

**AGENDA REVIEW
COMMITTEE ON EDUCATION
June 19, 2013**

Proposals/Grant Awards

1. **Accepting Grant Award \$766,045** – Pennsylvania Department of Education for the Title I School Improvement Grant - School Performance **Page 1**
2. **Accepting Grant Award \$16,756,002** – Pennsylvania Department of Education for the U.S. Department of Education Title I: Improving Academic Achievement of the Disadvantaged Award - School Performance **Page 2**
3. **Accepting Grant Award \$3,381,801** – Pennsylvania Department of Education for the U.S. Department of Education Title II: Part A Improving Teacher Quality Award - School Performance **Page 2**
4. **Accepting Grant Award \$165,392** – Pennsylvania Department of Education for the Language Instruction for Limited English Proficient and Immigrant Students - ESL **Page 2**
5. **Accepting Grant Award \$651,282** – Pennsylvania Department of Education for the Carl D. Perkins Career and Technical Education Act Award - CTE **Page 3**
6. **Accepting Grant Award \$50,000** – Verizon Foundation for the Verizon Innovative Learning Schools: Expanding Our Horizons Grant for **Pittsburgh Perry High School** - School Performance **Page 3**
7. **Accepting Grant Award \$25,000** – Target Corporation for the Target Grant for **Pittsburgh Morrow PreK-6**- School Performance **Page 3-4**
8. **Accepting Grant Award \$700** – Target Inc. for the **Pittsburgh Faison PreK-5** Field Trip - School Performance **Page 4**
9. **Accepting Grant Award \$5,164,027** – Pennsylvania Department of Education, Office of Child Development and Early Learning for the 2013-2014 State Early Intervention Grant - ECP/EIP **Page 4**
10. **Accepting Grant Award \$1,228,030** – Pennsylvania Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 611 Grant-Component - ECP/EIP **Page 4**
11. **Accepting Grant Award \$434,304** – Pennsylvania Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 619 Grant - ECP/EIP **Page 4-5**
12. **Accepting Grant Award \$6,416,391** – US Department of Education for the 2013-2014 IDEA-B 611(School Age) Grant - PSE **Page 5**
13. **Accepting Grant Award \$1,139,476** – Pennsylvania Department of Education for the 2013-2014 Institutionalized Children's Program at Mercy Behavioral Health/Reedsdale Grant - PSE **Page 5**
14. **Accepting Grant Award \$38,253** – City of Pittsburgh/Pittsburgh Partnership for the Mayor's Pittsburgh Summer Youth Employment (PSYEP) - PSE **Page 5-6**
15. **Accepting Grant Award \$5,000** – The Pittsburgh Foundation-John R. and Margaret S. McCartan Charitable Fund for the **Pittsburgh Pioneer** General Operating Support - PSE **Page 6**

**AGENDA REVIEW
COMMITTEE ON EDUCATION
June 19, 2013**

Consultants/Contracted Services:

16. KEYS Service Corp. - School Performance	Page 6
17. Virtual Learning Network (VLN) Partners, LLP - CIPD	Page 6-7
18. Compass Learning Inc. - CIPD	Page 7
19. Riverbends Genealogical & Historical Society - CIPD	Page 7
20. Education Development Center - CIPD	Page 7-8
21. Institute for Learning - CIPD	Page 8
22. Westminster College - CIPD	Page 8-9
23. Sylvia Morris-Cox - CIPD	Page 9
24. VIVA Teachers - OTE	Page 9
25. River Pediatric Therapies - ECP/EIP	Page 10
26. Carnegie Library of Pittsburgh, Bringing Libraries and Schools Together (BLAST) Program - ECP	Page 10
27. Western Psychiatric Institute & Clinic (WPIC) - ECP	Page 10
28. Childcare Agencies - ECP	Page 11
29. Educational Based Services (EBS) - ECP/EIP	Page 11
30. FamilyLinks - ECP/EIP	Page 12
31. Gateway to the Arts - ECP/EIP	Page 12
32. Maxim Staffing Solutions - ECP/EIP	Page 12
33. NCS Pearson, Inc. - ECP/EIP	Page 13
34. System 1-2-3 - ECP/EIP	Page 13
35. University of Pittsburgh, Family Centered Preschool - ECP/EIP	Page 13
36. Center for Hearing and Deaf Services - PSE	Page 13-14
37. Central Pittsburgh Psychiatric Services LLC - PSE	Page 14
38. Maxim Healthcare Services Inc. - PSE	Page 14
39. Programs for Living, Education, and Advocacy (PLEA) - PSE	Page 14-15
40. Systems Imaging - PSE	Page 15
41. Psychological Service Contracts (3) - PSE	Page 15
42. University of Pittsburgh Medical Center - Vocational Training Center - PSE	Page 15-16
43. Watson Institute - Autism Consultation - PSE	Page 16
44. Anthony Sallo - PSE	Page 16

**AGENDA REVIEW
COMMITTEE ON EDUCATION
June 19, 2013**

Payments Authorized:

45. 2013-2014 School Year Field Trips - ECP	Page 17
46. Carnegie Science Center - ECP	Page 17-18
47. Approved Private Schools - ECP/EIP	Page 18
48. Crossroads Speech and Hearing Inc. - PSE	Page 18
49. 2013-2014 School Year Tuition Cost-Licensed Private Schools - PSE	Page 18-19

General Authorization:

50. Adoption of Revisions to Board Policy 1012 - Parent and Family Involvement	Page 19
51. Hill House Passport Academy Charter School - Resubmitted Application - School Performance	Page 19
52. Visiting Cultural Enrichment Specialist of Japanese Language – Pittsburgh Allderdice High School - School Performance	Page 19
53. Implementation of the Summer Instrumental Program (Grades 5-8) - CIPD	Page 20
54. Adoption of the AP European History Textbook – District High Schools - CIPD	Page 20
55. Adoption of the Advanced Algebra Textbook – District High Schools - CIPD	Page 20-21
56. University of Pittsburgh Speech Interns (40) - ECP/EIP	Page 21
57. Donation from the Pittsburgh Pirates - Gifted and Talented	Page 21
58. Donation from the Pittsburgh Pirates - Summer Dreamers Academy	Page 21
59. Donation from the Allegheny Intermediate Unit - ECP	Page 22
60. Donation from the Greek Orthodox Ladies Philoptochos Holy Cross Greek Orthodox Church - PSE	Page 22
61. AMENDMENT – Code of Student Conduct - Student Services	Page 22-23

AGENDA REVIEW
COMMITTEE ON EDUCATION
June 19, 2013

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 15, inclusive.

1. **Accepting Grant Award \$766,045 – Pennsylvania Department of Education for the Title I School Improvement Grant - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$766,045 from the Pennsylvania Department of Education for the Title I School Improvement Grant for Title I schools in School Improvement. The grant will be awarded to support each school's Comprehensive School Improvement Plan to help students improve academically so they may meet or exceed the State standards. Each school has reviewed their Comprehensive School Improvement Plan and identified areas of weakness, based on relevant school level data such as assessment, discipline and attendance data etc. Based on this needs assessment school teams decided what was needed to support their overall strategies for improving student outcomes. These funds will be used to fund school support staff, student supplies, educational software, technology to assist teachers in the classroom as well as technology for student use, professional development to support instruction, after-school academic programs and support for the teaching and learning environment. The funding period shall be from July 1, 2013 through September 30, 2014.

The list of schools and amounts awarded per school are:

School	Award Amount	School	Award Amount
Pittsburgh Allderdice HS	\$50,403	Pittsburgh Milliones 6-12	\$40,403
Pittsburgh Allegheny 6-8	\$50,403	Pittsburgh Minadeo K-5	\$50,403
Pittsburgh Arlington K-8	\$70,403	Pittsburgh Perry HS	\$40,403
Pittsburgh Arsenal 6-8	\$60,403	Pittsburgh Schiller 6-8	\$50,403
Pittsburgh Brashear HS	\$40,403	Pittsburgh South Hills 6-8	\$70,403
Pittsburgh Carrick HS	\$40,403	Pittsburgh Spring Hill K-5	\$40,403
Pittsburgh Concord K-5	\$50,403	Pittsburgh Woolslair K-5	\$60,403
Pittsburgh King K-8	\$50,403		

2. **Accepting Grant Award \$16,756,002 – Pennsylvania Department of Education for the U.S. Department of Education Title I: Improving Academic Achievement of the Disadvantaged Award - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$16,756,002 the annual Title I allocation from the Pennsylvania Department of Education. The Title 1 program provides supplemental funds to support District and School activities for improving student achievement in Reading and Math, increasing parent involvement, providing professional development to administrators and teachers and the equitable share for non-public schools. The District Title I allocation was reduced 5% or \$882,362 from \$17,638,364 in 2012-13 to \$16,756,002 in 2013-14. The decrease in our allocation is due to an overall reduction of Title I funding allocated for the Commonwealth of Pennsylvania due to sequestration. The funding periods shall be from July 1, 2013 through September 30, 2014.

3. **Accepting Grant Award \$3,381,801 – Pennsylvania Department of Education for the U.S. Department of Education Title II: Part A Improving Teacher Quality Award - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$3,381,801 the annual Title II allocation from the Pennsylvania Department of Education. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. Title II funding will be used to pay for Instructional Teacher Leader 2's and other professional development staff, ESL teachers, professional development for teachers and principals, to reduce class size where appropriate, professional development contracts and the equitable share for non-public schools. The District Title II allocation was reduced 2.10% or \$72,971 from \$3,454,772 in 2012-13 to \$3,381,801 in 2013-14. The decrease in our allocation is due to an overall reduction of Title II funding allocated for the Commonwealth of Pennsylvania due to sequestration. The funding period shall be from July 1, 2013 through September 30, 2014.

4. **Accepting Grant Award \$165,392 – Pennsylvania Department of Education for the Language Instruction for Limited English Proficient and Immigrant Students - ESL**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$165,392 the annual Title III allocation from the Pennsylvania Department of Education. Title III funding is used to support instructional programming and professional development for district wide English as a Second Language students, teachers, and parents. The funds are specifically utilized to provide supplemental materials and supplies to enhance the learning of English Language Learners. The funds also provide partial salary of the ESL Coordinator. This position consists of providing professional development to ESL Regional Centers and district wide meetings, assisting families during the enrollment process, and formally evaluating ESL teachers among other job duties and responsibilities. The District Title III allocation was reduced from \$180,876 in 2012-2013 to \$165,392 in 2013-2014. The funding period shall be from July 1, 2013 through September 30, 2014.

5. **Accepting Grant Award \$651,282 – Pennsylvania Department of Education for the Carl D. Perkins Career and Technical Education Act Award - CTE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$651,282 from the Pennsylvania Department of Education for the Carl D. Perkins Career and Technical Education Act Award. This will support Career and Technical Education programs throughout the District. The Perkins Career and Technical Education local plan will promote high levels of academic achievement and technical skill attainment. It will also support the integration of rigorous and challenging academic content with Career and Technical Education curriculum and improve the performance indicators for students enrolled in Career and Technical Education programs. The allocation will provide for vocational, technical, academics and guidance personnel. Specific personnel to be supported by this grant includes two (2) Career Counselors, one (1) Mathematics Integration Teacher, one (1) English Integration Teacher, one (1) CTE Program Coordinator. Contracted services will be included along with communications, marketing, and printing support. Additionally, grant funds will be used to update computer software, attain student industry certifications, provide supplies, equipment, professional development, and student transportation - per the recommendation of our Perkins Participating Committee members. The 2013-14 Perkins funding is a 4% increase in the amount of \$26,717.00 due to census data. The funding period shall be from July 1, 2013 through June 30, 2014.

6. **Accepting Grant Award \$50,000 – Verizon Foundation for the Verizon Innovative Learning Schools: Expanding Our Horizons Grant for Pittsburgh Perry High School - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$50,000 from the Verizon for the Verizon Innovative Learning Schools: Expanding Our Horizons Grant for **Pittsburgh Perry High School**. The purpose of these funds is to support integration of technology into STEM content areas at **Pittsburgh Perry High School** through collaboration with the Verizon Foundation, the International Society for Technology in Education and the National Council of Teachers of English organization. Through this collaboration teachers will be trained to address deficits in student learning, achievement and engagement through the use of integrated technology and related research-based instructional practices. With the extensive training teachers will receive, they will be empowered to successfully integrate technology into their existing curricula. Those directly involved with the grant will be an administrator, a building-selected technology coach and seven carefully selected academic teachers. The funding period shall be from June 27, 2013 through May 14, 2015.

7. **Accepting Grant Award \$25,000 – Target Corporation for the Target Grant for Pittsburgh Morrow PreK-6 - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$25,000 from the Target Corporation for the Target Grant for **Pittsburgh Morrow PreK-6**. Funds are provided in the amount of \$25,000 from Target, Inc., in recognition of **Pittsburgh Morrow's** excellent work to support students. This is unrestricted support that may be utilized by the school to support areas of need Technology (\$10,000), Student Incentives (\$7,000), and Supplies (\$8,000). This additional help from Target, Inc. can help teaching staff advance student progress. The funding period shall be from July 1, 2013 through June 30, 2014.

8. **Accepting Grant Award \$700 – Target Inc. for the Pittsburgh Faison PreK-5 Field Trip - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$700 from Target Inc., for the **Pittsburgh Faison K-5** Field Trip. Funds will support the fishing field trip to the North Shore, Downtown Pittsburgh costs for **Pittsburgh Faison K-5**. The funding period shall be from May 1, 2013 through June 13, 2013.

9. **Accepting Grant Award \$5,164,027 – PA Department of Education, Office of Child Development and Early Learning for the 2013-2014 State Early Intervention Grant - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to accept \$5,164,027 from the PA Department of Education, Office of Child Development and Early Learning for the State Early Intervention Grant. The amount decreased by \$110,285 from last year. Acceptance of the funds will allow the District to enhance the quality of early intervention services for up to 1,600 children who reside in the city of Pittsburgh. The Early Intervention program provides developmental support, speech therapy, occupational therapy, physical therapy, hearing and vision for preschool children. Funds will be used to pay staff salaries, contracts with agencies, professional development and other program costs. The Early Intervention Program receives grant funding from the PA Department of Education each year to operate the program. The funding period shall be from July 1, 2013 through June 30, 2014.

10. **Accepting Grant Award \$1,228,030 – PA Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 611 Grant-Component - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to accept \$1,228,030 from the PA Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 611 Grant - Component 1. The amount increased by \$22,155 from last year. Acceptance of the funds will allow the District to enhance the quality of early intervention services for up to 1600 children who reside in the city of Pittsburgh. The Early Intervention program provides developmental support, speech therapy, occupational therapy, physical therapy, hearing and vision for preschool children. Funds will be used to pay staff salaries, contracts with agencies, professional development and other program costs. The Early Intervention Program receives grant funding from the PA Department of Education each year to operate the program. The funding period shall be from July 1, 2013 through June 30, 2014.

11. **Accepting Grant Award \$434,304 – Pennsylvania Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 619 Grant - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to accept \$434,304 from the PA Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 619 grant. The amount decreased by \$10,145 from last year. Acceptance of the funds will allow the District to enhance the quality of early intervention services for up to 1600 children who reside in the city of Pittsburgh.

The Early Intervention program provides developmental support, speech therapy, occupational therapy, physical therapy, hearing and vision for preschool children. Funds will be used to pay staff salaries, contracts with agencies, professional development and other program costs. The Early Intervention Program receives grant funding from the PA Department of Education each year to operate the program. The funding period shall be from July 1, 2013 through June 30, 2014.

12. **Accepting Grant Award \$6,416,391 – US Department of Education for the 2013-2014 IDEA-B 611(School Age) Grant - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to accept \$6,416,391 from the US Department of Education for the 2013-2014 IDEA-B 611 (School Age) Annual Entitlement Grant. The \$6,416,391 allocation is based on the December 1, 2012 Child Count and is a 7.54% decrease of \$523,276 from the 2012-2013 funding of \$6,939,667 due to sequestration. This funding will provide support for 4,857 students with disabilities and is used to pay salaries some teachers, inclusion facilitators, speech therapist, counselors, administrators and other staff who provide services for the children the in the Program for Students with Exceptionalities. This grant also supports the Extended School Year program including transportation cost. Other uses for this grant include payments to the charter schools located in the school district for students who receive special education services and an Equitable Participation payment to the Pittsburgh Mt. Oliver Intermediate Unit for students with disabilities who are parentally placed into private or parochial schools in the school district. The funding period shall be from July 1, 2013 through June 30, 2014.

13. **Accepting Grant Award \$1,139,476 – Pennsylvania Department of Education for the 2013-2014 Institutionalized Children's Program at Mercy Behavioral Health/Reedsdale Grant - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to accept \$1,139,476 from the Pennsylvania Department of Education for the 2013-2014 Institutionalized Children's Program at Mercy Behavioral Health/Reedsdale Grant. The Institutional Children's Program funding will provide educational program support to students who are hospitalized for inpatient or hospital psychiatric care. The program currently supports those students treated in the Mercy Behavioral Health System. The support program serves an average of 350 students per year with an age range from preschool to eighteen. The education component is provided by five teachers, a social worker, and a special education central office support person and consists of intensive instruction in both academic and behavioral areas, commensurate with the student's Individualized Education Plan (IEP). This funding is a 4% increase of \$45,780 from the 2012-2013 funding of \$1,093,696 to accommodate the salary increases of staff in this program. These funds are pass through funds. The funding period shall be from July 1, 2013 through June 30, 2014.

14. **Accepting Grant Award \$38,253 – City of Pittsburgh/Pittsburgh Partnership for the Mayor's Pittsburgh Summer Youth Employment (PSYEP) - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to accept \$38,253 from the City of Pittsburgh/Pittsburgh Partnership for the Mayor's Pittsburgh Summer Youth Employment (PSYEP).

To provide summer career development opportunities and paid internships for students with learning disabilities. Students will be placed at various sites within the City of Pittsburgh based on individual need. Site locations may include: Carnegie Mellon University, Pitt, UPMC and Allegheny General Hospital. This grant will provide a summer internship experience for eighteen (18) students who have been selected to participate based on grant selection process. This grant will allow students to earn minimum wage for hours worked and will also provide workshop rates to current SOS staff to support students on the worksites and complete paperwork per grant requirements. This grant was last received and implemented during the period of 6/14/2012-8/31/2012 for the amount of \$41,744. The current funding is a decrease of 8.36% in the amount of \$3,491. The funding period shall be from July 2, 2013 through August 31, 2013.

15. **Accepting Grant Award \$5,000 – The Pittsburgh Foundation-John R. and Margaret S. McCartan Charitable Fund for the Pittsburgh Pioneer General Operating Support - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept \$5,000 from The Pittsburgh Foundation-John R. and Margaret S. McCartan Charitable Fund for the **Pittsburgh Pioneer** General Operating Support Award. Funds are awarded to **Pittsburgh Pioneer** as general operating support to be utilized by the school at its discretion to meet school or student needs. This is the year three in which a \$5,000 grant has been accepted by the McCartan Charitable Fund. The funding period shall be from July 1, 2013 until the funds are fully utilized.

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 16 through 44, inclusive.

16. **KEYS Service Corp. - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract between Pittsburgh's KEYS Service Corps, an education-based AmeriCorps program which serves at-risk Pittsburgh youth, and **Pittsburgh Allegheny K-5**. This will be the second year **Pittsburgh Allegheny K-5** has had AmeriCorps workers. There will be four AmeriCorps service coordinators: three (3) full-time and one (1) part-time. These service coordinators will develop and sustain an active mentoring program for high-risk students at **Pittsburgh Allegheny K-5**. The service coordinators will keep detailed data in areas of student achievement and personal interests.

The operating period shall be from August 20, 2013 through June 15, 2014. The total contact amount shall not exceed \$23,800 from account line 4102-624-1100-329.

17. **Virtual Learning Network (VLN) Partners, LLP- CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with VLN, Virtual Learning Network Partners. A partnership with VLN will allow the **Pittsburgh Online Academy** to provide a set of new (and necessary) services including, but not limited to daily homeroom, daily live teacher support, 24/7 tutoring, portfolio-based assessments, and on-demand tech support.

This contract provides a cost effective solution to operate the **Pittsburgh Online Academy** with services and experiences that are not available in the cyber charter market.

The operating period shall be from July 1, 2013 through June 30, 2014. The cost of this action shall be at a rate of \$5,000 per student cost (not to exceed an enrollment of 300 full time students). The total contract will determined by student enrollment and retention and shall not exceed \$1,500,000 from account line 4605-010-1100-569.

18. **Compass Learning Inc. - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Compass Learning to provide professional development to all elementary teachers. Compass Learning will train K-5 teachers to use the Compass Learning Writing Suite (Odyssey) to support the implementation of the Common Core State Standards (CCSS). Compass Learning Odyssey supports writing with online lessons aligned to genres, supports peer editing and publishing. The elementary curriculum is being revised to align to the CCSS and is integrating considerable writing skills within each unit. This will impact the reading and writing connections within the literacy curriculum. Compass Learning will also provide digital resources and ebooks aligned to curriculum units. See companion item Committee Business/Committee on Finance, Consultant Contracted/Services #3.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$71,200 from account line 4001-17U-2271-324.

19. **Riverbends Genealogical & Historical Society - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize is proper officers to enter into a contract with the Riverbends Genealogical & Historical Society. For the purchase of 14 lessons created in partnership with Joseph J. Kennedy IV, CEO of Riverbends Genealogical & Historical Society and Pittsburgh resident. Riverbends specializes in African-American genealogy and history, and teaches best practices in genealogy research that fosters the sharing of information about family histories. A total of 14 lessons will be created, seven lessons will be embedded into the 9th grade biology curriculum and seven lessons will be embedded into the social studies curriculum in grades 5-12. The lessons will allow students to make personal connections to the content being taught in the core science and social studies curriculum. The lessons will enable students to see themselves and their family history within the curriculum. The 14 lesson plans will be supported by 12 hours of professional development designed to support classroom implementation.

The operating period shall be from July 1, 2013 through June 20, 2014. The total contract amount shall not exceed \$8,000 from account lines 4600-010-2270-323 (\$4,000) and 4000-17V-2271-323 (\$4,000).

20. **Education Development Center - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize is proper officers to enter into a contract with Education Development Center (EDC).

They will fulfill the services as defined in the Department of Education Mathematics and Science Partnership (MSP) grant the funding for the first year of the grant is \$440, 520, and was accepted by the Board on May 29, 2013 (Item #1). This MSP grant is a continuation of a prior MSP grant, which totaled \$703,017 over three years and ends in the summer of 2013. EDC is an identified partner in the grant, and their extensive work with teachers will serve as the model for the mathematics summer institutes, as well as the study group follow-ups during the school year. Teachers participating in the MSP grant will attend 80 hours (2 weeks) of Professional Development in June 2013. EDC will be providing three (3) mathematicians that will work with Westminster College (item #22) to deliver math content courses to the participants during the first week of this program. Materials and activities created by EDC will assist teachers to develop tasks at multiple grade levels and content disciplines, with the goal of developing students' high-level thinking skills to meet the new standards. During the academic year 2013-2014, EDC will lead or facilitate 30 hours of professional development at Pittsburgh Public Schools. (See companion Consultants/Contracted Services items #21 and 22).

The operating period shall be from June 1, 2013 through July 31, 2014. The total contract amount shall not exceed \$140,000 from account line 4600-15U-2271-324.

21. **Institute for Learning - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize is proper officers to enter into a contract with The University of Pittsburgh. They will fulfill the services as defined in the Department of Education Mathematics and Science Partnership (MSP) grant the funding for the first year of the grant is \$440, 520, and was accepted by the Board on May 29, 2013 (Item #1). This MSP grant is a continuation of a prior MSP grant, which totaled \$703,017 over three years and ends in the summer of 2013. Total funding for all three years of the second MSP grant is approximately 1.1M. The University of Pittsburgh's Institute for Learning and Learning Policy Center is the identified higher education partner in the grant and are the External Evaluators named by the project. They will engage in a full evaluation of the MSP project. Dr. Richard Correnti from the Learning Policy Center will oversee the evaluation and conduct the data analysis necessary in the evaluation. He will take the lead in conducting classroom observations to determine if the professional development teachers receive under the grant is having an impact in the classroom. Together with the Project Director, University of Pittsburgh will be in charge of writing a summary report and sharing the evaluation of the program with the Department of Education. (See companion Consultants/Contracted Services items #20 and 22).

