
<input checked="" type="checkbox"/> Company	<input checked="" type="checkbox"/> Profit <input type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE	<input checked="" type="checkbox"/> Pennsylvania <input type="checkbox"/> Pittsburgh <input checked="" type="checkbox"/> Allegheny County

- ☐ Security Clearance has been obtained ☐ Resume is attached
☐ Security Clearance will be obtained before contractor begins work
☒ Security Clearance not needed, as contractor will not be working with children

Total Contract Amount: \$ <u>\$3,500.00</u>		Account Number(s)				
Rate of Payment <u>\$500</u> per day		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
<input type="checkbox"/> General Fund:	Department _____	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	TIF _____	1310	24Q	2814	330	\$3,500.00
Account Name _____		_____	_____	_____	_____	_____

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this contract and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Wingspan Alliance, LLC. They will provide an independent review of the STAR Special criteria for the four schools that are eligible for the STAR Special Award. Pittsburgh Conroy, Pittsburgh Pioneer, Pittsburgh Student Achievement Center, and Pittsburgh Oliver Citywide Academy have each designed school-specific student outcome criteria that must be met to achieve the STAR Award for the 2012-13 school year. The schools have been tracking the data throughout the year. Data must be validated by an external evaluator. Wingspan Alliance will review the data for validity and accuracy and determine if each of the eligible schools has met the criteria for STAR status and will spend five days during the summer of 2013 to review the data for each school. They will return for two additional days during the Fall of 2013 to review the criteria that is contingent upon PSSA/PASA data. In addition, the consultant will debrief STAR Special Principals and District PSE and HR staff relative to the review process and final determinations.

Who will the services benefit?

Students at Conroy, Pioneer, Oliver Citywide Academy and the Student Achievement Center will benefit through applying external rigor to the student outcome metrics at these institutions.

Where will the services occur? (location)

PSE Offices, Pioneer, Conroy, Student Achievement Center, Oliver Citywide Academy, and the Board.

Josh Aderholt, Donna Westbrooks Martin
Additional person(s) accountable for this tab

Board Action Information Sheet

7

Action Item #

May 2013

Action Month

The operating period shall be from June 2013 to October 2013.

Explain why an external contract is necessary to provide these services?

External validation of high-stakes measures are needed to ensure the integrity of the STAR Special program.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

The result of this activity will be a determination by the consultant of whether each STAR Special eligible school has achieved STAR status or not.

If this is a contract renewal, indicate the original objective of this activity:

N/A

Has objective been met? ☐ Yes; ☐ No

Please explain how the objective was met or why the objective was not met:

Data Source utilized, or if a new contract, that will be utilized to evaluate contractor performance:

The contractor will need to make a report describing his/her findings while evaluating STAR Special criteria and any recommendations on how to improve the STAR Special program.

Will evaluation be made on the basis of predetermined written criteria? ☐ Yes ☒ No

Will there be a tangible work product at the completion of the contract? ☒ Yes ☐ No

If there is a tangible work product expected, please describe expectations and name the custodian of the work product:

The contractor will need to make a report describing his/her findings while evaluating STAR Special criteria and any recommendations on how to improve the STAR Special program

Board Action Information Sheet

Additional Information:

For the 2011-12 STAR Special award, external validation of the process and results was provided by a team of volunteers with PSE experience. Continuing to use volunteers is not recommended. The rapid turnaround required to keep the process on course calls for the level of accountability and responsiveness of a paid consultant.

Board Action Information Sheet

8
Action Item #
May 2013
Action Month



Rose Reed/Cynthia Muehlbauer
Submitted By
Jerri Lippert/Jeannine French
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Center for Educational Leadership
Northgate Plaza 9709 3rd Av NE suite 306
Seattle, Washington 98115

Indicate the category of this contract:

☐ NEW ☒ RENEWAL

<input type="checkbox"/> Individual	<input type="checkbox"/> Minority <input type="checkbox"/> Non Minority	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> City Resident <input type="checkbox"/> Non-Resident
<input checked="" type="checkbox"/> Company	<input type="checkbox"/> Profit <input checked="" type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE	<input type="checkbox"/> Pennsylvania <input type="checkbox"/> Pittsburgh <input type="checkbox"/> Allegheny County

- ☐ Security Clearance has been obtained ☐ Resume is attached
☐ Security Clearance will be obtained before contractor begins work
☒ Security Clearance not needed, as contractor will not be working with children

Total Contract Amount: \$ <u>\$492,240.00</u>		Account Number(s)				
Rate of Payment <u>\$41,020</u> per <u>month</u>		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:		<u>4600</u>	<u>07U</u>	<u>2271</u>	<u>330</u>	<u>\$492,240.00</u>
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	<u>Race To The Top</u>					
	Account Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this contract and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew for a second year the contract with Center for Educational Leadership (CEL). CEL will be responsible for supporting our ITL2 Career Ladder Initiative. CEL will provide Assistant Superintendent and Instructional Leadership Specialist coaching support as we implement the new principal evaluation and professional growth system. CEL will lead and facilitate instructional rounds with Instructional Teacher Leader 2s (ITL2s) and provide on-site, job-embedded coaching for ITL2s to enhance their ability to facilitate and drive effective professional growth for teachers in their schools. CEL will build capacity within the PPS ITL2 cohort to provide a sustainable coaching and support model for ITL2s. CEL will work with Assistant Superintendents (ASs) and Instructional Leadership Specialists (ILSs) to ensure that ASs/ILSs will demonstrate measurable increases in their ability to support the instructional leadership performance of principals as described in the revised principal evaluation process. CEL will support ASs/ILSs to develop a common understanding of the components on the revised principal rubric and evaluation process, establish inter-rater reliability, and provide quality feedback that supports principal growth and effective evaluation. The contract shall not exceed \$492,240 from the Race To The Top grant funds.

Who will the services benefit?

The services will improve the instructional leadership of principals and ITL2s, which will provide teachers high quality professional growth and accountability, which will raise student achievement.

Where will the services occur? (location)

PPS Schools, Bellefield

Additional person(s) accountable for this tab

Board Action Information Sheet

8

Action Item #

May 2013

Action Month

The operating period shall be from July 1, 2013 to June 30, 2014.

Explain why an external contract is necessary to provide these services?

Center for Educational Leadership is a leader in improving Instructional Leadership across districts. They have done extensive work with The Gates Foundation to help schools improve their support of principals.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Instructional Teacher Leader 2s (ITL2s), Instructional Leadership Specialists, Assistant Superintendents and Principals will increase their instructional leadership and provide more effectively differentiated support to all teachers that results in increased student performance. Please see attached for specific expected outcomes.

If this is a contract renewal, indicate the original objective of this activity:

Principals' and ITL2's inter-rater reliability and observation skills will improve. The quality of feedback that teachers receive will be more frequent and of high quality. Please see attached for specific objectives and outcomes from past work.

Has objective been met? ☒ Yes; ☐ No

Please explain how the objective was met or why the objective was not met

The objective was met through CEL's work with ILS, ASs and ITL2s. A focus this year was on calibration and beginning to build instructional leadership skills of principals (through ILSs and ASs) and ITL2s (directly) so that they could better support teachers and principals, and therefore students. According to ITL2, principal and teacher surveys, as well as exit slips and reports from CEL trainings, satisfaction with CEL's support is high, and the skills of teachers, principals and ITL2s have increased through CEL's leadership. Please see attached for specific outcomes and evidence of success from past work.

Data Source utilized, or if a new contract, that will be utilized to evaluate contractor performance:

- Principal, ITL2 and teacher surveys and Westat focus groups
- Rand-AIR Teacher survey and interviews
- Feedback forms from Instructional Rounds, Training and one-on-one support days

Will evaluation be made on the basis of predetermined written criteria? ☐ Yes ☒ No

Will there be a tangible work product at the completion of the contract? ☒ Yes ☐ No

If there is a tangible work product expected, please describe expectations and name the custodian of the work product:

5d assessments and reports, ILS/assistant superintendent framework to include components of effective ILS/assistant superintendent practices and accompanying vision statements and guiding questions, evidence gathering tool aligned to the framework articulating look-fors and possible artifacts for each component, job description aligned to ILS/AS Framework, plan to implement the ILS/AS Framework, coherent curriculum plan for ITL2/ILS/AS for the year for CEL facilitated content sessions, evidence gathering tool aligned to revised principal rubric, principal performance based learning plans, Instructional Rounds plans and assessments, pre and post surveys to evaluate effectiveness of ILS/AS work

Board Action Information Sheet

Additional Information:

The mission of the Center for Educational Leadership is to help district leaders and principals develop the vision, the language, and the tools to observe, analyze, and lead for high-quality instruction in every classroom.

Services

- Strategies to refocus central offices on student learning
- Teacher and principal evaluation design and implementation support
- Walkthroughs, coaching, and professional development sessions for leaders
- Support for developing common language and vision when using other instructional frameworks
- Demonstration teaching, studio classroom residencies, content coaching, mentoring, and in-depth subject matter study for teachers
- Resources, products, and tools for effective instructional leadership

CEL works with over 20 districts in the state of Washington alone and within over 20 states nationwide. District partners include Seattle Public Schools, Newark Public Schools, Anchorage School District, City School District of Albany, Utah State office of Education, Idaho Department of Education, Minneapolis Public Schools, Madison Wisconsin Metropolitan School District, and many others. The Center for Educational Leadership also partners with the Gates foundation to provide guidance and support around instructional leadership.

Any unused days/services will not be billed by Center for Educational Leadership.

Center for Educational Leadership Summary

What We Do:¹

Building Leadership Capacity

At CEL, our mantra is: "You can't lead what you don't know." Educational leaders must understand what good teaching is before they can foster best practices in classrooms and raise the bar for student performance. That's one of our primary jobs at CEL: to help district leaders and principals develop the vision, the language, and the tools to observe, analyze, and lead for high-quality instruction in every classroom.

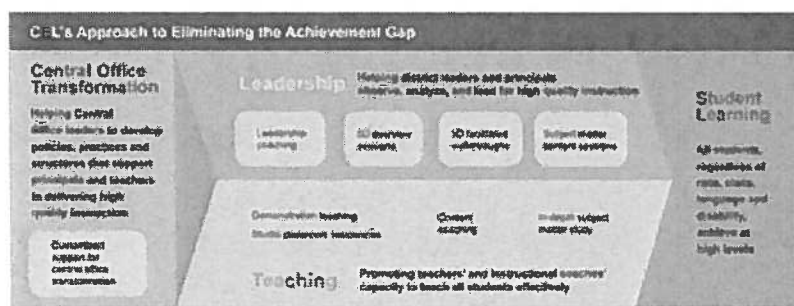
Services

- Strategies to refocus central offices on student learning
- Teacher and principal evaluation design and implementation support
- Walkthroughs, coaching, and professional development sessions for district and building leaders in the 5 Dimensions of Teaching and Learning
- Support for developing common language and vision when using other instructional frameworks
- Demonstration teaching, studio classroom residencies, content coaching, mentoring, and in-depth subject matter study for teachers
- Resources, products, and tools

CEL's services are customized for each partner but we find that districts benefit most when they make a long-term, comprehensive investment in our services. Working system-wide -- from boardrooms to classrooms -- we can help the entire district get smarter about quality instruction and maximize the impact of our programs. Visit the Services section of our website to learn more about how CEL can support you.

Our Theory of Action

Strong, learning-focused leadership in the central office will boost the quality of instruction in the classroom and raise the educational bar for every student. Our diagram shows how CEL works system-wide.



CEL's work rests upon the critical assumption that the single most important factor in supporting student learning is the quality of classroom instruction. We know that in order to support excellent teaching, school leaders and teachers need to acquire and develop expertise about what constitutes high quality instruction. To achieve that goal, CEL develops the leadership skills, content and instructional knowledge and abilities of teachers, school administrators, and district leaders.

¹ "What We Do." <http://www.k-12leadership.org>. Fuse IQ, Inc., n.d. Web. 14 Jul. 2012.

Our Track Record

CEL has commissioned research through the UW Center for the Study of Teaching and Policy to analyze the impact of CEL's professional development work with school districts. As a result of these studies, we have learned that:

- **Principals and district coaches improve** in their ability to analyze instruction and provide specific and meaningful feedback to teachers;
- **Teacher practice improves** when administrators and coaches support and model quality instruction;
- **Student learning increases** when schools and districts have focused and intentional instructional leadership.

Partners

CEL works with many districts in the state of Washington and throughout the United States, including Newark Public Schools, Anchorage, Albany, Utah State, Minneapolis and many districts throughout California. They also partner with the Gates foundation to provide guidance and support around instructional leadership.

"For the past two years they have worked with our principals and central office administrators to deepen our knowledge and practice of instructional leadership. What makes them such an important partner, and why they are so deserving of this recognition, is that they consistently go above and beyond to meet the needs of our staff. They bring a level of personal commitment to their professional work that sets them apart from others I have worked with. They are as invested in seeing Seattle Public Schools students succeed as we are." — *Susan Enfield, Interim Superintendent of Seattle Public Schools*

Board Action Information Sheet

9
 Action Item #
 May 2013
 Action Month



C. Cray
 Submitted By *BR*
 B. Rudiak
 Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Scholastic Book Fairs

700 Waterfront Dr. E

Munhall, PA 15120

Indicate the category of this contract:

☒ NEW ☐ RENEWAL

<input type="checkbox"/> Individual	<input type="checkbox"/> Minority <input type="checkbox"/> Non-Minority	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> City Resident <input type="checkbox"/> Non-Resident
<input checked="" type="checkbox"/> Company	<input checked="" type="checkbox"/> Profit <input type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE	<input checked="" type="checkbox"/> Pennsylvania <input type="checkbox"/> Pittsburgh <input checked="" type="checkbox"/> Allegheny County

- ☐ Security Clearance has been obtained ☐ Resume is attached
☐ Security Clearance will be obtained before contractor begins work
☒ Security Clearance not needed, as contractor will not be working with children

Total Contract Amount: \$ <u>\$60,600.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment <u>\$20 - \$40</u> per camper						
<input type="checkbox"/> General Fund:		4810	19U	1490	323	\$46,000.00
	Department	4810	24S	1490	323	\$14,600.00
<input checked="" type="checkbox"/> Supplemental Fund	<u>Summer Dreamers</u>					
	Account Name					

District Goals: ☒ 1. Maximum academic achievement ☒ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this contract and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Scholastic Book Fairs to provide on-site book fairs for Summer Dreamers Academy camp sites. Summer Dreamers Academy campers will attend the book fair at their site during the second week of camp, and each camper will be permitted to select items totaling up to \$20. A second book fair will be held for middle grades students (6th – 8th graders) during the week of July 29th.

The District will pay the vendor at the completion of the book fairs and there will be no cost to students. The total contract amount shall not exceed \$60,600 from account lines 4810-19U-1490-323 (\$46,000) and 4810-24S-1490-323 (\$14,600).

Who will the services benefit?

The services will benefit all K-8th grade students who are enrolled in the 2013 Summer Dreamers Academy.

Where will the services occur? (location)

The services will occur at the 5 Summer Dreamers Academy camp sites.

A. Willson, M. Howze

Additional person(s) accountable for this tab

Board Action Information Sheet

9

Action Item #

May 2013

Action Month

The operating period shall be from June 1, 2013 to August 15, 2013.

Explain why an external contract is necessary to provide these services?

The chosen vendor will have the expertise, experience, and capacity to facilitate the project at the scale required by the District.

Indicate process for making recommendation:

☐ Negotiated

☒ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Book fairs will be an incentive for enrolled students to attend Summer Dreamers to select high interest, age appropriate titles. This will reinforce the academic and literacy components of camp and encourage students to read.

If this is a contract renewal, indicate the original objective of this activity:

Has objective been met? ☐ Yes; ☐ No

Please explain how the objective was met or why the objective was not met:

Data Source utilized, or if a new contract, that will be utilized to evaluate contractor performance:

Total number of students attending book fairs and breakdown of books selected by campers.

Will evaluation be made on the basis of predetermined written criteria? ☐ Yes ☒ No

Will there be a tangible work product at the completion of the contract? ☐ Yes ☒ No

If there is a tangible work product expected, please describe expectations and name the custodian of the work product:

Board Action Information Sheet

Additional Information:

The selected vendor was chosen through a rigorous and equitable Request For Proposal (RFP) process.

Board Action Information Sheet

10
Action Item #
May 2013
Action Month



Sam Franklin
Submitted By
Jeannine French
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Sarah Peko-Spicer

SMC 2949 Forbes Avenue

Pittsburgh, PA 15289

Indicate the category of this contract:

☒ NEW ☐ RENEWAL

<input checked="" type="checkbox"/> Individual	<input checked="" type="checkbox"/> Minority <input type="checkbox"/> Non Minority	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	<input checked="" type="checkbox"/> City Resident <input type="checkbox"/> Non-Resident
<input type="checkbox"/> Company	<input type="checkbox"/> Profit <input type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE	<input type="checkbox"/> Pennsylvania <input type="checkbox"/> Pittsburgh <input type="checkbox"/> Allegheny County

- ☐ Security Clearance has been obtained ☐ Resume is attached
☐ Security Clearance will be obtained before contractor begins work
☒ Security Clearance not needed, as contractor will not be working with children

Total Contract Amount: \$ <u>\$19,200.00</u>		Account Number(s)				
Rate of Payment <u>\$20.00</u> per <u>Hour</u>		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:		1314	16N	2832	330	\$19,200.00
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	BMGF					
	Account Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this contract and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Sarah Peko-Spicer, reporting to the Executive Director of the Office of Teacher Effectiveness. This August approximately 1,500 PPS teachers will receive a preview of the new Annual Rating Form approved by the Board of Directors in January 2013. This contractor will provide additional expertise and capacity to ensure the quality and accuracy of the information in these reports. They will also assist the human resources team with analysis as PPS works to align teacher and principal evaluation with the requirements of Act 82 of 2012.

The operating period shall be from June 1, 2013 through December 31, 2013 (a 6 month period). The total contract amount shall not exceed \$19,200 from account line 1314-16N-2832-330 (BMGF).

Who will the services benefit?

These services will directly impact the quality of our workforce, benefiting the students.

Where will the services occur? (location)

Board of Education

Edward Jones, Veronica Amundson
Additional person(s) accountable for this tab

Board Action Information Sheet

10

Action Item #

May 2013

Action Month

The operating period shall be from June 1, 2013 to December 31, 2013.

Explain why an external contract is necessary to provide these services?

There are currently insufficient resources available internally for this concentrated and highly specialized work.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Technical analysis and recommendations for the sustainability of the Combined Effectiveness Models necessary to align with state legislation regarding teacher and principal evaluation beginning in 2013-14.

If this is a contract renewal, indicate the original objective of this activity:

Has objective been met? ☐ Yes; ☐ No

Please explain how the objective was met or why the objective was not met

Data Source utilized, or if a new contract, that will be utilized to evaluate contractor performance:

Will evaluation be made on the basis of predetermined written criteria? ☒ Yes ☐ No

Will there be a tangible work product at the completion of the contract? ☒ Yes ☐ No

If there is a tangible work product expected, please describe expectations and name the custodian of the work product:

See expected results of this activity section above. Monthly management of this role will be monitored by Sam Franklin, Executive Director of the Office of Teacher Effectiveness.

Board Action Information Sheet

11
Action Item #
May 2013
Action Month



Sandra Wesolowski
Submitted By
Barbara Rudiak *BR*
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Interim Health Care, Inc.

1789 S. Braddock Avenue, Suite 220

Pittsburgh, PA 15218-1835

Indicate the category of this contract:

☐ NEW ☒ RENEWAL

<input type="checkbox"/> Individual	<input type="checkbox"/> Minority	<input type="checkbox"/> Non-Minority	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> City Resident	<input type="checkbox"/> Non-Resident
<input checked="" type="checkbox"/> Company	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE		<input checked="" type="checkbox"/> Pennsylvania	<input checked="" type="checkbox"/> Pittsburgh
					<input type="checkbox"/> Allegheny County	

- ☐ Security Clearance has been obtained ☐ Resume is attached
☒ Security Clearance will be obtained before contractor begins work
☐ Security Clearance not needed, as contractor will not be working with children

Total Contract Amount: \$ <u>\$210,000.00</u>		Account Number(s)				
Rate of Payment <u>\$35.00</u>	per <u>hour</u>	Resp.	Fund	Func.	Obj.	Amount
<input checked="" type="checkbox"/> General Fund:	<u>Health Services</u>	<u>4814</u>	<u>010</u>	<u>2420</u>	<u>330</u>	<u>\$210,000.00</u>
	<u>Department</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<input type="checkbox"/> Supplemental Fund	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u>Account Name</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

District Goals: ☒ 1. Maximum academic achievement ☒ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this contract and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract with Interim Health Care, Inc. for five (5) licensed medical professionals to administer medications to students in our schools when the regularly assigned school nurse is not present. This service is needed so that we remain in compliance with Pennsylvania state law and regulation, and the Department of Health's "Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care." In addition to the administration of medication, licensed medical professionals also perform specialized services for medically fragile and/or chronically ill students, and urgent need situations [i.e. students who are diabetic, epileptic, asthmatic, screening classrooms for head lice] when the regularly assigned school nurse is not present. When time allows, these licensed medical professionals may assist the school nurse with annual screenings of height, weight, vision, hearing and BMI. A majority of the workday for Interim Health Care staff involves frequent travel among our schools to insure that students receive daily medications and/or specialized nursing services that may be needed.

Who will the services benefit?

The service will benefit students on a daily basis, reassure parents that children are properly cared for during the school day and provide school staff with the necessary supports.

Where will the services occur? (location)

Services will occur District wide in all schools.

Additional person(s) accountable for this tab

Board Action Information Sheet

11

Action Item #

May 2013

Action Month

The operating period shall be from August 26, 2013 to June 10, 2014.

Explain why an external contract is necessary to provide these services?

This external contract is necessary because school nurses have multiple school assignments, and only licensed medical professionals can administer medications and perform specialized nursing services.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Licensed medical professionals will administer medications, perform specialized nursing services for medically fragile and/or chronically ill students, and respond to urgent need situations in our schools. When time permits, they will assist the school nurse with annual mandated school health screenings.

If this is a contract renewal, indicate the original objective of this activity:

Licensed medical professionals will administer medications, perform specialized nursing services for medically fragile and/or chronically ill students, and respond to urgent need situations in our schools. When time permits, they will assist the school nurse with annual mandated school health screenings.

Has objective been met? ☒ Yes; ☐ No

Please explain how the objective was met or why the objective was not met:

The licensed medical professionals contracted through Interim Health Care during the 2012-2013 school year assisted greatly with the implementation of new school health standards and guidelines as outlined in the 'purpose of this contract'. Without their presence, many students would have been at risk for not receiving their daily care and prescribed medications.

Data Source utilized, or if a new contract, that will be utilized to evaluate contractor performance:

Contractor performance will be monitored by the Health Services Coordinator, Nurse Team Leaders and school nurses through ongoing communication, well-coordinated effort and school-based documentation of medications administered and care provided.

Will evaluation be made on the basis of predetermined written criteria? ☐ Yes ☒ No

Will there be a tangible work product at the completion of the contract? ☐ Yes ☒ No

If there is a tangible work product expected, please describe expectations and name the custodian of the work product:

Board Action Information Sheet

12

Action Item #

May 2013

Action Month



Sandra Wesolowski

Submitted By

Barbara Rudiak

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Health Associates of Western PA Pc

1004 Arch Street, Suite 2010

Pittsburgh, PA 15212

Indicate the category of this contract:

☐ NEW ☒ RENEWAL

<input type="checkbox"/> Individual	<input type="checkbox"/> Minority <input type="checkbox"/> Non Minority	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> City Resident <input type="checkbox"/> Non-Resident
<input checked="" type="checkbox"/> Company	<input type="checkbox"/> Profit <input checked="" type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE	<input type="checkbox"/> Pennsylvania <input checked="" type="checkbox"/> Pittsburgh <input checked="" type="checkbox"/> Allegheny County

- ☒ Security Clearance has been obtained ☐ Resume is attached
☐ Security Clearance will be obtained before contractor begins work
☐ Security Clearance not needed, as contractor will not be working with children

Total Contract Amount: \$ <u>\$72,000.00</u>		Account Number(s)				
Rate of Payment <u>\$100.00</u> per hour		Resp.	Fund	Func.	Obj.	Amount
<input checked="" type="checkbox"/> General Fund:	<u>Health Services</u>	<u>4814</u>	<u>010</u>	<u>2420</u>	<u>330</u>	<u>\$72,000.00</u>
	Department	_____	_____	_____	_____	_____
<input type="checkbox"/> Supplemental Fund	_____	_____	_____	_____	_____	_____
	Account Name	_____	_____	_____	_____	_____

District Goals: ☐ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this contract and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract with Health Associates of Western Pennsylvania Pc. They will serve as the medical consultant to Health Services. They will provide oversight and assistance with all Health Services functions [per requirements of state mandated school health programs] including but not limited to the following: management of student health conditions, technical advisor to nurses regarding medical findings, assist school nurses with mandated physicals, assist with PIAA athletic physicals, review and approval of health assessments for new hires, review and approval of employee medical leaves, sabbaticals and reinstatements, review and approval of student homebound and medical transportation requests, review of requests for school transfers for medical reasons, and management of public health issues affecting health, safety and welfare of students and staff. The medical consultant keeps the Health Services Coordinator informed of all health information relevant to effective and high quality service provision.

Who will the services benefit?

The services will benefit students, parents, School District employees, Health Services staff and new applicants.

Where will the services occur? (location)

Services will occur through Health Services Central Office and at various schools.

Additional person(s) accountable for this tab

Board Action Information Sheet

12

Action Item #

May 2013

Action Month

The operating period shall be from July 1, 2013 to June 30, 2014.

Explain why an external contract is necessary to provide these services?

The School District does not employ physicians.

Indicate process for making recommendation:

☐ Negotiated

☐ Solicited Proposals

☒ Competitive Bid

Describe the expected results of this activity:

To monitor the management of student health problems, assist the school nurses with medical findings that may be difficult to interpret, medically screen applications for employment, employee reinstatements, employee health sabbatical requests and medical requests related to students.

If this is a contract renewal, indicate the original objective of this activity:

To monitor the management of student health problems, assist the school nurses with medical findings that may be difficult to interpret, medically screen applications for employment, employee reinstatements, employee health sabbatical requests and medical requests related to students.

Has objective been met? ☒ Yes; ☐ No

Please explain how the objective was met or why the objective was not met:

Data Source utilized, or if a new contract, that will be utilized to evaluate contractor performance:

N/A

Will evaluation be made on the basis of predetermined written criteria? ☐ Yes ☒ No

Will there be a tangible work product at the completion of the contract? ☐ Yes ☒ No

If there is a tangible work product expected, please describe expectations and name the custodian of the work product:

No

Board Action Information Sheet

13

Action Item #

May 2013

Action Month



David May-Stein

Submitted By

Jeannine French

Person Accountable

PAYMENTS AUTHORIZED

- ☒ Teachers ☐ Students
☐ Other Staff ☐ Parents

☐ Outside Firm or Person

Name: _____
Address: _____

- ☐ Security Clearance has been obtained. ☐ Resume is attached.
☐ Security Clearance will be obtained before contractor begins work.
☐ Security Clearance not needed, as contractor will not be working with children.

Payment Data

Total Cost This Action:	\$6,600.12	Account Number(s):				
<input type="checkbox"/> General Fund		Resp	Fund	Func	Obj	Amount
		4301	620	3210	138	\$2,705.12
	Department	4301	297	1190	519	\$700.00
<input checked="" type="checkbox"/> Supplemental Fund	Medicaid	4301	297	3210	634	\$2,500.00
	Name	4301	297	3210	610	\$400.00
		4301	297	5900	840	\$295.00
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

For what purpose are these funds being requested and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment for fifty (50) Pittsburgh Allderdice High School students to attend five (5) days of Leadership training from June 17-21, 2013 at Chatham University. Students who have completed Leadership training in one of the prior three years mentor 9th grade students during PRC sessions and give school tours to prospective students and parents. They share their experiences and feelings, and answer any student's questions or concerns. Additionally, they mentor on an as-needed basis with students throughout the school year.

The total payment amount(s) shall not exceed \$6,600.12.

Who will this benefit?

The benefit will transcend all aspects of Pittsburgh Allderdice High School. These students participate in clubs, teams, and innumerable activities in the building.

Where and when will the activities/services occur? (location)

Chatham University has graciously donated their facilities for the week of June 17-21, 2013.

Melissa R. Friez, Principal

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

Cost to include 20 hours at the workshop rate of \$23.32 for one (1) facilitator, and 16 hours for six (6) facilitators (\$2,705.12), lunch each day for students (\$2,500), estimated cost of the bus tickets (\$600-\$700) depending on the final number of students involved. Supplies will include leadership workbooks, binders and sundry items (\$400) and printing students workbooks (\$295).

Any current 9th grader may submit his/her name for consideration. If there is room, some upperclassmen may participate. Each student will learn leadership skills, character building, and increased appreciation for people of all races, religions, and creeds. Approximately 35-40 students over a period of twenty years have completed this training, i.e., approximately 800 students.

Board Action Information Sheet

14
 Action Item #
 May 2013
 Action Month



Sandra Wesolowski
 Submitted By
 Barbara Rudiak *BR*
 Person Accountable

PAYMENTS AUTHORIZED

- ☐ Teachers ☐ Students
☐ Other Staff ☐ Parents

☒ Outside Firm or Person

Name: CPR Simplicity
 Address: 4790 King Road
Allison Park, PA 15101

- ☐ Security Clearance has been obtained. ☐ Resume is attached.
☐ Security Clearance will be obtained before contractor begins work.
☒ Security Clearance not needed, as contractor will not be working with children.

Payment Data

Total Cost This Action:	<u>\$1,125.00</u>	Account Number(s):				
<input checked="" type="checkbox"/> General Fund	<u>Health Services</u>	<u>Resp</u> 4814	<u>Fund</u> 010	<u>Func</u> 2410	<u>Obj</u> 599	<u>Amount</u> \$1,125.00
	Department					
<input type="checkbox"/> Supplemental Fund	Name					
	Name					

District Goals: ☐ 1. Maximum academic achievement ☒ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what purpose are these funds being requested and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make the annual payment to CPR Simplicity. They will provide CPR & AED re-certification for approximately (45) Health Services Staff (school nurses, dental hygienists and newly hired substitute nurses). Training will occur on August 23, 2013. Location TBD. The training fee is \$25/person and includes current materials and processing of the American Heart Association's two-year re-certification for healthcare professionals.

Who will this benefit?

This training will benefit everyone since school nurses are first responders in their respective schools.

Where and when will the activities/services occur? (location)

Where: To be determined. When: August 23, 2013

 Additional person(s) accountable for this tab

Board Action Information Sheet

15

Action Item #

May 2013

Action Month



David Lott

Submitted By

Jerri Lippert/Jeanne French

Person Accountable

PAYMENTS AUTHORIZED

- ☐ Teachers ☐ Students ☒ Outside Firm or Person
☐ Other Staff ☐ Parents

Name: Cornell University
Address: Ithaca, NY 14853

- ☐ Security Clearance has been obtained. ☐ Resume is attached.
☐ Security Clearance will be obtained before contractor begins work.
☐ Security Clearance not needed, as contractor will not be working with children.

Payment Data

Total Cost This Action:	<u>\$6,800.00</u>	Account Number(s):				
		Resp	Fund	Func	Obj	Amount
<input type="checkbox"/> General Fund						
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	<u>13-14 Spec Ed Budget</u>	<u>5193</u>	<u>01D</u>	<u>1231</u>	<u>582</u>	<u>\$6,800.00</u>
	Name					
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what purpose are these funds being requested and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Students with Exceptionalities to make payment to Cornell University for Therapeutic Crisis Intervention (TCI) training. Cornell University's Therapeutic Crisis Intervention training address that need. TCI is a model for eliminating the need for the use of physical restraint and intervention. It is an evidence-based method that is 90% Crisis prevention and its use has successfully reduced or eliminated the need for physical intervention in settings such as Pittsburgh Oliver Citywide Academy. Growing numbers of students at Pittsburgh Oliver Citywide Academy have created a need for further development of these skills among staff. Throughout the 2013-14 school year, Pittsburgh Oliver Citywide Academy will be finding new ways to improve TCI best practices by participating in ongoing training. Full implementation in the TCI system, requires staff to be trained as trainers. Currently, Pittsburgh Oliver Citywide Academy has 1 trainer with current certifications to implement the TCI program.

Who will this benefit?

Students at staff at Pittsburgh Oliver Citywide Academy.

Where and when will the activities/services occur? (location)

Four Points Sheraton 910 Sheraton Dr. Mars, PA 16046

Additional person(s) accountable for this tab

Board Action Information Sheet



16

Action Item #

May 2013

Action Month



Mary Jane Conley

Submitted By

Jerri Lipper Jeannine French

Person Accountable



PAYMENTS AUTHORIZED

- ☐ Teachers ☐ Students ☐ Outside Firm or Person
☐ Other Staff ☒ Parents

Name: _____
Address: _____

- ☐ Security Clearance has been obtained. ☐ Resume is attached.
☐ Security Clearance will be obtained before contractor begins work.
☐ Security Clearance not needed, as contractor will not be working with children.

Payment Data

Total Cost This Action:	<u>\$25,000.00</u>	Account Number(s):				
<input type="checkbox"/> General Fund		Resp	Fund	Func	Obj	Amount
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	<u>13-14 Spec Ed Budget</u>	<u>5141</u>	<u>01D</u>	<u>1241</u>	<u>519</u>	<u>\$25,000.00</u>
	Name					
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

For what purpose are these funds being requested and how will it be implemented? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Students with Exceptionalities to make the annual payment to parents who transport their medically fragile children and significantly disabled children in to school when appropriate nursing services cannot be found, based on IEP needs throughout the 2013-2014 school year. The need for parent transportation often arises without notice. The process of seeking individual authorization for each of these situations leaves the child without transportation, thereby denying the child services during the time it takes to process the request for authorization. This authorization is being submitted after collaboration between PSE and the Division of Finance.

The total payment amount(s) shall not exceed \$25,000 from account line 5141-01D-1241-519 and will be made monthly based on the child's attendance record. This request is for up to 20 parents at a rate of \$10 per

Who will this benefit?

Parents of medically fragile and significantly disabled children in the Pittsburgh Public School System.

Where and when will the activities/services occur? (location)

Various locations

Additional person(s) accountable for this tab

Board Action Information Sheet

17

Action Item #

May 2013

Action Month



Jeannine French

Submitted By

Jody Spolar

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund						
	<u>Department</u>					
<input type="checkbox"/> Supplemental Fund						
	<u>Name</u>					
	<u>Name</u>					

District Goals: ☒ 1. Maximum academic achievement ☒ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh approve the adoption of a new School Administrator rating form to be used for all school administrators (Principals, Assistant Principals, and School-based Directors) for the 2013-2014 school year.

In 2012 the Pennsylvania Legislature passed Act 82, which mandates that, beginning in the 2014-15 school year, school administrators must be evaluated on multiple measures of effectiveness, 50% professional practice and 50% student/school outcomes. In 2013-2014 school administrator evaluation will be based completely on a professional practice rubric. The revised rating form for the 2013-2014 school year aligns the domain titles on the form with the performance rubric which has been revised, with input from principals, to include current research-based best practices, and to align with the direction from PDE on Act 82. During the next year, the District will develop multiple evaluation measures for school administrators in the 2014-15 school year and beyond, and will seek approval for a revised rating form to reflect those multiple measures. There are no costs associated with this authorization.

Who will this benefit?

The implementation of the Principal rating form ensures that the District has effective leaders in each school, which ultimately benefits the District's students.

Where will the activities/services occur and how was this school/location selected? (if applicable)

This is not applicable for this action.

Alyssa Ford-Heywood

Additional person(s) accountable for this tab

Pittsburgh Urban Leadership System for Excellence

PROFESSIONAL RATING FORM

(SCHOOL ADMINISTRATORS)

Last Name: _____ First: _____ Middle: _____

School: _____ Job Title: _____

SATISFACTORY Performance of employee is sufficiently acceptable to justify continuation of employment.	Signature of Rater: _____		UNSATISFACTORY Performance in at least one or more of the domains is unacceptable.	Signature of Rater: _____	
	Position: _____	Date: _____		Position: _____	Date: _____

Domain(s) Where Performance is Unacceptable (at least one domain must be checked to issue an unsatisfactory rating):

- ☐ **Domain 1: Strategic and Cultural Leadership-** The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.
- ☐ **Domain 2: Systems and Leadership-** The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the school. The school leader must efficiently, effectively, and safely manage the school to foster staff accountability and student achievement.
- ☐ **Domain 3: Leadership for Learning-** The school leader assures a system is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices to accelerate student achievement and eliminate racial disparities.
- ☐ **Domain 4: Equity Leadership-** The school leader builds and maintains a focus on eliminating racial achievement disparities by creating a racially and culturally proficient school community focused on setting high expectations for all students.
- ☐ **Domain 5: Professional and Community Leadership-** The school leader promotes the success of all students, the positive interactions among school community members, and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

- ☐ Although rated as satisfactory, performance has been assessed to be Below Average and improvement must occur.

I certify that the above named employee has been rated as indicated for the period beginning _____ and ending _____.

Signature of Principal: _____ Date: _____

Signature of Assistant Superintendent: _____ Date: _____

Signature of Superintendent: _____ Date: _____

(Required for an unsatisfactory rating)

Board Action Information Sheet

Action Item #

Action Month



Submitted By

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:		<u>\$15,000.00</u>		Account Number(s):		
<input checked="" type="checkbox"/> General Fund	<u>Gifted and Talented</u>	<u>Resp</u> 5143	<u>Fund</u> 01C	<u>Func</u> 1243	<u>Obj</u> 599	<u>Amount</u> \$15,000.00
	Department					
<input type="checkbox"/> Supplemental Fund						
	Name					
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to implement the National Math and Science Initiative (NMSI) Advanced Placement Training and Incentive Program (APTIP) at Pittsburgh Brashear High School and Pittsburgh Science & Technology Academy 6-12 from June 2013 through June 2016.

The Advanced Placement Training and Incentive Program prepares students to succeed in college-level Advanced Placement math, science and English courses through AP and pre-AP programming that increases teacher effectiveness and student achievement. The program increases dramatically the number of students taking and passing AP math, science and English exams, and expands access to traditionally under-represented students.

The APTIP program includes teacher training for all AP and pre-AP teachers, student study sessions led by effective College Board consultants from across the nation, stipends and awards for teachers and students, half of all AP exam fees, and up to \$15,000 per year in science, math and English equipment per school. This program will be fully funded by the Heinz Endowments through a 3-year grant totaling \$930,637.

The District anticipates implementation costs, not covered by the grant, to not exceed \$5000 per year. This cost includes student transportation to and from student study sessions, program communication, and student recruitment materials.

Who will this benefit?

Pre-AP (6-10) and AP teachers and students at Pittsburgh Brashear High School and Pittsburgh Science and Technology Academy 6-12.

Where will the activities/services occur and how was this school/location selected? (if applicable)

Jaclyn Castma

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

The District has extended our support and excitement for the schools that were selected, but we look forward to the opportunity to extend the program to more PPS high schools during the 2014-2015 school year. NMSI is hopeful that additional funding will be secured for the 2014-2015 school year.

The total cost of this action shall not exceed \$5,000 per year from account line 5243-01C-1243-599.

Board Action Information Sheet

19

Action Item #

April 2013

Action Month



Jeff Ziegler

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
<input checked="" type="checkbox"/> General Fund	<u>textbook line</u>	<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
	<u>Department</u>	<u>4600</u>	<u>010</u>	<u>1100</u>	<u>640</u>	<u>\$0.00</u>
<input type="checkbox"/> Supplemental Fund	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u>Name</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u>Name</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve an Advanced Algebra course. Advanced Algebra will be a 4th year capstone course for students that did not pass the Keystone Algebra 1 Exam. It will act as the replacement course for Standards Based Mathematics 12. Passing this course with a grade of 70% or higher will fulfill the graduation requirement for passing the Keystone Exam. The course will address higher level algebraic concepts that would traditionally be concepts covered in an intro college level course or on a college level entrance exam.

This course will also be made available to students that may have passed the Algebra 1 Keystone Exam, but struggled with the algebraic concepts in Algebra 2. It is intended to support students that will be entering college or the workforce and fulfill their graduation requirements.

The textbook adoption process is currently underway and a recommendation will be included in the June legislative packet.

Who will this benefit?

12th grade math students

Where will the activities/services occur and how was this school/location selected? (if applicable)

All high schools offering the course Advanced Algebra

Jeffrey J. Ziegler

Additional person(s) accountable for this tab

Board Action Information Sheet

20

Action Item #

May 2013

Action Month



Aimee R. Zundel, Esq.

Submitted By

Ira Weiss, Esq.

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:

\$0.00

Account Number(s):

☐ General Fund

☐ Supplemental Fund

Department

Name

Name

Resp

Fund

Func

Obj

Amount

District Goals: ☒ 1. Maximum academic achievement ☒ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve the revisions to current Board Policy Number 1012 – Parent and Family Involvement. (See attached redline and final copy).

Who will this benefit?

The School District and parents and families of District students

Where will the activities/services occur and how was this school/location selected? (if applicable)

District-wide

Errika-Fearbry Jones, Alin McIver

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

Current Board Policy No. 1012 – Parent and Family Involvement will benefit from certain revisions. The policy was last revised during the 2005-2006 school year.

The Elementary and Secondary Education Act (ESEA), reauthorized in 2001 as the No Child Left Behind Act (NCLB), requires school districts to plan and implement a District level parental involvement policy with meaningful consultation of parents of District students, including those who participate in programs funded by Title I of NCLB. The policy encompasses programs and activities that operate District-wide to foster involvement of parents and families of District students. Proposed revisions include clarification of the roles and responsibilities of Parent School Community Councils (PSCCs), removal of outdated policy language and modifications to ensure consistency with current District practices. A parent subcommittee was instrumental in generating the proposed revisions and a web comment period was made available to parents, families and community partners from April 16th through May 7th

SCHOOL DISTRICT OF PITTSBURGH

SECTION: COMMUNITY

TITLE: PARENT AND FAMILY
INVOLVEMENT

ADOPTED: September 27, 1989

REVISED: Proposed May 29, 2013

	1012. PARENT AND FAMILY INVOLVEMENT
1. Purpose	<p><u>The Board recognizes that parent and family involvement contributes to the achievement of academic standards by all students. The Board views the education, health and safety of students as a cooperative effort among the school, parents and community. The District's <i>Excellence for All</i> initiative focuses on the "whole child" and treating each child as an individual, considering all aspects that affect each child as he or she grows and learns within the community.</u></p> <p><u>This policy is to comply with Public Law 107-110, 107th Congress, signed on January 8, 2002, referred to as the reauthorization of the Elementary and Secondary School Act (ESEA) of 1965 and commonly cited as the No Child Left Behind Act of 2001. Federal law states that the District and parents of District students, including those students participating in Title I programs shall jointly develop and agree upon a written Parent and Family Involvement Policy. References to mandated provisions of ESEA are indicated in bolded italics with the first reference being to ESEA and the second reference to the official citation in the United States Code.</u></p>
2. <u>Authority & Organization of Policy</u>	<p><u>The Parent and Family Involvement Policy shall ensure compliance with federal statutory provisions that specifically recognize parent and family involvement as a research-based educational practice that yields effective results. The District's Parent and Family Involvement Policy shall cover the involvement of all parents and families across any federal, state, or local programs being implemented in the District, with recognition and respect for the wide variety of ways in which parents and families can be involved in the education of District students. This policy shall serve as written documentation of the Pittsburgh School District's commitment to ensure parents and families are welcomed,</u></p>

engaged, and valued as stakeholders in the education of their children and the safety, health and welfare of their children while at school. The District will incorporate this Parent and Family Involvement Policy into its Local Education Agency (LEA) plan which is the required plan submitted to the state in its application to obtain Title I and other federal funding.

The District's Parent and Family Involvement Policy shall be evaluated annually, with parental and family involvement. The policy shall be made available in all District schools, on the District's Internet site and various other accessible locations.

The within jointly developed Parent and Family Involvement Policy includes the following information:

1. A description of how parents will be involved in the planning, review and improvement of the District's Parent and Family Involvement Policy (*Section II, Section III*);
2. Information about an annual meeting that shall be held to inform parents of each District school's participation in the Title I program and to explain the requirements of the program and parents' and families' right to be involved (*Section II*);
3. A statement that parent meetings, including parent conferences, will be held at different times during the day (*Section II, Section V*);
4. A statement that Title I funds may be used to pay reasonable and necessary expenses associated with parental and family involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions (*Section V*);
5. A description of how parents and families will be involved in the planning, review and improvement of District and school level programs, including the Title I program (*Section I, Section II, Section III, Section IV*);

6. A description of how District schools involve parents in the joint development of the Schoolwide Program Plan, as required under Section 1114 of the No Child Left Behind Act (applies only to Title I schools operating a Schoolwide Program) (*Section IV*);
7. A description of how District schools involve parents in the joint development of the school level improvement plan, as required under Section 1116 of the No Child Left Behind Act (applies only to Title I schools identified for School Improvement) (*Section IV*);
8. A description of how District schools will provide parents of participating children with timely information about school programs, including the Title I program (*Section V, VI*);
9. A description of how District schools will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet (*Section V, VI*);
10. A description of how District schools will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children (*Section V, VI*);
11. A statement that District schools will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (*Section V*);
12. Information regarding school-parent compacts that are jointly developed with parents and how the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement (*Section III*);
13. A description of how District schools provide materials and training to help parents to work with their children to improve

their children's achievement, such as literacy training and using technology, as appropriate, to foster parental and family involvement (*Section III, V*).

This policy is intended to describe how the District will:

1. Involve parents in the joint development of the District's overall Title I plan, its implementation, and the process of school review and improvement;
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
3. Develop activities that promote the schools' and parents' capacity for strong parental involvement;
4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law;
5. Involve parents in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of District schools;
6. Identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority;
7. Use findings of annual evaluations to design strategies for more effective parental involvement; and
8. Involve parents in the activities of schools.

20 U.S.C.
Sec. 6318

<p><u>32.</u> Guidelines</p>	<p>Section I – Parent and Family Involvement General Provisions, <u>and Expectations, and Definitions</u></p> <p>This policy shall establish the role of the Pittsburgh-School District of <u>Pittsburgh</u> in involving parents and families and clarifies the relationship between the school’s role in parent and family participation and the role of the parent and family. While the District’s Parent and Family Involvement Policy largely defines mandated legal parental involvement provisions as stipulated by federal law, the District also realizes that many other adults play an important role in a child’s life. The School District welcomes into its buildings all individuals who carry responsibility for a child’s development, education, <u>safety</u> and well-being, including grandparents, aunts, uncles, neighbors, and community members. It shall not only reflect the School District’s mission of promoting the achievement of every child but shall establish a framework for recognizing the value of parents and families and for promoting meaningful parent and family participation. The Board of Education recognizes that a child’s education is a responsibility shared by the school and family. To support this goal, the school, parents and families must work as knowledgeable partners. All employees of the District at each school must create a climate of respect for and cooperation with parents and family that will be evident in all parent, family, teacher, and staff interactions.</p> <p>The Pittsburgh-School District of <u>Pittsburgh</u> not only recognizes parents and families as key stakeholders in their children’s education; but <u>and</u> prioritizes parent and family involvement as a key component of its beliefs and shared goals as adopted by the Board of Education in <u>the District’s Strategic Plan</u> its “Excellence for All” plan for student achievement.</p> <p><u>Declaration Of Beliefs</u></p> <ol style="list-style-type: none"> 1. All children can learn at high levels. 2. Teachers have a profound impact on student development and should
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<p><u>20 U.S.C.</u> <u>Sec. 6301(12)</u></p>	<p>have ample training, support, and resources.</p> <p>3. Education begins with a safe and healthy learning environment.</p> <p>4. Families are an essential part of the educational process.</p> <p>5. A commitment from the entire community is necessary to build a culture that encourages student achievement.</p> <p>6. Improvement in education is guided by consistent and effective leadership.</p> <p>7. Central office exists to serve students and schools.</p> <p><u>Shared Goals To Guide All Work</u></p> <p>1. Maximum academic achievement for all students.</p> <p>2. A safe and orderly environment for all students and employees.</p> <p>3. Efficient and effective support operations for all students, families, teachers, and administrators.</p> <p>4. Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible.</p> <p>5. Improved public confidence and strong parent/community engagement.</p> <p>The No Child Left Behind Act clearly states its purpose as ensuring all children the opportunity to obtain a high quality education and acknowledges that one of the primary ways to accomplish this is by “affording parents substantial and meaningful opportunities to participate in the education of their children.” <i>ESEA Section 1001(12)</i> <i>20 USC 6301(12)</i> This policy shall bring the District into compliance with No Child Left Behind provisions that specifically recognize parent and family involvement as a research based educational practice that yields high results. This policy shall cover the involvement of all parents and families across any federal, state, or local</p>
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~~programs being implemented in the District. The District recognizes and respects the wide variety of ways in which parents/families can be involved whether District initiated, school initiated, or parent initiated. This policy shall serve as written documentation of the Pittsburgh School District's commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children. The District will incorporate this Parent and Family Involvement Policy into its Local Education Agency (LEA) plan which is the required plan submitted to the state in its application to obtain Title I and other federal funding.~~

~~The Elementary and Secondary Education Act shall be referred to as ESEA. The United States Code shall be referred to as USC. A local education agency shall be referred to as LEA, which indicates a School District for this policy.~~

~~The term "parent" refers to a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). *ESEA Section 9101(31) 20 USC 7801(31)* This definition of "parent" shall be used as reference for this policy. The Pittsburgh School District also believes in the importance of "families" as other adults who play an important role in a child's life.~~

~~The District recognizes the definition of parent involvement as provided for in the No Child Left Behind General Provisions Section: *ESEA Section 9101(32) 20 USC 7801(32)* The term "Parent Involvement" means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring:~~

- ~~1. That parents play an integral role in assisting their children's learning.~~
- ~~2. That parents are encouraged to be actively involved in their children's education at school.~~
- ~~3. That parents are full partners in their children's education.~~

4. ~~That parents are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.~~

~~The Pittsburgh School District not only embraces the definition of parent involvement as defined in the No Child Left Behind Act, but further expands that definition to include diverse, ongoing, meaningful activities and opportunities that are designed to engage a range of parents and families throughout the school year. Some of these activities shall be focused on helping parents and families help their own children succeed academically, while others engage parents and families in the process of school improvement.~~

All efforts in the District shall be guided by extensive research that consistently links parental and family involvement with student success. Grounded in research and practical experience and around which programs will be implemented are six (6) components framed as the national PTA's National Standards for Family-School Partnerships: Welcoming all families into the school, Communicating effectively, Supporting student success, Speaking up for every child, Sharing power and Collaborating with community. These national standards have been endorsed by the National School Boards Association and are will be endorsed by the Pittsburgh Board of Education- with the adoption of this policy upon adoption of this document.

Parents and families are welcome and encouraged to attend all public sessions of the Pittsburgh Board of Education and may speak on issues related to agenda items at the monthly public hearing. Information on dates, times, and the process for being placed on the agenda can be provided through the Office of the Superintendent or the Board Office. Individual ~~b~~Board members may be contacted through the Board Office.

Section II – Policy Development and Dissemination

20 U.S.C.
Sec. 6318(a)(2)

The District shall develop jointly with, agree on with, and distribute to, parents and families of participating children this written Parent and Family Involvement Policy. The policy shall be incorporated into the local District's LEA plan developed under ESEA, establish the School

<p><u>20 U.S.C.</u> <u>Sec. 6318(b)(4)</u></p>	<p>District's expectations for parent and family involvement, and describe how the District will implement provisions. ESEA, Section 1118(a)(2) 20 USC 6318(a)(2)</p> <p>If the required District plan is not satisfactory to the parents and families of participating children, the School District shall submit any parent or family comments with the District plan upon submission to the state. ESEA, Section 1118(b)(4) 20 USC 6318(b)(4)</p> <p>The District authorized a "District Public Engagement Policy Committee" to jointly develop this policy. Invited to participate were parents, organizations, and community members. A series of open meetings were held during which members brainstormed, reviewed the NCLB Act, reviewed current District policy and policies from other Districts, examined successful and unsuccessful experiences, attended workshops with leading national researchers such as Joyce Epstein, participated in the Governor's Institute for Parental Involvement in Harrisburg, and came to consensus on a suggested policy. Members of the committee were exposed to a variety of facilitators during this process including District personnel, parents, RMC Research Corporation, and the Education Law Center's School Reform Network.</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(f)</u></p>	<p>In carrying out this policy, the District shall provide, to the extent practicable, full opportunities for the participation of parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory children, including providing information and school reports in a language such parents and families can understand. ESEA, Section 1118 (f) 20 USC 6318 (f) <u>For more information on translation services, parents and families can contact their child's school directly, and the school will arrange for available translation services, if appropriate, with the English as a Second Language (ESL) office.</u></p> <p>-The District shall also provide speech and hearing interpreters for parent-teacher conferences, Parent School Community Council (PSCC) meetings, and other activities as requested and deemed necessary.</p> <p>This Parent and Family Involvement Policy shall be distributed annually to parents and families. Parents and families shall be notified of the</p>

<p><u>20 U.S.C.</u> <u>Sec. 6318(b)(1)</u></p>	<p>policy in an understandable and uniform format and, to the extent practicable, <u>the policy shall be provided</u> in a language that parents and families can understand. The policy shall be made available to the local community and updated periodically—with the involvement of parents and families—to meet changing needs. ESEA Section 1118(b)(1) — 20 USC 6318(b)(1) The policy shall be posted on the Parent and Family Site of the Pittsburgh School District web site <u>District's Internet site</u>. The policy will also be available to parents and families at local schools or through the- <u>Equity Office</u> Division of Communications and Marketing. Community agencies or programs that have direct access to parents and families (Example: Welfare to Work, CYF, Urban League, NAACP, libraries, places of worship, etc.) may voluntarily distribute the policy at their sites.</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(c)</u></p>	<p>Principals in each school shall convene an annual meeting, at a convenient time, to which all parents and families of participating children shall be invited and encouraged to attend. The purpose of this meeting shall be to inform parents and families of school policies, Title I offerings (where applicable), and the right and opportunities for involvement. This involvement includes the planning, review, and improvement of the Parent and Family Involvement Policy. The schools shall offer a flexible number of meetings to accommodate parents' schedules, and may provide transportation, child care, home visits, or other services related to parental and family involvement. ESEA Section 1118(c)(1)(2)(3) — 20 USC 6318 (c)(1)(2)(3)</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(a)(2)</u></p>	<p>The District will conduct, with parents and families, an annual evaluation of this Parent and Family Involvement Policy through the <u>Equity Office</u> Division of Communications and Marketing. (This process is specified in Section III of this policy.)</p> <p>Section III – Accountability, Responsibility, and Evaluation</p> <p>Within the administration of the <u>Pittsburgh School District of Pittsburgh</u>, there are several divisions/offices that have primary responsibility and accountability for implementing and monitoring provisions and initiatives of the District's Parent and Family Involvement Policy:</p>

1. ~~The Division of Communications and Marketing~~Equity Office, under the direction of the Superintendent ~~Office of the Chief of Staff~~or designee.
2. The Office of Curriculum, ~~and Instruction~~ and, the Office of Professional Development, and the Office of School Performance Management, under the direction of the ~~Deputy-Superintendent~~ or designee.

~~The Funding and Compliance Office, under the direction of the Assistant to the Superintendent for NCLB Compliance.~~

3. The Title Programs Office, under the direction of the Title Programs Coordinator.

~~The~~ Equity Office~~Division of Communications and Marketing~~, in collaboration with the Office of Curriculum, ~~and Instruction~~ and Professional Development and the Office of School Performance Management, bears the primary responsibility for fostering programs, activities, and procedures for the Parent and Family Involvement Policy at the District level. It is the responsibility of the Equity Office~~Division of Communications and Marketing~~ to develop, facilitate, and coordinate large-scale events and provide key support and resources for parent involvement.

~~The Funding and Compliance Office has responsibility and is accountable for all federal programs including Title I. As such, this office~~The Title Programs Office shall havehas the primary responsibility for ensuring compliance with the District's Parent and Family Involvement Policy inclusive of all- schools within the District~~Pittsburgh public schools~~, not just schools qualifying for Title I assistance. (Refer to Section VII of this policy outlining the complaint process for all concerns/alleged violations regarding Title I and parent involvement.)