The operating period shall be from June 1, 2013 through July 31, 2014. The total contract amount shall not exceed \$35,240 from account line 4600-15U-2271-324.

22. **Westminster College - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize is proper officers to enter into a contract with Westminster College. They will fulfill the services as defined in the Department of Education Mathematics and Science Partnership (MSP) grant the funding for the first year of the grant is \$440, 520, and was accepted by the Board on May 29, 2013 (Item #1). This MSP grant is a continuation of a prior MSP grant, which totaled \$703,017 over three years and ends in the summer of 2013.

A professor from the Westminster mathematics department will spend one week of the 80-hour summer program working directly with a cohort of teachers participating in the MSP grant to deepen learning around how to do mathematics in ways that reflect inquiry and disciplinary literacy. Westminster will work directly with the other grant partners, particularly EDC (item #20) and the District's project director to further develop the mathematics experiences of the teachers. Representatives from the Westminster mathematics department will also travel to PPS on various occasions to visit PPS classrooms, and engage in long-term planning around the grant activities. Westminster will also provide one mathematician from Harvey Mudd College that will work with Westminster to deliver math content to participants of the MSP summer program. (See companion Consultants/Contracted Services items #20 and 21).

The operating period shall be from June 1, 2013 through July 31, 2014. The total contract amount shall not exceed \$50,000 from account line 4600-15U-2271-324.

23. **Sylvia Morris-Cox - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Dr. Sylvia Morris-Cox to support the development of the Common Core State Standards (CCSS) Writing Strand for the elementary literacy core curriculum work. Her expertise in PA CCSS Initiative as well as her extensive experience in developing writing content and resources as a former Pittsburgh Public School teacher deem her highly qualified to fulfill this role. In this role, Dr. Morris-Cox will provide the following services: write units for K-5 literacy curriculum for the writing strand, create teacher and student materials for each corresponding unit, and support assessment development related to writing.

The operating period shall be from June 2013 to May 2014. The total contract amount shall not exceed \$10,000 from account line 4600-010-2270-234.

24. **VIVA Teachers – OTE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with contract VIVA Teachers, an organization whose mission is to dramatically increase classroom teachers' voice in important decisions about public education. Through a web based "crowd sourcing" approach, they open direct communication between individuals and district officials, giving District officials authentic insight into how public classrooms and schools work best so that public policy can have a positive impact on student achievement and the teaching profession. VIVA will work with the Envisioning Team to develop an online platform over the summer to garner feedback and ideas from both teachers and families about a key question with which the Envisioning Team is grappling. A subset of these teachers and families will also develop practical recommendations towards the end of the summer and early fall that will be shared with Executive leadership, the Board and the community at large.

The operating period shall be from June 27, 2013 through November 1, 2013. The total contact amount shall not exceed \$73,000 from account line 1311-16N-2831-330.

25. **River Pediatric Therapies - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to enter into a contract with River Pediatric Therapies. They will provide substitute therapists (i.e. speech, OT and PT) when the District is unable to provide staffing for these services. Substitute therapists will provide integrated speech and language supports; OT and PT services to Early Intervention children in a variety of Pre-Kindergarten settings. Services will include: speech/language therapy, screenings, assessments, evaluations and reevaluation services; IEP development; participation in IEP meetings; consultation with teachers, families, childcare providers, and other professionals.

The operating period shall be from July 1, 2013 through June 30, 2014. The cost per hour for services will range from \$35-\$53 per hour depending on the services. The total contract amount shall not exceed \$20,000 from account line 5181-297-2440-330.

26. **Carnegie Library of Pittsburgh, Bringing Libraries and Schools Together (BLAST) Program – ECP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Program to renew the contract with the Carnegie Library of Pittsburgh, Bringing Libraries and Schools Together (BLAST) Program. They will provide on-site supplemental literacy programming to children enrolled in the Early Childhood Program. The BLAST Program will offer literacy-based thematic programs to children.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$10,500 from account lines 4805-19V-1801-329 (\$255), 4800-19V-1801-329 (\$5,185), 4800-20V-1801-329 (\$2,190), 4000-18V-1801-329 (\$1,020), and 4000-21V-1801-329 (\$1,850). Collaboration with this agency for the provision of services was proposed in grant application that was approved by the Board of Directors on March 29, 2013. This partnership has been in existence since 2006.

27. **Western Psychiatric Institute & Clinic (WPIC) - ECP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Program to renew the contract with Western Psychiatric Institute & Clinic (WPIC) to participate in the expansion of implementing the PATHS (Promoting Alternative THinking Strategies) curriculum for children enrolled in Early Childhood classrooms and other outside agencies that partner with the Early Childhood Program. WPIC staff will demonstrate usage and train staff on how to use the curriculum. The contractor will also consult with staff to ensure effective implementation in targeted classrooms. Additionally, the contractor will work with teachers and staff to address behavioral concerns and will help develop parent involvement goals and objectives. The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$24,000 from account line 4800-20V-1806-324.

WPIC is contracted to provide mental health services to preschool children and training and ongoing support to staff around the PATH's curriculum. Collaboration with this agency for the provision of services was proposed in grant application that was approved by Board of Directors on May 29, 2013. This partnership has been in existence since 2007.

28. Childcare Agencies - ECP

RESOLVED, That the Board authorize the Early Childhood Program to renew the contracts with childcare agencies (see below list) to collaborate on building best practices to enhance child services and instruction and to offer high quality learning experiences to preschool children.

2013-14 PA Pre-K Counts	Regular School Year Slots Requested (If approved by OCDEL)	Number of Classrooms	Regular School Year Pass-Through Amount for Partners (if approved by OCDEL)	Summer Kindergarten Readiness Program Slots Requested (If approved by OCDEL)	Summer Kindergarten Readiness Program Pass-Through Funding Amounts (If approved by OCDEL)	Total Request for 2013-14	Account Number	Notes
Partner Locations:								
Brightside Academy: East Liberty	20	1	132,000	-	-	\$ 132,000	4000-21T-1807-323	\$6,600 cost per slot is the pre-established rate created by the Office of Child Development and Early Learning (OCDEL)
Elizabeth Seton Center	30	4	198,000	15	5,746	\$ 203,746	4000-21T-1807-323	
Hillel Academy of Pgh	35	2	231,000	-	-	\$ 231,000	4000-21T-1807-323	
Hilltop Community Children's Center	16	1	105,600	-	-	\$ 105,600	4000-21T-1807-323	
Small World Early Learning & Development	30	2	198,000	15	5,700	\$ 203,700	4000-21T-1807-323	
YWCA of Greater Pgh: Homewood-Brushton	30	2	198,000	15	6,800	\$ 204,800	4000-21T-1807-323	
Total Partner Slots and Funding Request	161	12	1,062,600	45	18,246	\$1,080,846	4000-21T-1807-323	
2013-2014 Head Start Supplemental Assistance Program (HSSAP)	Regular School Year Slots Requested	Number of Classrooms	Regular School Year Pass-Through Amount	Regular School Year Slots to Fund additional children (If Approved by OCDEL)	Regular School Year Pass-Through Amount (If approved by OCDEL)	Total Request for 2013-14	Account Number	Notes
Partner Locations:								
UPMC Presbyterian Shadyside (Mathilda Theiss)	12	1	\$60,000	-	-	\$ 60,000	4800-20V-1807-323	Cost per slot of \$2,500 (half-day) and \$5,000 (full-day) is the pre-established rate created by the Office of Child Development and Early Learning (OCDEL)
Rodman Street Missionary Baptist Church	12	1	\$60,000	-	-	\$ 60,000	4800-20V-1807-323	
Oakland Sunshine Daycare	25	1	\$125,000	-	-	\$ 125,000	4800-20V-1807-323	
Hug Me Tight Child Life Center	20	1	\$100,000	-	-	\$ 100,000	4800-20V-1807-323	
Brightside Academy	52	3	\$260,000	12	60,000	\$ 320,000	4800-20V-1807-323	
Arsenal Family & Children's Center (half-day slots)	4	1	\$10,000	-	-	\$ 10,000	4800-20V-1807-323	
Eastminster Presbyterian Church	6	1	\$30,000	-	-	\$ 30,000	4800-20V-1807-323	
Children's Home of Pittsburgh (Child's Way)	3	1	\$15,000	-	-	\$ 15,000	4800-20V-1807-323	
Total Partner Slots and Funding Request	134	9	\$660,000	12	60,000	\$ 720,000	4800-20V-1807-323	

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount(s) shall not exceed \$1,800,846 from account lines 4800-20V-1807-323 (\$720,000) and 4000-21V-1807-323 (\$1,080,846). The total number of students to be served through this collaborative effort will be three hundred fifty two (352). Collaboration with these agencies for provision of services was proposed in grant applications that were approved by Board of Directors on May 29, 2013. These partnerships have been in existence as early as 2005.

29. Educational Based Services (EBS) - ECP/EIP

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to renew the contract with Educational Based Services. They will provide integrated speech and language supports and services to Early Intervention children in a variety of Pre-Kindergarten settings. Services will include: speech and language therapy, speech and language screenings, assessments, evaluations and reevaluation services; IEP development; participation in IEP meetings; consultation with teachers, families, childcare providers and other professionals; attendance at Early Intervention staff meetings; Transition to Kindergarten activities as appropriate and provide two professional development sessions. Early Childhood/Early Intervention Program has used this contractor for the past five years.

The operating period shall be from July 1, 2013 through June 30, 2014. Payment will be \$60 per hour. The total contract amount shall not exceed \$546,000 from account lines 5181-15V-1281-330 (\$496,000), 5181-19V-1281-330 (\$39,000), 5181-18V-1281-330 (\$4,500), and 5181-21V-1281-330 (\$6,500).

30. **FamilyLinks - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to renew the contract with FamilyLinks. They will provide an emotional support program for one (1) Early Intervention child with critical mental health issues that requires psychiatric supportive services. FamilyLinks provides an educational program and an extensive behavioral support classroom. This contract is on an as need basis. Payment will be \$120 per day only when a child is enrolled in the FamilyLinks program. We have used this contractor for the past six years.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$24,000 from account line 5181-297-2440-330.

31. **Gateway to the Arts - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to renew the contract with Gateway to the Arts. They will conduct enrichment presentations within the Early Intervention reverse inclusion classrooms and artist residencies in each Early Childhood classroom. The objective of the activities is to reinforce and enrich the MacMillan Little Treasures curriculum. The Gateway to the Arts staff artists will present enrichment activities in the field of Story time, Drama, Creative Movement, Puppet play and Music. Artists will model arts-based instructional strategies and activities with a view to increasing teacher skills and comfort level in these areas.

The operating period shall occur on selected dates to be determined between July 1, 2013 through June 30, 2014. One-time enrichment presentations will be \$100 per Early Childhood center/site (to be determined) and artist residencies will be \$350 per classroom (each classroom will receive 4 residences throughout the school year). The total contract shall not exceed \$33,800 from account lines 5181-15T-1281-329 (\$2,000), 4801-19V-1806-329 (\$17,884), 4800-20V-1801-329 (\$4,854), 4000-18V-1801-329 (\$3,419), and 4000-21V-1801-329 (\$5,643).

32. **Maxim Staffing Solutions - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to renew the contract with Maxim Staffing Solutions to provide individual services to students with severe special needs as required by their IEP. Services will be provided to students who require one-on-one nursing services, personal care assistants, OT and PT services, as per the students IEP and/or as substitutes in the EI classrooms and other program locations when the District cannot provide appropriate therapeutic substitutes. Maxim will provide personal care assistants (PCA), a licensed practical nurse (LPN), and a full-time nurse to the Early Childhood Program to assist with day-to-day management of the health needs of preschool children, to conduct lead and hemoglobin tests, and perform growth assessments (height, weight, and vision).

The operating period shall be from July 1, 2013 to June 30, 2014. The cost per hour for services will range from \$16.25-\$65 per hour depending on the services. The total contract amount shall not exceed \$131,500 from account line (EI) 5181-297-2440-330 (\$50,000) and (EC) account lines 4800/4805-19V-1802/1806-330 (\$52,160), 4800-20V-1802-330 (\$11,410), 4000-18V-1802-330 (\$9,780) and 4000-21V-1802-330 (\$8,150).

33. **NCS Pearson, Inc. - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Program to renew the contract with the NCS Pearson, Inc. in order for staff to enter and retrieve child outcome data from the Work Sampling System and the OUNCE assessment system. The Work Sampling and OUNCE software programs are vital tools that help staff document a child's knowledge, behavior, and academic accomplishments throughout the school year. Data will be entered and collected on approximately 1,561 preschool children and 66 Early Head Start children, ages birth to 3. Parents receive interim reports to see how their child is progressing. The data is used by administration for PD and program planning purposes.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$12,131 from account lines 4800-19T-1800-340 (\$11,627) and 4805-19V-1800-340 (\$504).

34. **System 1-2-3 - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention program to renew the contract with System 1-2-3. They will conduct professional development and mentoring in the area of applied behavior analysis (ABA), provide on-site consultation as well as off-site support and conduct functional behavioral assessments within the Early Intervention Program.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$142,500 from EI account line 5181-297-2440-324 (\$60,000) and EC account line's 4800-19V-1806-324 (\$52,800), 4800-20V-1806-324 (\$11,550), 4000-18V-1806-324 (\$9,900) and 4000-21V-1806-324 (\$8,250). Early Childhood/Early Intervention Program has used this contractor for the past seven years

35. **University of Pittsburgh, Family Centered Preschool - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to renew the contract with the University of Pittsburgh, Family Centered Preschool. They will support the Early Intervention program with one (1) family consultant to work with families, the EI staff, and agencies surrounding issues involved with preschool children with mild to severe developmental delays. The family consultant will support the following: activities for improved liaisons between classroom staff and families; staff orientation; numerous staff development activities; and other duties as needed by the PPS Early Intervention Program. The family consultant is the supportive link between home and school. Early Childhood/Early Intervention Program has used this contractor for the past seven years.

The operating period will be from July 1, 2013 through June 30, 2014. Rate of payment shall be \$29 per hour, plus mileage, not to exceed \$4,391.20 per month (10 months). The total contact amount shall not exceed \$43,912 from account line 5181-15V-1281-330.

36. **Center for Hearing and Deaf Services - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with the Center for Hearing and Deaf Services.

They will provide interpreter services upon request of the Program for Students with Exceptionalities. Services shall be required when a sign language interpreter is absent or when the need occurs at different meetings throughout the year.

The operating period shall be from July 1, 2013 through June 30, 2014. The rate of payment for services range from \$60-\$65 per hour plus mileage for certified interpreters or from \$50-\$55 per hour plus mileage for non-certified interpreters. The total contract amount shall not exceed \$5,000 from account line 5121-01D-1221-323.

37. **Central Pittsburgh Psychiatric Services LLC - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with Central Pittsburgh Psychiatric Services. They will provide psychiatric evaluations, coordinate services with community-based mental health programs and provide medication management for identified students with complex and significant behavioral and mental health issues at **Pittsburgh Oliver Citywide Academy**. The psychiatric services are a continuation of services provided in the 2012-2013 school year.

The operating period shall be from September 1, 2013 through June 30, 2014. The total contract shall not exceed \$80,000 from account line 5500-01D-2142-330.

38. **Maxim Healthcare Services Inc. - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with Maxim Healthcare Services, Inc. to provide individual services to students with severe disabilities as required by their IEPs within the Program for Students with Exceptionalities Program. Services will be provided to students who require one-on-one nursing services, bus aides, personal care assistants, physical therapy, occupational therapy, physical therapy assistant, and occupational therapy assistant services as per their IEPs and/or as substitutes at **Pittsburgh Pioneer, Pittsburgh Conroy**, and other school and location when the District can provide no appropriate therapeutic substitutes.

The operating period shall be from July 1, 2013 through June 30, 2014. The rate of payment is between \$16.25-\$65 per hour depending on the services. The total contract amount shall not exceed \$3,400,000 from account lines 4814-010-2420-330 (\$900,000), 5170-01D-1270-330 (\$2,500,000).

39. **Programs for Living, Education, and Advocacy (PLEA) - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with Programs for Living, Education, and Advocacy (PLEA). They will provide an autistic support program for two students with severe disabilities and very critical mental health issues. PLEA provides an educational program and an extensive partial hospital program on site. Placements are made based on IEP team recommendations.

The operating period shall be from July 1, 2013 through June 30, 2014. The annual tuition rate is \$27,295 per student for 2 students. Total contract amount shall not exceed \$54,590 from account line 5500-13V-1233-323.

40. **Systems Imaging - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with Systems Imaging. They will scan text books for physically challenged and visually impaired students who need to access their books using a computer. The books will be scanned with text editing capabilities thus permitting the students to complete their work independently. Even though some of the text books contain an audio CD, the scanned text books are still needed for the students because they need to read and hear their curriculum, magnify the text, and be independent in the navigation of their texts as well as be able to type on pages where needed. These materials are needed for approximately fifteen students. These students all have laptop computers.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$12,600 from account line 5160-01D-1260-599.

41. **Psychological Service Contracts (3) - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Students with Exceptionalities to renew the contract with the below (3) individuals who will serve the Program for Students with Exceptionalities as a contracted psychologists for the 2013-2014 school year. In this capacity, they will perform individual psychological testing; participate in the Multi-Disciplinary Team (MDT), Individual Education Plan (IEP) and Gifted Individual Education Plan (GIEP); conduct individual and group psychological counseling, functional behavioral assessments, curriculum based assessments; and other duties assigned to them by their immediate clinical supervisor. The psychologists will provide evaluations in private settings as required by Individuals with Disabilities Education Improvement Act (IDEIA) and will also substitute for psychologists in PPS when substitutes are not available.

Name	Address	Contract Amount	Account Line
Nancy Hayduke	3089 Latonia Ave Pittsburgh, PA, 5216	\$14,400	5530-01D-2142-330
Michaileen Vilsack	517 Guyasuta Rd. Pittsburgh, PA, 15215	\$10,800	5530-01D-2142-330
Janet L. McMaster	420 West Lincoln Ave. McDonald, PA, 15057	\$10,800	5530-01D-2142-330

The operating periods shall be from August 1, 2013 through June 30, 2014. The total contract amount(s) shall not exceed \$36,000 from account line 5530-01D-2142-330.

42. **University of Pittsburgh Medical Center - Vocational Training Center - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with the University of Pittsburgh Medical Center.

The contractor will provide a partnership for vocational and community based services between UPMC Vocational Center, CITY Connections Program and the Community Based Vocational Education Program of Pittsburgh Public Schools. Services include participation in UPMC Vocational Training Center facility based vocational program, directed by Allen Meade Gregory; supported employment services which include job development and job placement services; and school to work transition services, including Extended School Year participation, transition into the program during a student's final year in school and participation in the program following early graduation.

The operating period shall be from July 1, 2013 through June 30, 2014. The payment will be at a rate of \$17.48-\$53.56 per hour. The total contract amount shall not exceed \$100,000 from account line 5211-01D-1211-323.

43. **Watson Institute - Autism Consultation - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with the Watson Institute-Autism Consultation. They will provide expert consultation services in the area of Autism, training to staff and assist in case management for the Autistic Support classrooms and students who are included in the regular education setting. The consultant will provide feedback via meetings, trainings and reports. In addition, the contractor will provide clinical supervision and consultation support to the education program at **Pittsburgh Conroy**.

The operating period shall be from July 1, 2013 through June 30, 2014. The rate of payment shall be \$112 per hour (plus mileage); \$740 per full day (8 hours); and \$453 per half day (4 hours). The total contract amount shall not exceed \$200,000 from account line 5500-13V-1233-323.

44. **Anthony Sallo - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the contract with Anthony Sallo. Under regulations promulgated by the reauthorized Individuals with Disabilities Educational Improvement Act (IDEIA) of 2004, the District is required to identify students with disabilities in non-public schools and offer these students "Equitable Participation" in the use of IDEA Part B funds that flow to the District. Mr. Sallo will provide case management and psychological assessment to students whose parents request this service. In addition, Mr Sallo will provide technical assistance to the non-public schools in the completion of the mandated special education forms necessary for eligibility. Students who are eligible for special education services will be offered programming in the District's public schools. Parents who refuse services in the public schools will be eligible for a "group entitlement" of IDEA funds based on mandated formulas in IDEA.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$33,750 from account line 5500-01D-2142-329.

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 45 through 49, inclusive.

45. 2013-2014 School Year Field Trips - ECP

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Program to make payment to the following institutions for children enrolled Early Childhood classrooms to participate in field trips (see below) during the 2013-14 school year. Substitute locations can be made if the following institutions cannot accommodate a classroom on the day and time requested by the teacher. The field trips are to occur between July 1, 2013 and June 30, 2014.

Early Childhood Education 2013-2014 Field Trip Vendors		
Vendors that charge an entrance fee:		
August Wilson Center	Heinz Hall	Pittsburgh Playhouse
Benedum Center	Janoski Farm and Greenhouse	Pittsburgh Puppet Works
Byham Theater	John Heinz History Museum	Pittsburgh Zoo & PPG Aquarium
Carnegie Science Center	Kelsey Friday and the Rest of the Week	Reilly's Summer Seat Farm
Carnegie Museum	Kim Adley Storytelling	Round Hill Farm
Children's Festival	Margaret Hooten Musin	Tiny Tots Music Concerts
Children's Museum	Mattress Factory	Trax Farms
Drum Trail-Bill Pate	National Aviary	Venture Outdoors
Everybody Loves Puppets	Phipps Conservatory	White Light Project
Gateway to the Arts	Pittsburgh Ballet Theatre Performances	Wild World of Animals
Gemini Theatre	Pittsburgh International Children's Festival	
Vendors that do NOT charge an entrance fee:		
Allegheny County Sheriff's Department	Humane Society	PNC Grow Up Great – "One World, One Sky Planetarium"
Animal Friends	Petco	Robert Wholey & Company, Inc.
Animal Rescue League	Pittsburgh Ballet Theatre (Training Studio)	Whole Foods
Carnegie Library of Pittsburgh	Pittsburgh Fire Department	
Giant Eagle	Pittsburgh Police	

The total payment amount(s) shall not exceed \$56,700 from account line 4000-18V-1801-599. Provisions of these services were included in grant applications that were approved by Board of Directors on May 29, 2013.

46. Carnegie Science Center - ECP

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Program to make payment to the Carnegie Science Center. They will conduct in-house activities for children enrolled in Summer Kindergarten Readiness Program (KRP). Classroom activities will cover a broad range of science disciplines (environmental and life, physical, math and sciences).

Children will also attend Science Assemblies at the Carnegie Science Center that will include audience participation, demonstrations and creative props. The days shall be from July 1 - August 31, 2013.

The total payment amount shall not exceed \$2,500 (The cost is \$100 per classroom) from account lines 4800-20V-1801-329 (\$1,250) and 4000-21V-1801-329 (\$1,250). Collaboration with this agency for the provision of services was proposed in grant award approved by the Board of Directors on May 29, 2013. Approximately 94 students will be served through the Summer Kindergarten Readiness Program.

47. **Approved Private Schools - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention program to make payment to approved private schools including but not limited to Western PA School for the Deaf (WPSD) and Western PA School for Blind Children (WPSBC) for Early Intervention children enrolled in these programs during the summer of 2013. We serve approximately three children during the summer. The Department of Education, Office of Child Development requires PA Early Intervention programs to pay for special education services when children attend approved private schools.

The total payment amount(s) shall not exceed \$15,000 from account line 5181-15V-1281-323

48. **Crossroads Speech and Hearing Inc. - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew payment to Crossroads Speech and Hearing Inc., for the 2013-2014 school year for students who require speech therapy in the event of a leave of absence by PPS Speech and Language pathologist(s). This organization will provide the required and appropriate services for students with speech and hearing disabilities in the classroom. The rates for a Speech Therapist are \$48/ hour, \$340/day short term, and \$320/day long term. The rate for telepractice for speech therapy in the **Pittsburgh Online Academy** is \$75/hr. Telepractice is the application of telecommunications technology to deliver professional services by linking the client and or family member to a speech pathologist for intervention and or consultation. This may be required for best practices for students with disabilities attending the **Pittsburgh Online Academy**.

The total payment amount shall not exceed \$90,000 from account line 5225-01D-1225-323.