The District supports professional development opportunities for staff members, parents and families to enhance understanding of effective parent and family involvement strategies which lead to student achievement and student improvement. ~~The~~ Equity Office~~Division of Communications and Marketing~~, through the Office of Curriculum, Instruction and Professional Development, will support the development

of teaching curricula and training programs on parent and family involvement and best practices within the District and in the higher education community. These ongoing training programs will enable parents, families, teachers, District administrators, principals, and staff opportunities to increase their knowledge and skills in communicating with and engaging parents.

The District recognizes the importance of administrative leadership in setting expectations and will work with its administrators to enforce this policy. Principals bear the primary responsibility for ongoing parent and family involvement at the school level. Principals will work with classroom teachers to assure that they offer meaningful opportunities for parents and families to be full partners in their children's education and safety, health and welfare while at school. Principals will be held accountable for fostering parent and family involvement in their schools, as defined in Section I of this policy. Parent and family involvement will be maintained as an essential part of school climate review under the school level improvement plan ~~School Plan for Excellence (SPE)~~. Principals, teachers, and staff members will be encouraged to select at least one individual goal to enrich parent and family involvement. This selection will become part of each annual individual evaluation. All employees will be held accountable for parent and family involvement and fostering positive parent interactions by their immediate supervisor.

This policy shall be reviewed annually as part of all staff development, including administrative and support staff. The policy shall also be reviewed ~~as shall also be~~ a part of all orientations for new staff within the schools ~~by 2007~~.

The District encourages parents and families to become actively engaged with teachers and administrators at the onset of their children's school careers. To foster this goal, the District will promote the integration of early childhood programs as a primary strategy to ensure parents and families are involved in and aware of school readiness and opportunities for involvement.

All parents and families will be asked to share responsibility with the District for:

<u>20 U.S.C.</u> <u>Sec. 6318(d)(2)</u>	1. Communication between the home and school on an ongoing basis. ESEA Sec. 1118(d)(2) — U.S.C. Sec. 6318(d)(2)
<u>20 U.S.C.</u> <u>Sec. 6318(d)(1)</u>	2. Support of their children's learning, such as monitoring attendance, homework completion, and television watching, and positive use of extracurricular time. ESEA Sec. 1118(d)(1) — U.S.C. Sec. 6318(d)(1) <p>In order to facilitate parent and family responsibility for monitoring homework, attendance and academic achievement, the District and individual schools need to foster routine and frequent communications between the District/schools and families. Of paramount importance is a computer-based, information-sharing system by which parents and students can monitor homework, attendance, grades, test scores and academic achievement. An information sharing system, such as a web-based Pparent Pportal that is designed to allow parents, teachers and students to interact, needs to be utilized by all schools to the maximum extent possible. A parent, student and teacher committee shall be formed, with the assistance of the Equity Office Division of Communications and Marketing, to evaluate the utilization of parent, student and teacher "portals." The committee shall also identify obstacles to its use and try to seek solutions. In order to further the stated goals, the parent, student and teacher committee shall work with the Office of Information and Technology or other designated Departments or staff necessary to maximize results.</p>
<u>20 U.S.C.</u> <u>Sec. 6318(d)(1)</u>	3. Participating in decisions relating to the education of their children. ESEA Sec. 1118(d)(1) — U.S.C. Sec. 6318(d)(1)
<u>20 U.S.C.</u> <u>Sec.</u> <u>6318(d)(2)(A)</u>	4. Participating in all parent-teacher conferences. ESEA Sec. 1118(2)(A) — U.S.C. Sec. 6318(d)(2)(A) 5. Responding to school notices and requests by deadlines given. 6. Providing for the health and well-being of their children including, but not limited to, discipline, nutrition, and hygiene. <u>School-Parent Compact</u>

20 U.S.C.
Sec. 6318(d)

As shared responsibility for high student academic achievement, each Title I school shall jointly develop with parents and families a school-parent-family compact that outlines how parents, families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school, parents and families will build and develop a partnership to help children achieve the state's high standards. ~~ESEA 1118(d) USC 6318(d)~~ Since the District's mission is to encourage the involvement of all parents and families, school-parent family compacts shall also be part of the parent and family involvement process at schools not eligible for Title I assistance.

20 U.S.C.
Sec.
6318(a)(2)(E)

The District will conduct, with parents and families, an annual evaluation of the content and effectiveness of the Parent and Family Involvement Policy in improving the academic quality of its schools served. The ~~Equity Office Division of Communications and Marketing~~ shall be given responsibility for convening this annual committee for policy review. The evaluation will include identifying barriers to greater participation by parents and families in activities authorized by this Ppolicy (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The District will use the findings to design strategies for more effective parent and family involvement, and to revise, if necessary (and with the involvement of its parents and families), its Parent and Family Involvement Policy. ~~ESEA Section 1118(a)(2)(E) 20 USC 6318(a)(2)(E)~~ The District will annually convene a focus group of parents, families and community members for this purpose and also distribute a Pparent and Ffamily Ssatisfaction Ssurvey. Parents and families shall work with the ~~Equity Office Office of Information and Technology~~ in an advisory capacity to define the design and distribution of the survey. Results of the survey will be shared with all Parent School Community Councils and parent leaders.

Section IV – School Improvement Opportunities and Activities

All parents and families will have the opportunity to be selected to serve as-volunteers on school and/or District initiated committees. The District

<p><u>20 U.S.C.</u> <u>Sec. 6316</u></p>	<p>will make parents and families of children within the school system integral to all District committees that are created around issues of student achievement, and school improvement and the safety, health and welfare of children while at school. The District shall make every effort to utilize the skills, expertise, and interests of the maximum number of parents and families willing to make the commitment necessary for the committee's work and shall not limit parent and family participation to any particular subgroup. Parents and families selected to serve on committees should be willing to share information and bring the perspective of the broadest number of parents to the issue. Parents and families willing to volunteer to provide such service and make the necessary commitment should signify their willingness in writing and submit it to the Division of Communications and Marketing<u>Equity Office</u> or to the school principal on an annual basis or respond to specific requests as committees are created and the opportunity for participation arises.</p> <p>No Child Left Behind gives parents explicit rights to be not only involved in their children's education but to be participants and to participate in the school improvement process as outlined below in this section of the policy. Parents and families also have the right to be part of "restructuring" efforts in schools that have consistently failed to make Adequate Yearly Progress (AYP) and have entered into Corrective Action stages. The School District shall not only give parents "an adequate opportunity to comment before taking any action but to participate in developing any plan for restructuring of the school." 20 USC 6316—NCLB defines "restructuring" as any arrangement "that makes fundamental reforms" aimed at improving student achievement. If the District cannot meet these obligations by accepting input from those parents and families who take the initiative to provide it, under the ESEA statute, the District has the obligation to reach out to parents to ensure they are aware of their right to participate in the restructuring process, per USDOE Parental Involvement Guidance 2004.</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(a)(2)</u></p>	<p>The School District will involve parents in activities of the schools {ESEA Section 1118(a) (2) (F) 20 USC 6318(a) (2) (F)}, including the process of school review and improvement to assist students in achieving. ESEA Section 1118(a) (2) (A) 20 USC 6318(a) (2) (A) When a school has not met criteria for Adequate Yearly Progress and is</p>

<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6316(b)(3)(A)</u></p>	<p>identified as in “school improvement” status, each school shall, not later than three (3) months after being so identified, develop or revise a school improvement plan in consultation with parents, school staff, the School District, and outside experts. The plan shall cover a two year period and include strategies based on scientifically based research to strengthen core academic subjects, directly address the academic achievement problem that caused the school to be identified, and provide for additional staff development. ESEA Section 1116(b) (3) (A) <u>20 USC 6316(b) (3) (A)</u> Parents and families will be active partners to review the achievement data and assist in directing the School Plan for Excellence. Parents and families will participate in the implementation, budgeting, execution, and monitoring of the plan. Reports will be made available to parents and families as the plan progresses through PSCC/PTO/PTA monthly meetings and other creative methods of communication.</p>
<p><u>20 U.S.C.</u> <u>Sec. 6314</u></p>	<p><u>Schools operating a Schoolwide Program Plan under Section 1114 of the No Child Left Behind Act shall include a description of how parents and families will be involved in the development of the Schoolwide Program Plan within their school level Parent and Family Involvement Policy.</u></p>
<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6316(b)(3)(A)</u></p>	<p>When a school has not met criteria for Adequate Yearly Progress and is identified as in “school improvement” status, each school shall, not later than three (3) months after being so identified, develop or revise a school level improvement plan <u>All District schools shall complete a school level improvement plan in consultation with parents, school staff, the School District, and outside experts. The school level improvement plan should be completed or revised within three (3) months of the beginning of each school year. When a school does not meet Adequate Yearly Progress (AYP) and is identified as in “school improvement” status, the school shall complete or revise a school level improvement plan within three (3) months after being so identified.</u></p> <p>The plan shall cover a two-year period and include strategies grounded based on scientifically based research to strengthen core academic subjects, directly address the academic achievement problem that caused the school to be identified, and provide for additional staff development. Parents and families will be active partners to review the achievement data and assist in directing the school level improvement plan <u>School</u></p>

	<p>Plan for Excellence. Parents and families will participate in the implementation, budgeting, execution, and monitoring of the plan. Reports will be made available to parents and families as the plan progresses through PSCC/PTO/PTA monthly meetings and other creative methods of communication.</p>
<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6318(a)(2)(B),</u> <u>6318(e)(14)</u></p>	<p>The District will also provide the necessary coordination, technical assistance, and other reasonable support (as requested by parents and families) necessary to assist schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance.</p> <p>ESEA Section 1118(a)(2)(B) 20 USC 6318(a)(2)(B) and ESEA Section 1118(e)(14) 20 USC 6318(e)(14)</p>
<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6318(a)(2)(D)</u></p>	<p>The District will coordinate and integrate parental and family involvement strategies with other District operated programs. ESEA Section 1118(a)(2)(D) 20 USC 6318(a)(2)(D)—The District has embarked on a strong commitment to a “seamless” pre-school experience, including District-operated pre-school program and Head Start. Efforts from the District will be made to ensure seamless transitions from pre-school to elementary to middle and middle to high school. This will be accomplished by working with parents, families, students, staff and, where appropriate, community-based organizations. This will take place through parent and family workshops, parent meetings, Parent Policy Council<u>Parent School Community Councils</u>, conferences, school visitations, Open House, and volunteering in the classroom. -The District will fulfill the above requirements by initiatives outlined below and further reinforce its commitment in its <u>Strategic Excellence for All Plan</u>.</p> <p><u>Parent School Community Councils (PSCC)</u></p> <p>The District will maintain a core parent involvement initiative of Parent School Community Councils (PSCC)—established during the 1992-1993 school year as its action arm. All schools shall have an established PSCC and will convene monthly meetings to discuss educational issues through the <u>school-level improvement “Getting Results”</u> plan relevant to each school. Parents and families will be a part of the review and</p>

revision of the school level improvement ~~“Getting Results”~~ plan and will be required to be part of the approval process on individual ~~“Getting Results”~~ school level improvement plans as the guiding principle in schools. Each ~~“Getting Results”~~ school level improvement plan will include parental and family involvement provisions linked to school improvement. A PSCC Handbook, including more detailed information and guidelines for District PSCCs, will be published by the District to ~~serve as a guide for more detailed information and~~ may be obtained by contacting the Equity Office ~~Division of Communications and Marketing~~. Each PSCC is expected to abide by the terms of the PSCC Handbook.

Purpose –

Parent School Community Councils will create a climate where participation of all stakeholders results in increased understanding, commitment, responsibility, and satisfaction for the total school community. The purpose of the PSCCs ~~Council~~ is to provide direction and support to the school in the development and revision of its ~~“Getting Results”~~ school level improvement plan and to serve as an advisory body to the principal regarding issues such as student achievement, increasing parent and community support for the educational program, school safety, and dress codes. Individuals who participate ~~maintain a seat on~~ in the school PSCC shall assume responsibility for communicating information to other parents. Interested individuals should contact their schools to become involved. ~~Council~~ PSCC meetings are open to the public.

Relationship To Other School Organizations –

There shall be a direct communication link established between the Parent School Community Council and other groups within the school. The ~~Council~~ PSCC shall serve as a central clearinghouse and umbrella organization for information among groups with a shared mission of focusing on students. Each of the established groups within the ~~Council~~ PSCC will maintain their own identity and function. Representatives from these organizations communicate information to the ~~Council~~ PSCC about their respective groups. They include, but are not limited to the following:

1. Instructional Cabinet
2. Discipline Committee
3. PTA/PTO
4. Right to Education Task Force
5. *Excellence for All* Parent Steering Committees
6. Early Childhood Education Policy Council, where applicable
7. School Volunteers

PSCC Procedures –

PSCCs shall hold monthly meetings. The date and time of such meetings will be posted on the school's Internet site and publicized through other means of communication with parents and families of the school. Agendas shall be developed collaboratively between principals, parents and families. Each PSCC shall publish monthly meeting minutes and other relevant information on the school's Internet site for access by all parents and families of the school. Meeting minutes shall also be available to parents and families upon request to the school principal.

Membership-Participation In Parent School Community Councils –

Parents or family members interested in ~~becoming~~ a memberparticipating in of a Parent School Community Council (PSCC) should contact their school Pprincipal who will facilitate the process. Roles and responsibilities are outlined in detail in the District's Parent School Community Council Handbook which can be obtained through the Equity Office~~Division of Communications and Marketing~~.

Excellence For All Parent Steering Committee

The *Excellence for All* Parent Steering Committee is comprised of four

or more parents or family representatives from each of the District's schools. These representatives are committed to working directly with the Superintendent as a sounding board for ideas, suggestions, issues, concerns, and discussions. They serve as District-wide committees such as focus groups, Charter School Review Teams, Book Selections, Discipline Policy Reviews, Parent and Family Policy Reviews, Gifted Education Task Force, etc. A commitment of two years is requested.

Early Childhood Education Programs

The District operates Early Childhood Education Programs that are funded by both Federal Head Start and State Pre-Kindergarten grants. All programs follow the Head Start Performance Standards which include a high level of parent and family involvement and engagement in the programs. Parents with children in early childhood education programs will also be included in the school-based parent and family involvement and engagement.

PTO/PTSO

Parents and families in schools may organize and participate in activities of a locally organized Parent Teacher Organization (PTO) for greater involvement in the schools. Local membership is open to those willing to make a difference in the lives of children and youth. As a supportive arm of education, they offer a vehicle for parents and families to participate in activities such as Family Fun Nights, Family Science Nights, Family Math Nights, Book Fairs and other events that provide families information on school, District and state programs, and also equip families to support learning at home.

PTA/PTSA

Parents and families in schools may organize, participate, and join a local Parent Teacher Association (PTA), a local non-profit 501(c)(3) group with a state and national affiliation and voice for parents and families. Membership is open to those willing to make a difference in the lives of children and youth through improving policies and laws, receiving leadership skills and opportunities, and sharing valuable state and national information on the health, education, and welfare of

children. Like the PTO/PTSO model, these groups also serve as vehicles for information dissemination to families.

Right To Education Task Force

The Right to Education Task Force is a parent-led group that meets monthly to provide updates on issues and topics that affect special education in the District. Parents, relatives, and guardians of children who receive special education services are invited to attend any meeting and become participating members. Each meeting includes time for discussion of parent concerns. Information on where and when meetings are held is available from the District's Program for Students with Exceptionalities and is posted on the District calendar, which can be found on the District's Internet site. ~~Meetings are held on the fourth Tuesday of the month at 6:00 PM at Achieva, 711 Bingham Street, Pittsburgh, PA (South Side).~~

Right to Education Task Force members include parents, public agencies, and school officials. ~~Pittsburgh School District Administrators~~ from the Program for Students with Exceptionalities attend each meeting. The purpose of the Right to Education Task Force is to monitor the delivery of special education services in District schools, address parent concerns, and communicate problems to the appropriate sources. The Right to Education Task Force works to ensure that parents and families of students who receive special education services are provided information on District programs and equal access to these programs. The group is part of the State Local Task Force System comprised of 29 parent-led task forces, one in each Intermediate Unit in Pennsylvania.

For more information, call the Parent-to-Parent Special Education Helpline at 412-323-3996.

School Volunteers

While the District's Parent and Family Involvement Policy largely defines mandated legal parental involvement provisions as stipulated by federal law, the District also realizes that many other adults play an important role in a child's life. The School District welcomes into its

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<p><u>20 U.S.C. Sec. 6318(e)(3), 6318(e)(6)</u></p>	<p>a parent liaison shall support and assist the District in its mission to build opportunities for parent and family involvement.</p> <p><u>Staff Development To Support Parental Involvement</u></p> <p>The District shall, with the assistance of its schools and parents, educate its teachers, administrators, principals and all other staff <u>about how to effectively support parental and family involvement.</u> ESEA Section 1118(e)(3) — USC 6318(e)(3)—The District will involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. ESEA Section 1118(e)(6) — USC 6318(e)(6)—Such training will include, but not be limited to:</p> <ol style="list-style-type: none"> 1. The value of parent and family involvement as a research-based practice that leads to school improvement and student achievement. 2. The value of parent and family contributions. 3. How to reach out to, communicate with, and work with parents and families as equal partners. 4. How to implement and coordinate parent and family involvement programs. 5. How to build ties between parents, families, and the school. 6. How to develop and foster meaningful school, family and community partnerships. <p><u>Pre-K-12 Parent Training On Partnering For Academic Success</u></p>
<p><u>20 U.S.C. Sec. 6318(e)(9)</u></p>	<p>The District will provide training for parents to enhance the involvement of other parents. ESEA 1118(e)(9) — 20 USC 6318(e)(9)—The District will be given responsibility for facilitating workshops and training for parents and families of children in the <u>Pittsburgh-School District of Pittsburgh</u>, inclusive of parents with children in Pre-Kindergarten through 12th Grade. Workshops and training will enhance the knowledge and skill level of parents as they relate to the academic success of their children. These initiatives will provide opportunities for</p>

	<p>parents and families to engage in literacy activities through Book Clubs, math activities through workshops, technology through the District web-based parent “portal” initiative, and activities promoting the general health, nutrition, and welfare of their children.</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(e)(1)</u></p>	<p>The District shall assist parents in understanding the topics of Pennsylvania Academic Standards, state and local assessments, monitoring their child’s progress, and working together to improve student achievement. ESEA Section 1118(e)(1) 20 USC 6318(e)(1) In order to do so, the District will provide the following:</p>
<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6318(c)(4)(A)</u> <u>20 U.S.C.</u> <u>Sec. 6318(c)(4)</u></p>	<ol style="list-style-type: none"> 1. Timely information about programs under No Child Left Behind. ESEA 1118(e)(4)(A) 20 U.S.C. 6318(e)(4)(A) 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. ESEA 1118(e)(4)(B) 20 U.S.C. 6318(e)(4). Parents and families shall be part of a Book Selection Advisory Committee under the <u>Office Division of Curriculum, and Instruction and Professional Development</u>.
<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6318(d)(2)(B)</u></p>	<ol style="list-style-type: none"> 3. Frequent reports to parents on their children’s progress. ESEA 1118(d)(2)(B) 20 U.S.C. 6318(d)(2)(B). When report cards or progress reports are distributed to parents in a school or District mailing, relevant information on educational activities, parent and family involvement - initiated by the school, the DDistrict, or the parents - is encouraged to be included.
<p><u>20 U.S.C.</u> <u>Sec. 6318(e)(2)</u></p>	<ol style="list-style-type: none"> 4. The District shall provide parents access to materials and training to improve their children’s achievement, such as literacy or technology training. ESEA Section 1118(e)(2) USC 6318(e)(2) The District will assist parents and families in gaining communication skills through technology such as the web-based parent “portal” program to help parents not only gain access to their child’s academic information and children’s progress but to network with teachers through email.
<p><u>20 U.S.C.</u></p>	<ol style="list-style-type: none"> 5. A system for reasonable access to school staff, including

<u>Sec.</u> <u>6318(d)(2)(C)</u>	accommodations for working parents; ESEA 1118(d)(2)(C) 20 USC 6318(d)(2)(C) Parent-teacher conferences shall be held annually. Parents and families shall be given several options of times in order to accommodate schedules. Adequate time shall be allotted to discuss student progress.
<u>20 U.S.C.</u> <u>6318(d)(2)(C)</u>	6. Opportunities to volunteer and participate in their child's classroom. The Pittsburgh <u>School District of Pittsburgh</u> will provide volunteers security clearances at District expense. Parents committed to participating in volunteering activities directly related to students should contact their local school for details and <u>information regarding clearance procedures.</u> ESEA 1118(d)(2)(C) 20 USC 6318(d)(2)(C) Parents and families will be required to have both Criminal Background History and Child Abuse History clearances. Inquiries for obtaining the necessary forms from local schools may be made when students are registered and shall be posted on the School District's <u>Internetweb</u> site. If parents wish to accompany children on field trips or volunteer in other capacities, they are encouraged to submit application for security clearances several months in advance in order to allow for processing at appropriate local and state levels.
<u>20 U.S.C.</u> <u>6318(d)(2)(C)</u>	7. Opportunities to observe classroom activities. ESEA 1118(d)(2)(C) 20 U.S.C. 6318(d)(2)(C)
<u>20 U.S.C.</u> <u>6318(c)(4)(C)</u>	8. If requested by parents, the opportunity for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, with the District responding to any such suggestions as soon as practicably possible.
<u>20 U.S.C.</u> <u>6318(a)(3)(B)</u>	<u>This includes involvement of parents and families in decisions about how the District allots funds reserved for parental involvement to District schools. The District may use its District-wide Excellence for All (EFA) Parent Steering Committee and individual school PSCCs to provide advice on this and other matters relating to use of funds for parental and family involvement.</u> ESEA 1118(e)(4)(C) 20 U.S.C. 6318(e)(4)(C)
<u>20 U.S.C.</u> <u>6318(e)(10)</u>	9. Arrangements for school meetings or in-home conferences between staff and parents who are unable to attend conferences at school in

<p><u>20 U.S.C.</u> <u>6318(e)(8)</u></p>	<p>order to maximize parental and family involvement and participation. ESEA 1118(e)(10) — 20 U.S.C. 6318(e)(10)</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(e)(13)</u></p>	<p>10. Investment of federal, state, and local dollars to strengthen and sustain parent and family involvement activities such as paying reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents and families to participate in school-related meetings and training sessions.;</p> <p>11. A system designed to include appropriate roles for community-based organizations and businesses in parent involvement activities. ESEA 1118(e)(13) — 20 USC 6318(e)(13) The School District not only encourages local neighborhood partnerships but will maintain school facilities that accommodate and are accessible to local community groups, including sports.</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(e)(5)</u></p>	<p><u>Information And Its Distribution To Parents In Understandable Language</u></p> <p>The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and families of participating children in a format and, to the extent practicable, in a language the parents and families can understand. ESEA Section 1118(e)(4) — USC 6318(e)(4)</p> <p>When possible, all information for parents and families shall be posted on the Parent and Family Site of the Pittsburgh-School District Internet site.</p> <p>"Your Guide to Offerings and Options in the Pittsburgh Public Schools 2009-2010," a publication which contains information on <u>District</u> magnet schools and <u>other</u> programs, shall be mailed to every parent at the beginning of each school year. Additional information shall be made available to parents and families at the District <u>Internet web-site</u> and at all individual schools which describes programs and explains how to take advantage of opportunities. Such information shall include, but not be limited to, the following categories:</p>

	<ol style="list-style-type: none"> 1. Academic (Examples include Advanced Placement (AP) options, Center for Advanced Studies (CAS) gifted offerings, and Pittsburgh Scholar Program (PSP)) 2. Early Childhood Programs 3. Tutoring Programs 4. Extracurricular 5. Athletic 6. After-School Programs <u>7. Outreach Activities (Example: Intergenerational programs)</u> <u>7.8. Parent/Family Involvement Opportunities</u> <p>The District will draw from multiple sources of information and materials for parents, families, and school staff. To assist in implementing this requirement, the District will use written materials, toolkits, and other resources that shall be made widely available to parents and families and can be accessed through local schools. Sources of information will include, but not be limited to:</p> <ol style="list-style-type: none"> 1. United States Department of Education 2. Federal Education Technical Assistance Centers 3. National Center on Family Literacy 4. National Coalition of ESEA Title I Parents 5. National Coalition for Parental Involvement in Education (NCPIE) 6. National Head Start Association 7. PA Title I State Parent Advisory Council (SPAC)
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	<p>in a timely manner—at a minimum, the following information: ESEA 1111(h)(6)(A) 20 USC 6311(h)(6)(A)</p> <ol style="list-style-type: none"> 1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. 2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived. 3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree. 4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6311(h)(6)(B)</u></p>	<p>The dDistrict shall mail to each individual parent the following: ESEA 1111(h)(6)(B) 20 U.S.C. 6311(h)(6)(B)</p> <ol style="list-style-type: none"> 1. Information on the level of achievement of the parent's child in each of the state academic assessments as required under the law. 2. Information that shows how all students in the District achieved on the statewide academic assessment compared to students in the state as a whole, along with other indicators of adequate yearly progress. 3. Timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified. <p>The District shall provide to parents of eligible students in schools that have either entered improvement status or otherwise qualify, the following notices:</p>
<p><u>20 U.S.C.</u> <u>Sec.</u> <u>6316(b)(1)(E)</u></p>	<ol style="list-style-type: none"> 1. Eligibility to participate in a voluntary school choice plan if the school is in appropriate improvement stage: Not later than the first day of the school year following improvement identification, the

	<p>District shall provide parents—in an understandable format and language—with the option of transferring their child to another public school served by the District which is meeting adequate yearly progress. ESEA 1116(b)(1)(E)(i) — 20 USC 6316(b)(1)(E)(i) Parents will be mailed the notice—in an understandable format—and given the opportunity to review offerings and opportunities at available schools. A reasonable amount of time shall be given for parents to visit schools and make this decision.</p>
<p><u>20 U.S.C.</u> <u>Sec. 7912</u></p>	<p>2. Eligibility to transfer their child to another school within the District if their current school is designated as “persistently dangerous” or if their child is a victim of a violent crime. ESEA 9532 — 20 USC 7912</p>
<p><u>20 U.S.C.</u> <u>Sec. 6316(e)(1)</u></p>	<p>3. Eligibility to participate in Supplemental Educational Services (SES)—tutoring for their child if the school is in appropriate improvement status. The District shall provide annual written notice to parents—in an understandable format and language—the availability and description of services in addition to a list of approved providers. ESEA 1116(e)(1) — 20 USC 6316(e)(1)</p>
<p><u>20 U.S.C.</u> <u>Sec. 6301 et seq.</u></p>	<p>Development and Adoption of Local Policies: The District shall develop and adopt policies, in consultation with parents, regarding the following rights: ESEA Title X, General Provisions, Part F, Section 1061 — 20 USC 6301</p> <p>1. To inspect scheduled surveys and opt-out students, specifically as stated in NCLB: The right of a parent of a student to inspect a survey created by a third party before the survey is administered or distributed to a student and for granting reasonable access to such survey within a reasonable period of time after the request is received. ESEA Title X, General Provisions, Part F, Section 1061(e)(1)(A)(i)(ii) — 20 USC 6301</p> <p>2. To inspect instructional materials, specifically as stated in NCLB: The right of a parent of a student to request inspection of any instructional material used as part of the educational curriculum for the student and granting reasonable access to instructional material within a reasonable period of time after the request is received. ESEA Title X, General Provisions, Part F, Section</p>