49. **2013-2014 School Year Tuition Cost-Licensed Private Schools - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Program for Exceptionalities Program to renew the payment of tuition costs throughout the 2013-2014 school year for students who have been placed in Licensed Private Schools as per their IEP. These schools will provide the educational program and related services for students with emotional disturbances who have extremely challenging behaviors in the classroom.

Licensed Private Schools List	
Auberle	1101 Hartman Street, McKeesport, PA, 15132
Holy Family Institute	8235 Ohio River Blvd., Pittsburgh, PA, 15202
Wesley Spectrum Academy	243 Johnston Road, Pittsburgh, PA, 15241

The total payment amount shall not exceed \$350,000 from account line 5231-01D-1231-323.

General Authorization

RESOLVED, That the Board authorizes its proper officers to approve the following actions as set forth in items 50 through 61, inclusive.

50. **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).

51. **Hill House Passport Academy Charter School - Resubmitted Application - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to grant a five (5) year charter for the Hill House Passport Academy Charter School based upon the revised and resubmitted application pursuant to the Charter School Law, 24 P.S. § 17-1717-A (f), and in accordance with the Review Team's written report to the Board. 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. A written Charter shall be drafted by the Law Department which shall contain the provisions of the revised and resubmitted charter application and which shall be signed by the Board President and the President of the Board of Trustees for the charter school.

52. **Visiting Cultural Enrichment Specialist of Japanese Language – Pittsburgh Allderdice High School - School Performance**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to host Mr. Atsuya Yoshida during the 2013-2014 school year as a visiting cultural enrichment specialist of Japanese language at **Pittsburgh Allderdice High School**. Mr. Yoshida is from Sendai, Japan and will be working with Dr. Isabel Espino de Valdivia, Japanese/Spanish teacher at **Pittsburgh Allderdice High School**. This will be at no cost to the District, as all of Mr. Yoshida's expenses will be covered by J-LEAP (Japanese Language Education Assistants Program) and its sponsoring organizations, The Japan Foundation and the Laurasian Institution. The objective of J-LEAP is to strengthen U.S. K-12 Japanese language programs and to promote international exchange between the U.S. and Japan. Mr. Yoshida will observe Dr. de Valdivia's classes, assist with instruction and provide authentic cultural experiences for all Pittsburgh Public Schools Japanese students. Mr. Yoshida will receive the appropriate clearances.

53. **Implementation of the Summer Instrumental Program (Grades 5-8) - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to establish a summer instrumental program for the 2012-2013 summer that will provide brass, woodwind, string and percussion lessons to beginning band and string students entering into grades 5-8 who wish to play an instrument for the following school year. The Summer Instrumental Program will run 4 weeks, starting on July 15, 2013 and ending August 9, 2013; and

FINALLY RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into Memoranda of Understandings with Community Partners to permit programming on their property on terms and conditions approved by the Solicitor so long as the Community Partners agree to provide the program space at no cost to the District. The Board directs the Superintendent or designee to seek sites in the North, South, East, West and Central regions of the city in order to maximize accessibility for eligible students.

54. **Adoption of the AP European History Textbook – District High Schools - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to support the AP European History textbook committee's recommendation to purchase a new textbook for the AP European History course that will be available to all District High Schools for the 2013-2014 school year. The textbook was selected pursuant with the District's textbook policy. A parent, the social studies supervisor, the AP coordinator, and one teacher were involved with the selection of this textbook. The text selected for this course is the following: *Spielvogel, Jackson. (2012). Western Civilization – Since 1300 8th Edition AP Version. Massachusetts: Wadsworth*. The textbook is approved by the College Board, and it is aligned to the AP European History exam. In addition to the textbook, the District will also receive a six year contract to have the textbook available online for students to access who are enrolled in the course. This text was selected over other textbooks due to the level of alignment to the AP European History topics. This textbook will replace the previous textbook that was adopted in 2001. 3 sections of this course will be offered in the 2013-2014 school year.

The total cost of this action shall not exceed \$13,000 from account line 4000-010-1100-640.

55. **Adoption of the Advanced Algebra Textbook – District High Schools - CIPD**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to adopt the Advanced Algebra's textbook committee's recommendation to purchase Core-Plus Mathematics (McGraw Hill Education) Course 2&3. The Core-Plus textbook will serve as a textbook for the Advanced Algebra course and will align to the Common Core standards. This is a new course that was approved by the Board on May 29, 2013 (Item #19), which will replace the current 4th year math course SBM-12. The textbook was selected pursuant with the District's textbook policy. One parent, one community member, the mathematics curriculum supervisor, the mathematics curriculum coordinator, four teachers and one special education supervisor were involved with the selection of this textbook. The criteria/components used to select these texts were: alignment to the Common Core Standards in mathematics, mathematics content, logical development and progression of content within the course, and alignment to the District's philosophy of teaching and learning in mathematics.

The total cost of this action shall not exceed \$117,271.50 (dependent on the number of sections of Advanced Algebra offered at our High Schools) from account line 4600-010-1100-640.

56. **University of Pittsburgh Speech Interns (40) - ECP/EIP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood/Early Intervention Program to approve up to 40 University of Pittsburgh speech interns to assist Early Intervention staff in conducting speech screenings. The interns will assist the EI staff with screenings within the Early Childhood/Early Intervention classrooms during the 2013-2014 school year. Children that are identified with speech delays will be eligible to receive needed speech services from the Early Intervention Program. We have done this for the past three years. The speech interns will not be paid; therefore there is no expense to the Board. Clearances will be obtained prior to starting.

57. **Donation from the Pittsburgh Pirates - Gifted and Talented**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept a donation of 400 Pittsburgh Pirates Tickets from the Pittsburgh Pirates. Tickets are for the August 6th evening game and tickets will be distributed to students attending the 2013 Advanced Placement Summer Academy and International Baccalaureate Summer Program. Pittsburgh Pirates tickets are valued at \$24 apiece for a total donation of \$9,600. Pittsburgh Public Schools will encourage staff members from both programs to attend. The game starts at 7:05 pm.

FINALLY RESOLVED, That the Board extends its sincere thanks and appreciation to Chaz Kellem, Manager of Diversity Initiatives for the Pittsburgh Pirates for coordinating this effort and for providing this generous gift to our Pittsburgh Public School AP and IB students.

58. **Donation from the Pittsburgh Pirates - Summer Dreamers Academy**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept a donation of 5,200 Pittsburgh Pirates Tickets from the Pittsburgh Pirates. Tickets are for five (5) evening games:

- Tuesday, July 30, 2013 @ 4:05PM vs. St. Louis Cardinals
- Wednesday, July 31, 2013 @ 7:05PM vs. St. Louis Cardinals
- Monday, July 29, 2013 @ 7:05PM vs. St. Louis Cardinals
- Tuesday, August 6, 2013 @ 7:05PM vs. Miami Marlins
- Wednesday, August 7, 2013 @ 7:05PM vs. Miami Marlins

Tickets will be distributed to K-8th grade campers attending the 2013 Summer Dreamers Academy. Pittsburgh Pirates tickets are valued at \$16 apiece for a total donation of \$83,200. Pittsburgh Public Schools will encourage Summer Dreamers Academy staff members to attend.

FINALLY RESOLVED, That the Board extends its sincere thanks and appreciation to Chaz Kellem, Manager of Diversity Initiatives for the Pittsburgh Pirates for coordinating this effort and for providing this generous gift to our Pittsburgh Public School students that will attend the Summer Dreamers Academy

59. **Donation from the Allegheny Intermediate Unit - ECP**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize the Early Childhood Program to accept a donation from the Allegheny Intermediate Unit (AIU), through a grant from the Heinz Endowments, to the School District of Pittsburgh on behalf of the Early Childhood Program. The Allegheny Intermediate Unit received a grant from the Heinz Endowments to improve kindergarten transition practices in Allegheny County. The AIU has donated \$800 to the Early Childhood Program to participate on the Kindergarten Transition Planning Team. The Early Childhood Program, along with eleven (11) other school districts, will collaborate with the AIU in planning kindergarten transition activities for the 2013-14 school year. This is the third year of this collaboration. The Early Childhood Program will use the \$800 to bolster current efforts to transition preschool children to kindergarten in the Pittsburgh Public Schools.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks to the Allegheny Intermediate Unit for this generous donation to the District.

60. **Donation from the Greek Orthodox Ladies Philoptochos Holy Cross Greek Orthodox Church - PSE**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to accept a donation of \$600 from the Greek Orthodox Ladies Philoptochos Holy Cross Greek Orthodox Church, which is the philanthropic arm of the church. This donation is provided as unrestricted support for **Pittsburgh Conroy** to utilize for any needs it may have.

FINALLY RESOLVED, That the Board extends its sincere thanks and appreciation to the Greek Orthodox Ladies Philoptochos Holy Cross Greek Orthodox Church for their donation to the District.

61. **AMENDMENT – Code of Student Conduct - Student Services**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend item #27, Committee on Education, AMENDMENT - Code of Student Conduct, General Authorization previously approved by the Board on April 27, 2011 (Original approval date of June 20, 2007, Amended on April 23, 2008, and Amended on March 25, 2009).

Reason for Amendment

Revise the current Code of Student Conduct for legal compliance.

Original Item

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to add new language to the current Code of Student Conduct.

Additions Include:

1. Language that reflects the November 25, 2008, Board approved Bullying Policy.
2. Language that reflects the Pittsburgh Promise eligibility.
3. Updates based on procedural deficiencies based on this current school year.

A copy of the revised Code of Student Conduct will be made available based on approval. These revisions are necessary to stay in compliance with both local and state mandates regarding these amendments. This is a no cost item to the Board.

Amendment Item (June, 2013)

RESOLVED, that the Board of Public Education of the School District of Pittsburgh authorize its proper officers to revise the current Code of Student Conduct.

Additions Include:

1. Language that **clarifies the difference between disorderly conduct and disruption of school.**
2. Language that **clarifies alternative placements.**
3. **Add language to allow for certain excused absences for parenting teens.**
4. **Other minor language revisions for clarity and consistency with current practice.**

A copy of the revised Code of Student Conduct will be made available upon approval. These revisions are necessary to stay in compliance with both local and state mandates, **to address issues raised in last year's Safe Schools Audit, and to incorporate recommendations made by the Education Law Center. The Education Law Center is working to decrease exclusionary school discipline state wide.** This is a no cost item to the Board.

Board Action Information Sheet

1
Action Item #
June 2013
Action Month



Ronald Joseph
Submitted By
Ronald Joseph
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$766,045.00
Federal \$ \$766,045.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$766,045.00

Name of Fund

Title I School Improvement

Name of Granting Agency

Pennsylvania Department of Education

Indirect Cost \$ \$26,784.00

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 \$766,045 from the Pennsylvania Department of Education for the Title I School Improvement Grant for Title I schools in School Improvement. The grant will be awarded to support each school's Comprehensive School Improvement Plan to help students improve academically so they may meet or exceed the State standards.

Each school has reviewed their Comprehensive School Improvement Plan and identified areas of weakness, based on relevant school level data such as assessment, discipline and attendance data etc. Based on this needs assessment school teams decided what was needed to support their overall strategies for improving student outcomes.

These funds will be used to fund school support staff, student supplies, educational software, technology to assist teachers in the classroom as well as technology for student use, professional development to support instruction, after-school academic programs and support for the teaching and learning environment.

The list of schools and amounts awarded per school are listed under additional information.

Who will this benefit?

Schools listed in Exhibit A.

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

The activities will occur in schools receiving the funds as specified above.

French, Otuwa, May-Stein, Larkin

Additional person(s) accountable for this tab

Board Action Information Sheet

1
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Tamiya Larkin

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 766,045.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 766,045.00	100.0 %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	496,919.00	_____	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund Offset					
Contracted Services	\$ 44,784.00	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ 224,342.00	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 766,045.00	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

Board Action Information Sheet

Additional Information:

List of Schools Awarded School Improvement Funding

School	Award Amount
Allderdice HS	\$50,403
Allegheny 6-8	\$50,403
Arlington K-8	\$70,403
Arsenal 6-8	\$60,403
Brashear HS	\$40,403
Carrick HS	\$40,403
Concord K-5	\$50,403
King K-8	\$50,403
Milliones 6-12	\$40,403
Minadeo K-5	\$50,403
Perry HS	\$40,403
Schiller 6-8	\$50,403
South Hills 6-8	\$70,403
Spring Hill K-5	\$40,403
Woolslair K-5	\$60,403

* The allocations were determined by the PDE based on the school's Pennsylvania Added Assessment Growth Index (PVAAS) for the 2011-12 school year or the growth in achievement level.

Board Action Information Sheet

2
Action Item #
June 2013
Action Month



Ronald Joseph
Submitted By
Ronald Joseph
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$16,756,002.00
Federal \$ \$16,756,002.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$16,756,002.00

Name of Fund
U.S. Department of Education Title I: Improving
Academic Achievement of the Disadvantaged

Name of Granting Agency
Pennsylvania Department of Education

Indirect Cost \$ \$588,497.00

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 \$16,756,002 the annual Title I allocation from the Pennsylvania Department of Education. The Title 1 program provides supplemental funds to support District and School activities for improving student achievement in Reading and Math, increasing parent involvement, providing professional development to administrators and teachers and the equitable share for non-public schools.

The District Title I allocation was reduced 5% or \$882,362 from \$17,638,364 in 2012-13 to \$16,756,002 in 2013-14.

The decrease in our allocation is due to an overall reduction of Title I funding allocated for the Commonwealth of Pennsylvania due to sequestration.

Who will this benefit?

Teachers and students in Title I eligible schools.

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

Pittsburgh Public Schools with at least 35% free or reduced lunch students and non-public schools.

Jerri Lippert, Tamiya Larkin

Additional person(s) accountable for this tab

Board Action Information Sheet

2
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Tamiya Larkin

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 16,756,002.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 16,756,002.00	100.0 %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	10,680,000.00	_____	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund					
Offset					
Contracted Services	\$ 4,400,000.00	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ 1,676,002.00	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 16,756,002.00	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

Staff in the Title Programs Office and the Office of Budget Development, Management and Operations monitor programmatic and fiscal compliance of the District and all schools with regard to NCLB, Title I and Title II.

Board Action Information Sheet

3
Action Item #
June 2013
Action Month



Ronald Joseph
Submitted By
Ronald Joseph
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$3,381,801.00
Federal \$ \$3,381,801.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$3,381,801.00

Name of Fund
U.S. Department of Education TitleII Part A
Improving Teacher Quality

Name of Granting Agency
Pennsylvania Department of Education

Indirect Cost \$ \$118,774.00

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 \$3,381,801 the annual Title II allocation from the Pennsylvania Department of Education. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.

Title II funding will be used to pay for Instructional Teacher Leader 2's and other professional development staff, ESL teachers, professional development for teachers and principals, to reduce class size where appropriate, professional development contracts and the equitable share for non-public schools.

The District Title II allocation was reduced 2.10% or \$72,971 from \$3,454,772 in 2012-13 to \$3,381,801 in 2013-14.

The decrease in our allocation is due to an overall reduction of Title II funding allocated for the Commonwealth of Pennsylvania due to sequestration.

Who will this benefit?

The use of Title II funding impacts students and teaching staff.

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

Jerri Lippert, Tamiya Larkin

Additional person(s) accountable for this tab

Board Action Information Sheet

3
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Tamiya Larkin

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 3,381,801.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 3,381,801.00	100.0 %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	2,700,000.00	_____	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund Offset					
Contracted Services	\$ 300,000.00	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ 381,801.00	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 3,381,801.00	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

Staff in the Title Programs Office and the Office of Budget Development, Management and Operations monitor programmatic and fiscal compliance of the District and all schools with regard to NCLB, Title I and Title II.

Board Action Information Sheet

4
Action Item #
June 2013
Action Month



Kim Basinger
Submitted By
Jerri Lynn Lippert
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$165,392.00
Federal \$ \$165,392.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$165,392.00

Name of Fund
Language Instruction for Limited English Proficient
and Immigrant Students

Name of Granting Agency
Pennsylvania Department of Education

Indirect Cost \$ \$3,242.00

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 \$165,392 the annual Title III allocation from the Pennsylvania Department of Education. Title III funding is used to support instructional programming and professional development for district wide English as a Second Language students, teachers, and parents. The funds are specifically utilized to provide supplemental materials and supplies to enhance the learning of English Language Learners. The funds also provide partial salary of the ESL Coordinator. This position consists of providing professional development to ESL Regional Centers and district wide meetings, assisting families during the enrollment process, and formally evaluating ESL teachers among other job duties and responsibilities.

The District Title III allocation was reduced from \$180,876 in 2012-2013 to \$165,392 in 2013-2014.

Who will this benefit?

ESL students, teachers, and parents

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

District wide

Jonathan Covel

Additional person(s) accountable for this tab

Board Action Information Sheet

4
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Jonathan Covell

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 165,392.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 165,392.00	100.0 %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	125,000.00	_____	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund					
Offset					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ 40,392.00	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 165,392.00	\$ _____	\$ _____	\$ _____	\$ _____

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 ESL Director will be responsible for evaluating the use of these funds to support instruction of ESL students district wide.

Board Action Information Sheet

5
Action Item #
June 2013
Action Month



Angela E. Mike
Submitted By
Jerri Lynn Lippert
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$651,282.00
Federal \$ \$651,282.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$651,282.00

Name of Fund
Pennsylvania Department of Education
Carl D. Perkins Career and Technical Education Act

Name of Granting Agency
Pennsylvania Department of Education

Indirect Cost \$ \$20,920.00

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 \$651,282 from the Pennsylvania Department of Education for the Carl D. Perkins Career and Technical Education Act Award. This will support Career and Technical Education programs throughout the District. The Perkins Career and Technical Education local plan will promote high levels of academic achievement and technical skill attainment. It will also support the integration of rigorous and challenging academic content with Career and Technical Education curriculum and improve the performance indicators for students enrolled in Career and Technical Education programs. The allocation will provide for vocational, technical, academics and guidance personnel.

Specific personnel to be supported by this grant includes two (2) Career Counselors, one (1) Mathematics Integration Teacher, one (1) English Integration Teacher, one (1) CTE Program Coordinator. Contracted services will be included along with communications, marketing, and printing support. Additionally, grant funds will be used to update computer software, attain student industry certifications, provide supplies, equipment, professional development, and student transportation -- per the recommendation of our Perkins Participating Committee members. The 2013-14 Perkins funding is a 4% increase in the amount of \$26,717.00 due to census data. (see additional information)

Who will this benefit?

Presently, approximately 520 secondary Career and Technical Education students directly benefit from the Perkins Funds.

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

All secondary schools that house Career and Technical Education Programs. (Pittsburgh Alderdice, Brashear, Carrick, Perry and Westinghouse)

Additional person(s) accountable for this tab

Board Action Information Sheet

5
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Angela E. Mike

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 651,282.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 651,282.00	100.0 %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	651,282.00	_____	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund Offset					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 651,282.00	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

Staff time includes the Career and Technical Education staff inputting the required information into the Pennsylvania Department of Education e-grant system, maintaining files, entering/tracking purchase orders and assembling the materials required for the Perkins assurances. Payroll records are also maintained for all positions funded by Perkins involving Career and Technical Education staff and Pittsburgh Public School Payroll Department.

Board Action Information Sheet

Additional Information:

PERKINS GRANT ALLOCATION – COMPARISON

FUNDING YEAR	FUNDING YEAR
2013 -2014	2012-2013
\$651,282.00	\$624,565.00
4% INCREASE	
\$26,717.00 MORE	

FUNDING YEAR	FUNDING YEAR
2012-2013	2011-2012
\$624,565.00	884,689.00
-29% DECREASE	
\$260,124.00 LESS	

FUNDING YEAR	FUNDING YEAR
2011-2012	2010-2011
884,689.00	877,413.00
1% INCREASE	
\$ 7,276.00 MORE	

Board Action Information Sheet

6
Action Item #
June 2013
Action Month



Christiana Otuwa
Submitted By
Jeannine French
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$50,000.00
Federal \$ _____
State \$ _____
Private \$ \$50,000.00
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$50,000.00

Name of Fund
Verizon Innovative Learning Schools: Expanding
Our Horizons for Pittsburgh Perry High School

Name of Granting Agency
Verizon Foundation

Indirect Cost \$ _____

If there is no indirect cost to district, explain why: The 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 its proper officers to accept \$50,000 from the Verizon Foundation for the Verizon Innovative Learning Schools: Expanding Our Horizons Grant for Pittsburgh Perry High School. The purpose of these funds is to support integration of technology into STEM content areas at Pittsburgh Perry High School through a collaboration with the Verizon Foundation, the International Society for Technology in Education and the National Council of Teachers of English organization. Through this collaboration teachers will be trained to address deficits in student learning, achievement and engagement through the use of integrated technology and related research-based instructional practices. With the extensive training teachers will receive, they will be empowered to successfully integrate technology into their existing curricula. Those directly involved with the grant will be an administrator, a building-selected technology coach and seven carefully selected academic teachers.

Who will this benefit?

Students and teachers will benefit.

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

All professional development activities will occur at Perry High School. The technology coach is required to attend a three day conference during the summer of 2014.

Nina Sacco, Principal, Perry High School

Additional person(s) accountable for this tab

Board Action Information Sheet

6
Action Item #
June 2013
Action Month

What is the funding period? June 27, 2013 to May 14, 2015

Who will be the Program Manager? Nina Sacco

Estimated Revenue by Funding Source:

<u>Source</u>	<u>Actual Year 1</u>	<u>Est. Yr. 2</u>	<u>Est. Yr. 3</u>	<u>Est. Yr. 4</u>	<u>Est. Year 5</u>
Federal	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ <u>23,000.00</u> <u>46.0</u> %	\$ <u>27,000.00</u>	\$ _____	\$ _____	\$ _____
Federal/State	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Pass Thru					
General Fund	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>23,000.00</u> _____ %	\$ <u>27,000.00</u>	\$ _____	\$ _____	\$ _____

Budget Projections

	Actual Year 1	Actual Year 2	Actual Year 3	Actual Year 4	Actual Year 5
Staffing (including fringe benefits):	<u>21,000.00</u>	<u>23,000.00</u>	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund					
Offset					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ <u>2,000.00</u>	\$ <u>4,000.00</u>	\$ _____	\$ _____	\$ _____
Total	\$ <u>23,000.00</u>	\$ <u>27,000.00</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:

Seven academic teachers, one administrator and one technology coach will participate in extensive professional development to occur outside of the normal school day. Monthly webinars, a three-day summer training workshop and periodic team meetings will be required by those involved. There will be a positive impact in terms of student achievement and engagement as a result of the intensive professional development provided.

Board Action Information Sheet

7
Action Item #
June 2013
Action Month



Christiana Otuwa
Submitted By
Jeannine French
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$25,000.00
Federal \$ _____
State \$ _____
Private \$ \$25,000.00
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$25,000.00

Name of Fund
Target Grant for Pittsburgh Morrow PreK-6

Name of Granting Agency
Target Corporation

Indirect Cost \$ \$0.00

If there is no indirect cost to district, explain why: 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 its proper officers to accept \$25,000 from the Target Corporation for the Target Grant for Pittsburgh Morrow PreK-6. Funds are provided in the amount of \$25,000 from Target, Inc., in recognition of Pittsburgh Morrow's excellent work to support students. This is unrestricted support that may be utilized by the school to support areas of need Technology (\$10,000), Student Incentives (\$7,000), and Supplies (\$8,000). This additional help from Target, Inc. can help teaching staff advance student progress.

Who will this benefit?

Pittsburgh Morrow PreK-6 students and staff.

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

The school was invited by Target, Inc., to apply for these funds due to the corporation's knowledge of the school, its mission and work, and its students and staff.

K. Bowers/R. Joseph/J. Kinzel-Nath

Additional person(s) accountable for this tab

Board Action Information Sheet

7
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Jamie Kinzel-Nath

Estimated Revenue by Funding Source:

Source	Actual Year 1	Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ <u>25,000.00</u> <u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>25,000.00</u> <u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____

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					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ <u>25,000.00</u>	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>25,000.00</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:

n/a

Board Action Information Sheet

8
Action Item #
June 2013
Action Month



David May-Stein
Submitted By
Jeannine French
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$700.00
Federal \$
State \$
Private \$ \$700.00
Federal/State Pass Thru \$
General Fund \$
Value of In Kind \$
Other Sources \$
Total Budget : \$ \$700.00

Name of Fund
Pittsburgh Faison PreK-5 Field Trip

Name of Granting Agency
Target, Inc.