<p>22 Pa. Code Sec. 4.4</p>	<p>1061(c)(1)(C)(i)(ii) — 20 USC 6301</p> <p>3. To review the District’s policy on the right to collect, disclose, and use personal student information, specifically as stated in NCLB: The right of a parent of a student to inspect any instrument used in the collection of personal information before the instrument is administered or distributed to a student and granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received. ESEA Title X, General Provisions, Part F, Section 1061(c)(1)(F)(i)(ii) — 20 USC 6301</p>
<p>22 Pa. Code Sec. 4.4</p>	<p>4. To inspect the state assessments (PSSA) and, if found to be in conflict with their religious beliefs, may have their child excused from the assessment, with the written request not to be denied by the Superintendent or designee. Title 22 Education, PA Code Chapter 4, 4.4 General Policies (4)</p>
<p>20 U.S.C. Sec. 7372(d)(2)</p>	<p>5. To review the state assessments (PSSA) in the School District, two (2) weeks prior to their administration, during convenient hours for parents. All necessary security requirements to maintain the validity of the assessment shall be taken in accordance with the state assessment administration instructions. Title 22 Education, PA Code Chapter 4, 4.4 General Policies (7)</p>
<p>20 U.S.C. Sec. 7908(2)</p>	<p>6. To review procedures for having their child receive reasonable accommodations, if available, when taking state assessments.the Pennsylvania System of State Assessment (PSSA).</p>
<p>20 U.S.C. Sec. 7908(2)</p>	<p>7. To be notified of selection for administration of the National Assessment of Educational Progress (NAEP) and right to opt-out students, specifically stated in a voluntary participation section of NCLB as: Parents of children selected to participate in any assessment authorized under this section shall be informed before the administration of any authorized assessment, that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question. ESEA Title VI, Part C, General Provisions Section 411(d)(2) — USC 7372(d)(2)</p>

<p><u>20 U.S.C. Sec. 6812</u></p> <p><u>42 U.S.C. Sec. 11431 et seq.</u></p> <p><u>20 U.S.C. Sec. 7115, 7175</u></p>	<p>8. To opt-out students from military recruiter access lists, specifically stated as: A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released to military recruiters without prior written parental consent and the District shall notify parents of the option to make this request and comply with the request. ESEA Title IX, Section 9528(2) 20 USC 7908(2)</p> <p>9. To participate in parental involvement activities affiliated with programs such as Limited English Proficiency Program ESEA Title III Section 3102 Purposes (6) 20 USC 6812 Homeless Education Program as appropriate ESEA Title X, Part C, Subtitle B, Section 722(e)(C)(i) 42 USC 11431 21st Century Community Learning Centers ESEA Title IV Section 4205(a)(10) 20 USC 7175 Safe and Drug Free Schools Programs ESEA Title IV, Part A, Section 4115(E) 20 USC 7115</p> <p>Section VII – Process for Title I and Parental and Family Involvement Policy Complaints</p> <p><u>The District maintains the following written procedures for receiving and resolving complaints which allege violations of the law regarding administration of Title I programs or other responsibilities outlined in this policy.</u></p> <p>A parent who feels that the school or District is not meeting its Title I or other responsibilities as outlined in this policy, should first discuss the problem with the school principal. Examples of violations would be such things as, but not limited to, the following:</p> <ol style="list-style-type: none"> 1. An annual meeting was not convened by the principal to explain Title I offerings to parents; 1. 2. Parents were refused information on the professional qualifications of their child's classroom teacher; or 3. Parents were not notified of opportunities to participate in voluntary
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	<p>school choice program when their child's school was in an appropriate school improvement stage.</p> <p>If the concern is not resolved at the school level or if the concern is District-wide, a parent should begin a formal complaint procedure as outlined below. A complaint is defined by the Pittsburgh School District as a written, signed statement. It must include the following:</p> <p><u>All complaints shall be in the format of a written, signed statement filed by an individual or an organization and must include:</u></p> <ol style="list-style-type: none"> 1. A statement that a school has violated a requirement of federal statute or regulations which apply to Title I or other violations as outlined in the Parent <u>and Family Involvement</u> Policy; 2. The facts on which the statement is based; and 3. Information on any discussions, meetings, or correspondence with a school regarding the complaint. <p><u>Complaint Resolution Procedures</u></p> <ol style="list-style-type: none"> 1. Referral – Complaints against schools should be referred to the District's <u>Title Programs Funding and Compliance office. The location and contact information for the Title Programs Office can be obtained by contacting the Parent Hotline, any District school, or by visiting the District's Internet site.</u> 2. Notice to School – The Assistant to the Superintendent for NCLB Compliance (the "Assistant")<u>Title Programs Office</u> will notify the school principal <u>and the principal's immediate supervisor</u> that a complaint has been received <u>and provide a copy of the complaint. A copy of the complaint will be given to t</u>The principal will also be directed and directions given for him/her to respond to the complaint. 3. Investigation – After receiving the principal's response, the <u>Title Programs Office, along with the principal's supervisor</u>Assistant, will determine whether further investigation is necessary. If necessary,
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	<p><u>the Title Programs Office and/or the Assistant Superintendentprincipal's supervisor may do an on-site investigation at the school. If the Title Programs Office and principal's supervisor deem no on-site investigation to be necessary, the complainant will be notified in the Title Programs Office's report and recommended resolution of the reason no on-site investigation was conducted.</u></p> <p>4. Opportunity to Present Evidence – <u>The Assistant Title Programs Office may, at his/her discretion, provide for the complainant and the principal to present evidence.</u></p> <p>5. Report and Recommended Resolution – <u>Once the Title Programs Office has completed the investigation and taking evidence, he will prepare a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. The Assistant will issue eCopies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.</u></p> <p>6. Follow-up – <u>The Title Programs Office and the principal's supervisor Assistant will ensure that the resolution of the complaint is implemented.</u></p> <p>7. Time Limit – <u>The period between the Title Programs Office receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.</u></p> <p><u>Right to Appeal to Superintendent or designee – Within thirty (30) days of the date of the Title Programs Office's report and recommended resolution, the complainant may appeal the dispute to the Superintendent or designee with appropriate supervisory authority over the Title Programs Office. A final report and recommended resolution will then be provided to all parties involved.</u></p> <p>8.—<u>Right to Appeal to PDE – Either party may appeal the final resolution to the Pennsylvania Department of EducationPDE's</u></p>
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regulations.

The School District not only embraces the definition of parent and family involvement as defined in the No Child Left Behind Act, but further expands that definition to include diverse, ongoing, meaningful activities and opportunities that are designed to engage a range of parents and families throughout the school year. Some of these activities shall be focused on helping parents and families help their own children succeed academically, while others engage parents and families in the process of school improvement.

Title I, Part A, of the Elementary and Secondary Education Act, is the largest single federal aid for elementary and secondary education. This grant is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic achievement standards that the State has set for all children.

The District's Parent and Family Involvement policy shall be evaluated annually, with parental and family involvement. The policy shall be made available in all District schools, on the District's Internet site and various other accessible locations.

References:

State Board of Education Regulations – 22 PA Code Sec. 4.4, 403.1

No Child Left Behind Act of 2001 – 20 U.S.C. Sec. 6318

SCHOOL DISTRICT OF PITTSBURGH

SECTION: COMMUNITY

TITLE: PARENT AND FAMILY
INVOLVEMENT

ADOPTED: September 27, 1989

REVISED: Proposed May 29, 2013

	1012. PARENT AND FAMILY INVOLVEMENT
1. Purpose	<p>The Board recognizes that parent and family involvement contributes to the achievement of academic standards by all students. The Board views the education, health and safety of students as a cooperative effort among the school, parents and community. The District's <i>Excellence for All</i> initiative focuses on the "whole child" and treating each child as an individual, considering all aspects that affect each child as he or she grows and learns within the community.</p> <p>This policy is to comply with Public Law 107-110, 107th Congress, signed on January 8, 2002, referred to as the reauthorization of the Elementary and Secondary School Act (ESEA) of 1965 and commonly cited as the No Child Left Behind Act of 2001. Federal law states that the District and parents of District students, including those students participating in Title I programs shall jointly develop and agree upon a written Parent and Family Involvement Policy.</p>
2. Authority & Organization Of Policy	<p>The Parent and Family Involvement Policy shall ensure compliance with federal statutory provisions that specifically recognize parent and family involvement as a research-based educational practice that yields effective results. The District's Parent and Family Involvement Policy shall cover the involvement of all parents and families across any federal, state, or local programs being implemented in the District, with recognition and respect for the wide variety of ways in which parents and families can be involved in the education of District students. This policy shall serve as written documentation of the Pittsburgh School District's commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children and the safety, health and welfare of their children while at school. The District will incorporate this Parent and Family Involvement Policy into</p>

	<p>its Local Education Agency (LEA) plan which is the required plan submitted to the state in its application to obtain Title I and other federal funding.</p> <p>The District's Parent and Family Involvement Policy shall be evaluated annually, with parental and family involvement. The policy shall be made available in all District schools, on the District's Internet site and various other accessible locations.</p> <p>The within jointly developed Parent and Family Involvement Policy includes the following information:</p> <ol style="list-style-type: none"> 1. A description of how parents will be involved in the planning, review and improvement of the District's Parent and Family Involvement Policy (<i>Section II, Section III</i>); 2. Information about an annual meeting that shall be held to inform parents of each District school's participation in the Title I program and to explain the requirements of the program and parents' and families' right to be involved (<i>Section II</i>); 3. A statement that parent meetings, including parent conferences, will be held at different times during the day (<i>Section II, Section V</i>); 4. A statement that Title I funds may be used to pay reasonable and necessary expenses associated with parental and family involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions (<i>Section V</i>); 5. A description of how parents and families will be involved in the planning, review and improvement of District and school level programs, including the Title I program (<i>Section I, Section II, Section III, Section IV</i>); 6. A description of how District schools involve parents in the joint development of the Schoolwide Program Plan, as required under
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	<p>Section 1114 of the No Child Left Behind Act (applies only to Title I schools operating a Schoolwide Program) (<i>Section IV</i>);</p> <p>7. A description of how District schools involve parents in the joint development of the school level improvement plan, as required under Section 1116 of the No Child Left Behind Act (applies only to Title I schools identified for School Improvement) (<i>Section IV</i>);</p> <p>8. A description of how District schools will provide parents of participating children with timely information about school programs, including the Title I program (<i>Section V, VI</i>);</p> <p>9. A description of how District schools will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet (<i>Section V, VI</i>);</p> <p>10. A description of how District schools will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children (<i>Section V, VI</i>);</p> <p>11. A statement that District schools will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (<i>Section V</i>);</p> <p>12. Information regarding school-parent compacts that are jointly developed with parents and how the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement (<i>Section III</i>);</p> <p>13. A description of how District schools provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental and family</p>
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<p>20 U.S.C. Sec. 6318</p>	<p>involvement (<i>Section III, V</i>).</p> <p>This policy is intended to describe how the District will:</p> <ol style="list-style-type: none"> 1. Involve parents in the joint development of the District's overall Title I plan, its implementation, and the process of school review and improvement; 2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance; 3. Develop activities that promote the schools' and parents' capacity for strong parental involvement; 4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law; 5. Involve parents in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of District schools; 6. Identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority; 7. Use findings of annual evaluations to design strategies for more effective parental involvement; and 8. Involve parents in the activities of schools.
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<p>3. Guidelines</p>	<div style="text-align: center;"> Section I – Parent and Family Involvement General Provisions and Expectations </div> <p>This policy shall establish the role of the School District of Pittsburgh in involving parents and families and clarifies the relationship between the school’s role in parent and family participation and the role of the parent and family. While the District’s Parent and Family Involvement Policy largely defines mandated legal parental involvement provisions as stipulated by federal law, the District also realizes that many other adults play an important role in a child’s life. The School District welcomes into its buildings all individuals who carry responsibility for a child’s development, education, safety and well-being, including grandparents, aunts, uncles, neighbors, and community members. It shall not only reflect the School District’s mission of promoting the achievement of every child but shall establish a framework for recognizing the value of parents and families and for promoting meaningful parent and family participation. The Board of Education recognizes that a child’s education is a responsibility shared by the school and family. To support this goal, the school, parents and families must work as knowledgeable partners. All employees of the District at each school must create a climate of respect for and cooperation with parents and family that will be evident in all parent, family, teacher, and staff interactions.</p> <p>The School District of Pittsburgh recognizes parents and families as key stakeholders in their children’s education and prioritizes parent and family involvement as a key component of its beliefs and shared goals as adopted by the Board of Education in the District’s Strategic Plan.</p> <p>20 U.S.C. Sec. 6301(12)</p> <p>The No Child Left Behind Act clearly states its purpose as ensuring all children the opportunity to obtain a high quality education and acknowledges that one of the primary ways to accomplish this is by “affording parents substantial and meaningful opportunities to participate in the education of their children.”</p> <p>All efforts in the District shall be guided by extensive research that consistently links parental and family involvement with student success. Grounded in research and practical experience and around which programs will be implemented are six (6) components framed as the</p>
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	<p>national PTA's National Standards for Family-School Partnerships: Welcoming all families into the school, Communicating effectively, Supporting student success, Speaking up for every child, Sharing power and Collaborating with community. These national standards have been endorsed by the National School Boards Association and are endorsed by the Pittsburgh Board of Education with the adoption of this policy.</p> <p>Parents and families are welcome and encouraged to attend all public sessions of the Pittsburgh Board of Education and may speak on issues related to agenda items at the monthly public hearing. Information on dates, times, and the process for being placed on the agenda can be provided through the Office of the Superintendent or the Board Office. Individual Board members may be contacted through the Board Office.</p> <p>Section II – Policy Development and Dissemination</p>
20 U.S.C. Sec. 6318(a)(2)	<p>The District shall develop jointly with, agree on with, and distribute to, parents and families of participating children this written Parent and Family Involvement Policy. The policy shall be incorporated into the local District's LEA plan developed under ESEA, establish the School District's expectations for parent and family involvement, and describe how the District will implement provisions.</p>
20 U.S.C. Sec. 6318(b)(4)	<p>If the required District plan is not satisfactory to the parents and families of participating children, the School District shall submit any parent or family comments with the District plan upon submission to the state.</p>
20 U.S.C. Sec. 6318(f)	<p>In carrying out this policy, the District shall provide, to the extent practicable, full opportunities for the participation of parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory children, including providing information and school reports in a language such parents and families can understand. For more information on translation services, parents and families can contact their child's school directly, and the school will arrange for available translation services, if appropriate, with the English as a Second Language (ESL) office.</p> <p>The District shall also provide speech and hearing interpreters for</p>

<p>20 U.S.C. Sec. 6318(b)(1)</p>	<p>parent-teacher conferences, Parent School Community Council (PSCC) meetings, and other activities as requested and deemed necessary.</p> <p>This Parent and Family Involvement Policy shall be distributed annually to parents and families. Parents and families shall be notified of the policy in an understandable and uniform format and, to the extent practicable, the policy shall be provided in a language that parents and families can understand. The policy shall be made available to the local community and updated periodically—with the involvement of parents and families—to meet changing needs. The policy shall be posted on the District’s Internet site. The policy will also be available to parents and families at local schools or through the Equity Office. Community agencies or programs that have direct access to parents and families may voluntarily distribute the policy at their sites.</p>
<p>20 U.S.C. Sec. 6318(c)</p>	<p>Principals in each school shall convene an annual meeting, at a convenient time, to which all parents and families of participating children shall be invited and encouraged to attend. The purpose of this meeting shall be to inform parents and families of school policies, Title I offerings (where applicable), and the right and opportunities for involvement. This involvement includes the planning, review, and improvement of the Parent and Family Involvement Policy. The schools shall offer a flexible number of meetings to accommodate parents’ schedules, and may provide transportation, child care, home visits, or other services related to parental and family involvement.</p>
<p>20 U.S.C. Sec. 6318(a)(2)</p>	<p>The District will conduct, with parents and families, an annual evaluation of this Parent and Family Involvement Policy through the Equity Office. (This process is specified in Section III of this policy.)</p> <p>Section III – Accountability, Responsibility, and Evaluation</p> <p>Within the administration of the School District of Pittsburgh, there are several divisions/offices that have primary responsibility and accountability for implementing and monitoring provisions and initiatives of the District’s Parent and Family Involvement Policy:</p> <ol style="list-style-type: none"> 1. The Equity Office, under the direction of the Superintendent or

	<p>designee.</p> <ol style="list-style-type: none"> 2. The Office of Curriculum, Instruction and Professional Development, and the Office of School Performance, under the direction of the Superintendent or designee. 3. The Title Programs Office, under the direction of the Title Programs Coordinator. <p>The Equity Office, in collaboration with the Office of Curriculum, Instruction and Professional Development and the Office of School Performance, bears the primary responsibility for fostering programs, activities, and procedures for the Parent and Family Involvement Policy at the District level. It is the responsibility of the Equity Office to develop, facilitate, and coordinate large-scale events and provide key support and resources for parent involvement.</p> <p>The Title Programs Office shall have the primary responsibility for ensuring compliance with the District's Parent and Family Involvement Policy inclusive of all schools within the District, not just schools qualifying for Title I assistance. (Refer to Section VII of this policy outlining the complaint process for all concerns/alleged violations regarding Title I and parent involvement.)</p> <p>The District supports professional development opportunities for staff members, parents and families to enhance understanding of effective parent and family involvement strategies which lead to student achievement and student improvement. The Equity Office, through the Office of Curriculum, Instruction and Professional Development, will support the development of teaching curricula and training programs on parent and family involvement and best practices within the District and in the higher education community. These ongoing training programs will enable parents, families, teachers, District administrators, principals, and staff opportunities to increase their knowledge and skills in communicating with and engaging parents.</p> <p>The District recognizes the importance of administrative leadership in setting expectations and will work with its administrators to enforce this policy. Principals bear the primary responsibility for ongoing parent and</p>
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<p>20 U.S.C. Sec. 6318(d)(2) 20 U.S.C. Sec. 6318(d)(1)</p>	<p>family involvement at the school level. Principals will work with classroom teachers to assure that they offer meaningful opportunities for parents and families to be full partners in their children's education and safety, health and welfare while at school. Principals will be held accountable for fostering parent and family involvement in their schools, as defined in Section I of this policy. Parent and family involvement will be maintained as an essential part of school climate review under the School Plan for Excellence (SPE). Principals, teachers, and staff members will be encouraged to select at least one individual goal to enrich parent and family involvement. This selection will become part of each annual individual evaluation. All employees will be held accountable for parent and family involvement and fostering positive parent interactions by their immediate supervisor.</p> <p>This policy shall be reviewed annually as part of all staff development, including administrative and support staff. The policy shall also be reviewed as a part of all orientations for new staff within the schools.</p> <p>The District encourages parents and families to become actively engaged with teachers and administrators at the onset of their children's school careers. To foster this goal, the District will promote the integration of early childhood programs as a primary strategy to ensure parents and families are involved in and aware of school readiness and opportunities for involvement.</p> <p>All parents and families will be asked to share responsibility with the District for:</p> <ol style="list-style-type: none"> 1. Communication between the home and school on an ongoing basis. 2. Support of their children's learning, such as monitoring attendance, homework completion, and television watching, and positive use of extracurricular time. <p>In order to facilitate parent and family responsibility for monitoring homework, attendance and academic achievement, the District and individual schools need to foster routine and frequent communications between the District/schools and families. Of paramount importance is a computer-based, information-sharing</p>
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<p>20 U.S.C. Sec. 6318(d)(1) 20 U.S.C. Sec. 6318(d)(2)(A)</p>	<p>system by which parents and students can monitor homework, attendance, grades, test scores and academic achievement. An information sharing system, such as a web-based parent portal that is designed to allow parents, teachers and students to interact, needs to be utilized by all schools to the maximum extent possible. A parent, student and teacher committee shall be formed, with the assistance of the Equity Office, to evaluate the utilization of parent, student and teacher “portals.” The committee shall also identify obstacles to its use and try to seek solutions. In order to further the stated goals, the parent, student and teacher committee shall work with the Office of Information and Technology or other designated Departments or staff necessary to maximize results.</p> <p>3. Participating in decisions relating to the education of their children.</p> <p>4. Participating in all parent-teacher conferences.</p> <p>5. Responding to school notices and requests by deadlines given.</p> <p>6. Providing for the health and well-being of their children including, but not limited to, discipline, nutrition, and hygiene.</p>
<p>20 U.S.C. Sec. 6318(d)</p>	<p><u>School-Parent Compact</u></p> <p>As shared responsibility for high student academic achievement, each school shall jointly develop with parents and families a school-parent-family compact that outlines how parents, families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school, parents and families will build and develop a partnership to help children achieve the state’s high standards.</p>
<p>20 U.S.C. Sec. 6318(a)(2)(E)</p>	<p>The District will conduct, with parents and families, an annual evaluation of the content and effectiveness of the Parent and Family Involvement Policy in improving the academic quality of its schools served. The Equity Office shall be given responsibility for convening this annual committee for policy review. The evaluation will include identifying barriers to greater participation by parents and families in</p>

<p>20 U.S.C.</p>	<p>activities authorized by this policy (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The District will use the findings to design strategies for more effective parent and family involvement, and to revise, if necessary (and with the involvement of its parents and families), its Parent and Family Involvement Policy. The District will annually convene a focus group of parents, families and community members for this purpose and also distribute a parent and family satisfaction survey. Parents and families shall work with the Equity Office in an advisory capacity to define the design and distribution of the survey. Results of the survey will be shared with all Parent School Community Councils and parent leaders.</p> <p>Section IV – School Improvement Opportunities and Activities</p> <p>All parents and families will have the opportunity to volunteer on school and/or District initiated committees. The District will make parents and families of children within the school system integral to all District committees that are created around issues of student achievement, school improvement and the safety, health and welfare of children while at school. The District shall make every effort to utilize the skills, expertise, and interests of the maximum number of parents and families willing to make the commitment necessary for the committee's work and shall not limit parent and family participation to any particular subgroup. Parents and families selected to serve on committees should be willing to share information and bring the perspective of the broadest number of parents to the issue. Parents and families willing to volunteer to provide such service and make the necessary commitment should signify their willingness in writing and submit it to the Equity Office or to the school principal on an annual basis or respond to specific requests as committees are created and the opportunity for participation arises.</p> <p>No Child Left Behind gives parents explicit rights to be involved in their children's education and to participate in the school improvement process as outlined in this section of the policy. Parents and families also have the right to be part of "restructuring" efforts in schools that have consistently failed to make Adequate Yearly Progress (AYP) and</p>
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<p>Sec. 6316</p>	<p>have entered into Corrective Action stages. The School District shall not only give parents "an adequate opportunity to comment before taking any action but to participate in developing any plan for restructuring of the school." NCLB defines "restructuring" as any arrangement "that makes fundamental reforms" aimed at improving student achievement. If the District cannot meet these obligations by accepting input from those parents and families who take the initiative to provide it, the District has the obligation to reach out to parents to ensure they are aware of their right to participate in the restructuring process.</p>
<p>20 U.S.C. Sec. 6318(a)(2)</p>	<p>The School District will involve parents in activities of the schools, including the process of school review and improvement to assist students in achieving.</p> <p>Schools operating a Schoolwide Program Plan under Section 1114 of the No Child Left Behind Act shall include a description of how parents and families will be involved in the development of the Schoolwide Program Plan within their school level Parent and Family Involvement Policy.</p>
<p>20 U.S.C. Sec. 6316(b)(3)(A)</p>	<p>All District schools shall complete a school level improvement plan in consultation with parents, school staff, the School District, and outside experts. The school level improvement plan should be completed or revised within three (3) months of the beginning of each school year. When a school does not meet Adequate Yearly Progress (AYP) and is identified as in "school improvement" status, the school shall complete or revise a school level improvement plan within three (3) months after being so identified.</p> <p>The plan shall cover a two-year period and include strategies grounded on scientifically based research to strengthen core academic subjects, directly address the academic achievement problem that caused the school to be identified, and provide for additional staff development. Parents and families will be active partners to review the achievement data and assist in directing the school level improvement plan. Parents and families will participate in the implementation, budgeting, execution, and monitoring of the plan. Reports will be made available to parents and families as the plan progresses through PSSC/PTO/PTA monthly meetings and other creative methods of communication.</p>

20 U.S.C. Sec. 6318(a)(2)(B), 6318(e)(14)	<p>The District will also provide the necessary coordination, technical assistance, and other reasonable support (as requested by parents and families) necessary to assist schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance.</p>
20 U.S.C. Sec. 6318(a)(2)(D)	<p>The District will coordinate and integrate parental and family involvement strategies with other District operated programs. The District has embarked on a strong commitment to a “seamless” pre-school experience, including District-operated pre-school program and Head Start. Efforts from the District will be made to ensure seamless transitions from pre-school to elementary to middle and middle to high school. This will be accomplished by working with parents, families, students, staff and, where appropriate, community-based organizations. This will take place through parent and family workshops, parent meetings, Parent School Community Councils, conferences, school visitations, Open House, and volunteering in the classroom. The District will fulfill the above requirements by initiatives outlined below and further reinforce its commitment in its Strategic Plan.</p> <p><u>Parent School Community Councils (PSCC)</u></p> <p>The District will maintain a core parent involvement initiative of Parent School Community Councils (PSCC). All schools shall have an established PSCC and will convene monthly meetings to discuss educational issues through the school level improvement plan relevant to each school. Parents and families will be a part of the review and revision of the school level improvement plan and will be required to be part of the approval process on individual school level improvement plans as the guiding principle in schools. Each school level improvement plan will include parental and family involvement provisions linked to school improvement. A PSCC Handbook, including more detailed information and guidelines for District PSCCs, will be published by the District and may be obtained by contacting the Equity Office. Each PSCC is expected to abide by the terms of the PSCC Handbook.</p> <p><i>Purpose –</i></p>

Parent School Community Councils will create a climate where participation of all stakeholders results in increased understanding, commitment, responsibility, and satisfaction for the total school community. The purpose of the PSCCs is to provide direction and support to the school in the development and revision of its school level improvement plan and to serve as an advisory body to the principal regarding issues such as student achievement, increasing parent and community support for the educational program, school safety, and dress codes. Individuals who participate in the school PSCC shall assume responsibility for communicating information to other parents. Interested individuals should contact their schools to become involved. PSCC meetings are open to the public.

Relationship To Other School Organizations –

There shall be a direct communication link established between the Parent School Community Council and other groups within the school. The PSCC shall serve as a central clearinghouse and umbrella organization for information among groups with a shared mission of focusing on students. Each of the established groups within the PSCC will maintain their own identity and function. Representatives from these organizations communicate information to the PSCC about their respective groups. They include, but are not limited to the following:

1. Instructional Cabinet
2. Discipline Committee
3. PTA/PTO
4. Right to Education Task Force
5. *Excellence for All* Parent Steering Committees
6. Early Childhood Education Policy Council, where applicable
7. School Volunteers

PSCC Procedures –

PSCCs shall hold monthly meetings. The date and time of such meetings will be posted on the school's Internet site and publicized through other means of communication with parents and families of the school. Agendas shall be developed collaboratively between principals, parents and families. Each PSCC shall publish monthly meeting minutes and other relevant information on the school's Internet site for access by all parents and families of the school. Meeting minutes shall also be available to parents and families upon request to the school principal.

Participation In Parent School Community Councils –

Parents or family members interested in participating in of a Parent School Community Council (PSCC) should contact their school principal who will facilitate the process. Roles and responsibilities are outlined in detail in the District's Parent School Community Council Handbook which can be obtained through the Equity Office.

Excellence For All Parent Steering Committee

The *Excellence for All* Parent Steering Committee is comprised of four or more parents or family representatives from each of the District's schools. These representatives are committed to working directly with the Superintendent as a sounding board for ideas, suggestions, issues, concerns, and discussions. They serve as District-wide committees such as focus groups, Charter School Review Teams, Book Selections, Discipline Policy Reviews, Parent and Family Policy Reviews, Gifted Education Task Force, etc. A commitment of two years is requested.

Early Childhood Education Programs

The District operates Early Childhood Education Programs that are funded by both Federal Head Start and State Pre-Kindergarten grants. All programs follow the Head Start Performance Standards which include a high level of parent and family involvement and engagement in the programs. Parents with children in early childhood education programs will also be included in the school-based parent and family involvement and engagement.

PTO/PTSO

Parents and families in schools may organize and participate in activities of a locally organized Parent Teacher Organization (PTO) for greater involvement in the schools. Local membership is open to those willing to make a difference in the lives of children and youth. As a supportive arm of education, they offer a vehicle for parents and families to participate in activities such as Family Fun Nights, Family Science Nights, Family Math Nights, Book Fairs and other events that provide families information on school, District and state programs, and also equip families to support learning at home.

PTA/PTSA

Parents and families in schools may organize, participate, and join a local Parent Teacher Association (PTA), a local non-profit 501(c)(3) group with a state and national affiliation and voice for parents and families. Membership is open to those willing to make a difference in the lives of children and youth through improving policies and laws, receiving leadership skills and opportunities, and sharing valuable state and national information on the health, education, and welfare of children. Like the PTO/PTSO model, these groups also serve as vehicles for information dissemination to families.

Right To Education Task Force

The Right to Education Task Force is a parent-led group that meets monthly to provide updates on issues and topics that affect special education in the District. Parents, relatives, and guardians of children who receive special education services are invited to attend any meeting and become participating members. Each meeting includes time for discussion of parent concerns. Information on where and when meetings are held is available from the District's Program for Students with Exceptionalities and is posted on the District calendar, which can be found on the District's Internet site.

Right to Education Task Force members include parents, public agencies, and school officials. School District Administrators from the

<p>Pol. 920, 1004</p>	<p>Program for Students with Exceptionalities attend each meeting. The purpose of the Right to Education Task Force is to monitor the delivery of special education services in District schools, address parent concerns, and communicate problems to the appropriate sources. The Right to Education Task Force works to ensure that parents and families of students who receive special education services are provided information on District programs and equal access to these programs. The group is part of the State Local Task Force System comprised of 29 parent-led task forces, one in each Intermediate Unit in Pennsylvania.</p> <p>For more information, call the Parent-to-Parent Special Education Helpline at 412-323-3996.</p> <p><u>School Volunteers</u></p> <p>While the District's Parent and Family Involvement Policy largely defines mandated legal parental involvement provisions as stipulated by federal law, the District also realizes that many other adults play an important role in a child's life. The School District welcomes into its buildings all individuals who carry responsibility for a child's development, education, safety and well-being, including grandparents, aunts, uncles, neighbors, and community members. All stakeholders who wish to assist in the academic achievement or school improvement process are welcome to serve as school volunteers.</p> <p>Consistent with Board Policies 920 – Background Checks and 1004 – School Visitors, regular volunteers are required to have Act 34 Criminal Background History and Act 151 Child Abuse History clearances before volunteering in schools. Once parents/guardians are cleared, they are cleared for a three year period. This means that parents/guardians only have to get new clearances once every three years. Copies of all clearances will be kept on file with the designated central District office.</p> <p><u>Parent Hotline</u></p> <p>The District has established a Parent Hotline that can be accessed for concerns, complaints, questions, and information. The number for the Hotline is 412-622-7920.</p>
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<p>20 U.S.C. Sec. 6318(a)(2)(C)</p>	<p>Section V – Capacity Building for Parent and Family Involvement</p> <p>The District will build the schools’ and parents’ capacity for strong parental involvement by implementing strategies outlined in this document. The District, with the assistance of the Equity Office, will support all capacity building and opportunities for parent and family involvement. “Capacity building” within the District shall be defined as creating conditions and the welcoming environment for successful parent and family involvement to flourish. This includes examining internal structures, staff alignment, staff development, communication, programs, and resources to sustain effective parent and family involvement. Professional development opportunities for staff, parents and families will be provided through District-wide meetings, trainings, and workshops. Any employee designated as parent engagement specialist or anyone who serves as a parent liaison shall support and assist the District in its mission to build opportunities for parent and family involvement.</p>
<p>20 U.S.C. Sec. 6318(e)(3), 6318(e)(6)</p>	<p><u>Staff Development To Support Parental Involvement</u></p> <p>The District shall, with the assistance of its schools and parents, educate its teachers, administrators, principals and all other staff about how to effectively support parental and family involvement. The District will involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. Such training will include, but not be limited to:</p> <ol style="list-style-type: none"> 1. The value of parent and family involvement as a research-based practice that leads to school improvement and student achievement. 2. The value of parent and family contributions. 3. How to reach out to, communicate with, and work with parents and families as equal partners. 4. How to implement and coordinate parent and family involvement programs.

	<p>5. How to build ties between parents, families, and the school.</p> <p>6. How to develop and foster meaningful school, family and community partnerships.</p> <p><u>Pre-K-12 Parent Training On Partnering For Academic Success</u></p>
<p>20 U.S.C. Sec. 6318(e)(9)</p>	<p>The District will provide training for parents to enhance the involvement of other parents. The District will be given responsibility for facilitating workshops and training for parents and families of children in the School District of Pittsburgh, inclusive of parents with children in Pre-Kindergarten through 12th Grade. Workshops and training will enhance the knowledge and skill level of parents as they relate to the academic success of their children. These initiatives will provide opportunities for parents and families to engage in literacy activities through Book Clubs, math activities through workshops, technology through the District web-based parent “portal” initiative, and activities promoting the general health, nutrition, and welfare of their children.</p>
<p>20 U.S.C. Sec. 6318(e)(1)</p>	<p>The District shall assist parents in understanding the topics of Pennsylvania Academic Standards, state and local assessments, monitoring their child’s progress, and working together to improve student achievement. In order to do so, the District will provide the following:</p>
<p>20 U.S.C. Sec. 6318(c)(4)(A)</p>	<p>1. Timely information about programs under No Child Left Behind.</p>
<p>20 U.S.C. Sec. 6318(c)(4)</p>	<p>2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents and families shall be part of a Book Selection Advisory Committee under the Office of Curriculum, Instruction and Professional Development.</p>
<p>20 U.S.C. Sec. 6318(d)(2)(B)</p>	<p>3. Frequent reports to parents on their children’s progress. When report cards or progress reports are distributed to parents in a school or District mailing, relevant information on educational activities, parent and family involvement - initiated by the school, the District, or the parents - is encouraged to be included.</p>

<p>20 U.S.C. Sec. 6318(e)(2)</p>	<p>4. The District shall provide parents access to materials and training to improve their children's achievement, such as literacy or technology training. The District will assist parents and families in gaining communication skills through technology such as the web-based parent "portal" program to help parents not only gain access to their child's academic information and children's progress but to network with teachers through email.</p>
<p>20 U.S.C. Sec. 6318(d)(2)(C)</p>	<p>5. A system for reasonable access to school staff, including accommodations for working parents. Parent-teacher conferences shall be held annually. Parents and families shall be given several options of times in order to accommodate schedules. Adequate time shall be allotted to discuss student progress.</p>
<p>20 U.S.C. 6318(d)(2)(C)</p>	<p>6. Opportunities to volunteer and participate in their child's classroom. The School District of Pittsburgh will provide volunteers security clearances at District expense. Parents committed to participating in volunteering activities directly related to students should contact their local school for details and information regarding clearance procedures. Parents and families will be required to have both Criminal Background History and Child Abuse History clearances. Inquiries for obtaining the necessary forms from local schools may be made when students are registered and shall be posted on the School District's Internet site. If parents wish to accompany children on field trips or volunteer in other capacities, they are encouraged to submit application for security clearances several months in advance in order to allow for processing at appropriate local and state levels.</p>
<p>20 U.S.C. 6318(d)(2)(C) 20 U.S.C. 6318(c)(4)(C) 20 U.S.C. 6318(a)(3)(B)</p>	<p>7. Opportunities to observe classroom activities.</p> <p>8. If requested by parents, the opportunity for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, with the District responding to any such suggestions as soon as practicably possible. This includes involvement of parents and families in decisions about how the District allots funds reserved for parental involvement to District schools. The District may use its District-wide <i>Excellence for All</i> (EFA) Parent Steering Committee and individual school</p>

<p>20 U.S.C. 6318(e)(10)</p>	<p>PSCCs to provide advice on this and other matters relating to use of funds for parental and family involvement.</p>
<p>20 U.S.C. 6318(e)(8)</p>	<p>9. Arrangements for school meetings or in-home conferences between staff and parents who are unable to attend conferences at school in order to maximize parental and family involvement and participation.</p>
<p>20 U.S.C. Sec. 6318(e)(13)</p>	<p>10. Investment of federal, state, and local dollars to strengthen and sustain parent and family involvement activities such as paying reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents and families to participate in school-related meetings and training sessions.</p>
<p>20 U.S.C. Sec. 6318(e)(5)</p>	<p>11. A system designed to include appropriate roles for community-based organizations and businesses in parent involvement activities. The School District not only encourages local neighborhood partnerships but will maintain school facilities that accommodate and are accessible to local community groups, including sports.</p> <p><u>Information And Its Distribution To Parents In Understandable Language</u></p> <p>The District will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and families of participating children in a format and, to the extent practicable, in a language the parents and families can understand.</p> <p>When possible, all information for parents and families shall be posted on the Parent and Family Site of the School District Internet site.</p> <p>“Your Guide to Offerings and Options in the Pittsburgh Public Schools,” a publication which contains information on District magnet schools and other programs, shall be mailed to every parent at the beginning of each school year. Additional information shall be made available to parents and families at the District Internet site and at all individual schools which describes programs and explains how to take advantage of opportunities. Such information shall include, but not be limited to, the</p>

	<p>following categories:</p> <ol style="list-style-type: none"> 1. Academic (Examples include Advanced Placement (AP) options, Center for Advanced Studies (CAS) gifted offerings, and Pittsburgh Scholar Program (PSP)) 2. Early Childhood Programs 3. Tutoring Programs 4. Extracurricular 5. Athletic 6. After-School Programs 7. Outreach Activities (Example: Intergenerational programs) 8. Parent/Family Involvement Opportunities <p>The District will draw from multiple sources of information and materials for parents, families, and school staff. To assist in implementing this requirement, the District will use written materials, toolkits, and other resources that shall be made widely available to parents and families and can be accessed through local schools. Sources of information will include, but not be limited to:</p> <ol style="list-style-type: none"> 1. United States Department of Education 2. Federal Education Technical Assistance Centers 3. National Center on Family Literacy 4. National Coalition of ESEA Title I Parents 5. National Coalition for Parental Involvement in Education (NCPIE) 6. National Head Start Association
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	<p>7. PA Title I State Parent Advisory Council (SPAC)</p> <p>8. Pennsylvania Parent Information Resource Center</p> <p>9. Pennsylvania Department of Education</p> <p>10. National PTA and Pennsylvania PTA</p> <p>11. Education Law Center-PA</p> <p>12. Various regional and local community resources</p> <p><u>Federally Funded Statewide Parent Information Resource Center</u></p>
<p>20 U.S.C. Sec. 6318(g)</p>	<p>The District shall make parents aware of parental and family involvement resource information available from the federally supported Pennsylvania Parent Information Resource Center.</p>
<p>20 U.S.C. Sec. 6311(h)(6)(A)</p>	<p>Section VI – Parents’ Right-to-Know, Notifications, and Other Rights</p> <p>At the beginning of each school year, the School District shall notify the parents of each student that the parents may request information regarding the professional qualifications of the student’s classroom teachers. The School District will provide the parents—on request and in a timely manner—at a minimum, the following information:</p> <ol style="list-style-type: none"> 1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. 2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived. 3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

<p>20 U.S.C. Sec. 6311(h)(6)(B)</p>	<p>4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.</p> <p>The District shall mail to each individual parent the following:</p> <ol style="list-style-type: none"> 1. Information on the level of achievement of the parent's child in each of the state academic assessments as required under the law. 2. Information that shows how all students in the District achieved on the statewide academic assessment compared to students in the state as a whole, along with other indicators of adequate yearly progress. 3. Timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified. <p>The District shall provide to parents of eligible students in schools that have either entered improvement status or otherwise qualify, the following notices:</p>
<p>20 U.S.C. Sec. 6316(b)(1)(E)</p>	<ol style="list-style-type: none"> 1. Eligibility to participate in a voluntary school choice plan if the school is in appropriate improvement stage: Not later than the first day of the school year following improvement identification, the District shall provide parents—in an understandable format and language—with the option of transferring their child to another public school served by the District which is meeting adequate yearly progress. Parents will be mailed the notice—in an understandable format—and given the opportunity to review offerings and opportunities at available schools. A reasonable amount of time shall be given for parents to visit schools and make this decision.
<p>20 U.S.C. Sec. 7912</p>	<ol style="list-style-type: none"> 2. Eligibility to transfer their child to another school within the District if their current school is designated as “persistently dangerous” or if their child is a victim of a violent crime.
<p>20 U.S.C. Sec. 6316(e)(1)</p>	<ol style="list-style-type: none"> 3. Eligibility to participate in Supplemental Educational Services (SES)—tutoring for their child if the school is in appropriate

	<p>improvement status. The District shall provide annual written notice to parents—in an understandable format and language—the availability and description of services in addition to a list of approved providers.</p>
<p>20 U.S.C. Sec. 6301 et seq.</p>	<p>Development and Adoption of Local Policies: The District shall develop and adopt policies, in consultation with parents, regarding the following rights:</p> <ol style="list-style-type: none"> 1. To inspect scheduled surveys and opt-out students, specifically as stated in NCLB: The right of a parent of a student to inspect a survey created by a third party before the survey is administered or distributed to a student and for granting reasonable access to such survey within a reasonable period of time after the request is received. 2. To inspect instructional materials, specifically as stated in NCLB: The right of a parent of a student to request inspection of any instructional material used as part of the educational curriculum for the student and granting reasonable access to instructional material within a reasonable period of time after the request is received. 3. To review the District’s policy on the right to collect, disclose, and use personal student information, specifically as stated in NCLB: The right of a parent of a student to inspect any instrument used in the collection of personal information before the instrument is administered or distributed to a student and granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.
<p>22 Pa. Code Sec. 4.4</p>	
<p>22 Pa. Code Sec. 4.4</p>	<ol style="list-style-type: none"> 4. To inspect the state assessments and, if found to be in conflict with their religious beliefs, may have their child excused from the assessment, with the written request not to be denied by the Superintendent or designee. 5. To review the state assessments in the School District, two (2) weeks prior to their administration, during convenient hours for parents. All necessary security requirements to maintain the validity of the assessment shall be taken in accordance with the state assessment

<p>20 U.S.C. Sec. 7372(d)(2)</p> <p>20 U.S.C. Sec. 7908(2)</p> <p>20 U.S.C. Sec. 6812</p> <p>42 U.S.C. Sec. 11431 et seq.</p> <p>20 U.S.C. Sec. 7115, 7175</p>	<p>administration instructions.</p> <p>6. To review procedures for having their child receive reasonable accommodations, if available, when taking state assessments.</p> <p>7. To be notified of selection for administration of the National Assessment of Educational Progress (NAEP) and right to opt-out students, specifically stated in a voluntary participation section of NCLB as: Parents of children selected to participate in any assessment authorized under this section shall be informed before the administration of any authorized assessment, that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question.</p> <p>8. To opt-out students from military recruiter access lists, specifically stated as: A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released to military recruiters without prior written parental consent and the District shall notify parents of the option to make this request and comply with the request.</p> <p>9. To participate in parental involvement activities affiliated with programs such as Limited English Proficiency Program Homeless Education Program as appropriate 21st Century Community Learning Centers Safe and Drug Free Schools Programs</p> <p>Section VII – Process for Title I and Parent and Family Involvement Policy Complaints</p> <p>The District maintains the following written procedures for receiving and resolving complaints which allege violations of the law regarding administration of Title I programs or other responsibilities outlined in this policy.</p> <p>A parent who feels that the school or District is not meeting its Title I or other responsibilities as outlined in this policy, should first discuss the</p>
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	<p>problem with the school principal.</p> <p>If the concern is not resolved at the school level or if the concern is District-wide, a parent should begin a formal complaint procedure as outlined below. The parent need not exhaust the below complaint procedure before pursuing their complaint with the Pennsylvania Department of Education (PDE) Division of Federal Programs or a court of law.</p> <p>All complaints shall be in the format of a written, signed statement filed by an individual or an organization and must include:</p> <ol style="list-style-type: none"> 1. A statement that a school has violated a requirement of federal statute or regulations which apply to Title I or other violations as outlined in the Parent and Family Involvement Policy; 2. The facts on which the statement is based; and 3. Information on any discussions, meetings, or correspondence with a school regarding the complaint. <p><u>Complaint Resolution Procedures</u></p> <ol style="list-style-type: none"> 1. Referral – Complaints against schools should be referred to the District’s Title Programs office. The location and contact information for the Title Programs Office can be obtained by contacting the Parent Hotline, any District school, or by visiting the District’s Internet site. 2. Notice to School – The Title Programs Office will notify the school principal and the principal’s immediate supervisor that a complaint has been received and provide a copy of the complaint. The principal will also be directed to respond to the complaint. 3. Investigation – After receiving the principal’s response, the Title Programs Office, along with the principal’s supervisor, will determine whether further investigation is necessary. If necessary, the Title Programs Office and/or the principal’s supervisor may do an on-site investigation at the school. If the Title Programs Office and
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	<p>the principal's supervisor deem no on-site investigation to be necessary, the complainant will be notified in the Title Programs Office's report and recommended resolution of the reason no on-site investigation was conducted.</p> <p>4. Opportunity to Present Evidence – The Title Programs Office may provide for the complainant and the principal to present evidence.</p> <p>5. Report and Recommended Resolution – Once the Title Programs Office has completed the investigation and taking evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.</p> <p>6. Follow-up – The Title Programs Office and the supervising Assistant Superintendent will ensure that the resolution of the complaint is implemented, if applicable.</p> <p>7. Time Limit – The period between the Title Programs Office receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.</p> <p>Right to Appeal to Superintendent or designee – Within thirty (30) days of the date of the Title Programs Office's report and recommended resolution, the complainant may appeal the dispute to the Superintendent or designee with appropriate supervisory authority over the Title Programs Office. A final report and recommended resolution will then be provided to all parties involved.</p> <p>Right to Appeal to PDE – Either party may appeal the final resolution to PDE's Division of Federal Programs. Information regarding how to file an appeal, including contact information for the Division of Federal Programs, will be issued along with the report and recommended resolution to all parties.</p>
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<p>2. Definitions 20 U.S.C. Sec. 7801(31)</p>	<p>Parent shall include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). The School District also believes in the importance of families as other adults who play an important role in a child's life.</p>
<p>20 U.S.C. Sec. 7801(32)</p>	<p>Parent and family involvement shall mean the participation of parents and families in regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring:</p> <ol style="list-style-type: none"> 1. That parents and families play an integral role in assisting their child's learning; 2. That parents and families are encouraged to be actively involved in their child's education at school; 3. That parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; 4. That other required parental and family involvement activities are carried out in compliance with relevant federal and state law and regulations. <p>The School District not only embraces the definition of parent and family involvement as defined in the No Child Left Behind Act, but further expands that definition to include diverse, ongoing, meaningful activities and opportunities that are designed to engage a range of parents and families throughout the school year. Some of these activities shall be focused on helping parents and families help their own children succeed academically, while others engage parents and families in the process of school improvement.</p> <p>Title I, Part A, of the Elementary and Secondary Education Act, is the largest single federal aid for elementary and secondary education. This grant is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum,</p>

	<p>proficiency on challenging academic achievement standards that the State has set for all children.</p> <p>The District's Parent and Family Involvement policy shall be evaluated annually, with parental and family involvement. The policy shall be made available in all District schools, on the District's Internet site and various other accessible locations.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.4, 403.1</p> <p>No Child Left Behind Act of 2001 – 20 U.S.C. Sec. 6318</p>
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Board Action Information Sheet

21

Action Item #

May 2013

Action Month



Mary Jane Conley

Submitted By

Jerri Lippert / Jeannine French

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
<input type="checkbox"/> General Fund		Resp	Fund	Func	Obj	Amount
	Department					
<input type="checkbox"/> Supplemental Fund						
	Name					
	Name					

District Goals: ☐ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Students with Exceptionalities to accept, as policy in the School District, the Local Education Agency (LEA) policies promulgated by the Bureau of Special Education, Pennsylvania Department of Education related to the provision of a free, appropriate, public education in the least restrictive environment for students with disabilities. These policies and procedures meet the State and Federal requirements for LEA eligibility for IDEA Part B funds. Approval of these policies and procedures meet the conditions under section 300.220 that require each LEA to have in effect policies, procedures, and programs (on file with the SEA) that are consistent with State policies and procedures established under section 300.121 - 300.156 of the IDEA. A March 18, 2013 amendment to the United States Department of Education IDEA Part B regulations allows for the Medicaid Access Billing Parental Authorization Form to be signed one time with an annual parental notice. This is a change from the requirement that the parent sign the form annually.

Who will this benefit?

These policies and procedures will benefit the students in the Program for Students with Exceptionalities.

Where will the activities/services occur and how was this school/location selected? (if applicable)

These policies and procedures will occur throughout the Pittsburgh Public Schools.

Additional person(s) accountable for this tab

**COMMONWEALTH OF PENNSYLVANIA
MODEL LOCAL EDUCATIONAL AGENCY (LEA)
POLICIES AND PROCEDURES**

PURPOSE

Under the regulatory provisions of the Individuals with Disabilities Education Act, Part B (IDEA-B), to be eligible for funds the Local Educational Agency (LEA) must, among many things, demonstrate to the satisfaction of the State Education Agency (SEA) that it meets the conditions in §§300.101 through 300.163, and §§300.165—300.174. The conditions under §300.220 require the LEAs to have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§300.165—300.174. The Board approved LEA Policies and Procedures must be on file with the Department of Education.

This current model of LEA Policies and Procedures is formatted to facilitate future modifications of the policies and procedures. Modifications to the IDEA Policies and Procedures may be necessary to ensure compliance with Part 300, if: (1) The provisions of the IDEA or the implementing regulations are amended; (2) There is a new interpretation of the IDEA by Federal or State courts; or (3) There is an official finding of noncompliance with Federal or State law or regulations.

Acceptance of this product, in part, fulfills the requirements at 34 CFR §300.200 in meeting the conditions under *Local Educational Agency Eligibility*.

§300.101 – Free appropriate public education (FAPE)

The Commonwealth of Pennsylvania (PA) ensures that all children with disabilities aged 3 years to 21 years of age residing in PA have the right to a free appropriate public education (FAPE), including children with disabilities who have been suspended or expelled from school. There is an age-related exception under the provision of 34 CFR §300.102(b). Under the School Code (24 P.S. §13-1301). "... Every child, being a resident of any school district, between the ages of six and twenty-one (21) years, may attend the public schools in his district, subject to the provisions of this act. Notwithstanding any other provision of law to the contrary, a child who attains the age of twenty-one (21) years during the school term and who has not graduated from high school may continue to attend the public schools in his district free of charge until the end of the school term." Therefore, PA is required to make FAPE available to a child with a disability to the end of the school term in which the student reaches his/her 21st birthday.

It is the policy of the Pennsylvania Department of Education (PDE) that a free appropriate public education is available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d). FAPE is made available to each eligible child residing in the State beginning no later than the child's third birthday. Additionally, an IEP or an IFSP is in effect for the child by that date, in accordance with Sec. 300.323(b). Moreover, if a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP or IFSP will begin. The determination that a child is eligible under IDEA-B, is made on an individual basis by the group responsible within the child's LEA for making eligibility determinations.

It is PDE policy that public agencies must adhere to state and federal regulations regarding disciplinary removals. Notwithstanding the requirements incorporated by Chapter 14 and Chapter 711 which adopt by reference 34 CFR 300.530 through 300.537 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement. A removal from school is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530—300.535 (relating to authority of school personnel; determination of setting; appeal; placement during appeals; protections for children not determined eligible for special education and related services; referral to and action by law enforcement; and judicial authorities).

PDE policy ensures FAPE is available to any child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(x) and (xxxii)

22 Pa. Code §711.3 (a)(iii)(ix) and (xxix)

§300.102 – Limitation – exception to FAPE for certain ages.

As described under §300.102, there are no exceptions for age range of 3 through 21, unless the following exist:

With respect to children aged 18 through 21, FAPE is not required for students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility were not determined eligible for special education and related services and did not have an IEP.

However, this exception does not apply to children with disabilities, aged 18 through 21, who had been identified as a child with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration. Additionally, this exception is not applicable if the student did not have an IEP in their last educational setting and had been identified as a child with a disability.

This exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma. The term regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED). If a child with disabilities has graduated from high school with a regular high school diploma, then a written prior notice in accordance with §300.503 is required because graduation from high school with a regular high school diploma constitutes a change in placement.

Authority and/or Responsibility

22 Pa. Code §14.102 (2)(x)

22 Pa. Code §711.3 (a)(ix)

§300.103 – FAPE – methods and payments.

LEA policy ensures that there is no delay, as a result of determining the funding sources, for the placement of any child with a disability in the Least Restrictive Environment, including where necessary for the child to receive FAPE, including residential facilities. Timely placements are not relieved even where there is valid obligation for funding the placement by an insurer or similar third party. The no delay provision includes no waiver of the time while the payment source is being determined.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

22 Pa. Code §711.4

§300.104 – Residential placement.

The LEA ensures that placement in a public or private residential program if necessary to provide special education and related services is at no cost to the parents of the child.

Authority and/or Responsibility

22 Pa. Code §14.102 (b) (x) and (xi)

22 Pa. Code §711.3 (b)(ix) and (x)

§300.105 – Assistive technology.

LEA policy ensures that assistive technology devices, or assistive technology services, or both, as defined under §300.5 and §300.6, are made available to a child with disabilities if determined on a case-by-case basis by the child's IEP Team, necessary to provide the child access to FAPE. If necessary to ensure the child's needs for devices or services to access FAPE are met, school-purchased assistive technology devices in the child's home or other setting is required as determined by the IEP Team.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(i), (xi), and (xxvii)

22 Pa. Code §711.3 (b)(i), (x), and (xxiv)

§300.106 – Extended school year services.

In addition to the requirements at 34 CFR §300.106 (relating to extended school year services) adopted by reference, the public agency serving children under Chapter 14 shall use the following factors for determining whether a student with disabilities requires ESY as part of the provision of FAPE at each IEP meeting and, if so, make subsequent determinations about the ESY services to be provided.

In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:

- (i) Regression—whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming.
- (ii) Recoupment—whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.
- (iii) Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
- (iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
- (v) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
- (vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
- (vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.

Other reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress may include the following; progress on goals in consecutive IEPs, progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program, reports by parents of negative changes in adaptive behaviors or in other skill areas, medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services, observations and opinions by educators, parents and others, and results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

The need for ESY services will not be based on any of the following; the desire or need for day care or respite care services, the desire or need for a summer recreation program, the desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education.

Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for extended school year services to be provided as follows:

- (1) Parents of students with severe disabilities shall be notified by the public agency of the annual review meeting to ensure their participation.
- (2) The IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
- (3) The Notice of Recommended Educational Placement (NOREP) shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
- (4) If a student with a severe disability transfers into a public agency after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.

Public agencies shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. Consideration of the need for ESY services shall occur at the IEP team meeting to be convened annually, or more frequently if conditions warrant. Consideration means that ESY services are raised and discussed at the IEP team meeting. In making a determination that a student is eligible for ESY services, the IEP team shall rely on criteria in this section and applicable judicial decisions. ESY determinations for students other than the group of students identified as students with severe disabilities are not subject to the time line of February 28 or March 31. However, the ESY determinations shall still be made in a timely manner. If the parents disagree with the public agencies' recommendation on ESY, the parents will be afforded an expedited due process hearing.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xi)

22 Pa. Code §14.132

22 Pa. Code §711.3 (b)(x)

22 Pa. Code §711.44

§300.107 – Nonacademic services.

As determined appropriate and necessary by the child's IEP Team, children with disabilities must be provided supplementary aids and services to provide nonacademic and extracurricular services and activities in the manner necessary to afford an equal opportunity for participation in the services and activities.

Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xi)(xxvii)

22 Pa. Code §711.3 (b)(x)(xxiv)

§300.108 – Physical education.

It is PDE policy that physical education services, specially designed if necessary, are made available to every child with a disability receiving FAPE. Each child with a disability is afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the child must be provided the services directly or arranged through other public or private programs to provide the services.

The child with a disability enrolled in a separate facility must receive appropriate physical education services.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xi)

22 Pa. Code §711.3 (b)(i)

§300.109 – Full educational opportunity goal (FEOG).

With regard to full educational opportunity goal, the General Assembly of Pennsylvania has enacted legislation that provides for an entitlement to services for children with disabilities from birth onward, consistent with the terms of IDEA. Services and programs for Infant and Toddlers are provided via the Department of Public Welfare under Act 212 of 1990. For children age 3 onward FEOG is pursued by the State Board of Education's adoption of regulations, which provides for the PDE's general supervision of services and programs and the regulations for charter schools and cyber charter schools.

Full implementation of these requirements on a statewide basis continues through the PDE's Bureau of Special Education and the Bureau of Early Intervention Services management of its resources including implementation of its grant under IDEA-B, through its LEA Application processes, monitoring systems, complaint management systems, impartial due process systems, and technical assistance and support systems.