Indirect Cost \$ \$0.00

If there is no indirect cost to district, explain why: 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 its proper officers to accept \$700 from Target Inc., for the Pittsburgh Faison K-5 Field Trip. Funds will support the fishing field trip to the North Shore, Downtown Pittsburgh costs for Pittsburgh Faison K-5. The funding period shall be from May 1, 2013 through June 13, 2013.

Who will this benefit?

Pittsburgh Faison K-5 students.

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

Target Field Trip grants are open to all schools to apply. Pittsburgh Faison K-5 chose to apply.

L. Zwierzynski, Principal

Additional person(s) accountable for this tab

Board Action Information Sheet

8
 Action Item #
June 2013
 Action Month

What is the funding period? May 1, 2013 to June 13, 2013

Who will be the Program Manager?

Estimated Revenue by Funding Source:

Source	Actual Year 1	Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ <u>700.00</u> <u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>700.00</u> <u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____

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					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ <u>700.00</u>	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>700.00</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:

n/a

Board Action Information Sheet

9
Action Item #
June 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: \$ \$5,164,027.00
Federal \$ _____
State \$ \$5,164,027.00
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$5,164,027.00

Name of Fund
2013-2014 State Early Intervention

Name of Granting Agency
PA Department of Education,
Office of Child Development and Early Learning

Indirect Cost \$ \$181,369.00

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 the Early Childhood/Early Intervention Program to accept \$5,164,027 from the PA Department of Education, Office of Child Development and Early Learning for the State Early Intervention Grant. The amount decreased by \$110,285 from last year.

Acceptance of the funds will allow the District to enhance the quality of early intervention services for up to 1,600 children who reside in the city of Pittsburgh. The Early Intervention program provides developmental support, speech therapy, occupational therapy, physical therapy, hearing and vision for preschool children. Funds will be used to pay staff salaries, contracts with agencies, professional development and other program costs.

The Early Intervention Program receives grant funding from the PA Department of Education each year to operate the program.

Who will this benefit?

The funding will benefit children who are served by the Early Intervention Program.

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

Children will be served in an Early Care and Education setting, Early Intervention and Early Childhood classrooms.

Nancy Hill, Early Intervention Program

Additional person(s) accountable for this tab

Board Action Information Sheet

9
Action Item #
June 2013
Action Month

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

Who will be the Program Manager? Dr. Nancy Hill, Early Intervention

Estimated Revenue by Funding Source:

<u>Source</u>	<u>Actual Year 1</u>		<u>Est. Yr. 2</u>	<u>Est. Yr. 3</u>	<u>Est. Yr. 4</u>	<u>Est. Year 5</u>
Federal	\$ _____	_____ %	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ <u>5,164,027.00</u>	<u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	_____ %	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State	\$ _____	_____ %	\$ _____	\$ _____	\$ _____	\$ _____
Pass Thru	\$ _____	_____ %	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	_____ %	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	_____ %	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	_____ %	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>5,164,027.00</u>	<u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	<u>Actual Year 1</u>	<u>Actual Year 2</u>	<u>Actual Year 3</u>	<u>Actual Year 4</u>	<u>Actual Year 5</u>
Staffing (including fringe benefits):	_____	_____	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund Offset					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

District staff and grant staff will work together in most areas covered by the grant.

Board Action Information Sheet

10
Action Item #
June 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: \$ \$1,228,030.00
Federal \$ \$1,228,030.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$1,228,030.00

Name of Fund

2013-2014 IDEA 611

Name of Granting Agency

PA Department of Education,
Office of Child Development & Early Learning

Indirect Cost \$ \$43,130.00

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 the Early Childhood/Early Intervention Program to accept \$1,228,030 from the PA Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 611 Grant - Component 1. The amount increased by \$22,155 from last year.

Acceptance of the funds will allow the District to enhance the quality of early intervention services for up to 1600 children who reside in the city of Pittsburgh. The Early Intervention program provides developmental support, speech therapy, occupational therapy, physical therapy, hearing and vision for preschool children. Funds will be used to pay staff salaries, contracts with agencies, professional development and other program costs.

The Early Intervention Program receives grant funding from the PA Department of Education each year to operate the program.

Who will this benefit?

Children in the EI program that require developmental support at the preschool level.

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

Services will be provided in Early Care and Educ. settings, EI and EC classrooms.

Nancy Hill, Early Intervention Program

Additional person(s) accountable for this tab

Board Action Information Sheet

10
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Dr. Nancy Hill, Component 1

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 1,228,030.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 1,228,030.00	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					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

District staff and grant staff will work together in most areas covered by the grant.

Board Action Information Sheet

11
Action Item #
June 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: \$ \$434,304.00
Federal \$ \$434,304.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$434,304.00

Name of Fund
2013-2014 IDEA 619

Name of Granting Agency
PA Department of Education,
Office of Child Development and Early Learning

Indirect Cost \$ \$12,991.00

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 the Early Childhood/Early Intervention Program to accept \$434,304 from the PA Department of Education, Office of Child Development and Early Learning for the 2013-2014 IDEA 619 grant. The amount decreased by \$10,145 from last year.

Acceptance of the funds will allow the District to enhance the quality of early intervention services for up to 1600 children who reside in the city of Pittsburgh. The Early Intervention program provides developmental support, speech therapy, occupational therapy, physical therapy, hearing and vision for preschool children. Funds will be used to pay staff salaries, contracts with agencies, professional development and other program costs.

The Early Intervention Program receives grant funding from the PA Department of Education each year to operate the program.

Who will this benefit?

The funding will benefit children who are served by the Early Intervention Program.

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

The services will occur in an Early Care and Education setting, Early Intervention and Early Childhood classrooms.

Dr. Nancy Hill, Early Intervention Program

Additional person(s) accountable for this tab

Board Action Information Sheet

11
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Dr. Nancy Hill, Early Intervention Program

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 434,304.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 434,304.00	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					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

District staff and grant staff will work together in most areas covered by the grant.

Board Action Information Sheet

12
Action Item #
June 2013
Action Month



Mary Jane Conley
Submitted By
J French/J. Lippert
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$6,416,391.00
Federal \$ \$6,416,391.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ _____

Name of Fund
2013-2014 IDEA 611-B (School Age)

Name of Granting Agency
US Department of Education

Indirect Cost \$ \$252,604.00

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 the Program for Exceptionalities Program to accept \$6,416,391 from the US Department of Education for the 2013-2014 IDEA-B 611 (School Age) Annual Entitlement Grant. The \$6,416,391 allocation is based on the December 1, 2012 Child Count and is a 7.54% decrease of \$523,276 from the 2012-2013 funding of \$6,939,667 due to sequestration. This funding will provide support for 4,857 students with disabilities and is used to pay salaries some teachers, inclusion facilitators, speech therapist, counselors, administrators and other staff who provide services for the children the in the Program for Students with Exceptionalities. This grant also supports the Extended School Year program including transportation cost. Other uses for this grant include payments to the charter schools located in the school district for students who receive special education services and an Equitable Participation payment to the Pittsburgh Mt. Oliver Intermediate Unit for students with disabilities who are parentally placed into private or parochial schools in the school district.

Who will this benefit?

This will benefit students with disabilities in the Program for Students with Exceptionalities.

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

These services will occur at various locations throughout the Pittsburgh Public School District.

Additional person(s) accountable for this tab

Board Action Information Sheet

12
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Dr. N. Hill, Comp. 1/Mary Jane Conley, Comp. 2&3

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 6,416,391.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Pass Thru						
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 6,416,391.00	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					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

District staff and grant staff will work together in most areas covered by the grant.

Board Action Information Sheet

13
Action Item #
June 2013
Action Month



Mary Jane Conley
Submitted By
J. French/J. Lippert
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$1,139,476.00
Federal \$ _____
State \$ \$1,139,476.00
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$1,139,476.00

Name of Fund

2013-2014 Institutionalized Children's Program at
Mercy Behavioral Health/Reedsdale

Name of Granting Agency

Pennsylvania Department of Education

Indirect Cost \$ \$227,696.00

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 the Program for Exceptionalities Program to accept \$1,139,476 from the Pennsylvania Department of Education for the 2013-2014 Institutionalized Children's Program at Mercy Behavioral Health/Reedsdale Grant. The Institutional Children's Program funding will provide educational program support to students who are hospitalized for inpatient or hospital psychiatric care. The program currently supports those students treated in the Mercy Behavioral Health System. The support program serves an average of 350 students per year with an age range from preschool to eighteen. The education component is provided by five teachers, a social worker, and a special education central office support person and consists of intensive instruction in both academic and behavioral areas, commensurate with the student's Individualized Education Plan (IEP). This funding is a 4% increase of \$45,780 from the 2012-2013 funding of \$1,093,696 to accommodate the salary increases of staff in this program. These funds are pass through funds.

Who will this benefit?

This service benefits students with severe emotional disabilities.

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

The location of these services are at the Mercy Behavioral Health/Reedsdale.

Additional person(s) accountable for this tab

Board Action Information Sheet

13
 Action Item #
June 2013
 Action Month

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

Who will be the Program Manager? Mary Jane Conley

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$	%	\$	\$	\$	\$
State	\$ <u>1,139,476.00</u>	<u>100.0</u> %	\$	\$	\$	\$
Private	\$	%	\$	\$	\$	\$
Federal/State	\$	%	\$	\$	\$	\$
Pass Thru						
General Fund	\$	%	\$	\$	\$	\$
Value of In Kind	\$	%	\$	\$	\$	\$
Other Sources	\$	%	\$	\$	\$	\$
Total	\$ <u>1,139,476.00</u>	<u>100.0</u> %	\$	\$	\$	\$

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					
Contracted Services	\$	\$	\$	\$	\$
Other Costs	\$	\$	\$	\$	\$
Total	\$	\$	\$	\$	\$

Maintenance of Effort (In Kind)

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

Identification of Pittsburgh students for placement is part of the routine work plan of District staff.

Board Action Information Sheet

14
Action Item #
June 2013
Action Month



Mary Jane Conley
Submitted By
J. French/J. Lippert
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$38,253.00
Federal \$ \$38,253.00
State \$ _____
Private \$ _____
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$38,253.00

Name of Fund

Mayor's Pittsburgh Summer Youth Employment
(PSYEP)

Name of Granting Agency

City of Pittsburgh / Pittsburgh Partnership

Indirect Cost \$ \$0.00

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

Indirect costs are not allowable under this program.

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 Program for Exceptionalities Program to accept \$38,253 from the City of Pittsburgh/Pittsburgh Partnership for the Mayor's Pittsburgh Summer Youth Employment (PSYEP). To provide summer career development opportunities and paid internships for students with learning disabilities. Students will be placed at various sites within the City of Pittsburgh based on individual need. Site locations may include: Carnegie Mellon University, Pitt, UPMC and Allegheny General Hospital. This grant will provide a summer internship experience for eighteen (18) students who have been selected to participate based on grant selection process. This grant will allow students to earn minimum wage for hours worked and will also provide workshop rates to current SOS staff to support students on the worksites and complete paperwork per grant requirements. This grant was last received and implemented during the period of 6/14/2012-8/31/2012 for the amount of \$41,744. The current funding is a decrease of 8.36% in the amount of \$3,491.

Who will this benefit?

This will benefit the students in the "Start on Success" program as well as the partner sites where these students will later be placed.

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

These activities will be held at various job sites in the City of Pittsburgh.

Mary Jane Conley

Additional person(s) accountable for this tab

Board Action Information Sheet

14
 Action Item #
June 2013
 Action Month

What is the funding period? July 2, 2013 to August 31, 2013

Who will be the Program Manager? Ms. Mary Jane Conley

Estimated Revenue by Funding Source:

Source	Actual Year 1		Est. Yr. 2	Est. Yr. 3	Est. Yr. 4	Est. Year 5
Federal	\$ 38,253.00	100.0%	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____	%	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ 38,253.00	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					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Maintenance of Effort (In Kind)

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

Board Action Information Sheet

15
Action Item #
June 2013
Action Month



M. J. Conley
Submitted By
J. French
Person Accountable

Proposals/Grant Awards

☐ Submitting Proposal/Application

☒ Accepting Grant/Award/Subcontract

Grant Amount: \$ \$5,000.00
Federal \$ _____
State \$ _____
Private \$ \$5,000.00
Federal/State Pass Thru \$ _____
General Fund \$ _____
Value of In Kind \$ _____
Other Sources \$ _____
Total Budget : \$ \$5,000.00

Name of Fund
Pittsburgh Pioneer General Operating Support

Name of Granting Agency
The Pittsburgh Foundation
John R. and Margaret S. McCartan Charitable Fund

Indirect Cost \$ \$0.00

If there is no indirect cost to district, explain why: 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 its proper officers to accept \$5,000 from The Pittsburgh Foundation-John R. and Margaret S. McCartan Charitable Fund for the Pittsburgh Pioneer General Operating Support Award. Funds are awarded to Pittsburgh Pioneer as general operating support to be utilized by the school at its discretion to meet school or student needs. This is the year three in which a \$5,000 grant has been accepted by the McCartan Charitable Fund. The funding period shall be from July 1, 2013 until the funds are fully utilized.

Who will this benefit?

Students in Pittsburgh Pioneer

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

These funds come from a donor-advised fund and were awarded by the donor because of the donor's interest in Pioneer School. The school did not apply for these funds but was selected for its good work.

S. Kunst/K. Bowers/R. Joseph

Additional person(s) accountable for this tab

Board Action Information Sheet

15

Action Item #

June 2013

Action Month

What is the funding period? July 1, 2013 to until funds fully utilized

Who will be the Program Manager? Sylbia Kunst

Estimated Revenue by Funding Source:

<u>Source</u>	<u>Actual Year 1</u>	<u>Est. Yr. 2</u>	<u>Est. Yr. 3</u>	<u>Est. Yr. 4</u>	<u>Est. Year 5</u>
Federal	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Private	\$ <u>5,000.00</u> <u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____
Federal/State Pass Thru	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
General Fund	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Value of In Kind	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Other Sources	\$ _____ %	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>5,000.00</u> <u>100.0</u> %	\$ _____	\$ _____	\$ _____	\$ _____

Budget Projections

	<u>Actual Year 1</u>	<u>Actual Year 2</u>	<u>Actual Year 3</u>	<u>Actual Year 4</u>	<u>Actual Year 5</u>
Staffing (including fringe benefits):	_____	_____	_____	_____	_____
<input type="checkbox"/> New Staff					
<input type="checkbox"/> General Fund Offset					
Contracted Services	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Other Costs	\$ <u>5,000.00</u>	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$ <u>5,000.00</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:

n/a

Board Action Information Sheet

16

Action Item #
June 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 Corps

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 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>\$23,800.00</u>		Account Number(s)				
Rate of Payment _____ per _____		Resp.	Fund	Func.	Obj.	Amount
<input checked="" type="checkbox"/> General Fund:	<u>Site-Based</u>	<u>4102</u>	<u>624</u>	<u>1100</u>	<u>329</u>	<u>\$23,800.00</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 between Pittsburgh's KEYS Service Corps, an education-based AmeriCorps program which serves at-risk Pittsburgh youth, and Pittsburgh Allegheny K-5. This will be the second year Pittsburgh Allegheny K-5 has had AmeriCorps workers. There will be four AmeriCorps service coordinators: three (3) full-time and one (1) part-time. These service coordinators will develop and sustain an active mentoring program for high-risk students at Pittsburgh Allegheny K-5. The service coordinators will keep detailed data in areas of student achievement and personal interests.

The operating period shall be from August 20, 2013 through June 15, 2014. The total contact amount shall not exceed \$23,800 from account line 4102-624-1100-329.

Who will the services benefit?

All students at Pittsburgh Allegheny K-5.

Where will the services occur? (location)

The services will occur at Pittsburgh Allegheny K-5.

Molly O'Malley, Principal

Additional person(s) accountable for this tab

Board Action Information Sheet

16

Action Item #

June 2013

Action Month

The operating period shall be from August 20, 2013 to June 15, 2014.

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

AmeriCorp members will provide services in the areas of mentoring, community liaison and engagement. They will 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:

Increased student performance on their weekly assessments and DIBELS as well as the Terra Nova and PSSA. 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. In addition, these members will support parents and communicate with them regularly.

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

To establish a safe and orderly recess program by decreasing afternoon behavior and recess referrals and to provide an after-school tutoring program that helps students with their homework and remediate specific skills designated by the teacher.

Has objective been met? ☒ Yes; ☐ No

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

AmeriCorp tutors have helped to establish a safe and orderly recess program and have created structured games that allow students to play productively with one another. We have seen a positive impact in this approach to recess. It has decreased our afternoon behavior referrals by 50 percent as well as recess referrals. There has been an increase in grade point average and testing due to tutoring during the school day and after school.

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:

The tangible work product will include a service learning project performed by each AmeriCorp member and the Principal, Mrs. O'Malley will be the custodian of each work product. Members will also be required to hand in weekly calendars and data sheets.

Board Action Information Sheet

Additional Information:

In addition, the service coordinators will coordinate after-school tutoring and the structured recess program for 500 students during the school day. Additionally, one service coordinator will act as a community liaison and establish new partnerships for the school as well as support the pre-existing partnership. They will continue to work closely with the school's community council and engage in grant writing opportunities for the enrichment of our school.

Board Action Information Sheet

17

Action Item #

June 2013

Action Month



Mark McClinchie

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

VLN PARTNERS, LLP

1212 East Carson St

Pittsburgh, PA 15203

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 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: \$ \$1,500,000.00

Account Number(s)

Rate of Payment \$5,000 per FTE student

Resp.

Fund

Func.

Obj.

Amount

<input checked="" type="checkbox"/> General Fund:	<u>School Management</u>	<u>4605</u>	<u>010</u>	<u>1100</u>	<u>569</u>	<u>\$1,500,000.00</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 enter into a contract with VLN, Virtual Learning Network Partners. A partnership with VLN will allow the Pittsburgh Online Academy to provide a set of new (and necessary) services including, but not limited to daily homeroom, daily live teacher support, 24/7 tutoring, portfolio-based assessments, and on-demand tech support.

This contract provides a cost effective solution to operate the Pittsburgh Online Academy with services and experiences that are not available in the cyber charter market. The cost of this action shall be at a rate of \$5,000 per student cost (not to exceed an enrollment of 300 full time students). The total contract will be determined by student enrollment and retention.

Who will the services benefit?

The services will benefit the students of Pittsburgh Online Academy 4-12.

Where will the services occur? (location)

The services provided to students (content and instruction) will be provided online. Other support services will be provided to the Office of Virtual Learning (located Greenway - Room 219).

Additional person(s) accountable for this tab

Board Action Information Sheet

17

Action Item #

June 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 recommended solution from the PPS-PFT Cyber Working Committee was to pursue turnkey options through an external contract with VLN.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

VLN is providing a comprehensive set of services that will allow us to successfully operate our 4-12 school which provides an alternative path to the Promise. We expect to enroll and retain 150 students during the 2013-2014 SY (25% to come from a cyber charter school). Performance goals, such as making AYP, will be similar for any PPS school.

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:

Quality of services provided and student enrollment/retention

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

18

Action Item #

June 2013

Action Month



Lisa Yonek

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Compass Learning Inc.

203 Colorado Street

Austin, TX 78701

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 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>\$71,200.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment _____ per _____						
<input type="checkbox"/> General Fund:	Department _____	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	<u>KtO</u>	<u>4001</u>	<u>17U</u>	<u>2271</u>	<u>324</u>	<u>\$71,200.00</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 Compass Learning to provide professional development to all elementary teachers. Compass Learning will train K-5 teachers to use the Compass Learning Writing Suite (Odyssey) to support the implementation of the Common Core State Standards (CCSS). Compass Learning Odyssey supports writing with online lessons aligned to genres, supports peer editing and publishing. The elementary curriculum is being revised to align to the CCSS and is integrating considerable writing skills within each unit. This will impact the reading and writing connections within the literacy curriculum. Compass Learning will also provide digital resources and ebooks aligned to curriculum units. See companion item Committee Business/Committee on Finance, Consultant Contracted/Services #3.

Who will the services benefit?

The services provided will support all elementary literacy teachers as they implement the Common Core State Standards and the students as they engage in reading and writing connections.

Where will the services occur? (location)

Services will be provided centrally at Greenway Professional Development Center.

Additional person(s) accountable for this tab

Board Action Information Sheet

18

Action Item #

June 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?

An external contract is necessary to support the Compass Learning instructional technology program. (see the business section for companion board tab)

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Teachers and students will be able to use Compass Writing to produce and publish writing in various genres aligned to the Common Core State Standards. This process will also allow students to collaborate with peers and receive feedback from teachers.

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:

Teachers/students will be able to successfully use Compass Writing to support production of quality writing artifacts.

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

19
Action Item #
June 2013
Action Month



Rhonda Graham & Michael Dregg
Submitted By
Jerri Lynn Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Riverbends Genealogical & Historical Society
500 Tripoli Street, #214
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 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 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>\$8,000.00</u>		Account Number(s)				
		Resp.	Fund	Func.	Obj.	Amount
Rate of Payment <u>\$8,000</u> per <u>completion of</u>						
<input checked="" type="checkbox"/> General Fund:	<u>CIPD</u>	<u>4600</u>	<u>010</u>	<u>2270</u>	<u>323</u>	<u>\$4,000.00</u>
	<u>Department</u>	<u>4000</u>	<u>17V</u>	<u>2271</u>	<u>323</u>	<u>\$4,000.00</u>
<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 enter into a contract with the Riverbends Genealogical & Historical Society. For the purchase of 14 lessons created in partnership with Joseph J. Kennedy IV, CEO of Riverbends Genealogical & Historical Society and Pittsburgh resident. Riverbends specializes in African-American genealogy and history, and teaches best practices in genealogy research that fosters the sharing of information about family histories. A total of 14 lessons will be created, seven lessons will be embedded into the 9th grade biology curriculum and seven lessons will be embedded into the social studies curriculum in grades 5-12. The lessons will allow students to make personal connections to the content being taught in the core science and social studies curriculum. The lessons will enable students to see themselves and their family history within the curriculum. The 14 lesson plans will be supported by 12 hours of professional development designed to support classroom implementation.

Who will the services benefit?

Students and teachers in grades 5-12 will benefit from these culturally relevant lessons that focus on genealogy of all students and their families.

Where will the services occur? (location)

These lessons will be embedded into the Core Curriculum for science and social studies courses.

Brian Corr

Additional person(s) accountable for this tab

Board Action Information Sheet

19

Action Item #

June 2013

Action Month

The operating period shall be from July 1, 2013 to June 20, 2014.

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

Riverbends specializes in African-American genealogy and history. Riverbends teaches best practices in genealogy research that fosters the sharing of information about family histories.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Student will learn foundational skills necessary to research their family history. They will learn the science of genealogical studies and apply the necessary skills to conduct personal research.

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:

The lesson plans developed will be reviewed by the curriculum supervisors to ensure they meet District standards for instructional materials before they are embedded into the curriculum. They will also ensure that the professional development provided by Joseph aligns with District Goals.

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 14 lesson plans and up to 12 hours of professional development designed to support implementation are expected as a result of the contract. In addition, Joseph Kennedy will co-teach with one science and social studies teacher during the 2013-14 school year.

Rhonda Graham and Michael Dreger will be the custodians of the lessons and will coordinate, the professional development and supervise the co-teaching opportunities.

Board Action Information Sheet

Additional Information:

Joseph J. Kennedy, IV is the Founder and CEO of Riverbends, Inc., based in Pittsburgh, a nonprofit, independent and online organization that promotes African-American genealogy and history. Riverbends is designed not only to meet the needs of African-American amateur genealogists and historians, but also to provide value and inspiration to everyone interested in researching and sharing information about their family histories. Through Riverbends, Joe works with public, private, parochial and charter schools, and with religious, civic and corporate groups, offering lectures and workshops on how digital technology can help to capture and to learn from family history – and on what can be learned from the multifaceted perspectives of African-American History. Joe has taught courses in family history in the Hill District, the North Side, and Homewood. In researching his own family history for over a decade, Joe has reached back to 1726, identifying 78 ancestors in Pennsylvania, Virginia and North Carolina.

Joe Kennedy was born and raised in Pittsburgh, PA, as the only child of musician and educator Joseph J. Kennedy, III and Health Minister Jean C. (Megginson) Kennedy of Fox Chapel. He attended Shady Side Academy from 1973-1986, and received his B.A. in Political Science in 1990 from the College of Wooster.

The information below was extracted from the Riverbends website available at the following web address.
<http://riverbends.org/wp/about-riverbends/>

African-Americans must record and preserve the salient details of our lives and our histories for the benefit of future generations. We have the technology to do so, and we have the responsibility. We appreciate the value of such records when they exist, and we feel the pain of their absence whenever we wonder about the lives of our forebears.

We also know enough to realize the importance of eradicating any barriers to the recordation of our histories. People's race, age, income, access to technology, education level – all of these are things their descendants will want to know about – not things that should prevent their histories from being recorded in the first place.

We could, of course, simply rely on governmental agencies to capture this history for us. But if we do not control what is recorded, how it is preserved, and who has access to it, we will always be at the mercy of others for information about our own history. Moreover, most people have neither the resources to travel around to individual document repositories nor the time to spend digging through whatever records may survive there. While a plethora of for-profit genealogical services (Ancestry.com, Genealogy.com, etc.) has facilitated access to important historical and genealogical information, such services are costly, and they are not designed to meet the needs of people searching for slave ancestors, free negroes, etc.

It is, therefore, the mission of Riverbends, Inc. to promote African-American genealogy and history through an innovative organization that remains nonprofit, independent, and online. The resources and services that are available through Riverbends, Inc. are designed to meet the needs of African-American amateur genealogists and historians, but everyone interested in researching and sharing information about their family histories will find value and inspiration at Riverbends.

Board Action Information Sheet

20
Action Item #
June 2013
Action Month



Jeff Ziegler
Submitted By
Jerri Lynn Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Education Development Center

43 Foundry Avenue

Waltham, MA 02453

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>\$140,000.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment _____ per _____						
<input type="checkbox"/> General Fund:						
Department _____						
<input checked="" type="checkbox"/> Supplemental Fund						
Title II - MSP		4600	15u	2271	324	\$140,000.00
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 Education Development Center (EDC). They will fulfill the services as defined in the Department of Education Mathematics and Science Partnership (MSP) grant the funding for the first year of the grant is \$440,520, and was accepted by the Board on May 29, 2013 (Item #1). This MSP grant is a continuation of a prior MSP grant, which totaled \$703,017 over three years and ends in the summer of 2013. EDC is an identified partner in the grant, and their extensive work with teachers will serve as the model for the mathematics summer institutes, as well as the study group follow-ups during the school year. Teachers participating in the MSP grant will attend 80 hours (2 weeks) of Professional Development in June 2013. EDC will be providing three (3) mathematicians that will work with Westminister College (item #22) to deliver math content courses to the participants during the first week of this program. Materials and activities created by EDC will assist teachers to develop tasks at multiple grade levels and content disciplines, with the goal of developing students' high-level thinking skills to meet the new standards. During the academic year 2013-2014, EDC will lead or facilitate 30 hours of professional development at Pittsburgh Public Schools. (See companion Consultants/Contracted Services items #21 and 22).

Who will the services benefit?

Grade 6-12 teachers and students at various schools.

Where will the services occur? (location)

Greenway Professional Development Center

Additional person(s) accountable for this tab

Board Action Information Sheet

20

Action Item #

June 2013

Action Month

The operating period shall be from June 1, 2013 to July 31, 2014.

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

EDC is a named partner on the MSP grant.

Indicate process for making recommendation:

☒ Negotiated

☒ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

As teachers work with the mathematicians from EDC, their content knowledge will grow in relation to data analysis and probability, as well as the disciplinary work that mathematicians do. Moreover, the teacher will delve deeply into the Common Core State Standards, specifically the Math Practices, so teachers have the flexible content knowledge and experience with the tasks needed to meet the needs of varied learners.

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:

The activities of this contract will be evaluated as part of the MSP grant as a whole, an evaluation that will be carried out by the University of Pittsburgh.

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 tangible work product will not be directly from EDC rather all tasks, etc., will be compiled in conjunction with other grant work, by the project director and external evaluators. A copy of this compilation will be provided to the Department of Education as a grant requirement.

Board Action Information Sheet

Additional Information:

Through the second National Math Science Partnership (MSP) grant, the Pittsburgh Public Schools will be working in Partnership with Westminster College, Education Development Center, Inc. (EDC), and University of Pittsburgh to address the needs of Pittsburgh's approximately 12,370 6-10 students by delivering intensive, high-quality professional development via three summer institutes and coordinated follow-up activities in the subsequent school years to more than 80 math teachers. These institutes and follow-up activities will be modeled on the success of the first MSP program which spanned from 2010-2013, which built knowledge and experience critical to implementing the PA Common Core State Standards for Mathematics (CCSSM) and supported the goal of teachers at all levels seeing the practice of mathematics at the center of their professional lives.

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

21

Action Item #
June 2013
Action Month



Jeff Ziegler

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Institute for Learning

3939 O'Hara Street

Pittsburgh, PA 15213

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 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>\$35,240.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment _____ per _____						
<input type="checkbox"/> General Fund: _____						
Department _____						
<input checked="" type="checkbox"/> Supplemental Fund <u>Title II - MSP</u>		<u>4600</u>	<u>15U</u>	<u>2271</u>	<u>324</u>	<u>\$35,240.00</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 is proper officers to enter into a contract with The University of Pittsburgh. They will fulfill the services as defined in the Department of Education Mathematics and Science Partnership (MSP) grant the funding for the first year of the grant is \$440, 520, and was accepted by the Board on May 29, 2013 (Item #1). This MSP grant is a continuation of a prior MSP grant, which totaled \$703,017 over three years and ends in the summer of 2013. Total funding for all three years of the second MSP grant is approximately 1.1M. The University of Pittsburgh's Institute for Learning and Learning Policy Center is the identified higher education partner in the grant and are the External Evaluators named by the project. They will engage in a full evaluation of the MSP project. Dr. Richard Correnti from the Learning Policy Center will oversee the evaluation and conduct the data analysis necessary in the evaluation. He will take the lead in conducting classroom observations to determine if the professional development teachers receive under the grant is having an impact in the classroom. Together with the Project Director, University of Pittsburgh will be in charge of writing a summary report and sharing the evaluation of the program with the Department of Education. (See companion Consultants/Contracted Services items #20 and 22).

Who will the services benefit?

Grade 6-12 teachers and students at various schools.

Where will the services occur? (location)

Greenway Professional Development Center

Additional person(s) accountable for this tab

Board Action Information Sheet

21

Action Item #

June 2013

Action Month

The operating period shall be from June 1, 2013 to July 31, 2014.

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

University of Pittsburgh is a named partner and evaluator on the MSP grant.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

The activity should result in a full analysis of the MSP grant implementation, and will look in particular at whether the grant activities were effective in impacting classroom mathematics experiences and learning of students and practices of teachers

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:

The contract is to conduct an evaluation of other MSP grant activities, there will not be a separate evaluation of this contractor's 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:

The final work product will be delivered at the end of the grant period (September, 2016), though data will be collected annually. Yearly updates will be made by the project director and project evaluators annually, and will include copies of all lesson plans and agendas of all meetings of the grant participants and partners.

Board Action Information Sheet

Additional Information:

Through the second National Math Science Partnership (MSP) grant, the Pittsburgh Public Schools will be working in Partnership with Westminster College, Education Development Center, Inc. (EDC), and University of Pittsburgh to address the needs of Pittsburgh's approximately 12,370 6-10 students by delivering intensive, high-quality professional development via three summer institutes and coordinated follow-up activities in the subsequent school years to more than 80 math teachers. These institutes and follow-up activities will be modeled on the success of the first MSP program which spanned from 2010-2013, which built knowledge and experience critical to implementing the PA Common Core State Standards for Mathematics (CCSSM) and supported the goal of teachers at all levels seeing the practice of mathematics at the center of their professional lives.

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).

Scope of Work for Dr. Correnti

Dr. Richard Correnti will serve as co-evaluator on this study and contribute three-quarter summer months to the project in each of the study years. He will take a lead role in analyzing quantitative data and developing models analyzing data from observations and from student achievement data. Correnti has experience working with instructional data and also creating and analyzing achievement growth models. In recent work he has developed causal models with quasi-experimental data as part of a study that evaluated the influence of CSR programs on teacher practice and student achievement. His recent work has been published in American Educational Research Journal and Educational Evaluation and Policy Analysis.

Board Action Information Sheet

22

Action Item #

June 2013

Action Month



Jeff Ziegler

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Westminster College

319 South Market Street

New Wilmington, PA 16142

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>\$50,000.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment _____ per _____						
<input type="checkbox"/> General Fund:						
Department _____						
<input checked="" type="checkbox"/> Supplemental Fund						
Title II - MSP		4600	15U	2271	324	\$50,000.00
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 is proper officers to enter into a contract with Westminster College. They will fulfill the services as defined in the Department of Education Mathematics and Science Partnership (MSP) grant the funding for the first year of the grant is \$440, 520, and was accepted by the Board on May 29, 2013 (Item #1). This MSP grant is a continuation of a prior MSP grant, which totaled \$703,017 over three years and ends in the summer of 2013. A professor from the Westminster mathematics department will spend one week of the 80-hour summer program working directly with a cohort of teachers participating in the MSP grant to deepen learning around how to do mathematics in ways that reflect inquiry and disciplinary literacy. Westminster will work directly with the other grant partners, particularly EDC (item #20) and the District's project director to further develop the mathematics experiences of the teachers. Representatives from the Westminster mathematics department will also travel to PPS on various occasions to visit PPS classrooms, and engage in long-term planning around the grant activities. Westminster will also provide one mathematician from Harvey Mudd College that will work with Westminster to deliver math content to participants of the MSP summer program. (See companion Consultants/Contracted Services items #20 and 21).

Who will the services benefit?

Grade 6-12 teachers and students at various schools.

Where will the services occur? (location)

Greenway Professional Development Center

Additional person(s) accountable for this tab

Board Action Information Sheet

22

Action Item #

June 2013

Action Month

The operating period shall be from June 1, 2013 to July 31, 2014.

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

The MSP RFP required a higher education partner. As Pitt was our external evaluator, we needed another university in which the mathematics faculty also work collaboratively on issues in school mathematics.

Indicate process for making recommendation:

☒ Negotiated

☒ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

As teachers work with the mathematicians from Westminster, their content knowledge will grow in relation to data analysis and probability, as well as the disciplinary work that mathematicians do. Moreover, the teacher will delve deeply into the Common Core State Standards, specifically the Math Practices, so teachers have the flexible content knowledge and experience with the tasks needed to meet the needs of varied learners.

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:

The activities of this contract will be evaluated as part of the MSP grant as a whole, an evaluation that will be carried out by the University of Pittsburgh.

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 tangible work product will not be directly from Westminster rather all tasks, etc., will be compiled in conjunction with other grant work, by the project director and external evaluators. A copy of this compilation will be provided to the Department of Education as a grant requirement.

Board Action Information Sheet

Additional Information:

Through the second National Math Science Partnership (MSP) grant, the Pittsburgh Public Schools will be working in Partnership with Westminster College, Education Development Center, Inc. (EDC), and University of Pittsburgh to address the needs of Pittsburgh's approximately 12,370 6-10 students by delivering intensive, high-quality professional development via three summer institutes and coordinated follow-up activities in the subsequent school years to more than 80 math teachers. These institutes and follow-up activities will be modeled on the success of the first MSP program which spanned from 2010-2013, which built knowledge and experience critical to implementing the PA Common Core State Standards for Mathematics (CCSSM) and supported the goal of teachers at all levels seeing the practice of mathematics at the center of their professional lives.

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).

Westminster has a long track record of training mathematics teachers who teach throughout western Pennsylvania, including in the Pittsburgh Public Schools. Westminster mathematics faculty members are dedicated teachers and active leaders in higher education through the Mathematical Association of America.

Dr. David Offner, an assistant professor who will be working with the PPS teachers, is himself a former high school teacher who has participated in and led other professional development workshops for teachers—in particular he has led content sessions at the Park City Mathematics Institute High School Teacher Program, and been a counselor at the PROMYS for Teachers program at Boston University. He has been part of Pittsburgh Public Schools curriculum selection committees and is a partner on the district's National Science foundation Math-Science Partnership proposal.

Board Action Information Sheet

23
 Action Item #
 June 2013
 Action Month



Carole Barone Martin
 Submitted By
 Jerri Lynn Lippert *[Signature]*
 Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Sylvia Morris -Cox

660 Foxhurst Road

Pittsburgh, PA 15238

Indicate the category of this contract:

☒ NEW ☐ RENEWAL

<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Minority <input checked="" type="checkbox"/> Non Minority	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	<input type="checkbox"/> City Resident <input checked="" 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>\$10,000.00</u>		Account Number(s)				
		Resp.	Fund	Func.	Obj.	Amount
Rate of Payment <u>\$1,000.00</u> per month						
<input checked="" type="checkbox"/> General Fund:	<u>CIPD</u>	<u>4600</u>	<u>010</u>	<u>2270</u>	<u>324</u>	<u>\$10,000.00</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 is proper officers to enter into a contract with Dr. Sylvia Morris-Cox to support the development of the Common Core State Standards (CCSS) Writing Strand for the elementary literacy core curriculum work. Her expertise in PA CCSS Initiative as well as her extensive experience in developing writing content and resources as a former Pittsburgh Public School teacher an deem her highly qualified to fulfill this role.

In this role, Dr. Morris-Cox will provide the following services: write units for K-5 literacy curriculum for the writing strand, create teacher and student materials for each corresponding unit, and support assessment development related to writing.

Who will the services benefit?

The services will support all elementary literacy teachers as they implement the Common Core State Standards and the students as they engage in the writing process.

Where will the services occur? (location)

The services will be provided centrally at Greenway Professional Development Center.

Carol Barone Martin

Additional person(s) accountable for this tab

Board Action Information Sheet

23

Action Item #

June 2013

Action Month

The operating period shall be from June 2013 to May 2014.

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

An external contract is necessary due to Dr. Morris Cox's extensive experience with the PA Department of Education's Common Core State Initiative.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

As a result of the services provided by Dr. Morris Cox, PPS will implement a Common Core aligned curriculum for writing across grades K-5. This will also support the literacy team in building capacity in CCSS writing for subsequent curriculum work in elementary writing.

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:

Teachers / students will be able to successfully utilize the lessons and materials to support quality writing in the elementary grades.

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

24
Action Item #
June 2013
Action Month



C. Reed
Submitted By
L. Lane
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

VIVA Teachers

3023 N Clark Street #763

Chicago IL 60657

Indicate the category of this contract:

☒ NEW ☐ RENEWAL

<input type="checkbox"/> Individual	<input type="checkbox"/> Minority <input checked="" type="checkbox"/> Non-Minority	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	<input type="checkbox"/> City Resident <input checked="" 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 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>\$73,000.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment _____ per _____						
<input type="checkbox"/> General Fund:	Department _____	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	BMFG	1311	16N	2831	330	\$73,000.00
	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 contract VIVA Teachers, an organization whose mission is to dramatically increase classroom teachers' voice in important decisions about public education. Through a web based "crowd sourcing" approach, they open direct communication between individuals and District officials, giving district officials authentic insight into how public classrooms and schools work best so that public policy can have a positive impact on student achievement and the teaching profession.

VIVA will work with the Envisioning Team to develop an online platform over the summer to garner feedback and ideas from both teachers and families about a key question with which the Envisioning Team is grappling. A subset of these teachers and families will also develop practical recommendations towards the end of the summer and early fall that will be shared with Executive leadership, the Board and the community at large.

Who will the services benefit?

The services will benefit the entire District as we will have a deeper understanding of how families and teachers believe they can contribute to our long term planning work.

Where will the services occur? (location)

The services will occur at the central office and on the Internet.

Additional person(s) accountable for this tab

Board Action Information Sheet

24

Action Item #

June 2013

Action Month

The operating period shall be from June 27, 2013 to November 1, 2013.

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

VIVA Teachers has the technology, capability and previous experience developing these platforms in a way that we do not have internal capacity to replicate in the time frame under which we are working.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Two detailed recommendation plans will be developed and shared from both teachers and families to inform the Envisioning planning work.

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:

Two "writing collaboratives" (teachers and families) will distill the full group's ideas into a set of actionable recommendations and workable solutions. During the third and final phase, members of the Writing Collaborative deliver their ideas directly to the Superintendent.

Board Action Information Sheet

Additional Information:

Tangible work products include completed writing units for K-5 writing strand of Literacy Core Curriculum and passage based essays, prompts and questions stems for unit assessments in grades 3-5. All work and products associated with this contract shall be supervised by Lisa Yonek.

Board Action Information Sheet

25

Action Item #

June 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address: River Pediatric Therapies

3390 Saxonburg Blvd., Suite 250

Glenshaw, PA 15116

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 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>\$20,000.00</u>		Account Number(s)				
		Resp.	Fund	Func.	Obj.	Amount
Rate of Payment <u>\$35 to \$53</u> per hour						
<input type="checkbox"/> General Fund:	<u>Early Intervention</u>	___	___	___	___	___
	Department	___	___	___	___	___
<input checked="" type="checkbox"/> Supplemental Fund	<u>Admin. Time Study</u>	5181	297	2440	330	\$20,000.00
	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 the Early Childhood/Early Intervention Program to enter into a contract with River Pediatric Therapies. They will provide substitute therapists (i.e. speech, OT and PT) when the District is unable to provide staffing for these services. Substitute therapists will provide integrated speech and language supports; OT and PT services to Early Intervention children in a variety of Pre-Kindergarten settings. Services will include: speech/language therapy, screenings, assessments, evaluations and reevaluation services; IEP development; participation in IEP meetings; consultation with teachers, families, childcare providers, and other professionals.

The operating period shall be from July 1, 2013 through June 30, 2014. The cost per hour for services will range from \$35-\$53 per hour depending on the services. The total contract amount shall not exceed \$20,000 from account line 5181-297-2440-330.

Who will the services benefit?

The services provided by this contractor will benefit the children enrolled in the Early Intervention Program in correspondence with their IEP.

Where will the services occur? (location)

The services will be provided in Early Childhood/Early Intervention classrooms, in child care settings, or in the home.

Nancy Hill, Early Intervention

Additional person(s) accountable for this tab

Board Action Information Sheet

25

Action Item #

June 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?

Due to the high demand for speech therapists, OT and PT, the district is unable to provide substitutes when staff are on leave. The contractor will provide therapy services to children per their IEP.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Preschool children with IEPs will continue working towards the goals and objectives set forth in the IEP.

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:

The contractor will keep logs and data on each child that they serve.

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:

Due to the high demand for speech, OT and PT services, the district is unable to fulfill the need for substitutes for these services when Early Intervention staff are on leave of absences such as maternity leave.

Expectation is to get subservices in a timely manner so as to not have to give compensatory education.

Board Action Information Sheet

26

Action Item #
June, 2013
Action Month



Carol Barone-Martin
Submitted By
Jerri Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Carnegie Library of Pittsburgh

BLAST Program, 4400 Forbes Avenue

Pittsburgh, PA 15213

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 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>\$10,500.00</u>		Account Number(s)				
		Resp.	Fund	Func.	Obj.	Amount
Rate of Payment <u>\$100</u> per <u>classroom</u>						
<input type="checkbox"/> General Fund:	<u>Early Childhood</u>	___	see	list	___	___
	Department	___	___	___	___	___
<input checked="" type="checkbox"/> Supplemental Fund	<u>HS/EHS, HSSAP, PK</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 the Early Childhood Program to renew the contract with the Carnegie Library of Pittsburgh, Bringing Libraries and Schools Together (BLAST) Program. They will provide on-site supplemental literacy programming to children enrolled in the Early Childhood Program. The BLAST Program will offer literacy-based thematic programs to children. The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$10,500 from account lines 4805-19V-1801-329 (\$255), 4800-19V-1801-329 (\$5,185), 4800-20V-1801-329 (\$2,190), 4000-18V-1801-329 (\$1,020), and 4000-21V-1801-329 (\$1,850).

Collaboration with this agency for the provision of services was proposed in grant application that was approved by the Board of Directors on March 29, 2013. This partnership has been in existence since 2006.

Who will the services benefit?

Children

Where will the services occur? (location)

Various Early Childhood classrooms.

Additional person(s) accountable for this tab

Board Action Information Sheet

26

Action Item #

June, 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?

It helps the Program to fulfill its requirement to provide children with an engaging and stimulating learning environment that will give them the necessary skills to make a smooth transition to kindergarten.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Services will allow children to make a successful transition to kindergarten by providing supplemental literacy activities to children enrolled in Early Childhood classrooms.

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

Same as above.

Has objective been met? ☒ Yes; ☐ No

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

BLAST uses the PA Early Learning Standards when planning their lessons, and use their reading visits to expose both the teachers and the children to library resources. The program's components of quality children's literature, developmentally appropriate learning activities, rich vocabulary, and dialogic reading prepare students to enter Kindergarten and provide a model of best practices for preschool teachers and caregivers. BLAST services also helps children make successful transition into kindergarten, which is the metric used to measure success.

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

Assessments made at regular intervals to determine if goals are being met.

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

27
Action Item #
June 2013
Action Month



Carol Barone-Martin
Submitted By
Jerri Lynn Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Western Psych. Institute & Clinic (WPIC)

Drake Annex, 4117 Liberty Avenue

Pittsburgh, PA 15224

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 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>\$24,000.00</u>		Account Number(s)				
Rate of Payment <u>\$31.50</u> per hour		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	<u>Early Childhood</u>	<u>4800</u>	<u>20V</u>	<u>1806</u>	<u>324</u>	<u>\$24,000.00</u>
	Department	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	<u>HSSAP</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 the Early Childhood Program to renew the contract with Western Psychiatric Institute & Clinic (WPIC) to participate in the expansion of implementing the PATHS (Promoting Alternative Thinking Strategies) curriculum for children enrolled in Early Childhood classrooms and other outside agencies that partner with the Early Childhood Program. WPIC staff will demonstrate usage and train staff on how to use the curriculum. The contractor will also consult with staff to ensure effective implementation in targeted classrooms. Additionally, the contractor will work with teachers and staff to address behavioral concerns and will help develop parent involvement goals and objectives. The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$24,000 from account line 4800-20V-1806-324. WPIC is contracted to provide mental health services to preschool children and training and ongoing support to staff around the PATH's curriculum. Collaboration with this agency for the provision of services was proposed in grant application that was approved by Board of Directors on May 29, 2013. This partnership has been in existence since 2007.

Who will the services benefit?

Children and families.

Where will the services occur? (location)

Various Early Childhood classrooms.

Additional person(s) accountable for this tab

Board Action Information Sheet

27

Action Item #

June 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 Board does not provide this service.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Contractor will work with Early Childhood staff to expand the presence and implementation of the PATHS curriculum in targeted classrooms.

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

Same as above.

Has objective been met? ☒ Yes; ☐ No

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

WPIC provides procedures to handle the behavior problems and aggression in the child care partner classroom based on the PATHS curriculum. Reduction of these problems enables the teacher to have better classroom management and enables the children to focus on learning. The metric used to measure success is when the contractor is able to successfully implement the curriculum, which helps create a climate that supports social and emotional development, fosters preschool literacy, and builds problem-solving abilities and other life skills and when the contractor successfully provides professional development to staff at child care partnership locations that collaborate with Early Childhood, enabling the extension of this social-emotional learning to other aspects of the classroom.

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

An evaluation of contractor services is kept on file in the Early Childhood office.

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

28
Action Item #
June 2013
Action Month



Carol Barone-Martin
Submitted By
Jerri Lynn Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address: See Attached

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 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>\$ \$1,800,846.00</u>		Account Number(s)				
Rate of Payment <u>\$2,500 - \$6,600 per slot</u>		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	<u>Early Childhood</u>	4800	20V	1807	323	\$720,000.00
	Department	4000	21V	1807	323	\$1,080,846.00
<input checked="" type="checkbox"/> Supplemental Fund	<u>HSSAP, PA PKC</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 authorize the Early Childhood Program to renew the contracts with childcare agencies (see attached list) to collaborate on building best practices to enhance child services and instruction and to offer high quality learning experiences to preschool children. The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount(s) shall not exceed \$1,800,846 from account lines 4800-20V-1807-323 (\$720,000) and 4000-21V-1807-323 (\$1,080,846).