In regard to Pennsylvania's detailed timetable to reach the goal of providing full educational opportunity to all children with disabilities, the Commonwealth affirms the goal of providing full educational opportunity to all children with disabilities ages birth through 21, by the year 2020.

Authority and/or Responsibility

11 P.S. §§875-101—875-503

24 P.S. §13-1372(1)

24 P.S. §17-1732A(c)(1) & §17-1751-A

§300.110 – Program options.

It is PDE policy that children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the agency, including art, music, industrial arts, family and consumer science education, computer education, and vocational education.

Authority and/or Responsibility

22 Pa. Code §14.102 (a)(4)

22 Pa. Code §711.3 (a)

22 Pa. Code §711.4

§300.111 – Child find.

It is PDE's policy that all children with disabilities residing in the State, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. All public agencies in the State who provide special education and related services report annually to the State, through the State wide data system which children are being served and what services are being provided. This method applies to all children with disabilities, including highly mobile children (such as migrant and homeless children), and children who are suspected of being eligible under IDEA, even though they are advancing from grade to grade.

The procedures are addressed in the State Board of Education's regulations where school districts and charter schools perform child find, screening and evaluation for all children, as prescribed at 22 Pa. Code §§14.121 -- 14.123 and 22 Pa Code §711.21, §711.23, and §711.24. A practical method has been developed and implemented to determine which children are currently receiving needed special education and related services. Under Chapter 14, student information with regard to identification, disability categories, and special education and related services provided is reported in the school districts special education

plan and data reports submitted to PDE in accordance with 22 Pa. Code §14.104. With regard to children receiving services under Chapter 711, each charter school's or cyber charter school's written policy must include: (1) public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs, and (2) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school.

In addition to the requirements at 34 CFR 300.111 (relating to child find) , Intermediate Units are responsible for child find activities necessary to provide equitable services consistent with 34 CFR 300.130—300.144, regarding children with disabilities enrolled by their parents in private schools.

The LEA or MAWA is responsible for all child find activities for children from ages 3 to 21. The Pennsylvania Department of Public Welfare (DPW) is responsible for child find activities for children from birth through age 2. The DPW performs child find activities for Infant and Toddlers based on Act 212 of 1990, Section 302 (11 P.S. §875-303), and Chapter 4226 Early Intervention Services, Section 4226.24, in accordance with policies and procedures consistent with IDEA. PDE recognizes and accepts that such practice under the law (Act 212 of 1990) does not diminish PDE's responsibility to ensure compliance with the requirements of 34 CFR 300.111.

Authority and/or Responsibility

22 Pa. Code §§14.121-- 14.123

22 Pa. Code §711.21, §711.23 and §711.24

§300.112 – Individualized education programs (IEP).

It is PDE policy that Chapter 14 and 711 by *adoption by reference* and/or explicit rule adoption therein, meets Federal regulations covering all IEP requirements.

PDE policy, and supported by PA regulations, do adopt the exception under §300.112 (referring to §300.300(b)(3)(ii) (sic)), namely that a public agency does not violate its obligation for IEP or IFSP development and implementation, if the public agency is unable to obtain informed parental consent for the initial provision of services.

PDE policy is supported by enforceable rules under the adoption by reference in Chapters 14 and 711 that a parent has the right to unilaterally withdraw a child with a disability from continued special education and related services. The school entity may not challenge that parent's decision using Part B dispute resolution procedures. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services the public agency may not continue to provide special education and related services to that child, but must provide prior written notice in accordance with §300.503 before ceasing the provision of special education and related services.

In addition to the requirements incorporated by reference with regard to a public agency serving children under Chapter 14, the IEP of each student with a disability must include:

A description of the type or types of support as defined in this paragraph that the student will receive, the determination of which may not be based on the categories of the child's disability alone. Students may receive more than one type of support as appropriate and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

- (i) Autistic support. Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine and schedules; and; the need for positive behavior supports or behavioral interventions.
- (ii) Blind-visually impaired support. Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child's reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student's learning materials.
- (iii) Deaf and hard of hearing support. Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services.
- (iv) Emotional support. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.
- (v) Learning support. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.
- (vi) Life skills support. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

- (vii) Multiple disabilities support. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.
 - (viii) Physical support. Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.
 - (ix) Speech and language support. Services for students for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.
- (2) Supplementary aids and services in accordance with 34 CFR 300.42 (relating to supplementary aids and services).
 - (3) A description of the type or types of support as defined in § 14.105(2) (relating to personnel).
 - (4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP.
 - (5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.
 - (6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.
 - (7) Every student receiving special education and related services provided for in an IEP developed prior to July 1, 2008, shall continue to receive the special education and related services under that IEP, subject to the terms, limitations and conditions set forth in law.

In addition to the requirements incorporated by reference with regard to development, review, and revision of IEP, each public agency serving children under Chapter 14 shall designate persons responsible to coordinate transition activities.

In addition to the requirements incorporated by reference with regard to the public agency serving children under Chapter 711, the IEP of each student with a disability must ensure upon enrollment that the child receives special education and related services in conformity with the IEP, either by adopting the existing IEP or by developing a new IEP, and for students who are 14 years of age or older, the IEP shall include a transition plan which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills, and the IEP of each student shall be implemented as soon as possible but no later than 10 school days after its completion.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xvii)

22 Pa. Code §14.131

22 Pa. Code § 711.3 (b) (xxiv)

22 Pa. Code §711.41

§300.113 – Routine checking of hearing aids and external components of surgically implanted medical devices.

It is PDE's policy that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Additionally, external components of surgically implanted medical devices are monitored to ensure proper functioning.

There is not a public agency responsibility for a child with a surgically implanted medical device who is receiving special education and related services, for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xii)

22 Pa. Code §711.3 (b)(xii)

§300.114 – LRE requirements.

It is PDE's policy that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled. A student may not be determined to require separate education because the child cannot achieve at the same level as classmates who do not have disabilities, if the child can, with the full range of supplementary aids and services, make meaningful progress in the goals included in the student's IEP. A student may not be removed from or determined to be ineligible for placement in a regular education classroom solely because of the nature or severity of the student's disability, or solely because educating the student in the regular education classroom would necessitate additional cost or for administrative convenience. Public agencies shall be required to provide access to a full continuum of placement options.

Generally, the Commonwealth's distribution of State funds for the provision of special education programs and services is based on the aggregated number of children in each school district. The Commonwealth does not use a funding formula which distributes State funds on the basis of the type of setting where a child is served which results in placements that violate the requirements of Least Restrictive Environment (LRE).

Additionally, from state appropriation, additional funding is provided for the PDE to determine, that when extraordinary expense are incurred by a school district, supplemental funding may be provided to the school district to ensure the provision of a free appropriate public education (FAPE) in the Least Restrictive Environment.

Moreover, when it has been determined (consistent with the procedures for all children including evaluation, IEP development, notice, and written consent from the parent) that the educational placement for a student with a disability in the Least Restrictive Environment is an Approved Private School (APS), then a school district may submit application to seek from PDE, financial assistance to help support the LRE of the child. The purpose of this

funding is to defray the cost of the LRE placement, and may or may not be approved by PDE. Where no funding support is forthcoming from PDE the school district may not delay or deny the educational placement agreed upon including an APS.

Authority and/or Responsibility

22 Pa. Code §14.102(b)(xiii)

22 Pa. Code §14.145

22 Pa. Code §711.3(b)(xi)

§300.115 – Continuum of alternative placements.

With regard to public agencies serving children under Chapter 14, it is PDE's policy that students with disabilities shall be educated in the Least Restrictive Environment. Each school agency serving children under Chapter 14 shall ensure that:

- (1) To the maximum extent appropriate, and as provided in the IEP, the student with a disability is educated with non-disabled peers.
- (2) Special classes, separate schooling or other removal of a student with a disability from the regular education class occurs only when the nature or severity of the disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.
- (3) A student may not be determined to require separate education because the child cannot achieve at the same level as classmates who do not have disabilities if the child can, with the full range of supplementary aids and services, make meaningful progress in the goals included in the student's IEP.
- (4) A student may not be removed from or determined to be ineligible for placement in a regular education classroom solely because of the nature or severity of the student's disability, or solely because educating the student in the regular education classroom would necessitate additional cost or for administrative convenience.
- (5) School entities shall be required to provide access to a full continuum of placement options.

Authority and/or Responsibility

22 Pa. Code §14.102(b)(xiii)

22 Pa. Code §14.145

22 Pa. Code §711.3(b)(xii)

§300.116 – Placements.

It is PDE's policy that in determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency shall ensure that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and is made in conformity with the LRE provisions of this section. The child's placement: (1) is determined at least annually; (2) is based on the child's IEP; and (3) is as close as possible to the child's home. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if

nondisabled. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum or solely because educating the student in the regular education classroom would necessitate additional cost or for administrative convenience.

Authority and/or Responsibility

22 Pa. Code §14.102(b)(xiii)

22 Pa. Code §14.145

22 Pa. Code §711.3(b)(xi)

§300.117 – Nonacademic settings.

It is PDE's Policy in providing or arranging for the provision of nonacademic and extracurricular services and activities, including counseling services, athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available, each public agency shall ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

22 Pa. Code §711.4

§300.118 – Children in public or private institutions.

PA assures students so placed are afforded the right to FAPE in the Least Restrictive Environment through the provisions of the School Code of 1949, P.S. §13-1306.

Authority and/or Responsibility

24 P.S. §13-1306

§300.119 – Technical assistance and training activities.

With regard to *Technical assistance and training activities*, it is the policy and practice of PDE to carry out activities to ensure that teachers and administrators in all public agencies are fully informed about their responsibilities for implementing Least Restrictive Environment and are provided with necessary technical assistance and training.

Training and technical assistance is afforded teachers and administrators through a multi-prong approach. First, State Board's regulations provide enforceable policies and procedures and are made known through the public participation adoption of rules. Second, Basic Education Circulars or Penn*Links (non-regulatory documents) disseminated to the field provide guidance with regard to procedural safeguards and placement in the Least Restrictive Environment. Both regulations, Basic Education Circulars, Announcements, and Penn*Links are available to teachers and administrators through the PDE's web sites.

The PDE's monitoring may produce findings whereby procedural safeguards and Least Restrictive Environment implementation falls short of compliance with federal and state regulations and thereby initiate the provision of training and technical assistance to teachers and administrators.

The PDE maintains projects through contracted agencies whose mission is to support the efforts of the Bureau of Special Education and the Bureau of Early Intervention Services, including rendering technical assistance and training to teachers and administrators on procedural safeguards and Least Restrictive Environment, consistent with the 34 CFR Part 300 and the State Board regulations pertaining to Special Education. These agency's mission includes building capacity of the local educational agency to provide appropriate services to students who receive special education services and may emphasize areas identified as Statewide initiatives by the PDE, such as, autism, behavior support, transition to adult living, leadership, LRE, and reading.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

22 Pa. Code §711.4

§300.120 – Monitoring activities.

With regard to PDE monitoring of §300.114 - *LRE requirements*, PDE conducts Compliance Monitoring for Continuous Improvement (CMCI), Early Intervention Management Verification Reviews, Focused Monitoring, and Target Monitoring of school districts, charter schools, cyber charter schools, and preschool early intervention programs to ensure compliance with applicable regulations. When implementation of LRE is inconsistent with §300.114, the PDE takes into consideration the agency's justification for its implementation and assists in planning and implementing any necessary corrective action and improvement plans.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

22 Pa. Code §711.4

§300.121 – Procedural safeguards.

With regard to having in effect procedural safeguards required under §§300.500 through 300.536, PDE policy is supported by enforceable rules under the *adoption by reference* and/or explicit rule adoption under Chapter 14 and Chapter 711. The *adoption by reference* and explicit rules thereby incorporates Federal regulations covering all procedural safeguards under §§300.501 through 300.537, with the following exceptions:

- §300.509 relating to *Model forms*. The PDE has adopted model forms to assist parents and public agencies in filing a due process complaint under §§300.507 and 300.508 (relating to matters of identification, evaluation, or educational placement of a child with a disability or the provision of FAPE to the child). Additionally, PDE has adopted model forms to assist parents and other parties in filing State complaints under §§300.151 through 300.153 (relating to the *State Complaint Procedures*, where an organization or individual may file a signed written complaint that a public agency has violated a requirement under Part B of the Individuals with Disabilities Education Act.)

There are neither rules nor policy requiring the use of the model forms so long as the alternate form or document used meets, as appropriate, the content for the purpose of filing the due process complaint and the filing of a State complaint.

- §300.517 relating to *Attorney fees*. PDE has not adopted any policy regarding these provisions because the duty is imposed on a court of competent jurisdiction to be applied to matters under due process complaint filed before the judicial body.
- §300.518(c) relating to *Child's status during proceedings*. It is PDE's policy that the Part B public agency will be required to continue the services previously provided under Part C, unless the parent consents otherwise or due process complaint procedures have been exhausted.
- §300.520 relating to *Transfer of parental rights at age of majority*. The age of majority in Pennsylvania is 21 years, thus IDEA rights of parents do not transfer to students at age 18. However, under the regulations for the Family Educational Rights and Privacy Act of 1974, {34 CFR §99.5(a)}, the rights of parents regarding education records are transferred to the student at age 18.

Therefore, except as described above, PDE policy and supporting Commonwealth laws implement the Federal regulations covering all procedural safeguards under §§300.501 through 300.537.

Authority and/or Responsibility

22 Pa. Code §§14.162 –14.163

22 Pa. Code §711.62

§300.122 – Evaluation.

With regard to having in effect procedural safeguards required under §§300.300 through 300.311, PDE policy is supported by enforceable rules under the adoption by reference and/or explicit rule adoption under Chapter 14 and Chapter 711. The adoption by reference and explicit rules thereby incorporates Federal regulations covering procedural requirements for Evaluation under §§300.300 through 300.311, with the following exceptions being §300.307 Specific learning disabilities, (a)(3). This regulation gives States discretion to develop procedures for the determination of specific learning disabilities. PDE policy supported by PA regulation 22 Pa. Code §14.125 and 22 Pa. Code §711.25 (relating to Criteria for the determination of specific learning disabilities), at §14.125 and §711.25 (a)(2)(i), requires agencies to conform to State criteria which includes:

- (i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:
 - (A) The student received high quality instruction in the general education setting.
 - (B) Research-based interventions were provided to the student.
 - (C) Student progress was regularly monitored.

Additionally, State criteria to meet §300.306 are supported by regulations under 22 Pa. Code §14.125 and 22 Pa. Code §711.25:

Each school district, intermediate unit, charter school, and cyber charter school shall develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures shall be included in the school district's and intermediate unit's special education plan in accordance with § 14.104(b) (relating to special education plans). Charter schools and cyber charter schools shall include the procedures for the determination of specific learning disability in the school's application for a charter. To determine that a child has a specific learning disability, the school district or intermediate unit shall address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading fluency skills.
 - (vi) Reading comprehension.
 - (vii) Mathematics calculation.
 - (viii) Mathematics problem solving.
- (2) Use one of the following procedures:
- (i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:
 - (A) The student received high quality instruction in the general education setting.
 - (B) Research-based interventions were provided to the student.

- (C) Student progress was regularly monitored.
 - (ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.
- (3) Have determined that its findings under this section are not primarily the result of:
- (i) A visual, hearing or orthopedic disability.
 - (ii) Mental retardation.
 - (iii) Emotional disturbance.
 - (iv) Cultural factors.
 - (v) Environmental or economic disadvantage.
 - (vi) Limited English proficiency.
- (4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:
- (i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.
 - (ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

In addition to the requirements at 34 CFR §300.301 (relating to initial evaluations), Chapter 14 and 711 provide additional requirements. For children served under Chapter 14 and Chapter 711, the initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term shall not be counted.

Parents may request an evaluation at any time, and the request must be in writing. The school entity shall make the Permission to Evaluate Form readily available for that purpose. If a request is made orally to any professional employee or administrator of the school entity, that individual shall provide a copy of the Permission to Evaluate Request Form to the parents within 10 calendar days of the oral request.

Authority and/or Responsibility

22 Pa. Code §14.102(2)(xvi)

22 Pa. Code §14.123(b)(c)

22 Pa. Code §14.125

22 Pa. Code §711.3(a)(xiii)

22 Pa. Code §711.24(b)

22 Pa. Code §711.25

§300.123 – Confidentiality of personally identifiable information.

With regard to having in effect procedures for maintaining confidentiality of personally identifiable information required under §§300.610 through 300.626, PDE policy is supported by enforceable rules under the *adoption by reference* and/or explicit rule adoption under Chapter 14 and Chapter 711. The *adoption by reference* and explicit rules thereby incorporates Federal regulations covering requirements for *Confidentiality* under §§300.610 through 300.626.

Additionally, it is PDE policy that notice is given that is adequate to fully inform parents about the requirements of this section including (1) a description of the extent that the notice is given in the native languages of the various population groups in PA; (2) a description of the children on whom personally identifiable information is maintained, the types of information sought, the methods PA intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information; and (3) a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and (4) a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and implementing regulations in 34 CFR part 99. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity.

For children served under Chapter 711, each public charter school and cyber charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school or cyber charter school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency. Charter schools and cyber charter schools shall maintain educational records for children with disabilities consistent with the regulations for the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. §§ 1221 note and 1232g) in 34 CFR Part 99 (relating to family educational rights and privacy).

Access rights. Each agency shall permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency shall comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §300.507 and §§300.521-300.528, and in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes (1) the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records; (2) the right to request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and (3) the right to have a representative of the parent inspect and review the records. An agency may presume that the parent has authority to inspect and review records relating to his or her child

unless the agency has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Record of access. Each participating agency shall keep a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on more than one child. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of types and locations of information. Each participating agency shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the agency.

Fees. Each participating agency may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. A participating agency may not charge a fee to search for or to retrieve information under this part.

Amendment of records at parent's request. A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the participating agency that maintains the information to amend the record. The agency shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing under §300.568.

Opportunity for a hearing. The agency shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

Result of hearing. If, as a result of the hearing, the agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency. Any explanation placed in the records of the child under this section must (1) be maintained by the agency as part of the records of the child as long as the record or contested portion is maintained by the agency; and (2) if the records of the child or the contested portion is disclosed by the agency to any party, the explanation must also be disclosed to the party.

Hearing procedures. A hearing held under §300.619 must be conducted according to the procedures under 34 CFR 99.22.

Consent. Except as to disclosures addressed in §300.622 for which parental consent is not required by Part 99, parental consent must be obtained before personally identifiable information is (1) disclosed to anyone other than officials of participating agencies collecting or using the information under this part, subject to this section; or (2) used for any purpose other than meeting a requirement of this part. An educational agency or institution subject to 34 CFR Part 99 may not release information from education records to participating agencies without parental consent unless authorized to do so under Part 99. If a parent does not consent to release of information to the educational agency, which information has been determined to be necessary to evaluate the student under Part 300, the educational agency may, after unsuccessful attempts to obtain consent from the parent, seek permission to evaluate the student and if necessary gain a decision from a hearing officer when consent is not forthcoming from the parent.

Each participating agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding PA's policies and procedures under §300.123 and 34 CFR Part 99. Each participating agency shall maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Destruction of information. The public agency shall inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Children's rights. The age of majority in Pennsylvania is 21 years, thus IDEA rights of parents do not transfer to students at age 18. However, under the regulations for the Family Educational Rights and Privacy Act of 1974, {34 CFR §99.5(a)}, the rights of parents regarding education records are transferred to the student at age 18.

Enforcement. PDE, under its supervisory responsibilities, shall intervene when issues of compliance with confidentiality requirements are raised, and will adhere to the procedures meeting the requirements under 34 CFR §§300.151—300.153. The response of the PDE will vary from case to case. The main features of efforts will be to explain the problem, call upon the educational agency to implement a remedy, and assist them with ideas as to what a remedy might involve. If, however, the PDE does not succeed in obtaining prompt compliance, the PDE can take more rigorous steps to make sure that the compliance issue is resolved in a timely manner, including the following: (1) A local special education plan may be disapproved; (2) The disbursement of state and federal funds may be deferred pending resolution of the issue; (3) The amount of funds may be reduced; (4) Seek court order requiring the educational agency to take specific actions; (5) Join with parents in legal action

initiated by them and; (6) Take action affecting the commission of the commissioned officer responsible for administering the public agency.

Disciplinary information. PDE policy requires that a public agency include in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled children. The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child. If the child transfers from one school to another, the transmission of any of the child's records must include both the child's current individualized education program and any statement of current or previous disciplinary action that has been taken against the child.

Authority and/or Responsibility

22 Pa. Code §14.102(b) (xxxiii)

22 Pa. Code §711.3 (b)(xxx)

22 Pa. Code §711.8

§300.124 – Transition of children from the Part C program to preschool programs.

With regard to 34 CFR §300.124, Transition of children from the Part C program to preschool programs, PDE and PA Department of Public Welfare (the Part C agency) through the Office of Child Development and Early Learning (OCDEL) has developed policies and procedures which assure the smooth transition of eligible young children from Part C services to preschool services on the third birthday of the eligible young child. Additionally, when an eligible young child turns 3 years of age and if necessary to allow for uninterrupted services for the child and family throughout the transition year, it is PDE's policy that the Individual Family Services Plan, where one exists, shall be converted to an IEP by an IEP team, in accordance with Chapter 14 and this document (see "Individualized Education Program"), and which must be in effect as of the child's third birthday. These policies and procedures were distributed to all public agencies through the dissemination of an Announcement: EI-09 #3 Transition of Toddlers to Preschool or Other Community Services. A representative of the early intervention agency, as defined under 22 Pa. Code §14.101, will participate in the transition planning conference.

Authority and/or Responsibility

22 Pa. Code §14.101

22 Pa. Code §14.156

§300.129 – State responsibility regarding children in private schools.

In Pennsylvania, for purposes of this section and §§300.130 through 300.144, Intermediate Units are responsible for implementing services to children with disabilities enrolled by their parent in private schools. Each Intermediate Unit is, for purposes of implementing §§300.130 through 300.144, the *Local Educational Agency*.

Each Intermediate Unit submits annually to the PDE Secretary, a special education plan specifying the special education services and programs to be operated to meet the requirements under §§300.130 through 300.144.

Authority and/or Responsibility

22 Pa. Code §14.102 (a) (4)

22 Pa. Code §14.103, see definition of *Local educational agency*

22 Pa. Code §14.104

§300.130 – Definition of parentally-placed private school children with disabilities.

Parentally-placed private school children with disabilities means children with disabilities enrolled by their parents in private, including religious, schools or facilities. Schools or facilities are those that meet one or both the following definitions:

Elementary school means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law.

Secondary school means a nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(iii)(vii)

22 Pa. Code §711.3 (b)(ii)(vi)

§300.131 – Child find for parentally-placed private school children with disabilities.

It is PDE policy that the Intermediate Unit (IU) shall implement the following:

Each IU must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located within IU service area, by implementing:

- Child find process designed to ensure the equitable participation of parentally-placed private school children.
- Accurate count of those children.
- Activities similar to the activities undertaken for children enrolled in public school.
- Cost of carrying out the child find requirements, including individual evaluations, not be considered in determining if an LEA has met its obligation under *Expenditures* (see description under §300.133).
- Completed in a time period comparable to that for students attending public schools in the IU consistent with §300.111.
- Include parentally-placed private school children who reside in a State other than Pennsylvania who attend private, including religious, elementary schools and secondary schools located within IU service area.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.132 – Provision of services for parentally-placed private school children with disabilities – basic requirement.

It is PDE policy that the IU must make provision, to the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private schools, located in IU service area, for the participation of those children in the program assisted or carried out under the IU plan, by providing them with special education and related services, including direct services determined in accordance with §300.137.

A services plan must be developed and implemented for each private school child with a disability who has been designated by the IU in which the private school is located to receive special education and related services.

Each IU must maintain in its records, and provide to the PDE, the following information related to parentally-placed private school children:

- (1) The number of children evaluated;
- (2) The number of children determined to be children with disabilities; and
- (3) The number of children served.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.133 – Expenditures.

Formula. Each IU must spend the following on providing special education and related services (including direct services) to parentally-placed private school children with disabilities:

- (1) For children aged 3 through 21, an amount that is the same proportion of the IU's total subgrant under section 611(f) of the IDEA-B as the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private schools, located in the IU service area, is to the total number of children with disabilities in IU's jurisdiction aged 3 through 21.
- (2) For children aged three through five, an amount that is the same proportion of the IU's total subgrant under section 619(g) of the IDEA-B as the number of parentally-placed private school children with disabilities aged three through five who are enrolled by their parents in a private school located in the IU, is to the total number of children with disabilities in its jurisdiction aged three through five.
- (3) If an IU has not expended for equitable services all of the funds by the end of the fiscal year for which Congress appropriated the funds, the IU must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

Calculating proportionate amount. In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, the IU, after timely and meaningful consultation with representatives of private schools, must conduct a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in the IU.

Annual count. Each IU must, after timely and meaningful consultation with representatives of private schools, determine the number of parentally-placed private school children with disabilities attending private schools located in the IU.

The IU must ensure that the count is conducted on any date between October 1 and December 1, inclusive, of each year. The count must be used to determine the amount that the IU must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

Supplement, not supplant. State and local funds may supplement and in no case supplant the proportionate amount of IDEA-B funds required to be expended for parentally-placed private school children with disabilities.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.134 – Consultation.

It is PDE policy that the IU must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- The child find process, including—
 - (1) How parentally-placed private school children suspected of having a disability can participate equitably; and
 - (2) How parents, teachers, and private school officials will be informed of the process.
- The determination of the proportionate share of IDEA-B funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds are calculated.
- The consultation process among the IU, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services.
- How, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of—
 - (1) The types of services, including direct services and alternate service delivery mechanisms; and
 - (2) How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children; and
 - (3) How and when those decisions will be made.
- Written explanation by the IU regarding how, if the IU disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the IU will provide to the private school officials a written explanation of the reasons why the IU chose not to provide services directly or through a contract.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.135 – Written affirmation.

When timely and meaningful consultation has occurred, the IU must obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the IU must forward the documentation of the consultation process to the PDE.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.136 – Compliance.

A private school official has the right to submit a complaint to the PDE that the IU did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official.

If the private school official wishes to submit a complaint, the official must provide to the PDE the basis of the noncompliance by the IU with the applicable private school provisions and the IU must forward the appropriate documentation to the PDE.

If the private school official is dissatisfied with the decision of the PDE, the private school official may submit a complaint to the U.S. Department of Education's Secretary by providing the information on noncompliance described under this section.

The PDE must forward the appropriate documentation to the U.S. Department of Education's Secretary.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.137 – Equitable services determined.

No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. The IU must make the final decisions with respect to the services to be provided to eligible parentally-placed private school children with disabilities.

IU decisions about the services that will be provided to parentally-placed private school children with disabilities must be made in accordance with the following:

- Initiating and conducting meetings to develop, review, and revise a services plan for the child, in accordance with §300.138(b); and

- Ensuring that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the IU shall use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

22 Pa. Code §14.121(d)

§300.138 – Equitable services provided.

The IU services provided to parentally-placed private school children with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements of IDEA-B.

Parentally-placed private school children with disabilities may receive a different amount of IU services than children with disabilities in public schools.

Each parentally-placed private school child with a disability who has been designated by the IU to receive services must have a services plan that describes the specific special education and related services that the IU will provide to the child in light of the services that the IU has determined it will make available to parentally-placed private school children with disabilities.

The services plan must, to the extent appropriate, meet the requirements with respect to the services provided as is provided to public school children with disabilities served. The services plan must be developed, reviewed, and revised as provided to IEPs for public school children with disabilities.

The provision of services must be provided:

- By employees of the IU; or
- Through contract by the IU with an individual, association, agency, organization, or other entity.

Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment, must be secular, neutral, and nonideological.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

22 Pa. Code §14.121(d)

§300.139 – Location of services and transportation.

IU services to parentally-placed private school children with disabilities may be provided on the premises of private, including religious, schools, to the extent consistent with law.

If necessary for the child to benefit from or participate in the services provided under this part, a parentally-placed private school child with a disability must be provided transportation—

- From the child's school or the child's home to a site other than the private school; and
- From the service site to the private school, or to the child's home, depending on the timing of the services.
- An IU is not required to provide transportation from the child's home to the private school.