The total number of students to be served through this collaborative effort will be three hundred fifty two (352). Collaboration with these agencies for provision of services was proposed in grant applications that were approved by Board of Directors on May 29, 2013. These partnerships have been in existence as early as 2005.

Who will the services benefit?

Children and families.

Where will the services occur? (location)

see list

Additional person(s) accountable for this tab

Board Action Information Sheet

28

Action Item #

June 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 Board does not provide this service.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Contractors will work with Early Childhood staff to collaborate on building best practices to enhance services for preschool children.

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

Same as above.

Has objective been met? ☒ Yes; ☐ No

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

The objectives were met because children have benefited from the services provided by the contractors.

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

Evaluation reports from staff.

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:

2013-14 Early Childhood Education
PA PKC and HSSAP Partners

2013-14 PA Pre-K Counts	Regular School Year Slots Requested (If approved by OCDEL)	Number of Classrooms	Regular School Year Pass-Through Amount for Partners (If approved by OCDEL)	Summer Kindergarten Readiness Program Slots Requested (If approved by OCDEL)	Summer Kindergarten Readiness Program Pass-Through Funding Amounts (If approved by OCDEL)	Total Request for 2013-14	Account Number	Notes
-------------------------	--	----------------------	---	--	---	---------------------------	----------------	-------

Partner Locations:								
Brightside Academy: East Liberty	20	1	132,000	-	-	\$ 132,000	4000-21T-1807-323	\$6,600 cost per slot is the pre-established rate created by the Office of Child Development and Early Learning (OCDEL)
Elizabeth Seton Center	30	4	198,000	15	5,746	\$ 203,746	4000-21T-1807-323	
Hillel Academy of Pgh	35	2	231,000	-	-	\$ 231,000	4000-21T-1807-323	
Hilltop Community Children's Center	16	1	105,600	-	-	\$ 105,600	4000-21T-1807-323	
Small World Early Learning & Development Centers	30	2	198,000	15	5,700	\$ 203,700	4000-21T-1807-323	
YWCA of Greater Pgh: Homewood-Brushton	30	2	198,000	15	6,800	\$ 204,800	4000-21T-1807-323	
Total Partner Slots and Funding Request	161	12	1,062,600	45	18,246	\$ 1,080,846	4000-21T-1807-323	

2013-2014 Head Start Supplemental Assistance Program (HSSAP)	Regular School Year Slots Requested	Number of Classrooms	Regular School Year Pass-Through Amount	Regular School Year Slots to Fund additional children (If Approved by OCDEL)	Regular School Year Pass-Through Amount (If approved by OCDEL)	Total Request for 2013-14	Account Number	Notes
---	-------------------------------------	----------------------	---	--	--	---------------------------	----------------	-------

Partner Locations:								
UPMC Presbyterian Shadyside (Mathilda Theiss)	12	1	\$60,000	-	-	\$ 60,000	4800-20V-1807-323	Cost per slot of \$2,500 (half-day) and \$5,000 (full-day) is the pre-established rate created by the Office of Child Development and Early Learning (OCDEL)
Rodman Street Missionary Baptist Church	12	1	\$60,000	-	-	\$ 60,000	4800-20V-1807-323	
Oakland Sunshine Daycare	25	1	\$125,000	-	-	\$ 125,000	4800-20V-1807-323	
Hug Me Tight Child Life Center	20	1	\$100,000	-	-	\$ 100,000	4800-20V-1807-323	
Brightside Academy	52	3	\$260,000	12	60,000	\$ 320,000	4800-20V-1807-323	
Arsenal Family & Children's Center (half-day slots)	4	1	\$10,000	-	-	\$ 10,000	4800-20V-1807-323	
Eastminster Presbyterian Church	6	1	\$30,000	-	-	\$ 30,000	4800-20V-1807-323	
Children's Home of Pittsburgh (Child's Way)	3	1	\$15,000	-	-	\$ 15,000	4800-20V-1807-323	
Total Partner Slots and Funding Request	134	9	\$660,000	12	60,000	\$ 720,000	4800-20V-1807-323	

Board Action Information Sheet

29
 Action Item #
 June 2013
 Action Month



Carol Barone-Martin
 Submitted By
 Jerri Lynn Lippert
 Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Educational Based Services (EBS)

200 Skiles Blvd, 2nd Floor

West Chester, PA 19382

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 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>\$546,000.00</u>		Account Number(s)				
Rate of Payment <u>\$60.00</u> per hour		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	<u>Early Intervention</u>	5181	15V	1281	330	\$496,000.00
	Department	5181	19V	1281	330	\$39,000.00
<input checked="" type="checkbox"/> Supplemental Fund	<u>State EI/Head Start</u>	5181	18V	1281	330	\$4,500.00
	Account Name	5181	21V	1281	330	\$6,500.00

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 the Early Childhood/Early Intervention Program to renew the contract with Educational Based Services. They will provide integrated speech and language supports and services to Early Intervention children in a variety of Pre-Kindergarten settings. Services will include: speech and language therapy, speech and language screenings, assessments, evaluations and reevaluation services; IEP development; participation in IEP meetings; consultation with teachers, families, childcare providers and other professionals; attendance at Early Intervention staff meetings; Transition to Kindergarten activities as appropriate and provide two professional development sessions. Early Childhood/Early Intervention Program has used this contractor for the past five years.

The operating period shall be from July 1, 2013 through June 30, 2014. Payment will be \$60 per hour. The total contract amount shall not exceed \$546,000 from account lines 5181-15V-1281-330 (\$496,000), 5181-19V-1281-330 (\$39,000), 5181-18V-1281-330 (\$4,500), and 5181-21V-1281-330 (\$6,500).

Who will the services benefit?

The services provided by this contractor will benefit the children enrolled in the Early Intervention Program in correspondence with their IEP.

Where will the services occur? (location)

The services will be provided in Early Childhood/Early Intervention classrooms, in child care settings, or in the home.

Nancy Hill, Early Intervention

Additional person(s) accountable for this tab

Board Action Information Sheet

29

Action Item #

June 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?

Due to the high demand for speech therapists, we are unable to provide all speech services within the district. The contractor will provide therapy services to meet the needs of children with IEPs.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

The contracted provider will work with preschool children with IEPs toward their goals and objectives set forth in the IEP.

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

To provide integrated speech and language supports and services to Early Intervention children in a variety of Pre-Kindergarten settings.

Has objective been met? ☒ Yes; ☐ No

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

Speech and language services were provided to eligible Early Intervention children, per the child's IEP.

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

The contractor will keep logs and data on each child that they serve.

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:

Educational Based Services (EBS) provides speech therapy within the Early Intervention program. As licensed speech and language pathologists (SLP's), the staff from EBS provides the Early Intervention students within the Pittsburgh Public Schools with the following services: direct speech services, as mandated by IDEA and Chapter 14; they screen children in Early Childhood classrooms, as well as in private daycares; the SLP's communicate with parents and guardians after each session to update them on the child's progress toward IEP goals; they complete speech evaluations, to determine eligibility; they complete all the necessary paperwork to bill Medical Assistance for evaluations completed and for the direct services provided; they collect data and complete progress monitoring graphs quarterly, that are shared with families and PPS administration; EBS staff makes modifications and adaptations to the EC curriculum, to ensure that our children can access the general curriculum; and they collaborate with all staff members in regards to the child's needs.

Board Action Information Sheet

30

Action Item #

June 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

FamilyLinks

2644 Banksville Road

Pittsburgh, PA 15216

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 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>\$24,000.00</u>		Account Number(s)				
Rate of Payment <u>\$120</u> per day		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	<u>Early Intervention</u>	---	---	---	---	---
	Department	---	---	---	---	---
<input checked="" type="checkbox"/> Supplemental Fund	<u>Admin. Time Study</u>	5181	297	2440	330	\$24,000.00
	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 the Early Childhood/Early Intervention Program to renew the contract with FamilyLinks. They will provide an emotional support program for one (1) Early Intervention child with critical mental health issues that requires psychiatric supportive services. FamilyLinks provides an educational program and an extensive behavioral support classroom. This contract is on an as need basis. Payment will be \$120 per day only when a child is enrolled in the FamilyLinks program. We have used this contractor for the past six years.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$24,000 from account line 5181-297-2440-330.

Who will the services benefit?

The services provided by this contractor will benefit the children enrolled in the Early Intervention program in correspondence with their IEP.

Where will the services occur? (location)

Services will occur at FamilyLinks.

Nancy Hill, Early Intervention

Additional person(s) accountable for this tab

Board Action Information Sheet

30

Action Item #

June 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 contractor provides therapy and evaluations in a specific settings upon request per the child's IEP. Services are needed at sites around the city that cannot be provided by current staff.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

The child will have the support needed to work toward the goals indicated in the IEP.

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

To provide an emotional support program for one (1) Early Intervention child with critical mental health issues that requires psychiatric supportive services as indicated in the child's IEP.

Has objective been met? ☒ Yes; ☐ No

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

The child that was served has successfully completed the program to transition to kindergarten.

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

Contractor will keep logs and data on each child.

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:

Children have benefitted greatly from the emotional support of the therapeutic preschool through successful attendance and IEP goal acquisition.

Children have benefitted greatly from the emotional support of the therapeutic preschool through successful attendance and IEP goal acquisition.

Board Action Information Sheet

31
Action Item #
June 2013
Action Month



Carol Barone-Martin
Submitted By
Jerri Lynn Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Gateway to the Arts

6101 Penn Avenue, Suite 301

Pittsburgh, PA 15206

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 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>\$33,800.00</u>		Account Number(s)				
Rate of Payment <u>see below</u> per _____		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	<u>EC/EI</u>	_____	<u>see</u>	<u>list</u>	_____	_____
	Department	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	<u>EI, Head Start, HSSA</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 the Early Childhood/Early Intervention Program to renew the contract with Gateway to the Arts. They will conduct enrichment presentations within the Early Intervention reverse inclusion classrooms and artist residencies in each Early Childhood classroom. The objective of the activities is to reinforce and enrich the MacMillan Little Treasures curriculum. The Gateway to the Arts staff artists will present enrichment activities in the field of Story time, Drama, Creative Movement, Puppet play and Music. Artists will model arts-based instructional strategies and activities with a view to increasing teacher skills and comfort level in these areas. The operating period shall occur on selected dates to be determined between July 1, 2013 through June 30, 2014. One-time enrichment presentations will be \$100 per Early Childhood center/site (to be determined) and artist residencies will be \$350 per classroom (each classroom will receive 4 residences throughout the school year). The total contract shall not exceed \$33,800.

Who will the services benefit?

Children within the Early Childhood/Early Intervention Program will benefit.

Where will the services occur? (location)

Services will be conducted within the Early Childhood/Early Intervention classrooms.

Nancy Hill, Early Intervention
Additional person(s) accountable for this tab

Board Action Information Sheet

31

Action Item #

June 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 Board does not provide this specialized service.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

The contractor will conduct enrichment activities within the Early Childhood/Early Intervention Program playgroups. The objective of the activities is to reinforce and enrich the MacMillan Little Treasures curriculum.

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

The contractor will conduct enrichment activities within the Early Childhood/Early Intervention Program playgroups. The objective of the activities is to reinforce and enrich the MacMillan Little Treasures curriculum.

Has objective been met? ☒ Yes; ☐ No

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

The contractor provides enrichment activities within the Early Childhood/Early Intervention Program playgroups to reinforce and enrich the MacMillan Little Treasures curriculum and prepare them for kindergarten. These enrichment strategies enable the children to look deeper into curricular items and enhances their learning. Children successfully transitioning to kindergarten is the metric used to measure success. All classrooms receive GTA services. The artists also leave follow-up activities in the classroom that are aligned with early childhood learning standards.

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

Assessments will be made at regular intervals to determine if goals are being met.

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 partnership between the Early Childhood/Early Intervention Program and Gateway to the Arts has been in existence for 8 years. Collaborating with this provider is less expensive than hiring a full-time staff person to perform the work. Based on staff evaluation surveys, children have benefitted from the program through movement, music, dance and puppetry. Staff rated the program excellent. All preschool children were able to participate in groups. Oral language, literacy and movement were greatly enhanced.

Total contract shall not exceed \$33,800, payable from account lines:

5181-15T-1281-329 (\$2,000)
4801-19V-1806-329 (\$17,884)
4800-20V-1801-329 (\$4,854)
4000-18V-1801-329 (\$3,419)
4000-21V-1801-329 (\$5,643)

Board Action Information Sheet

32

Action Item #

June 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Maxim Staffing Solutions

7 Foster Plaza/661 Anderson Drive #430

Pittsburgh, PA 15220

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 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>\$131,500.00</u>		Account Number(s)				
Rate of Payment: <u>\$16.25-\$65.00</u> per hour		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	<u>Early Childhood, EI</u>	___	<u>see</u>	<u>list</u>	___	___
	Department	___	___	___	___	___
<input checked="" type="checkbox"/> Supplemental Fund	<u>HS, EHS, HSSAP, A5</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 the Early Childhood/Early Intervention Program to renew the contract with Maxim Staffing Solutions to provide individual services to students with severe special needs as required by their IEP. Services will be provided to students who require one-on-one nursing services, personal care assistants, OT and PT services, as per the students IEP and/or as substitutes in the EI classrooms and other program locations when the District cannot provide appropriate therapeutic substitutes. Maxim will provide personal care assistants (PCA), a licensed practical nurse (LPN), and a full-time nurse to the Early Childhood Program to assist with day-to-day management of the health needs of preschool children, to conduct lead and hemoglobin tests, and perform growth assessments (height, weight, and vision).

The operating period shall be from July 1, 2013 to June 30, 2014. The cost per hour for services will range from \$16.25 - \$65 per hour depending on the services. The total contract amount shall not exceed \$131,500 from account line (EI) 5181-297-2440-330 (\$50,000) and (EC) account lines 4800/4805-19V-1802/1806-330 (\$52,160), 4800-20V-1802-330 (\$11,410), 4000-18V-1802-330 (\$9,780) and 4000-21V-1802-330 (\$8,150).

Who will the services benefit?

These services will benefit students in the EC/EI programs.

Where will the services occur? (location)

Services will be provided in the EC/EI classrooms and other program location.

Nancy Hill, Early Intervention

Additional person(s) accountable for this tab

Board Action Information Sheet

32

Action Item #

June 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 district is not able to provide these services on an as need basis at the present time. (See third page of Board Action Information Sheet for more information).

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Maxim will provide one-on-one support, OT/PT and/or nursing services to students with special needs as required in the students IEP when the district cannot provide such services. They will assist with the day-to-day management of health assessments and screenings for preschool children.

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

Maxim will provide one-on-one support, OT/PT and/or nursing services to students with special needs as needed and/or required in the IEP when the district cannot provide such services.

Has objective been met? ☒ Yes; ☐ No

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

Maxim has provided one-on-one support, OT/PT and/or nursing services to students with special needs and/or substitute therapeutic services as needed and/or required in the IEP when the district could not provide such services. By providing these services, children work toward reaching their IEP goals. This is the metric used to measure success.

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

Contractor will keep logs and data on each student and will share the information with the appropriate parties.

An evaluation of contractor services is kept on file in the Early Childhood/Early Intervention offices.

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 district is unable to provide staffing for all of the services as needed. In addition, individual one-on-one aides and other services are required by the students IEP and the district has not been able to hire enough staff to support all of the student needs.

The contractor has provided these services to our program for the past two years. By providing these services, the children have met their goals and are better prepared for kindergarten.

Board Action Information Sheet

33

Action Item #

June 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address: NCS Pearson, Inc. - Clinical Assess. Div.

5601 Green Valley Drive

Bloomington, IN 55437

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 checked="" 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 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>\$12,131.00</u>		Account Number(s)				
Rate of Payment <u>7.45</u> per child		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
<input type="checkbox"/> General Fund: <u>Early Childhood</u>		4800	19T	1800	340	\$11,627.00
Department		4805	19T	1800	340	\$504.00
<input checked="" type="checkbox"/> Supplemental Fund: <u>Head Start/EHS</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 the Early Childhood Program to renew the contract with the NCS Pearson, Inc. in order for staff to enter and retrieve child outcome data from the Work Sampling System and the OUNCE assessment system. The Work Sampling and OUNCE software programs are vital tools that help staff document a child's knowledge, behavior, and academic accomplishments throughout the school year. Data will be entered and collected on approximately 1,561 preschool children and 66 Early Head Start children, ages birth to 3. Parents receive interim reports to see how their child is progressing. The data is used by administration for PD and program planning purposes.

Who will the services benefit?

Early Childhood Program

Where will the services occur? (location)

Online

Additional person(s) accountable for this tab

Board Action Information Sheet

33

Action Item #

June 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 Board does not provide this service.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Evaluation of progress that children are making in the Early Childhood Program.

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

In the past, the license subscription was paid directly to the Office of Child Development and Early Learning (OCDEL), who secured the license from Pearson. Now, programs are required to subscribe directly with the vendor, Pearson, instead of a third-party. This is the second year this set-up has been established. This assessment recommended by the state.

Has objective been met? ☒ Yes; ☐ No

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

The metric used to measure progress is when children make successful transitions in all assessed areas from "not yet", to "in progress", to "proficient" throughout the course of the year. The goal is for all students to reach proficiency in as many areas as possible before transitioning to kindergarten. The Work Sampling System is leveled by three and four-year-old skills so the items being assessed are developmentally appropriate. Teachers collect data on students throughout the year based on observations, anecdotal notes, and samples of the child's work. This data is then entered into Work Sampling and OUNCE Online. The data is compiled to look at strengths and areas of growth across the program as a whole or by classroom, gender, ethnicity, or individually.

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

Online Work Sampling and OUNCE Assessment System

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 School District of Pittsburgh will be the custodian of the work product.

Board Action Information Sheet

34

Action Item #

June 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

System 1-2-3

633 Old State Route 66

Greensburg, PA 15601

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 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>\$142,500.00</u>		Account Number(s)				
Rate of Payment <u>\$125</u> per hour		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
<input type="checkbox"/> General Fund:	<u>EC/EI</u>	___	<u>see</u>	<u>list</u>	___	___
	Department	___	___	___	___	___
<input checked="" type="checkbox"/> Supplemental Fund	<u>HS, HSSAP, ABG, PA</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 the Early Childhood/Early Intervention program to renew the contract with System 1-2-3. They will conduct professional development and mentoring in the area of applied behavior analysis (ABA), provide on-site consultation as well as off-site support and conduct functional behavioral assessments within the Early Intervention Program.

The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$142,500 from EI account line 5181-297-2440-324 (\$60,000) and EC account line's 4800-19V-1806-324 (\$52,800), 4800-20V-1806-324 (\$11,550), 4000-18V-1806-324 (\$9,900) and 4000-21V-1806-324 (\$8,250). Early Childhood/Early Intervention Program has used this contractor for the past seven years.

Who will the services benefit?

Children enrolled in the Early Intervention Program that need behavior support.

Where will the services occur? (location)

The services will occur at Early Intervention sites.

Nancy Hill, Early Intervention

Additional person(s) accountable for this tab

Board Action Information Sheet

34

Action Item #

June 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 contractor has the expertise to provide overall applied behavior analysis professional development training and support for the Early Intervention Program which cannot be supported by the District.

Indicate process for making recommendation:

☒ Negotiated ☐ Solicited Proposals ☐ Competitive Bid

Describe the expected results of this activity:

Special education teachers will learn specific student-focused strategies to support the needs of all children enrolled in the Early Intervention Program, per their IEP.

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

To provide special education teachers with the tools to support the needs of all children enrolled in the Early Intervention Program, per their IEP.

Has objective been met? ☒ Yes; ☐ No

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

The children were provided the necessary services per their IEP.

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

Contractor will keep logs and data on each child.

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:

System 1-2-3 provides the Pittsburgh Public Schools Early Intervention program with consultation, professional development and mentoring in the areas of applied behavior analysis, progress monitoring and positive behavior support.

The support services range in scope from staff development workshops to intensive on-site support for classrooms that are attempting to address significant behavior challenges in order maintain children in their least restrictive environment. These services have been delivered in community-based settings, early childhood classrooms, as well as reverse inclusion rooms.

Levels of support are tailored to the needs of the team and the children of concern and can be categorized during the initial service time as consultative (1 visit per month), facilitative (2 visits per month), concentrated (1 visit per week); or intensive (more than one visit per week).

30 children were served, all children were able to succeed in the EC setting and maintain their inclusionary placement.

Board Action Information Sheet

35
Action Item #
June 2013
Action Month



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

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

University of Pgh, Family Ctr'd Preschool
5B20 Posvar Hall
Pittsburgh, PA 15213

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 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>\$43,912.00</u>		Account Number(s)				
Rate of Payment: <u>\$29</u> per hour		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
<input type="checkbox"/> General Fund:	<u>Early Intervention</u>	---	---	---	---	---
	Department	---	---	---	---	---
<input checked="" type="checkbox"/> Supplemental Fund	<u>State Early Intervention</u>	5181	15V	1281	330	\$43,912.00
	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 the Early Childhood/Early Intervention Program to renew the contract with the University of Pittsburgh, Family Centered Preschool. They will support the Early Intervention program with one (1) family consultant to work with families, the EI staff, and agencies surrounding issues involved with preschool children with mild to severe developmental delays. The family consultant will support the following: activities for improved liaisons between classroom staff and families; staff orientation; numerous staff development activities; and other duties as needed by the PPS Early Intervention Program. The family consultant is the supportive link between home and school. Early Childhood/Early Intervention Program has used this contractor for the past seven years.

The operating period will be from July 1, 2013 through June 30, 2014. Rate of payment shall be \$29 per hour, plus mileage, not to exceed \$4,391.20 per month (10 months). The total contact amount shall not exceed \$43,912 from account line 5181-15V-1281-330.

Who will the services benefit?

Children enrolled in the Early Intervention program will benefit from this service.

Where will the services occur? (location)

Services will occur at various locations throughout the city.

Nancy Hill, Early Intervention

Additional person(s) accountable for this tab

Board Action Information Sheet

35

Action Item #

June 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 family consultant has the expertise and outside resources that will best serve the families.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

The family consultant will support the families by being the liaison between the parents and the classroom. They will provide staff orientation and provide professional development activities. The result will improve communications between staff and parents and provide information about early intervention to assist in reaching their child's goals, per their IEP.

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

To work with parents to resolve issues and concerns. To improve communications between staff and parents and provide information about early intervention to assist in reaching their child's goals, per their IEP. Provide families and staff workshops throughout the year

Has objective been met? ☒ Yes; ☐ No

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

The family consultant has been a strong connection between families and staff. She has worked with the families to provide them with information regarding early intervention and provided answers to issues and concerns. In addition, the family consultant has provided workshops to parents throughout the year including summer session and to staff regarding Diversity - Supporting all Families.

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

Contractor will keep logs and data on each child.

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 University of Pittsburgh Family Centered Preschool program provides Early Intervention with 1 family consultant. The consultant assists families with understanding the special education process, developing home/school relationships for increased parent involvement, and accessing Medical Assistance which ultimately brings funds to the EI program and is part of our allocation. If a child is not currently receiving MA, is inactive in the MA system, or is not found due to computer error or child alias the consultants follow up with the family and assist them in applying for Medical Assistance based on the child's developmental delay or income status.

Additionally, the consultant assists new families in obtaining the District required documentation for enrollment (proofs of residency, immunizations, and birth certificates.) They maintain contact with the 10 area homeless shelters and 7 community partners who support shelter outreach to ensure that children without adequate housing are able to access evaluations and services. The consultant provides additional support to families who qualify for the McKinney Vento Act so that their children do not lose their Early Intervention services due to their loss of housing. We receive referrals directly from shelters, increasing our child count, which determines another portion of our annual program funding.

As part of the Individualized Education Plan, families are asked about their need for non-EI funded services and the family consultant follows up with these requests in order to comply with state requirements. The consultant assists families with accessing community resources, such as behavioral health rehabilitative services, counseling, and other mental health services which allow children to be supported in their Least Restrictive Environment. Families are also connected with other community based family support programs such as family centers, parenting classes, food banks, housing & employment assistance, as well as disability specific training and networking opportunities. In addition, the consultant participates in outreach/enrollment and training in the community. The family consultant also serve as a resource to Early Intervention staff members and provides referrals to teachers and therapists when families ask them for help.