The cost of the transportation described may be included in calculating whether the LEA has met the requirement of **§300.133 – Expenditures.**

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.140 – Due process complaints and State complaints.

With regard to IU provision of services to parentally-placed private school children with disabilities, due process provisions under **§300.121 – Procedural safeguards**, are not applicable except for child find. That is, due process proceedings under §§300.504 through 300.519 do not apply to complaints that the IU has failed to meet the requirements §§300.132 through 300.139.

With regard to child find complaints against an IU, such complaints may be filed under due process proceedings under §§300.504 through 300.519 that the IU has failed to meet the child find requirements, including complaints regarding initial evaluation, reevaluation, determination of eligibility, existence of a specific learning disability, observation and documentation of eligibility as prescribed under provisions under §§300.300 through 300.311.

Any due process complaint regarding the child find requirements must be filed with the IU in which the private school is located and a copy must be forwarded to the PDE.

Any complaint that an IU has failed to meet the requirement regarding parentally-placed children in private schools must be filed in accordance with the procedures described in §§300.151 through 300.153.

A complaint filed by a private school official must be filed with the PDE in accordance with the procedures in **§300.136 – Compliance.**

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.141 – Requirement that funds not benefit a private school.

An IU may not use funds provided under §611 or §619 of the IDEA-B to finance the existing level of instruction in a private school or to otherwise benefit the private school.

The IU must use funds provided under IDEA-B to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting—

- The needs of a private school; or
- The general needs of the students enrolled in the private school.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.142 – Use of personnel.

An IU may use funds available to make public school personnel available in other than public facilities to the extent necessary to provide services for parentally-placed private school children with disabilities; and if those services are not normally provided by the private school.

An IU may use funds available to pay for the services of an employee of a private school to provide services to parentally-placed private school children with disabilities if:

- The employee performs the services outside of his or her regular hours of duty; and
- The employee performs the services under public supervision and control.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.143 – Separate classes prohibited.

An IU may not use funds available for classes that are organized separately on the basis of school enrollment or religion of the children if--

- The classes are at the same site; and
- The classes include children enrolled in public schools and children enrolled in private schools.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.144 – Property, equipment, and supplies.

The IU must control and administer the funds used to provide special education and related services, and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in the IDEA.

The IU may place equipment and supplies in a private school for the period of time needed for the IDEA program. The IU must ensure that the equipment and supplies placed in a private school are used only for IDEA-B purposes; and can be removed from the private school without remodeling the private school facility.

The IU must remove equipment and supplies from a private school if the equipment and supplies are no longer needed for IDEA-B purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than IDEA-B purposes.

The IU may not use funds under IDEA-B for repairs, minor remodeling, or construction of private school facilities.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §14.104

§300.145 – Applicability of §§300.146 through 300.147.

§§300.146 through 300.147 apply only to children with disabilities who are or have been placed in or referred to a private school or facility by a public agency as a means of providing special education and related services.

Authority and/or Responsibility

22 Pa. Code §14.102 (a)(4)

§300.146 – Responsibility of SEA.

PDE ensures that a child with a disability who is placed in or referred to a private school or facility by a public agency is provided special education and related services in conformance

with an IEP that meets the requirements of this document; and at no cost to the parents; is provided an education that meets the standards that apply to education provided by PDE and LEAs; and has all of the rights of a child with a disability who is served by a public agency.

With regard to the requirements regarding Private Schools at 34 CFR §300.146 and §300.147, PDE is responsible for developing and maintaining a system that ensures that each student with a disability receives a free appropriate public education and that each family has the benefits of a system of procedural safeguards. While school districts, charter schools, cyber charter schools, and, for preschool students, "mutually agreed-upon written arrangement" (MAWA) agencies, have the primary and direct responsibility for carrying this out, federal law places upon PDE a "general supervision" responsibility. Similarly, state law calls upon the Secretary to superintend the system and enforce the special education requirements. The PDE understands these requirements to mean that the PDE is to have a comprehensive system that coordinates various planning, funding, and compliance elements.

The implementation of *Children with Disabilities in Private Schools Placed or Referred by Public Agencies*, is accomplished by the PDE through its monitoring procedure which includes onsite visits, parent interviews, and written reports of findings and conclusions, including where necessary, corrective action including enforcement actions. Prior to adoption of applicable rules, private schools and facilities are afforded an opportunity to provide input through public participation as required by IDEA-B. Additionally, regulations adopted for students attending public schools are fully in effect for students with disabilities who are placed by school districts and early intervention agencies into private schools, and are made known to private schools and facilities through adoption in the *Pennsylvania Bulletin* and newspapers and other public medium including the PDE's maintained web sites.

Authority and/or Responsibility

22 Pa. Code §14.102 (a)(4)

22 Pa. Code §14.104

§300.147 – Implementation by SEA.

The implementation of *Children with Disabilities in Private Schools Placed or Referred by Public Agencies*, is accomplished by the PDE through its monitoring procedures which includes onsite visits, parent interviews and written reports of findings and conclusion, including where necessary, corrective action including enforcement actions. Prior to adoption of applicable rules, private schools and facilities are afforded an opportunity to provide input through public participation as required by IDEA-B. Additionally, regulations adopted for students attending public schools are fully in effect for students with disabilities who are placed by school districts and early intervention agencies into private schools, and are made known to private schools and facilities through adoption in the *Pennsylvania Bulletin* and newspapers and other public medium including the PDE's maintained web sites.

Authority and/or Responsibility

22 Pa. Code §14.102 (a)(4)

§300.148 – Placement of children by parents when FAPE is at issue.

An agency is not required to pay for the cost of an education, including special education and related services of a child with a disability at a private school or facility, if the agency made FAPE available to the child and the parents elected to place the child in a private school or facility. However, the child must be included in the population whose needs are addressed by an IU, consistent with the provisions of §§300.131 through 300.144, relating to parentally-placed private school children with disabilities.

Disagreements between the parents and a public agency regarding the availability of a program appropriate for the child, and the question of financial reimbursement, are subject to the due process procedures in §§300.504 through 300.520, *adopted by reference* under Chapter 14 (22 Pa. Code 22 Pa. Code §14.102) and Chapter 711 (22 Pa. Code §711.3).

If the parents of a child with a disability, who previously received special education and related services under the authority of a public agency, enroll the child in a private preschool, elementary school, or secondary school without the consent of or referral by the public agency, a court or a hearing officer may require the agency to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the agency had not made FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate.

A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the public agency.

The cost of reimbursement described above, may be reduced or denied:

- If at the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the public agency to provide FAPE to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or if at least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the public agency of the information described herein this section.
- If, prior to the parents' removal of the child from the public school, the public agency informed the parents, through the notice requirements described in §300.503(a)(1), of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation; or upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Notwithstanding the notice requirement under this section, the cost of reimbursement:

- (1) Must not be reduced or denied for failure to provide the notice if—
 - (i) The school prevented the parents from providing the notice;

- (ii) The parents had not received notice, pursuant to Sec. 300.504, of the notice requirement in paragraph (d)(1) of this section; or
 - (iii) Compliance with paragraph (d)(1) of this section would likely result in physical harm to the child; and
- (2) May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if –
- (i) The parents are not literate or cannot write in English; or
 - (ii) Compliance with paragraph (d)(1) of this section would likely result in serious emotional harm to the child.

Authority and/or Responsibility

22 Pa. Code §14.102 (b)(xv)

22 Pa. Code §711.3 (b)(xvi)

§300.149 – SEA responsibility for general supervision.

PDE is responsible for ensuring that the requirements of IDEA are carried out and that each educational program for children with disabilities administered within PA, including each program administered by any other State or local agency is under the general supervision of the persons responsible for educational programs for children with disabilities in the Commonwealth and meets the education standards of the PDE (including the requirements of 34 CFR Part 300). PDE complies with this section through 22 Pa. Code Chapter 14, 22 Pa. Code Chapter 711, PA State Statute (Public School Code at 24 P.S. §§13-1357, 13-1372, and 25-2552), Memorandum of Understanding Pennsylvania's Departments of Education, Public Welfare, Labor and Industry and Health, and PDE's Statewide monitoring system described below.

Note that all monitoring activities, including preparation for on-site, conducting the monitoring, and follow up are standardized statewide. Pennsylvania consults regularly with stakeholders and the State Advisory Panel regarding the design and implementation of the state's monitoring system.

COMPONENTS OF CYCLICAL MONITORING

The Facilitated Self Assessment (FSA) – Local Education Agency (LEA) assesses and reports on its compliance and accomplishments with respect to a variety of policies, procedures, student outcomes, file reviews and program operations. The FSA is prepared by the LEA prior to the on-site portion of monitoring. It is used to facilitate discussion between the LEA and monitoring team and to assist the Bureau to identify areas of non-compliance and needed improvement.

File Review – Monitoring team reviews student records on-site to determine compliance with requirements for evaluation, IEP, placement, secondary transition, and procedural safeguards.

Interviews – Monitoring team interviews parents, students, administrators, and teachers of students selected by the Bureau of Special Education (BSE) or Bureau of Early Intervention

Services for the sample group. The goal is to determine if the LEA involves parents, professionals, and students in required processes e.g., IEP development, whether programs and services are being provided, and whether the LEA provides training to enhance knowledge. Parent, student, and teacher satisfaction with the public agency's special education program is also generally reflected.

Monitoring Outcomes – When onsite monitoring has been completed, the PDE prepares and issues a Report of Findings to the LEA. The Report consists of findings in ten general topical areas:

1. Policies and Procedures
2. Performance Outcomes
3. Training for Parents and Professionals
4. Evaluation of Students
5. IEPs
6. IEP Implementation
7. Secondary Transition
8. Educational Placement (including LRE)
9. Discipline
10. Procedural Safeguards

The Report is formatted so that findings from all components of the monitoring are consolidated by topical area. The Report lists the finding, and whether corrective action and/or improvement planning is required. For certain types of findings, corrective action will be prescribed, and will not vary from LEA to LEA. For example, if the finding is that the LEA lacks a specific required policy, it is reasonable to have the BSE or BEIS prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action strategies are individually designed by the LEA based on their own unique circumstances and goals. The PDE's Single Point of Contact (SPOC) or Early Intervention Advisors and LEA mutually agree upon the Compliance Plan for Corrective Action and Improvement. All correction of noncompliance must be completed by the LEA as soon as possible, but not later than one year from identification.

The PDE maintains educational consultants who are required to participate in the development of the Compliance Plan for Corrective Action. These consultants and Intermediate Unit personnel forward documentation to the LEA as assigned in the agreed upon Compliance Plan for Corrective Action. LEA personnel are responsible for providing documentation to their SPOC or Early Intervention Advisor to verify completion of corrective action. The SPOC or Early Intervention Advisor maintains overall responsibility for documenting implementation of the corrective action and follows a verification schedule as documented in the Compliance Plan for Corrective Action.

Educational consultants support the LEA in corrective action verification in a variety of ways, e.g., providing technical assistance to improve LEA file reviews, collecting and reviewing required documents, providing and verifying the provision of required training as outlined in the plan. All activity will be documented so that verification can occur and be maintained by the BSE.

In addition to cyclical monitoring, the BSE has effective systems in place for review of LEA data submissions to ensure accuracy, and conducting focused and target monitoring in selected priority areas, as indicated by stakeholder input, other state level BSE priorities and the State Performance Plan. Pennsylvania complies with all requirements of Section 300.600 for the State Performance Plan, Annual Performance Report, and timely and accurate submission of required federal data.

Part B of IDEA does not limit the responsibility of agencies other than educational agencies for providing or paying some or all of the costs of FAPE to children with disabilities in the State. PDE retains responsibility for ensuring special education and related services are provided to students incarcerated in juvenile and adult facilities. With regard to responsibility for all education programs, Act 15 of 1999, provides for the provision of special education to students in State Correctional Institutions (adult prisons) by the PDE of Correction. This Act was signed into law by the Governor on June 11, 1999, effective July 1, 1999.

Authority and/or Responsibility

22 Pa. Code §14.102 (a)(4)

§300.150 – SEA implementation of procedural safeguards.

With regard to the requirements SEA implementation of procedural safeguards, it is the policy of the PDE to carry out activities to ensure effective implementation of procedural safeguards for children with disabilities served by public agencies.

In addition, periodic training of hearing officers is undertaken to ensure their activities result in the provision of procedural safeguards on a case-by-case review.

Training and technical assistance is afforded teachers and administrators through a multi-prong approach. First, State Board's and PDE's regulations provide enforceable policies and procedures and are made known through the public participation adoption of rules. Moreover, State law requires public notice in the official gazette of the Commonwealth, the *Pennsylvania Bulletin*. Third, Basic Education Circulars (BEC) and Penn*Links are disseminated to the field that provide guidance with regard to procedural safeguards and placement in the Least Restrictive Environment. Regulations, Basic Education Circulars, and Penn*Links are available to teachers and administrators through the PDE's web sites.

The PDE's monitoring may produce findings whereby procedural safeguards and Least Restrictive Environment implementation falls short of compliance with federal and state regulations and thereby PDE initiates the provision of training and technical assistance to teachers and administrators with regard to educational placements in the Least Restrictive Environment. Prior to monitoring, local education agencies are afforded the additional opportunity to attend in-service training to prepare them for the activity. This activity is yet an additional opportunity provided to LEAs to learn of their duties with regard to procedural safeguards and includes school district, charter school, and early intervention administrative staff.

The PDE maintains projects through contracted agencies whose mission it is to support the efforts of the Bureau of Special Education and Bureau of Early Intervention Services, including rendering technical assistance and training to teachers and administrators on procedural safeguards and Least Restrictive Environment, consistent with IDEA-B, the PDE regulations pertaining to special education for charter schools, and the State Board regulations pertaining to Special Education. These agency's mission includes building capacity of the local educational agency to provide appropriate services to students who receive special education services and may emphasize areas identified as Statewide initiatives by the PDE, such as, autism, behavior support, transition to adult living, leadership and reading.

The PDE ensures its implementation of procedural safeguards through its Bureau of Correction Education through ongoing provision of information to inform administrative and instructional staff of the agency's responsibilities for implementing effectively procedural safeguards for students with disabilities receiving special education at State Correctional Institutions (SCI), (i.e., adult prisons). This is accomplished by providing technical assistance and training by support staff attending meetings on procedural safeguard implementation. Changes in procedural safeguard procedures, as necessary by amendments to law, are identified via notice in the *Pennsylvania Bulletin* and/or the contracted agency's Regional Assessment Support Teams and distributed to all special education staff. Annually, staff attend multiple day trainings conducted by the Bureau of Correction Education and PDE, where they are provided updated information with regard to procedural safeguards.

Authority and/or Responsibility

22 Pa. Code §14.162

22 Pa. Code §711.3 (b)(xxvi)

§300.151 – Adoption of State complaint procedures.

The PDE has adopted written procedures for resolving any complaint, including a complaint filed by an organization or individual from another State. These procedures are widely disseminated to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

In resolving a complaint in which the PDE has found a failure to provide appropriate services, pursuant to PDE's general supervisory authority under Part B, the PDE addresses:

- The failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); and
- Appropriate future provision of services for all children with disabilities.

Authority and/or Responsibility

22 Pa. Code §14.107

22 Pa. Code §711.10

§300.152 – Minimum State complaint procedures.

PDE includes in its complaint procedures a time limit of 60 days after a complaint is filed to –

- Carry out an independent on-site investigation, if the SEA determines that an investigation is necessary;
- Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
- Provide the public agency with the opportunity to respond to the complaint, including, at a minimum—
 - (i) At the discretion of the public agency, a proposal to resolve the complaint; and
 - (ii) An opportunity for a parent who has filed a complaint and the public agency to voluntarily engage in mediation consistent with §300.506;
- Review all relevant information and make an independent determination as to whether the public agency is violating a requirement of Part B of the Act or of this part; and
- Issue a written decision to the complainant that addresses each allegation in the complaint and contains—
 - (i) Findings of fact and conclusions; and
 - (ii) The reasons for the SEA's final decision.

The PDE's procedures—

- Permit an extension of the time limit under paragraph (a) of this section only if—
 - (i) Exceptional circumstances exist with respect to a particular complaint; or
 - (ii) The parent (or individual or organization, if mediation or other alternative means of dispute resolution is available to the individual or organization under State procedures) and the public agency involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution available in Pennsylvania.
- Include procedures for effective implementation of the PDE's final decision, if needed, including—
 - (i) Technical assistance activities;
 - (ii) Negotiations; and
 - (iii) Corrective actions to achieve compliance.

PDE's procedures further provide that if a written complaint is received that is also the subject of a due process hearing under §300.507 or §§300.530 through 300.532, or contains multiple issues of which one or more are part of that hearing, the PDE must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the

hearing. The procedures further provide that if any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described under this section.

The PDE procedures provides that if an issue raised in a complaint filed has previously been decided in a due process hearing involving the same parties the due process hearing decision is binding on that issue and PDE gives notice to inform the complainant to that effect.

Lastly, PDE's procedures provide that if a complaint alleging a public agency's failure to implement a due process hearing decision is received, PDE resolves it.

Authority and/or Responsibility

22 Pa. Code §14.107

22 Pa. Code §711.10

§300.153 – Filing a complaint.

PDE procedures for filing a complaint are as follows.

An organization or individual may file a signed written complaint under the procedures described in §§300.151 through 300.153.

The complaint must include—

- (1) A statement that a public agency has violated a requirement of IDEA-B;
- (2) The facts on which the statement is based;
- (3) The signature and contact information for the complainant; and
- (4) If alleging violations with respect to a specific child—
 - (i) The name and address of the residence of the child;
 - (ii) The name of the school the child is attending;
 - (iii) In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child, and the name of the school the child is attending;
 - (iv) A description of the nature of the problem of the child, including facts relating to the problem; and
 - (v) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.

The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the PDE.

Authority and/or Responsibility

22 Pa. Code §14.107

22 Pa. Code §711.10

§300.154 – Methods of ensuring services.

- (a) ***Establishing responsibility for services.*** *The Chief Executive Officer of a State or designee of that officer must ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each noneducational public agency described in paragraph (b) of this section and the SEA, in order to ensure that all services described in paragraph (b)(1) of this section that are needed to ensure FAPE are provided, including the provision of these services during the pendency of any dispute under paragraph (a)(3) of this section. The agreement or mechanism must include the following:*
- (1) *An identification of, or a method for defining, the financial responsibility of each agency for providing services described in paragraph (b)(1) of this section to ensure FAPE to children with disabilities. The financial responsibility of each noneducational public agency described in paragraph (b) of this section, including the State Medicaid agency and other public insurers of children with disabilities, must precede the financial responsibility of the LEA (or the State agency responsible for developing the child's IEP).*
 - (2) *The conditions, terms, and procedures under which an LEA must be reimbursed by other agencies.*
 - (3) *Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism.*
 - (4) *Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in paragraph (b)(1) of this section.*
- (b) ***Obligation of noneducational public agencies.***
- (1) (i) *If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or pursuant to paragraph (a) of this section, to provide or pay for any services that are also considered special education or related services (such as, but not limited to, services described in § 300.5 relating to assistive technology devices, § 300.6 relating to assistive technology services, § 300.34 relating to related services, § 300.41 relating to supplementary aids and services, and § 300.42 relating to transition services) that are necessary for ensuring FAPE to children with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement*

- pursuant to paragraph (a) of this section or an agreement pursuant to paragraph (c) of this section.*
- (ii) *A noneducational public agency described in paragraph (b)(1)(i) of this section may not disqualify an eligible service for Medicaid reimbursement because that service is provided in a school context.*
 - (2) *If a public agency other than an educational agency fails to provide or pay for the special education and related services described in paragraph (b)(1) of this section, the LEA (or State agency responsible for developing the child's IEP) must provide or pay for these services to the child in a timely manner. The LEA or State agency is authorized to claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency must reimburse the LEA or State agency in accordance with the terms of the interagency agreement or other mechanism described in paragraph (a) of this section.*
- (c) **Special rule.** *The requirements of paragraph (a) of this section may be met through—*
- (1) State statute or regulation;*
 - (2) Signed agreements between respective agency officials that clearly identify the responsibilities of each agency relating to the provision of services; or*
 - (3) Other appropriate written methods as determined by the Chief Executive Officer of the State or designee of that officer and approved by the Secretary.*
- (d) **Children with disabilities who are covered by public benefits or insurance.**
- (1) A public agency may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under this part, as permitted under the public benefits or insurance program, except as provided in paragraph (d)(2) of this section.*
 - (2) With regard to services required to provide FAPE to an eligible child under this part, the public agency—*
 - (i) May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE under Part B of the Act;*
 - (ii) May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to this part, but pursuant to paragraph (g)(2) of this section, may pay the cost that the parents otherwise would be required to pay;*
 - (iii) May not use a child's benefits under a public benefits or insurance program if that use would—*
 - (A) Decrease available lifetime coverage or any other insured benefit;*
 - (B) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;*
 - (C) Increase premiums or lead to the discontinuation of benefits or insurance; or*
 - (D) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures; and*

- (iv) (A) *Must obtain parental consent, consistent with § 300.9, each time that access to public benefits or insurance is sought; and*
 - (B) *Notify parents that the parents' refusal to allow access to their public benefits or insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.*
- (e) ***Children with disabilities who are covered by private insurance.***
 - (1) *With regard to services required to provide FAPE to an eligible child under this part, a public agency may access the parents' private insurance proceeds only if the parents provide consent consistent with § 300.9.*
 - (2) *Each time the public agency proposes to access the parents' private insurance proceeds, the agency must—*
 - (i) *Obtain parental consent in accordance with paragraph (e)(1) of this section; and*
 - (ii) *Inform the parents that their refusal to permit the public agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.*
- (f) ***Use of Part B funds.***
 - (1) *If a public agency is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required under this part, to ensure FAPE the public agency may use its Part B funds to pay for the service.*
 - (2) *To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the public agency may use its Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co-pay amounts).*
- (g) ***Proceeds from public benefits or insurance or private insurance.***
 - (1) *Proceeds from public benefits or insurance or private insurance will not be treated as program income for purposes of 34 CFR 80.25.*
 - (2) *If a public agency spends reimbursements from Federal funds (e.g., Medicaid) for services under this part, those funds will not be considered "State or local" funds for purposes of the maintenance of effort provisions in §§ 300.163 and 300.203.*
- (h) ***Construction.*** *Nothing in this part should be construed to alter the requirements imposed on a State Medicaid agency, or any other agency administering a public benefits or insurance program by Federal statute, regulations or policy under title XIX, or title XXI of the Social Security Act, 42 U.S.C. 1396 through 1396v and 42 U.S.C. 1397aa through 1397jj, or any other public benefits or insurance program.*

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

22 Pa. Code §711.3(a)

§300.155 – Hearings related to LEA eligibility.

Prior to making any final determination that an LEA is not eligible for assistance under IDEA-B, the PDE will give the LEA reasonable notice and an opportunity for a hearing under 34 CFR 76.401(d).

Authority and/or Responsibility

22 Pa. Code §14.104(g)

§300.156 – Personnel qualifications.

PDE fulfills its responsibility based in part on the State Board of Education's adoption of Chapter 14, Chapter 49 (*Certification of Professional Personnel*) and Chapter 403 (*Compliance with the No Child Left Behind Act of 2001*), and the PDE's regulations under Chapter 711 (22 PA Code Chapter 14, 49, 403 & 711).

PDE has established and maintains qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

PDE ensures the qualifications of related services personnel and paraprofessionals:

- (1) Are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and
- (2) Ensure that related services personnel who deliver services in their discipline or profession—
 - (i) Meet the requirements of any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and
 - (ii) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (iii) Allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services under this part to children with disabilities.

PDE ensures that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school is highly qualified as a special education teacher by the deadline established in section 1119(a)(2) of the ESEA.

PDE ensures in part on the State Board of Education's adoption of Chapter 14 and Chapter 711, an instructional paraprofessional is a school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and

services to children with disabilities or eligible young children. Such support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP. All instructional paraprofessionals who support and assist in providing programs and services to students with disabilities, each school year, shall provide evidence of 20 hours of staff development activities related to their assignment. In addition to the 20 hours of annual staff development, all instructional paraprofessionals shall meet one of the following qualifications effective July 1, 2010:

- (I) Have completed at least 2 years of postsecondary study.
- (II) Possess an associate degree or higher.
- (III) Meet a rigorous standard of quality as demonstrated through a State or local assessment.

Instructional paraprofessionals, each school year, shall provide evidence of 20 hours of staff development activities related to their assignment.

It is PDE's policy that LEAs in Pennsylvania take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services under IDEA-B to children with disabilities.

It is PDE policy, notwithstanding any other individual right of action that a parent or student may maintain under 34 CFR Part 300, that nothing under 34 CFR Part 300 shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of a LEA employee to be highly qualified, or to prevent a parent from filing a complaint about staff qualifications with the PDE as provided for under 34 CFR Part 300.

Authority and/or Responsibility

22 Pa Code §14.102(a)(4)

22 Pa. Code §14.105

22 Pa. Code §711.3(a)

22 Pa. Code §711.5

§300.157 – Performance goals and indicators.

With regard to having in effect established goals for the performance of children with disabilities required under §300.157, PDE has in effect established goals and performance indicators for children with disabilities that ensure that all children with disabilities have available to them FAPE, as stated in §300.1. The established goals are the same as the State's objectives for progress by children in its definition of adequate yearly progress, including PDE's objectives for progress by children with disabilities, under section 1111(b)(2)(C) of the ESEA, 20 U.S.C. 6311; address graduation rates and dropout rates, as well as other factors identified by PDE, such as suspension and expulsion rates, parent involvement, and transition; are consistent with other goals and academic standards for children established by PDE; and have in effect established performance indicators that PDE uses to assess progress toward achieving goals including measurable annual targets. PDE

annually reports to the Secretary and the public on the progress toward the performance indicators for children with disabilities in the State.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

22 Pa. Code §711.3(a)

§300.160 – Participation in assessments.

The annual Pennsylvania System of School Assessment (PSSA) is a standards based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. The State assessments shall be administered annually and include assessments of the State academic standards in mathematics and reading at grades 3-8 and 11; in writing at grades 5, 8 and 11; and in science at grades 4, 8 and 11. It is PDE's policy to ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations, when necessary and/or alternate assessments, as indicated in each student's IEP. The Commonwealth annually develops guidelines for the participation of children with disabilities in the general state assessments with accommodations and in the alternate assessment for those children who cannot participate in the general state assessment as determined by each child's Individualized Education Program team.

Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may be in need of additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning. The PDE or other Commonwealth entities are prohibited from collecting individual student test scores, and may only collect aggregate test scores by school and district.

In compliance with §4.51(b)(4) of the PA School Code the State Board of Education approved *specific criteria for advanced, proficient, basic and below basic levels of performance*. Students not achieving at the proficient level in the administration of State assessments in grade 11 shall be provided one additional opportunity in grade 12 to demonstrate a proficient level on State assessments.

The PA State assessment system (PSSA) is designed to serve the following purposes:

- (1) Provide students, parents, educators and citizens with an understanding of student and school performance consistent with the No Child Left Behind Act of 2001 the act of January 8, 2002 (Pub. L. No. 107-110, 115 Stat. 1425).
- (2) Determine the degree to which school programs enable students to attain proficiency of academic standards under 22 Pa. Code § 4.12 (relating to academic standards).

- (3) Provide results to school entities for consideration in the development of strategic plans under 22 Pa. Code §4.13 (relating to strategic plans).
- (4) Provide information to State policymakers including the General Assembly and the Board on how effective schools are in promoting and demonstrating student proficiency of academic standards.
- (5) Provide information to the general public on school performance.
- (6) Provide results to school entities based upon the aggregate performance of all students, for students with an Individualized Education Program (IEP) and for those without an IEP.

The Secretary has the authority to establish guidelines for the administration of the State assessment system. The Secretary will report each September to the State Board of Education and the General Assembly information and pertinent data relating to the State assessment system. The Secretary will also provide each school entity information and pertinent data for the school entity and its students.

Children with disabilities and children with limited English proficiency shall be included in the State assessment system as required by Federal law, with appropriate accommodations, when necessary. As appropriate, the Commonwealth will develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the State assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.

Authority and/or Responsibility

22 Pa. Code §14.107

22 Pa. Code §711.3 (a)(xv)

22 Pa. Code § 4.51

§300.162 – Supplementation of State, local, and other Federal funds.