The target for the Pitt contract was to provide for Family Consultant who would provide families with requested outside resources, conduct trainings, facilitate the acquisition of required documents (birth certificate, immunizations, proofs of residency), assist families in completing applications for Medical Assistance, and assisting with Child Find activities at various homeless shelters in the city.

The target was achieved. By September only 1 Family Consultant was utilized. There is documentation of all activities conducted throughout the year.

Board Action Information Sheet

36
Action Item #
June 2013
Action Month



Mary Jane Conley
Submitted By
J. French/J. Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Center for Hearing and Deaf Services

1945 Fifth Avenue

Pittsburgh, PA 15219

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 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>\$5,000.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment <u>\$50 - \$65</u> per <u>hr & mileage</u>						
<input type="checkbox"/> General Fund:						
Department						
<input checked="" type="checkbox"/> Supplemental Fund	<u>2013-2014 Spec. Ed.</u>	<u>5121</u>	<u>01D</u>	<u>1221</u>	<u>323</u>	<u>\$5,000.00</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 the Program for Exceptionalities Program to renew the contract with the Center for Hearing and Deaf Services. They will provide interpreter services upon request of the Program for Students with Exceptionalities. Services shall be required when a sign language interpreter is absent or when the need occurs at different meetings throughout the year.

The operating period shall be from July 1, 2013 through June 30, 2014. The rate of payment for services range from \$60-\$65 per hour plus mileage for certified interpreters or from \$50-\$55 per hour plus mileage for non-certified interpreters. The total contract amount shall not exceed \$5,000 from account line 5121-01D-1221-323.

Who will the services benefit?

These services will benefit students who require a sign language interpreter in the absence of an interpreter at PSE or when the need occurs at different meetings throughout the year.

Where will the services occur? (location)

These services will occur at various locations throughout the Pittsburgh Public School district.

Additional person(s) accountable for this tab

Board Action Information Sheet

36

Action Item #

June 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?

A contract needs to be maintained to provide interpreter services which enable the delivery of services for students who have a deaf or hearing exceptionality. Parents with a deaf exceptionality are also supported with this contract. There are currently no language interpreters available on a substitute basis.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Students with an exceptionality of severe hearing impairment or deafness will be supported in the classroom and at other school activities in the absence of the sign language interpreter assigned. Parents who have an exceptionality of deaf will be able to participate in meetings and other school activities pertinent to their children.

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

A contract needs to be maintained to provide interpreter services which enable the delivery of services for students who have a deaf or hearing exceptionality. Parents with a deaf exceptionality are also supported with this contract. There are currently no language interpreters available on a substitute basis.

Has objective been met? ☒ Yes; ☐ No

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

The Center for Hearing and Deaf Services has provided interpreter services which enabled the delivery of services for students who have deaf and/or hearing exceptionalities.

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

Notes and comments are recorded for each sign language interpreter assigned.

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

37

Action Item #
June 2013
Action Month



Mary Jane Conley

Submitted By

J. French/ J. Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Central Pittsburgh Psychiatric Services LLC

5433 Walnut Street, Suite 3

Pittsburgh, PA 15232

Indicate the category of this contract:

☐ NEW ☒ RENEWAL

<input 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 checked="" 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 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>\$80,000.00</u>		Account Number(s)				
Rate of Payment: <u>\$200</u> per <u>hour</u>		<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	<u>2013-2014 Spec. Ed</u>	<u>5500</u>	<u>01D</u>	<u>2142</u>	<u>330</u>	<u>\$80,000.00</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 the Program for Exceptionalities Program to renew the contract with Central Pittsburgh Psychiatric Services. They will provide psychiatric evaluations, coordinate services with community-based mental health programs and provide medication management for identified students with complex and significant behavioral and mental health issues at Pittsburgh McNaugher (at Oliver). The psychiatric services are a continuation of services provided in the 2012-2013 school year.

Who will the services benefit?

These services will benefit students who have complex and significant mental health needs at Pittsburgh Oliver Citywide Academy.

Where will the services occur? (location)

These services will occur at Pittsburgh Oliver Citywide Academy.

David Lott

Additional person(s) accountable for this tab

Board Action Information Sheet

37

Action Item #

June 2013

Action Month

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

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

The students have complex and significant mental health needs. The contractor provides one-on-one intervention for students.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

One-on-one student interventions and psychiatric evaluations for students at Pittsburgh McNaugher (at Oliver).

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

To provide psychiatric evaluations, coordinate services with community-based mental health programs and provide medication management for identified students with complex and significant behavioral and mental health issues at Pittsburgh McNaugher (at Oliver).

Has objective been met? ☒ Yes; ☐ No

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

The psychiatric services filled a critical need for students with significant mental health issues which interfered with their academic instruction. Dr. Lutka's interventions helped to stabilize the neediest students in the school. She will continue to follow these students over the summer for medication management and in the 2013-14 school year for psychiatric services.

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

Contractor will keep logs and data on each student.

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

38

Action Item #

June 2013

Action Month



M. J. Conley

Submitted By

J. French/J. Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Maxim Healthcare Services Inc.

7 Foster Plaza/661 Anderson Drive #430

Pittsburgh, PA 15220

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 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: \$ \$3,400,000.00

Account Number(s)

Rate of Payment: \$16.25 - \$65.00 per hour

	<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
<input checked="" type="checkbox"/> General Fund: <u>Health Services</u>	<u>4814</u>	<u>010</u>	<u>2420</u>	<u>330</u>	<u>\$900,000.00</u>
Department	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund <u>2013-14 Special Ed.</u>	<u>5170</u>	<u>01D</u>	<u>1270</u>	<u>330</u>	<u>\$2,500,000.00</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 the Program for Exceptionalities Program to renew the contract with Maxim Healthcare Services, Inc. to provide individual services to students with severe disabilities as required by their IEPs within the Program for Students with Exceptionalities Program. Services will be provided to students who require one-on-one nursing services, bus aides, personal care assistants, physical therapy, occupational therapy, physical therapy assistant, and occupational therapy assistant services as per their IEPs and/or as substitutes at Pittsburgh Pioneer, Pittsburgh Conroy, and other school and location when the District can provide no appropriate therapeutic substitutes.

The operating period shall be from July 1, 2013 through June 30, 2014. The rate of payment is between \$16.25 - \$65.00 per hour depending on the services. The total contract amount shall not exceed \$3,400,000 from account lines 4814-010-2420-330 (\$900,000), 5170-01D-1270-330 (\$2,500,000).

Who will the services benefit?

These services will benefit students with severe disabilities as required by their IEPs.

Where will the services occur? (location)

These services will occur at Pioneer, Conroy, and other schools and locations when the district can provide no appropriate therapeutic substitutes.

Additional person(s) accountable for this tab

Board Action Information Sheet

38

Action Item #

June 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?

Nursing and other therapeutic services are not available on a substitute basis via the district at the present time. (See Board Information Sheet)

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Maxim will provide one-on-one support and /or nursing services to students with disabilities and/or substitute therapeutic services as needed and/or required in the IEP when the district cannot provide such services.

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

Maxim will provide one-on-one support and /or nursing services to students with disabilities and/or substitute therapeutic services as needed and/or required in the IEP when the district cannot provide such services.

Has objective been met? ☒ Yes; ☐ No

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

Maxim has provided one-on-one support and /or nursing services to students with disabilities and/or substitute therapeutic services as needed and/or required in the IEP when the district could not provide such services.

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

Contractor will keep logs and data on each student and will share the information with the appropriate parties.

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:

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

Pittsburgh School District does not have the staff to provide all of these services. PPS placed a Request for Proposal for these services. Collectively, along with current PPS staff, this agency will be able to adequately provide all nursing, and other therapeutic services required under IDEA as a related service as per a federal court decision (Cedar Rapids). In addition, individual one-on-one aides are required for some students and the district has not been able to hire enough to support all of the student needs.

Board Action Information Sheet

39

Action Item #

June 2013

Action Month



Mary Jane Conley

Submitted By

J French/ J. Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

PLEA

733 South Avenue

Pittsburgh, PA 15221

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 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>\$54,590.00</u>		Account Number(s)				
Rate of Payment <u>\$27,295</u> per <u>student</u>		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
<input type="checkbox"/> General Fund:	Department <u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<input checked="" type="checkbox"/> Supplemental Fund	<u>IDEA 611</u>	<u>5500</u>	<u>13V</u>	<u>1233</u>	<u>323</u>	<u>\$54,590.00</u>
Account Name <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 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 the Program for Exceptionalities Program to renew the contract with Programs for Living, Education and Advocacy (PLEA). They will provide an autistic support program for two students with severe disabilities and very critical mental health issues. PLEA provides an educational program and an extensive partial hospital program on site. Placements are made based on IEP team recommendations. The operating period shall be from July 1, 2013 through June 30, 2014. The annual tuition rate is \$27,295 per student for 2 students. Total contract amount shall not exceed \$54,590.

Who will the services benefit?

These services will benefit an autistic support program for two students with severe disabilities and very critical mental health issues.

Where will the services occur? (location)

These services will occur at the Programs for Living, Education and Advocacy (PLEA).

Additional person(s) accountable for this tab

Board Action Information Sheet

39

Action Item #

June 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?

An external contract is necessary to support the three students who have significant and complex mental health needs.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

An intensive program for three students with autism and severe mental health needs.

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

An intensive program for three students with autism and severe mental health needs.

Has objective been met? ☒ Yes; ☐ No

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

An intensive program for three students with autism and severe mental health needs.

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

Data, logs, records, and formal reports are maintained.

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

40

Action Item #

June 2013

Action Month



Mary Jane Conley

Submitted By

J. French/J. Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Systems Imaging

800 Venial Street Suite 300

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 checked="" type="checkbox"/> Profit <input type="checkbox"/> Non-Profit	<input type="checkbox"/> EBE	<input 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>\$12,600.00</u>		Account Number(s)				
		<u>Resp.</u>	<u>Fund</u>	<u>Func.</u>	<u>Obj.</u>	<u>Amount</u>
Rate of Payment <u>.50</u> per page						
<input type="checkbox"/> General Fund:	Department _____	5160	01D	1260	599	\$12,600.00
<input checked="" type="checkbox"/> Supplemental Fund	<u>2013-14 Special Ed</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 the Program for Exceptionalities Program to renew the contract with Systems Imaging. They will scan text books for physically challenged and visually impaired students who need to access their books using a computer. The books will be scanned with text editing capabilities thus permitting the students to complete their work independently. Even though some of the text books contain an audio CD, the scanned text books are still needed for the students because they need to both read and hear their curriculum, magnify the text, and be independent in the navigation of their texts as well as be able to type on pages where needed. These materials are needed for approximately fifteen students. These students all have laptop computers. The operating period shall be from July 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$12,600.

Who will the services benefit?

Physically challenged and visually impaired students throughout the Pittsburgh Public Schools.

Where will the services occur? (location)

The services will occur at Pittsburgh Carmalt K-8, Pittsburgh Brashear HS and Pittsburgh Allderdice HS, and other schools that have physically challenged students who are attending during the 2013-2014 school year.

Additional person(s) accountable for this tab

Board Action Information Sheet

40

Action Item #

June 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?

Publishers do not provide texts that are accessible for all children.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

To provide texts to physically handicapped and visually impaired students in the fifth and ninth grades so that they may utilize the regular academic curriculum. Newly adopted materials for other grade levels much also be scanned.

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

Every year we have to move up a grade level from the previous year. Last year we had fourth,fifth and ninth grade materials scanned.

Has objective been met? ☒ Yes; ☐ No

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

The fourth, fifth and ninth grade students in need of alternate formats have accessible texts.

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

Same as in prior years.

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:

Program for Students with Exceptionalities, Assistive Technology, Conroy Education Center Room 102, 1398 Page Street, Pittsburgh, PA 15233

Board Action Information Sheet

41

Action Item #
June 2013
Action Month



Mary Jane Conley

Submitted By

J French/J. Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address: See Attached

Indicate the category of this contract:

☐ NEW ☒ RENEWAL

<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Minority <input type="checkbox"/> Non Minority	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	<input checked="" type="checkbox"/> City Resident <input checked="" 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>\$36,000.00</u>		Account Number(s)				
Rate of Payment <u>\$200</u> per day		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	Department	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	<u>2013-2014 Special Ed</u>	<u>5530</u>	<u>01D</u>	<u>2142</u>	<u>330</u>	<u>\$36,000.00</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 the Program for Students with Exceptionalities to renew the contract with the following (3) individuals who will serve the Program for Students with Exceptionalities as a contracted psychologists for the 2013-2014 school year. In this capacity, they will perform individual psychological testing; participate in the Multi-Disciplinary Team (MDT), Individual Education Plan (IEP) and Gifted Individual Education Plan (GIEP); conduct individual and group psychological counseling, functional behavioral assessments, curriculum based assessments; and other duties assigned to them by their immediate clinical supervisor. The psychologists will provide evaluations in private settings as required by Individuals with Disabilities Education Improvement Act (IDEIA) and will also substitute for psychologists in PPS when substitutes are not available. The operating periods shall be from August 1, 2013 through June 30, 2014. The total contract amount shall not exceed \$36,000.

Who will the services benefit?

These services will benefit students who attend the Pittsburgh Public Schools and who are residents of the City of Pittsburgh.

Where will the services occur? (location)

These services will occur in our Pittsburgh Public Schools, and for other sites where the Program for Students with Exceptionalities serves as the Local Education Agency.

Additional person(s) accountable for this tab

Board Action Information Sheet

41

Action Item #

June 2013

Action Month

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

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

Day to day psychology substitutes are not available. Only contracted services can fulfill the need when absences occur. The requirements for religious & private school evaluations cannot be met with current staff.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Completion of all required evaluations and therapy sessions and participation in MDE, IEP and IS teams when appropriate. Evaluations required by IDEIA.

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:

Data logs, records and formal reports are maintained and written for each student served.

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:

Thorough psychological reports that meet both PA Chapter 14 and 16 regulations.

Implementation of IEP Services, if appropriate.

ACCESS documentation, if appropriate.

The custodian of this work product is Mary Jane Conley.

Board Action Information Sheet

Additional Information:

These contractors are necessary because the requirements for parochial and private school evaluations cannot be met with current staff. In addition, day to day psychology substitutes are not available and only contracted services can fulfill the need when absences occur.

Name	Address	Contract Amount	Fund Line
Nancy Hayduke	3089 Latonia Ave Pittsburgh, PA 15216	\$14,400	5530-01D-2142-330
Michaileen Vilsack	517 Guyasuta Rd. Pittsburgh, PA 15215	\$10,800	5530-01D-2142-330
Janet L. McMaster	420 West Lincoln Ave. McDonald, PA 15057	\$10,800	5530-01D-2142-330

Board Action Information Sheet

42

Action Item #

June 2013

Action Month



Mary Jane Conley

Submitted By

J French/ J. Lippert

Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

University of Pittsburgh Medical Center

Vocational Training Center

1015 Bingham Street, Pgh, PA 15203

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 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>\$100,000.00</u>		Account Number(s)				
		Resp.	Fund	Func.	Obj.	Amount
Rate of Payment <u>\$17.48 to \$53.56 per hour</u>						
<input type="checkbox"/> General Fund:	Department _____	5211	01D	1211	323	\$100,000.00
<input checked="" type="checkbox"/> Supplemental Fund	<u>2013-14 Special Ed</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 the Program for Exceptionalities Program to renew the contract with the University of Pittsburgh Medical Center. The contractor will provide a partnership for vocational and community based services between UPMC Vocational Center, CITY Connections Program and the Community Based Vocational Education Program of Pittsburgh Public Schools. Services include participation in UPMC Vocational Training Center facility based vocational program, directed by Allen Meade Gregory; supported employment services which include job development and job placement services; and school to work transition services, including Extended School Year participation, transition into the program during a student's final year in school and participation in the program following early graduation. The operating period shall be from July 1, 2013 through June 30, 2014. The payment will be at a rate of \$17.48 - \$53.56 per hour.

Who will the services benefit?

This kind of training is needed for students with severe disabilities to enable them to eventually enter the work force.

Where will the services occur? (location)

These services will occur at various community sites.

Additional person(s) accountable for this tab

Board Action Information Sheet

42

Action Item #

June 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?

UPMC Vocational Training Center is for students with significant physical and mental disabilities who will participate in supervised work experiences & transition services required by the Transition IEP.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Students with severe disabilities will receive specialized vocational evaluations and training designed for their individual skills and available resources.

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

Successful employment opportunities for students with severe disabilities.

Has objective been met? ☒ Yes; ☐ No

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

During the 2012-13 school year UPMC increased its' service to PPS and students with disabilities. Approximately eighteen students were served in the Vocational Center learning work skills that may later lead to employment. UPMC developed and supports competitive jobs for four students including three who are employed at various Walgreen's drug stores throughout the city. Others have received community-based work assessments to determine their potential for competitive employment. All of the services assist with Transition planning in an effort to help students with disabilities become adults who can contribute to their community in meaningful ways and have an enriched quality of life.

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

Quarterly written evaluations of student progress will be submitted; student's time and sign in/out sheets were maintained; documentation of individual students's goals were maintained.

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

43

Action Item #
June 2013
Action Month



Mary Jane Conley

Submitted By
J French/J. Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Watson Institute - Autism Consultation

301 Camp Meeting Road

Sewickley, PA 15143-8773

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 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>\$200,000.00</u>		Account Number(s)				
Rate of Payment <u>\$112</u>	per <u>hour +mileag</u>	Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	Department _____	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> Supplemental Fund	<u>IDEA 611</u>	<u>5500</u>	<u>13V</u>	<u>1233</u>	<u>323</u>	<u>\$200,000.00</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 the Program for Exceptionalities Program to renew the contract with the Watson Institute-Autism Consultation. They will provide expert consultation services in the area of Autism, training to staff and assist in case management for the Autistic Support classrooms and students who are included in the regular education setting. The consultant will provide feedback via meetings, trainings and reports. In addition, the contractor will provide clinical supervision and consultation support to the education program at Pittsburgh Conroy. The operating period shall be from July 1, 2013 through June 30, 2014.

The rates are as follows:

\$112 per hour

\$740 per full day (8 hours)

\$453 per half day (4 hours)

Who will the services benefit?

Program Students with Exceptionalities staff who support students with Autism and PSE students who receive Autistic Support.

Where will the services occur? (location)

This will be held in a variety of Pittsburgh Public Schools.

Additional person(s) accountable for this tab

Board Action Information Sheet

43

Action Item #

June 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 staff at Watson are highly regarded and knowledgeable in the area of Autism. Their expertise is needed in order to support families, students and staff and to support the program at Conroy.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

The contractor will provide expert consultation, training and case management for staff in the autistic support classrooms, in inclusive settings and in the program at Conroy.

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

Expert consultation, training and case management for staff in the autistic support classrooms, in inclusive settings and in the program at Conroy.

Has objective been met? ☒ Yes; ☐ No

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

The contractor has provided expert consultation, training and case management for staff in the autistic support classrooms, in inclusive settings and in the program at Conroy.

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

Data logs, records and formal reports are maintained.

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

44
Action Item #
June 2013
Action Month



Mary Jane Conley
Submitted By
J French/ J. Lippert
Person Accountable

Consultants/Contracted Services

(not to be used for District employees)

Name of Consultant or Firm:

Address:

Mr. Anthony Sallo

309 West Swissvale Avenue

Pittsburgh, PA 15218

Indicate the category of this contract:

☐ NEW ☒ RENEWAL

<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Minority <input checked="" type="checkbox"/> Non Minority	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> City Resident <input checked="" 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>\$33,750.00</u>		Account Number(s)				
Rate of Payment <u>\$225</u> per <u>Day</u>		Resp.	Fund	Func.	Obj.	Amount
<input type="checkbox"/> General Fund:	<u>Department</u>	<u>5500</u>	<u>01D</u>	<u>2142</u>	<u>329</u>	<u>\$33,750.00</u>
<input checked="" type="checkbox"/> Supplemental Fund	<u>2013-14 Special Ed</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 the Program for Exceptionalities Program to renew the contract with Anthony Sallo. Under regulations promulgated by the reauthorized Individuals with Disabilities Educational Improvement Act (IDEIA) of 2004, the District is required to identify students with disabilities in non-public schools and offer these students "Equitable Participation" in the use of IDEA Part B funds that flow to the District. Mr. Sallo will provide case management and psychological assessment to students whose parents request this service. In addition, Mr Sallo will provide technical assistance to the non-public schools in the completion of the mandated special education forms necessary for eligibility. Students who are eligible for special education services will be offered programming in the District's public schools. Parents who refuse services in the public schools will be eligible for a "group entitlement" of IDEA funds based on mandated formulas in IDEA. The operating period shall be from July 1, 2013 through June 30, 2014.

Who will the services benefit?

These services will benefit students who are eligible for special education services.

Where will the services occur? (location)

N/A

Additional person(s) accountable for this tab

Board Action Information Sheet

44

Action Item #

June 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?

District's psychology staff is fully utilized and scheduled in all of our schools and PSE does not have the capacity to assign current staff to this ongoing, permanent task.

Indicate process for making recommendation:

☒ Negotiated

☐ Solicited Proposals

☐ Competitive Bid

Describe the expected results of this activity:

Mr. Sallo, in conjunction with PSE central office staff, will complete all mandated special education referral paperwork including the psychological assessment for each non-public student referred by her/his parent. In addition, Mr. Sallo will keep an on-going database of referrals including the results of those referrals with respect to eligibility for services.

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

Mr. Sallo will complete all mandated special education referral paperwork.

Has objective been met? ☒ Yes; ☐ No

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

Mr. Sallo, in conjunction with PSE central office staff, will complete all mandated special education referral paperwork including the psychological assessment for each non-public student referred by her/his parent. In addition, Mr. Sallo will keep an on-going database of referrals including the results of those referrals with respect to eligibility for services.

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

Contractor will keep logs and data on each student.

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:

Mary Jane Conley, PSE Executive Director, will be the custodian of the work product. Expectations will include completed psychological reports for all students referred, a completed hard copy file of special education referral paperwork, and an up-to-date data file.

Board Action Information Sheet

45

Action Item #

June 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

PAYMENTS AUTHORIZED

- ☒ Teachers ☐ Students
☒ Other Staff ☐ Parents

- ☒ Outside Firm or Person

Name: See Attached List
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>\$56,700.00</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>					
	Department	<u>4000</u>	<u>18V</u>	<u>1801</u>	<u>599</u>	<u>\$56,700.00</u>
<input checked="" type="checkbox"/> Supplemental Fund	<u>Head Start</u>					
	Name					
	<u>ABG</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

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 Early Childhood Program to make payment to the following institutions for children enrolled Early Childhood classrooms to participate in field trips (see attachment) during the 2013-14 school year. Substitute locations can be made if the following institutions cannot accommodate a classroom on the day and time requested by the teacher. The field trips are to occur between July 1, 2013 and June 30, 2014 at a total payment amount(s) shall not exceed \$56,700 from account line 4000-18V-1801-599.

Provisions of these services were included in grant applications that were approved by Board of Directors on May 29, 2013.

Who will this benefit?