It is PDE's policy that funds paid to a State under Part B of IDEA will be expended in accordance with the following: used to supplement the level of Federal, State, and local funds (including funds that are not under the direct control of the SEA or LEAs) expended for special education and related services provided to children with disabilities under Part B of the Act, and in no case to supplant those Federal, State, and local funds, and must not be commingled with State funds. This requirement is satisfied by the use of separate accounting system that includes an audit trail of all expenditures paid to the state under Part B of the IDEA.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.163 – Maintenance of State financial support.

It is PDE's policy to not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.165 – Public participation.

PDE's policy and procedures are that prior to the adoption of any policies and procedures needed to comply with IDEA-B (including any amendments to those policies and procedures), the State conducts public hearings, issues adequate notice of the hearings, and provides an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities.

These procedures are conducted consistent with the public participation requirements of 20 U.S.C. 1232d(b)(7).

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.166 – Rule of construction.

In complying with §§300.162 and 300.163, PDE's policy and procedures do not permit the use of funds paid to it under IDEA-B to satisfy State-law mandated funding obligations to LEAs, including funding based on student attendance or enrollment, or inflation.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.167 – State advisory panel.

The PDE has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in accordance with the requirements of §§300.167 – 300.169.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.168 – Membership.

The State advisory panel consists of members appointed by the Governor, or other official authorized under State law to make these appointments. A majority of the members of the panel includes individuals with disabilities and/or parents of children with disabilities (ages birth through 26). Members are representative of the State population and are involved in, or concerned with the education of children with disabilities and consistent with the federal regulations (§300.168). The names and identification of individuals will be made known to the U.S. Department of Education as requested or required within the provisions of the Family Education Rights and Privacy Act.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.169 – Duties.

By appointment, the advisory panel is charged to:

- (a) Advise the PDE of unmet needs within the State in the education of children with disabilities;
- (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (c) Advise the PDE in developing evaluations and reporting on data to the U.S. Department of Education's Secretary under section 618 of IDEA-B;
- (d) Advise the PDE in developing corrective action plans to address findings identified in Federal monitoring reports under IDEA-B; and
- (e) Advise the PDE in developing and implementing policies relating to the coordination of services for children with disabilities.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.170 – Suspension and expulsion rates.

It is PDE's policy, through its combined enforceable statutory and regulatory provisions, the State Performance Plan, compliance monitoring and corrective action system to annually examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among LEAs in the State.

If discrepancies are occurring with the rate of long-term suspensions and expulsions of children with disabilities, PDE reviews the LEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that the policies, procedures, and practices comply with federal and state statutes and regulations.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.171 – Annual description of use of Part B funds.

It is PDE's policy to annually describe each fiscal year—

- (1) How the amounts retained for State administration and State-level activities under §300.704 will be used in order to meet the requirements of IDEA-B; and
- (2) How those amounts will be allocated among the activities described in § 300.704 to meet State priorities based on input from LEAs.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.172 – Access to instructional materials.

The provisions under §300.172 are met by State regulations as follows:

The State Board of Education adopts the National Instructional Materials Accessibility Standard (NIMAS) as defined in section 674(e)(3)(B) of the Education of Individuals with Disabilities Education Act (20 U.S.C.A. § 1474(e)(3)(B)) and set forth in 71 FR 41084 (July 19, 2006) for the purpose of providing print instructional materials in alternate accessible formats or specialized formats to blind persons or other persons with print disabilities in a timely manner. To ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities, agencies shall adopt the NIMAS. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

Public agencies shall, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials, and not withhold instructional materials from other students until instructional materials in accessible formats are available. Receipt in a timely manner is defined as receipt of a portion of the instructional materials in alternate accessible or specialized format if the material received covers the chapters that are currently being taught in the student's class.

If a child who is blind or other person with a print disability enrolls in school after the start of the school year, the public agency shall take all reasonable steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.

The PA Department of Education or agencies may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of the Education of Individuals with Disabilities Education Act, which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Authority and/or Responsibility

22 Pa. Code §14.106

22 Pa. Code §711.3 (a) (xvi)

§300.173 – Overidentification and disproportionality.

The Commonwealth of Pennsylvania, through its combined enforceable statutory and regulatory provisions, compliance monitoring and corrective action system, complaint management systems, due process procedural safeguards, technical assistance system, professional certification program, and its data collecting and monitoring system, has an effective system designed to prevent inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

Authority and/or Responsibility

22 Pa. Code §14.102(a)(4)

§300.174 – Prohibition on mandatory medication.

Enforceable rules have been adopted to prohibit State and LEA personnel from requiring parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation or receiving services under 34 CFR Part 300.

Moreover, rules have also been adopted that allow teachers and other school personnel to consult or share classroom-based observations with parents or guardians regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services under *child find*.

Authority and/or Responsibility

22 Pa. Code §14.102 (2) (xx)

22 Pa. Code § 711.3 (a)(xviii)

Board Action Information Sheet

22

Action Item #

May 2013

Action Month



David May-Stein

Submitted By

Jeannine French

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund						
	<u>Department</u>					
<input type="checkbox"/> Supplemental Fund						
	<u>Name</u>					
	<u>Name</u>					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a Memorandum of Understanding (MOU) with Indiana University of Pennsylvania and the Pittsburgh Public Schools for Early Childhood/Special Education BSED - Urban Cohort Professional Development Schools at Pittsburgh Faison K-5 and Pittsburgh Fulton Pre K-5. This MOU will be for a period of three (3) years from May 2013 to May 2016. There is no cost to the District.

(See attached MOU for terms and conditions).

Who will this benefit?

All students at Pittsburgh Faison and Pittsburgh Fulton

Where will the activities/services occur and how was this school/location selected? (if applicable)

Pittsburgh Faison and Pittsburgh Fulton

Additional person(s) accountable for this tab

AFFILIATION AGREEMENT

between

Indiana University of Pennsylvania and the Pittsburgh Public Schools

for

Early Childhood/Special Education BSED – Urban Cohort

Professional Development Schools at the Faison and Fulton Elementary Schools

THIS AGREEMENT, is made this ___ day of _____ 2007, by and between INDIANA UNIVERSITY OF PENNSYLVANIA, (hereinafter referred to as "University"), an educational institution of the State System of Higher Education, Commonwealth of Pennsylvania and the Pittsburgh Public Schools (hereinafter "School District"). The parties intend to be legally bound to the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

- a. *Selection of Students.* The University shall be responsible for the selection of qualified students to participate in the Early Childhood/Special Education BSED – Urban Cohort professional development school experiences located at the Faison and Fulton Elementary Schools. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the School District.
- b. *Education of Students.* The University shall assume full responsibility for the classroom and classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading and graduation.
- c. *Submission of Students.* The University shall submit the names of the students to the School District or a designated representative at least four (4) weeks prior to the assignment at the professional development school.
- d. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the School District, and should any student fail to abide by any policy and/or procedure, he or she may be expelled from the program.
- e. *Professional Liability Insurance.* Students shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the professional development school assignment.

The School District understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality, there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance Program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth University owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A. §-8521, *et seq.*

- f. *Compensation.* For and in consideration of the placement of students with district cooperating teachers, the University agrees to pay to each cooperating teacher selected to guide the candidate's experience a stipend as outlined by the Pennsylvania State System of Higher Education's Board of Governors Policy 1988-04. This stipend is in addition to the regular salary paid by the School District.
- g. *Onsite Courses.* During the full year professional development school experience, students will complete five program courses (14 credits), one practicum course (1 credit), and a student teaching experience (12 credits). The courses will be taken onsite at the School District with instruction provided by University faculty.

II. DUTIES AND RESPONSIBILITIES OF SCHOOL DISTRICT

- a. *Establishment of the Elementary Education BSED – Urban Cohort Professional Development Schools.* The School District authorizes the use of its facilities at the Faison and Fulton Elementary Schools as may be agreed upon by the School District and the University as Early Childhood/Special Education BSED – Urban Cohort professional development schools. The professional development schools are for students enrolled in the University's B.S. in Early Childhood/Special Education – Urban Cohort program. This professional development school experience is required and authorized by law.
- b. *Policies of School District.* The University will review with each student, prior to the assignment, any and all applicable policies, codes or confidentiality issues related to the experience. The School District will provide the University all the applicable information at least four (4) weeks in advance of the student's participation.

- c. *Administration.* The School District will have the sole authority and control over all aspects of practicum / student teaching services. The School District will be responsible for and retain control over the organization, and operation of its programs.
- d. *Removal of Noncompliant Student.* The School District shall have the authority to immediately remove a student who fails to comply with its policies and procedures. If such a removal occurs, the School District should immediately contact the responsible University Faculty Advisor.
- e. *Designation of Representative.* The School District shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the professional development school experience of the students.
- f. *Supervision of Students.* The School District shall provide either a professional development school supervisor or a cooperating teacher who will supervise student activities during the full year professional development school experience.
- g. *Reporting of Student Progress.* The School District shall provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.
- h. *Student Records.* The School District shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.
- i. *Eligibility Requirements.* Each cooperating teacher selected to supervise a student shall hold a current Pennsylvania certificate in the subject area/grade level to which the student is assigned. The cooperating teacher will have a minimum of three (3) years of full-time teaching experience and have been in his/her current assignment in a school district for a minimum of one (1) year.
- j. *Space for onsite courses.* The School District will make classroom space available for the teaching of the onsite courses. Every attempt will be made for the space to be outfitted with Internet access, computer/projection equipment, and a secure storage area for University faculty members' class materials.

- k. *Student participation in professional development activities.* Students will be offered the opportunity to participate in the School District's professional development activities at no charge to either the student or to the University.
- l. *Professional development activities to support the Early Childhood/Special Education BSED – Urban Cohort professional development school model.* In consultation with the University, the School District will encourage cooperating teachers and student teachers to participate in professional development activities that promote the Early Childhood/Special Education BSED – Urban Cohort Professional Development School model.

III. MUTUAL TERMS AND CONDITIONS

- a. *Number of Participating Students.* The parties will mutually agree upon the number of students that shall be assigned to the School District for this professional development school experience.
- b. *Term of Agreement.* The term of this Agreement shall be five (5) years from the date of execution. This Agreement may not exceed a period of five (5) years.
- c. *Termination of Agreement.* The University or the School District may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic year, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- d. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
- e. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- f. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- g. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

- h. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.
- i. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regard to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Indiana University of Pennsylvania

Pittsburgh Public Schools

Authorized Signature

Authorized Signature

Dr. Joseph W. Domaracki
Interim Associate Dean for Teacher Education

Dr. Linda Lane
Superintendent of Schools

Board Action Information Sheet

23

Action Item #

May 2013

Action Month



Jeannine French

Submitted By

Jeannine French

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	_____	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund	_____	_____	_____	_____	_____	_____
	Department	_____	_____	_____	_____	_____
<input type="checkbox"/> Supplemental Fund	_____	_____	_____	_____	_____	_____
	Name	_____	_____	_____	_____	_____
	Name	_____	_____	_____	_____	_____

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board denies the Mount Washington Community Academy Charter School revised and resubmitted application based upon the written findings and recommendation of the Review Team.

The administration is hereby directed to provide written notice of the Board's action to the applicant, the Department of Education, and the State Charter School Appeal Board consistent with Section 1717-A(e)(5) of the Charter School Law.

Who will this benefit?

Where will the activities/services occur and how was this school/location selected? (if applicable)

Lisa Augustin

Additional person(s) accountable for this tab

Board Action Information Sheet

24

Action Item #

May 2013

Action Month



David May-Stein

Submitted By

Jeannine French

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund						
	<u>Department</u>					
<input type="checkbox"/> Supplemental Fund						
	<u>Name</u>					
	<u>Name</u>					

District Goals: ☐ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☒ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept a donation of supplies and services of approximately \$5,000 from Pittsburgh Citiparks for additional support of The Langley Greenhouse and Garden space through their existing After Schools Academy Program at Pittsburgh Langley K-8.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks from Citiparks for this generous donation.

Who will this benefit?

Students, parents, School District, surrounding community.

Where will the activities/services occur and how was this school/location selected? (if applicable)

Pittsburgh Langley K-8 long standing programs with the School District in the West End. The activities will take place in the Greenhouse and Courtyard area of the school.

Rodney Necciai, Principal

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

Pittsburgh Citiparks will donate professional services, supplies and materials to revitalize the greenhouse and courtyard garden space to grow vegetables to be used in the very popular and successful Culinary Arts Program with the Art Institute working under their After School Academy. These vegetables will be planted, maintained and harvested primarily by students in our After School Academy. They will be shared with needy families and senior citizens in the West End area.

This donation is above and beyond the current contract in place and will not affect the agreement (Board Approved 8/22/12).

Board Action Information Sheet

25

Action Item #

May 2013

Action Month



Angela Mike

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund	<u>Career and Technical</u>					
	Department					
<input type="checkbox"/> Supplemental Fund						
	Name					
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Career and Technical Education Division to accept a donation of a High Efficiency Furnace unit from Carrier Northeast (the local distributor for Bryant) to the Heating, Ventilation and Air Conditioning (HVAC) program currently located at South Annex. The unit was donated by Bryant to provide the students with real life, hands on heating and ventilation repair experiences. The unit is valued at \$1,000 and comes at no cost to the department or the District and will be used as a training component of the program.

FINALLY RESOLVED, That the Board of Education extends its sincere thanks and appreciation to Bryant for this donation to the Career and Technical Education Division.

Who will this benefit?

10th - 12th grade students enrolled in the Heating, Ventilation and Air Conditioning (HVAC) program.

Where will the activities/services occur and how was this school/location selected? (if applicable)

Heating, Ventilation and Air Conditioning (HVAC) program lab at South Annex.

Joanne Olszewski

Additional person(s) accountable for this tab

Board Action Information Sheet

26

Action Item #

May 2013

Action Month



Angela Mike

Submitted By

Jerri Lynn Lippert *a*

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund	<u>Career and Technical</u>					
	Department					
<input type="checkbox"/> Supplemental Fund						
	Name					
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Career and Technical Education Division to accept a donation of a vehicle to the Automotive Technology and Auto Body Repair programs at Pittsburgh Brashear High School. The vehicle was donated by a teacher from Pittsburgh Allderdice High School to provide the students with real life, hands on engine and auto body repair experiences. The vehicle is valued at approximately \$2,500 and comes at no cost to the department or the District and will be used as a training component of the programs.

FINALLY RESOLVED, That the Board of Education extends its sincere thanks and appreciation to the donor for this donation to the Career and Technical Education Division.

Who will this benefit?

10th - 12th grade students enrolled in the Automotive Body Repair and Automotive Technology programs students.

Where will the activities/services occur and how was this school/location selected? (if applicable)

Brashear High Automotive Body Repair and Automotive Technology Labs.

Joanne Olszewski

Additional person(s) accountable for this tab

Board Action Information Sheet

27

Action Item #

May 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund	<u>Early Childhood</u>					
	<u>Department</u>					
<input checked="" type="checkbox"/> Supplemental Fund						
	<u>Name</u>					
	<u>Name</u>					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Education Department to accept a donation of coloring books from the National Association of College and University Residence Halls (NACURH):

The University of Pittsburgh will be hosting NACURH's annual conference in June 2013 and the delegates are interested in completing an education service project. The conference delegates will be constructing and designing the front and back covers of coloring books. The delegates will be given guidelines that prevent the use of discriminatory or religious symbols/wording, logos, insignias or other defining marks. They will write encouraging messages pertaining to education on the inside cover. The goal and main theme of the coloring book project is to help students see education as a positive and worthwhile endeavor.

The NACURH conference staff will deliver the coloring books to each school at their own expense. The coloring books will be stored and distributed to preschool students at the beginning of the 2013-14 school year.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks to the NACURH for this generous donation.

Who will this benefit?

children

Where will the activities/services occur and how was this school/location selected? (if applicable)

early childhood classrooms

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

The NACURH (National Association of College and University Residence Halls) is philanthropic student organization considered to be the largest student run organization in the world. It is completely operated by college students and brings delegates together from over 400 colleges and universities across the United States and from Canada, Mexico, Australia, and Qatar.

NACURH promotes living on campus as an integral part of the college experience and strives to provide resources to help member schools create the ultimate residence hall environment and experience. Philanthropy and service projects are key values to the organization's mission.

The University of Pittsburgh will host NACURH's annual conference in early June for residence hall leaders from around the world. The weekend long leadership conference will bring 2,000 to 3,000 delegates to Pittsburgh.

For more information about the organization, please visit www.nacurh.org.

Board Action Information Sheet

28

Action Item #

May 2013

Action Month



Amy Filipowski

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$0.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund	<u>CIPD</u>					
	<u>Department</u>					
<input checked="" type="checkbox"/> Supplemental Fund						
	<u>Name</u>					
	<u>Name</u>					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Curriculum and Instruction Department to accept a donation of books from the American Federation of Teachers (AFT), Pittsburgh Federation of Teachers (PFT), and Baierl Automotive Group.

The AFT, PFT, and Baierl Automotive Group would like to donate books with a value of \$5000 through the First Book Program. These books will be distributed among all Kindergarten students. In addition, the AFT would like to award a \$500 grant to a school with the highest amount of teacher participation in the First Book Program. To participate, teachers need to complete a free enrollment form online and create a wish list of books for their school. The school with the highest percentage of teachers enrolled in the First Book Program will be awarded the \$500 grant to purchase books for their school.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks to the AFT, PFT, and Baierl Automotive Group for this generous donation.

Who will this benefit?

All Kindergarten students as well as students in the school awarded the \$500 grant

Where will the activities/services occur and how was this school/location selected? (if applicable)

All schools servicing Kindergarten students

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

First Book is a nonprofit that provides new books and educational resources - for free and at low cost - to schools and programs serving children in need, from birth to age 18 and is sponsored by the American Federation of Teachers. This donation will be used for all Kindergarten classes in the Pittsburgh Public Schools as well as one additional school receiving the grant.

Number of Kindergarten Students per School

Arlington 67

Allegheny 89

Banksville 50

Beechwood 71

Arsenal 37

Brookline 76

Carmalt 74

Colfax 104

Concord 69

Fulton 95

Grandview 58

Greenfield 45

Langley 92

Montessori 39

Faison 109

Liberty 93

Lincoln 43

Board Action Information Sheet

29

Action Item #

May 2013

Action Month



Christiana Otuwa

Submitted By

Jeannine French

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$26,800.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund						
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	SLC Grant	<u>4024</u>	<u>20J</u>	<u>1190</u>	<u>329</u>	<u>\$1,800.00</u>
	Name					
	Title I	<u>4309</u>	<u>06T</u>	<u>1190</u>	<u>329</u>	<u>\$25,000.00</u>
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend Item #10 University of Pittsburgh and KEYS' AmeriCorps Contracts - Committee on Education, General Authorization, pages 6-7, previously amended by the Board on March 14, 2012 (Original Board approval August 26, 2009).

Reason for Amendment

University of Pittsburgh: The purpose of this amendment is to increase the contract amount from \$15,000 to \$40,000 for Year 5 due to the increased number of tutors and hours for more students who are taking the test. In the past, only 11th grade took the PSSA. This year, grades 9-11 take the Keystone.

KEYS AmeriCorps: The purpose of this amendment is to increase the contract amount by \$1,800 for Year 4. The total yearly contract amount will increase from \$18,000 to \$19,800 for year 4. This increase is due to cost of living adjustments.

(See Additional Information)

Who will this benefit?

Students attending Pittsburgh Million 6-12.

Where will the activities/services occur and how was this school/location selected? (if applicable)

Pittsburgh Million 6-12

Derrick Hardy

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

Original Item (March 21, 2012)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to increase the following contract amounts for Years 4 and 5.

University of Pittsburgh: Contract with the University of Pittsburgh to provide tutors throughout the year at the cost of \$10/hour, not to exceed a total for tutors of \$57,000 (Yr. 1 -\$13,500); Yr. 2-\$7,500), (Yr. 3-\$9,000); (Yr. 4-\$15,000); and (Yr. 5-\$15,000); from account lines 4024-20J-1190-329 (Yr. 4-\$15,000); and 4025-20J-1190-329 (Yr. 5 -\$15,000).

KEYS AmeriCorps: Contract to provide \$4,800 annual stipends to KEYS AmeriCorps members who will be placed at University Prep on a full time basis. AmeriCorps members will work with students during the school day as well as after school, with a focus on their academic work. The total contract amount shall not exceed \$74,400 (Yr. 1 - \$9,600); (Yr. 2-\$14,400; (Yr. 3-\$14,400); (Yr. 4-\$18,000); and (Yr. 5-\$18,000); from account lines 4024-20J-1190-329 (Yr. 4-\$18,000); and 4025-20J-1190-329 (Yr. 5-\$18,000).

Amended Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to increase the following contract amounts per below:

University of Pittsburgh: Contract with the University of Pittsburgh to provide tutors throughout the year at the cost of \$10/hour, not to exceed a total for tutors of \$57,000 (Yr. 1 -\$13,500); Yr. 2-\$7,500), (Yr. 3-\$9,000); (Yr. 4-\$15,000); and (Yr. 5-\$40,000); from account lines 4024-20J-1190-329 (Yr. 4-\$15,000); and 4309-16T-1190-329 (Yr. 5 -\$40,000).

KEYS AmeriCorps: Contract to provide \$4,800 annual stipends to KEYS AmeriCorps members who will be placed at Pittsburgh Milliones 6-12 on a full time basis. AmeriCorps members will work with students during the school day as well as after school, with a focus on their academic work. The total contract amount shall not exceed \$76,200 (Yr. 1- \$9,600); (Yr. 2-\$14,400; (Yr. 3-\$14,400); (Yr. 4-\$19,800); and (Yr. 5-\$18,000) from account lines 4024-20J-1190-329 (Yr. 4 - \$19,800).

Board Action Information Sheet

30

Action Item #

May 2013

Action Month



Jonathan Covell

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$5,000.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input checked="" type="checkbox"/> General Fund	<u>CIPD</u>	<u>4124</u>	<u>010</u>	<u>1100</u>	<u>340</u>	<u>\$5,000.00</u>
	<u>Department</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<input type="checkbox"/> Supplemental Fund	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u>Name</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u>Name</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☒ 4. Efficient & equitable distribution of resources to address the needs of all students ☒ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend item #39 Translation Services (ESL Program) - Committee on Education, Payments Authorized, page 14, previously approved by the Board on June 27, 2012.

Reason for Amendment

The purpose of this amendment is to increase the amount of the payments by \$5,000 from \$20,000 to \$25,000 to accommodate the increase of District materials (i.e. CCSS, Keystone, etc.) needing to be translated into various languages for ESL Families.

Who will this benefit?

Where will the activities/services occur and how was this school/location selected? (if applicable)

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

Original Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment for translation services to assist the English as a Second Language Program maintain compliance with state and federal education guidelines for parents and students who do not have English as their first language. The ESL program retains interpreters to assist with verbal needs in cases such as enrollment, parent meetings mediations, and teacher conferences. The ESL program retains translators to provide written communication with parents as appropriate. The frequency of the translator/interpreter assignments and number of translators needed depends upon student enrollment and new documentation and correspondence that is generated at the District level. The translators are also needed for special circumstances that arise with individual students. Individuals are contacted through community service agencies such as Jewish Family and Children's Services and Catholic Charities. The rate of payment is \$25 per hour for up to \$20,000 due to enrollment fluctuation in ESL.

The total payment amount shall be up to \$20,000 (due to enrollment fluctuation in ESL) from account line 4124-010-1100-340.

Amended Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment for translation services to assist the English as a Second Language Program maintain compliance with state and federal education guidelines for parents and students who do not have English as their first language. The ESL program retains interpreters to assist with verbal needs in cases such as enrollment, parent meetings mediations, and teacher conferences. The ESL program retains translators to provide written communication with parents as appropriate. The frequency of the translator/interpreter assignments and number of translators needed depends upon student enrollment and new documentation and correspondence that is generated at the District level. The translators are also needed for special circumstances that arise with individual students. Individuals are contacted through community service agencies such as Jewish Family and Children's Services and Catholic Charities. The rate of payment shall be \$25 per hour.

The total payment amount shall be up to \$25,000 (due to enrollment fluctuation in ESL) from account line 4124-010-1100-340.

Board Action Information Sheet

31

Action Item #

May 2013

Action Month



Rosy Hely Reed

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$111,600.00</u>	Account Number(s):				
		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
<input type="checkbox"/> General Fund		1310	16N	2810	330	\$111,600.00
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	Gates					
	Name					
	Name					

District Goals: ☒ 1. Maximum academic achievement ☐ 2. Safe and orderly learning environment ☐ 3. Efficient and effective support operations ☐ 4. Efficient & equitable distribution of resources to address the needs of all students ☐ 5. Improved public confidence and strong parent/community engagement

What is the purpose of this authorization? (Please write in complete sentences)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend item #5- Bevan Educational Solutions - Committee on Education, Payments Authorized, page 3, previously approved by the Board on January 25, 2012.

Reason for Amendment

The purpose of this amendment is to extend our current contract with Bevan Educational Solutions. The contract amount will increase from \$208,000 to \$319,600 to reflect an additional 62 days of contracted work. The scope of work is being increased to include support to schools around understanding and using the information in the Educator Effectiveness Reports for improvement. Additionally, in accordance with Act 82 which requires that all school-based, non-teaching professional employees be evaluated based on a combined measure by 2014-15, with 80% of the evaluation being based on professional practice, Dr. Bevan will work with specialist groups; including counselors, nurses, hearing/speech/vision teachers, social workers, non-teaching librarians, and school psychologists, to develop appropriate rubrics and provide training and implementation support for effective evaluation of these groups.

Who will this benefit?

Dr. Bevan's services will benefit all Pittsburgh Public Schools administrators, teachers, and students.

Where will the activities/services occur and how was this school/location selected? (if applicable)

All Pittsburgh Public Schools. Services will be differentiated based on individual schools' needs for support.

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

Original Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve a 22-month renewal contract with Bevan Consulting Solutions. They will continue to support the implementation of RISE: Research-based, Inclusive System of Teacher Evaluation and our implementation of multiple measures for teacher and principal evaluation. Deliverables will include:

- 1) establishing 85% or greater inter-rater reliability aligned to our Level 1 and 2 certification work with administrators and teacher leaders;
- 2) provide expert consultation on the redesign of our principal evaluation system;
- 3) provide critical facilitation of training for RISE school-based leadership teams;
- 4) design technology-based RISE professional development by developing twenty on-line modules;
- 5) support during the RISE Design Team retreats; and
- 6) provide school-based visitations and coaching monthly.

Since implementing RISE in 2009-2010, Bevan Educational Solutions work with Pittsburgh has been essential in establishing a fair and consistent evaluation system that is trusted and credible. Funding approved by the FFE Grant supported the initial contract for the design, training, and implementation of RISE.

The operating period shall be from February 1, 2012 through December 31, 2013. The total contract amount shall not exceed \$208,000 from account lines 4000-18M-2271-330 (\$108,000-School Improvement Grant) and 1210-16N-2810-330 (\$100,000-Gates Grant).

Amended Item:

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve a 29-month renewal contract with Bevan Consulting Solutions. They will continue to support the implementation of RISE: Research-based, Inclusive System of Teacher Evaluation and our implementation of multiple measures for teacher and principal evaluation. Deliverables will include:

- 1) establishing 85% or greater inter-rater reliability aligned to our Level 1 and 2 certification work with administrators and teacher leaders;
- 2) provide expert consultation on the redesign of our principal evaluation system;
- 3) provide critical facilitation of training for RISE school-based leadership teams;
- 4) design technology-based RISE professional development by developing twenty on-line modules;
- 5) support during the RISE Design Team retreats; and
- 6) Provide on-site support to schools around understanding and using their Educator Effectiveness Reports.
- 7) Provide support to non-teaching professional group in rubric development and training for effective professional growth and evaluation.

Since implementing RISE in 2009-2010, Bevan Educational Solutions work with Pittsburgh has been essential in establishing a fair and consistent evaluation system that is trusted and credible. Funding approved by the FFE Grant supported the initial contract for the design, training, and implementation of RISE.

The operating period shall be from February 1, 2012 through June 30, 2014. The total contract renewal amount shall not exceed \$319,600 from account lines 4000-18M-2271-330 (\$108,000-School Improvement Grant), 1210-16N-2810-330 (\$100,000-Gates Grant) and 1310-16N-2010-330 (\$111,600-Gate Grant).