Children

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

Various classrooms locations between July 1, 2013 and June 30, 2014

Additional person(s) accountable for this tab

**Early Childhood Education
2013-14 Field Trip Vendors**

Vendors that charge an entrance fee

August Wilson Center
Benedum Center
Byham Theater
Carnegie Science Center
Carnegie Museum
Children's Festival
Children's Museum
Drum Trail - Bill Pate
Everybody Loves Puppets
Gateway to the Arts
Gemini Theatre
Heinz Hall
Janoski Farm and Greenhouse
John Heinz History Museum
Kelsey Friday and the Rest of the Week
Kim Adley Storytelling
Margaret Hooten Musin
Mattress Factory
National Aviary
Phipps Conservatory
Pittsburgh Ballet Theatre Performances
Pittsburgh International Children's Festival
Pittsburgh Playhouse
Pittsburgh Puppet Works
Pittsburgh Zoo & PPG Aquarium
Reilly's Summer Seat Farm
Round Hill Farm
Tiny Tots Music Concerts
Trax Farm
Venture Outdoors
White Light Project
Wild World of Animals

Vendors that don't charge an entrance fee

Allegheny County Sheriff's Department
Animal Friends
Animal Rescue League
Carnegie Library of Pittsburgh
Giant Eagle
Humane Society
Petco
Pittsburgh Ballet Theatre (Training Studio)
Pittsburgh Fire Department
Pittsburgh Police
PNC Grow Up Great - "One World, One Sky Planetarium"
Robert Wholey & Company, Inc.
Whole Foods

Board Action Information Sheet

46

Action Item #

June, 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

PAYMENTS AUTHORIZED

- ☒ Teachers ☒ Students
☒ Other Staff ☒ Parents

- ☒ Outside Firm or Person

Name: Carnegie Science Center
 Address: One Allegheny Avenue
Pittsburgh, PA 15212

- ☒ 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>\$2,500.00</u>	Account Number(s):				
<input type="checkbox"/> General Fund		<u>Resp</u>	<u>Fund</u>	<u>Func</u>	<u>Obj</u>	<u>Amount</u>
		4800	20V	1801	599	\$1,250.00
	Department	4000	21V	1801	599	\$1,250.00
<input checked="" type="checkbox"/> Supplemental Fund	<u>Early Childhood</u>					
	Name					
	<u>HSSAP, PKC</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

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 Early Childhood Program to make payment to the Carnegie Science Center. They will conduct in-house activities for children enrolled in Summer Kindergarten Readiness Program (KRP). Classroom activities will cover a broad range of science disciplines (environmental and life, physical, math and sciences). Children will also attend Science Assemblies at the Carnegie Science Center that will include audience participation, demonstrations and creative props. The days shall be from July 1 - August 31, 2013. The total payment amount shall not exceed \$2,500 (The cost is \$100 per classroom) from account lines 4800-20V-1801-329 (\$1,250) and 4000-21V-1801-329 (\$1,250). Collaboration with this agency for the provision of services was proposed in grant award approved by the Board of Directors on May 29, 2013. Approximately 94 students will be served through the Summer Kindergarten Readiness Program.

Who will this benefit?

preschool students

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

The designated summer program sites are: Children's Museum (2), Peabody (2), PCA, Frick, Carmalt (2), and Conroy (2)

Additional person(s) accountable for this tab

Board Action Information Sheet

47

Action Item #

June 2013

Action Month



Carol Barone-Martin

Submitted By

Jerri Lynn Lippert

Person Accountable

PAYMENTS AUTHORIZED

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

Name: Approved Private Schools
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>\$15,000.00</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	State EI Budget	<u>5181</u>	<u>15V</u>	<u>1281</u>	<u>323</u>	<u>\$15,000.00</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 Early Childhood/Early Intervention program to make payment to approved private schools including but not limited to Western PA School for the Deaf (WPSD) and Western PA School for Blind Children (WPSBC) for Early Intervention children enrolled in these programs during the summer of 2013. We serve approximately three children during the summer. The Department of Education, Office of Child Development requires PA Early Intervention programs to pay for special education services when children attend approved private schools.

The total payment amount(s) shall not exceed \$15,000 from account line 5181-15V-1281-323.

Who will this benefit?

Children enrolled in the Early Intervention Program will benefit.

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

Services will be provided at Approved Private Schools (APS).

Nancy Hill

Additional person(s) accountable for this tab

Board Action Information Sheet

48

Action Item #

June 2013

Action Month



Mary Jane Conley

Submitted By

J. French/J. Lippert

Person Accountable

PAYMENTS AUTHORIZED

- ☐ Teachers ☐ Students
☐ Other Staff ☐ Parents

☒ Outside Firm or Person

Name: Crossroads Speech and Hearing Inc.
Address: 3240 Washington Road, Suite 200
McMurray, PA 15317

- ☐ 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>\$90,000.00</u>	Account Number(s):				
		Resp	Fund	Func	Obj	Amount
<input type="checkbox"/> General Fund						
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	<u>13-14 Special Ed</u>	<u>5225</u>	<u>01D</u>	<u>1225</u>	<u>323</u>	<u>\$90,000.00</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 Exceptionalities Program to renew payment to Crossroads Speech and Hearing Inc., for the 2013-2014 school year for students who require speech therapy in the event of a leave of absence by PPS Speech and Language pathologist(s). This organization will provide the required and appropriate services for students with speech and hearing disabilities in the classroom. The rates for a Speech Therapist are \$48/ hour, \$340/day short term, and \$320/day long term. The rate for telepractice for speech therapy in the Pittsburgh Online Academy is \$75/hr. Telepractice is the application of telecommunications technology to deliver professional services by linking the client and or family member to a speech pathologist for intervention and or consultation. This may be required for best practices for students with disabilities attending the Pittsburgh Online Academy.

The total payment amount shall not exceed \$90,000 from account line 5225-01D-1225-323.

Who will this benefit?

This will benefit students in the Program for Students with Exceptionalities who require Speech and Hearing services in the event of long term absences of PPS employees that perform this scope of work.

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

These services will occur at the various Pittsburgh Public Schools

Additional person(s) accountable for this tab

Board Action Information Sheet

49

Action Item #

June 2013

Action Month



Mary Jane Conley

Submitted By

J. French/J. Lippert

Person Accountable

PAYMENTS AUTHORIZED

- ☐ Teachers ☐ Students
☐ Other Staff ☐ Parents

☒ Outside Firm or Person

Name: See included list

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>\$350,000.00</u>	Account Number(s):				
		Resp	Fund	Func	Obj	Amount
<input type="checkbox"/> General Fund						
	Department					
<input checked="" type="checkbox"/> Supplemental Fund	<u>13-14 Special Ed</u>	<u>5231</u>	<u>01D</u>	<u>1231</u>	<u>323</u>	<u>\$350,000.00</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 Exceptionalities Program to renew the payment of tuition costs throughout the 2013-2014 school year for students who have been placed in Licensed Private Schools as per their IEP. These schools will provide the educational program and related services for students with emotional disturbances who have extremely challenging behaviors in the classroom.

Who will this benefit?

This will benefit students who have been placed in Licensed Private Schools as per their IEP's.

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

These services will occur at the various Licensed Private Schools

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

Auberle (3 Students in 2012-2013)
1101 Hartman Street
McKeesport, PA 15132

Holy Family Institue (0 students in 2012-2013)
8235 Ohio River Blvd
Pittsburgh, PA 15202

Wesley Spectrum Academy (14 Students in 2012-2013)
243 Johnston Road
Pittsburgh, PA 15241

Board Action Information Sheet

50

Action Item #

June 2013

Action Month



Aimee R. Zundel, Esq.

Submitted By

Ira Weiss, Esq.

Person Accountable

GENERAL AUTHORIZATION

Payment Data

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

REVISÉD: Proposed June 26, 2013

1. Purpose

Formatted: Font: 12 pt

2. Authority & Organization of Policy

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.

1012. PARENTAL AND FAMILY INVOLVEMENT - Pg. 2

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

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

<p>20 U.S.C. Sec. 6318</p>	<p><u>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>);</u></p> <p><u>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>);</u></p> <p><u>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>);</u></p> <p><u>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 (<i>Section III, V</i>).</u></p> <p><u>This policy is intended to describe how the District will:</u></p> <ol style="list-style-type: none"> <u>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;</u> <u>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;</u> <u>3. Develop activities that promote the schools' and parents' capacity for strong parental involvement;</u> <u>4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law;</u> <u>5. Involve parents in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of District schools;</u> <u>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;</u> <u>7. Use findings of annual evaluations to design strategies for more effective parental involvement; and</u>
--------------------------------	--

Formatted: Font: Bold, Italic

Formatted: Font: Bold, Italic

Formatted: Space After: 12 pt, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: Bold, Italic

32. Guidelines	<p><u>8. Involve parents in the activities of schools.</u></p> <p>Section I – Parent and Family Involvement General Provisions, and Expectations, and Definitions</p> <p>This policy shall establish the role of the Pittsburgh School District <u>of 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 <u>of 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 have ample training, support, and resources. 3. Education begins with a safe and healthy learning environment. 4. Families are an essential part of the educational process. 5. A commitment from the entire community is necessary to build a culture that encourages student achievement.
----------------	---

Formatted: Header, Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

1012. PARENTAL AND FAMILY INVOLVEMENT - Pg. 5

<p><u>20 U.S.C.</u> <u>Sec. 6301(12)</u></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 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.</p> <p>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.</p> <p>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). <i>ESEA Section 9101(31)</i>—<i>20 USC</i></p>
--	---

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Indent: Left: 0.25", No bullets or numbering

Formatted: Header, Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Justified, Level 1, Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

	<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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; <p>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.</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 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 <u>are</u> will be endorsed by the Pittsburgh Board of Education with the adoption of this policy upon adoption of this document.</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 bBoard members may be contacted through the Board Office.</p>
--	---

Formatted: Justified, Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Justified, Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: Header, Indent: Left: 0.25", Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

Formatted: No bullets or numbering

Formatted: Justified, Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

<p><u>20 U.S.C. Sec. 6318(a)(2)</u></p>	<p>Section II – Policy Development and Dissemination</p> <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. ESEA, Section 1118(a)(2)–20 USC 6318(a)(2)</p>
<p><u>20 U.S.C. Sec. 6318(b)(4)</u></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. 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) 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 parent-teacher conferences, Parent School Community Council (PSCC) meetings, and other activities as requested and deemed necessary.</p>
<p><u>20 U.S.C. Sec. 6318(b)(1)</u></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. ESEA Section</p>

<p><u>20 U.S.C. Sec. 6318(c)</u></p> <p><u>20 U.S.C. Sec. 6318(a)(2)</u></p>	<p>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>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(e)(1)(2)(3) 20 USC 6318 (e)(1)(2)(3)</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> <ol style="list-style-type: none"> 1. The Division of Communications and Marketing <u>Equity Office</u>, under the direction of the <u>Superintendent</u> 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 <u>Deputy Superintendent</u> or designee. <p style="padding-left: 40px;">The Funding and Compliance Office, under the direction of the Assistant to the Superintendent for NCLB Compliance.</p> <ol style="list-style-type: none"> 3. <u>The Title Programs Office</u>, under the direction of the <u>Title Programs Coordinator</u>. <p>The <u>Equity Office</u> Division of Communications and Marketing, in collaboration with the Office of Curriculum, and Instruction and Professional Development and the</p>
--	--

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.25", No bullets or numbering

1012. PARENTAL AND FAMILY INVOLVEMENT - Pg. 9

	<p>Office of School PerformanceManagement, 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 <u>Equity Office</u>Division of Communications and Marketing to develop, facilitate, and coordinate large-scale events and provide key support and resources for parent involvement.</p> <p>The Funding and Compliance Office has responsibility and is accountable for all federal programs including Title I. As such, this office<u>The Title Programs Office shall have</u> the primary responsibility for ensuring compliance with the District's Parent and Family Involvement Policy inclusive of all <u>schools within the District</u>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.)</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<u>Division of Communications and Marketing</u>, through the Office of <u>Curriculum, Instruction and Professional Development</u>, 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 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 <u>and safety, health and welfare while at school</u>. Principals will be held accountable for fostering parent and family involvement in their schools, as defined in Section I of this policy <u>by the Office of School Performance</u>. Parent and family involvement will be maintained as an essential part of school climate review under the <u>school level improvement plan</u>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 <u>and family involvement and fostering positive parent interactions</u> 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 <u>asshall also be a</u> part of all orientations for new staff within the schools by 2007.</p>
--	---

Formatted: Not Highlight

	<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. ESEA Sec. 1118(d)(2) — U.S.C. Sec. 6318(d)(2) 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 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 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> <ol style="list-style-type: none"> 3. Participating in decisions relating to the education of their children. ESEA Sec. 1118(d)(1) — U.S.C. Sec. 6318(d)(1) 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. <p><u>School-Parent Compact</u></p> <p>As shared responsibility for high student academic achievement, each Title I school</p>
--	--

Formatted: Underline

<p><u>Sec. 6318(d)</u></p>	<p>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.</p>
<p><u>20 U.S.C.</u> <u>Sec. 6318(a)(2)(E)</u></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 <u>Equity Office Division of Communications and Marketing</u> 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 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. 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 <u>Satisfaction Ssurvey</u>. Parents and families shall work with the <u>Equity Office Office of Information and Technology</u> 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 be selected to serve as volunteers 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, 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</p>

<p><u>20 U.S.C. Sec. 6316</u></p>	<p>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. 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 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) 20 USC 6316(b)(3)(A) 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 PSSC/APTO/PTA monthly meetings and other creative methods of communication.</p>
<p><u>20 U.S.C. Sec. 6314</u></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><u>20 U.S.C. Sec. 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 All District schools shall complete a school level improvement plan in consultation with</p>

	<p>parents, school staff, the School District, and outside experts. <u>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 <u>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> <u>School Plan for Excellence.</u> 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>
<u>20 U.S.C.</u> <u>Sec. 6318(a)(2)(B).</u> <u>6318(e)(14)</u>	<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>
<u>20 U.S.C.</u> <u>Sec. 6318(a)(2)(D)</u>	<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</u></p>

Formatted: Justified, Level 1, Widow/Orphan control, Tab stops: Not at 0.3" + 0.61"

<p>"Getting Results" plan relevant to each school. Parents and families will be a part of the review and revision of the <u>school level improvement</u>"Getting Results" plan and will be required to be part of the approval process on individual "Getting Results" <u>school level improvement</u> plans as the guiding principle in schools. Each "Getting Results" <u>school level improvement</u> plan will include parental and family involvement provisions linked to school improvement. A PSCC Handbook, <u>including more detailed information and guidelines for District PSCCs</u>, will be published by the District to serve as a guide for more detailed information and may be obtained by contacting the <u>Equity Office</u>Division of Communications and Marketing. Each PSCC is expected to abide by the terms of the PSCC Handbook.</p> <p><i>Purpose –</i></p> <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 <u>PSCCs Council</u> 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 <u>maintain a seat on in the school PSCC</u> 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.</p> <p><i>Relationship To Other School Organizations –</i></p> <p>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:</p> <ol style="list-style-type: none"> 1. Instructional Cabinet 2. Discipline Committee 3. PTA/PTO 4. Right to Education Task Force 5. <i>Excellence for All</i> Parent Steering Committees

Formatted: Font: Not Italic

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 member~~ participating 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 66~~ 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 and state~~ Head Start/Early Head Start and other State Pre-Kindergarten grants. All programs follow the Head Start Performance Standards which include a high level of family connection to school and community as well as parent and family involvement and engagement in the transition to new learning environments ~~programs~~. This will occur through the inclusion and participation of Early Childhood families in school-based parent and family involvement and engagement activities ~~Parents with children in early childhood education programs will also be included in the school-based parent and family involvement and engagement~~.

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Italic

	<p><u>PTO/PTSO</u></p> <p>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.</p> <p><u>PTA/PTSA</u></p> <p>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.</p> <p><u>Right To Education Task Force</u></p> <p>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. <u>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).</u></p> <p>Right to Education Task Force members include parents, public agencies, and school officials. <u>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.</u></p>
--	---

<p>Pol. 920, 1004</p> <p>20 U.S.C. Sec. 6318(a)(2)(C)</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, <u>safety</u> 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 <u>Volunteers</u> are required to have <u>Act 34 both 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. Volunteers inactive for a two year or more time period must reapply for clearances.</u></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> <p>Section V – Capacity Building for Parental 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. ESEA Section 1118(a)(2)(C) 20 USC 6318(a)(2)(C) The District, with the assistance of the Equity Office <u>Division of Communications and Marketing</u>, 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 that serves as a parent</p>
---	---

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

<p><u>20 U.S.C. Sec. 6318(e)(3), 6318(e)(6)</u></p>	<p>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 about how to effectively support parental and family involvement. 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>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 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. 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>
---	---

Formatted: Font: 12 pt

Formatted: Font: 12 pt

1012. PARENTAL AND FAMILY INVOLVEMENT - Pg. 19

<u>20 U.S.C. Sec. 6318(c)(4)(A)</u>	1. Timely information about programs under No Child Left Behind. ESEA 1118(e)(4)(A) — 20 U.S.C. 6318(e)(4)(A)
<u>20 U.S.C. Sec. 6318(c)(4)</u>	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> .
<u>20 U.S.C. Sec. 6318(d)(2)(B)</u>	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 District , or the parents - is encouraged to be included.
<u>20 U.S.C. Sec. 6318(e)(2)</u>	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.
<u>20 U.S.C. Sec. 6318(d)(2)(C)</u>	5. A system for reasonable access to school staff, including 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. 6318(d)(2)(C)</u>	6. Opportunities to volunteer and participate in their child's classroom. The Pittsburgh 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 <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>	7. Opportunities to observe classroom activities. ESEA 1118(d)(2)(C) — 20 U.S.C.

6318(d)(2)(C)	6318(d)(2)(C)
20 U.S.C. 6318(e)(4)(C)	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>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. ESEA 1118(e)(4)(C)—20 U.S.C. 6318(e)(4)(C)</u>
20 U.S.C. 6318(a)(3)(B)	
20 U.S.C. 6318(e)(10)	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. ESEA 1118(e)(10)—20 U.S.C. 6318(e)(10)
20 U.S.C. 6318(e)(8)	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.
20 U.S.C. Sec. 6318(e)(13)	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.
	<u>Information And Its Distribution To Parents In Understandable Language</u>
20 U.S.C. Sec. 6318(e)(5)	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) When possible, all information for parents and families shall be posted on the Parent and Family Site of the Pittsburgh School District Internet site. "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</u> site and at all individual schools which describes programs and

Formatted: Font: Italic

	<p>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 7. Outreach Activities (Example: Intergenerational programs) <p><u>7.8. Parent/Family Involvement Opportunities</u></p> <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) 8. Pennsylvania Parent Information Resource Center 9. Pennsylvania Department of Education
--	--

Formatted: Indent: Left: 0.25", No bullets or numbering

Formatted: Font: 12 pt

<p><u>20 U.S.C. Sec. 6318(g)</u></p> <p><u>20 U.S.C. Sec. 6311(h)(6)(A)</u></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>Annual School District And School Report Cards</u></p> <p>The School District shall prepare and disseminate an annual school district report card which reports on the progress of academic achievement, adequate yearly progress, school improvement status, professional qualifications of teachers, and other required information under ESEA law. This information shall also be widely distributed to the media and public agencies. ESEA 1111(h) (2) (A) (B) (E) 20 USC 6311(h) (2) (A) (B) (E) the School District will involve parents in the annual development of these report cards. Data shall be presented to parents and families in an understandable format for all schools.</p> <p><u>Federally Funded Statewide Parent Information Resource Center</u></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. ESEA 1118(g) 20 USC 6318(g) The center in Pennsylvania is: Center for Schools and Communities, 275 Grandview Avenue, Suite 200, Camp Hill, PA 17011, 717-763-1661 Website: www.center-school.org</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: 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
---	--

Formatted: Normal, Justified

	<p>qualifications.</p> <p>The DDistrict shall mail to each individual parent the following: ESEA 111(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. 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 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><u>20 U.S.C.</u> <u>Sec. 7912</u></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. ESEA 9532 — 20 USC 7912
<p><u>20 U.S.C.</u> <u>Sec. 6316(e)(1)</u></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 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><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> <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

1012. PARENTAL AND FAMILY INVOLVEMENT - Pg. 24

	<p>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 1061(e)(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(e)(1)(F)(i)(ii) — 20 USC 6301</p>
<p><u>22 Pa. Code</u> <u>Sec. 4.4</u></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><u>22 Pa. Code</u> <u>Sec. 4.4</u></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>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><u>20 U.S.C.</u> <u>Sec. 7372(d)(2)</u></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.</u> <u>Sec. 7908(2)</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</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>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(c)(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"> <u>1. An annual meeting was not convened by the principal to explain Title I offerings to parents;</u> <u>2. Parents were refused information on the professional qualifications of their child's classroom teacher; or</u> <u>3. Parents were not notified of opportunities to participate in voluntary school choice program when their child's school was in an appropriate school improvement stage.</u> <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>
--	---

Formatted: Normal, No widow/orphan control

Formatted: Numbered + Level: 1 +
Numbering Style: 1, 2, 3, ... + Start at: 1 +
Alignment: Left + Aligned at: 0" + Tab after:
0.25" + Indent at: 0.25"

Formatted: Indent: Left: 0.25", No bullets or
numbering

Formatted: Indent: Left: 0.25"

	<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</u>. <u>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 – <u>The Assistant to the Superintendent for NCLB Compliance (the “Assistant”) 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. A copy of the complaint will be given to (The principal will also be directed and directions given for him/her to respond to the complaint.</u> 3. Investigation – <u>After receiving the principal’s response, the Title Programs Office, along with the principal’s supervisor/Assistant, will determine whether further investigation is necessary. If necessary, the Title Programs Office and/or the Assistant Superintendent/principal’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> 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> 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>2. <u>Definitions</u> <u>20 U.S.C.</u> <u>Sec. 7801(31)</u></p> <p><u>20 U.S.C.</u> <u>Sec. 7801(32)</u></p>	<p>6. <u>Follow-up</u> – The Title Programs Office and the principal’s supervisor Assistant will ensure that the resolution of the complaint is implemented.</p> <p>7. <u>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.</p> <p><u>Right to Appeal to Superintendent or designee</u> – 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><u>8. Right to Appeal to PDE</u> – Either party may appeal the final resolution to the Pennsylvania Department of Education 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. The complaint to PDE should include the state violation, facts to back up the statement, a record of discussions and meetings held, copies of all correspondence, and your signature and contact information. Appeals should be addressed as follows:</p> <p>----- Chief ----- Division of Federal Programs ----- Pennsylvania Department of Education ----- 333 Market Street ----- Harrisburg, PA 17126-0333</p> <p><u>Parent</u> 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><u>Parent and family involvement</u> 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. <u>That parents and families play an integral role in assisting their child’s learning;</u> 2. <u>That parents and families are encouraged to be actively involved in their child’s education at school;</u>
--	--

Formatted: Numbered + Level: 1 +
Numbering Style: 1, 2, 3, ... + Start at: 1 +
Alignment: Left + Aligned at: 0" + Tab after:
0.25" + Indent at: 0.25"

Formatted: Indent: Left: 0.25", No bullets or
numbering

	<p>3. <u>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;</u></p> <p>4. <u>That other required parental and family involvement activities are carried out in compliance with relevant federal and state law and regulations.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>References:</u></p> <p><u>State Board of Education Regulations – 22 PA Code Sec. 4.4. 403.1</u></p> <p><u>No Child Left Behind Act of 2001 – 20 U.S.C. Sec. 6318</u></p>
--	--

Formatted: Indent: Left: 0.25", No bullets or numbering

SECTION: COMMUNITY

TITLE: PARENT AND FAMILY INVOLVEMENT

ADOPTED: September 27, 1989

REVISED: Proposed June 26, 2013

SCHOOL DISTRICT OF PITTSBURGH

	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 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 Section 1114 of the No Child Left Behind Act (applies only to Title I schools operating a Schoolwide Program) (<i>Section IV</i>); 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>); 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>); 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>); 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
--	--

<p>20 U.S.C. Sec. 6318</p>	<p>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 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.
3. Guidelines	<p>Section I – Parent and Family Involvement General Provisions and Expectations</p> <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>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 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</p>
20 U.S.C. Sec. 6301(12)	

	<p>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>
<p>20 U.S.C. Sec. 6318(a)(2)</p>	<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>
<p>20 U.S.C. Sec. 6318(b)(4)</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.</p>
<p>20 U.S.C. Sec. 6318(f)</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. 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 parent-teacher conferences, Parent School Community Council (PSCC) meetings, and other activities as requested and deemed necessary.</p>
<p>20 U.S.C. Sec. 6318(b)(1)</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</p>

<p>20 U.S.C. Sec. 6318(a)(2)</p>	<p>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>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 designee. 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.</p>
--------------------------------------	---

<p>20 U.S.C. Sec. 6318(d)(2) 20 U.S.C. Sec. 6318(d)(1)</p>	<p>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 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 by the Office of School Performance. 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 system by which parents and students can monitor homework, attendance,</p>
--	--

<p>20 U.S.C. Sec. 6318(d)(1) 20 U.S.C. Sec. 6318(d)(2)(A)</p>	<p>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> <ol style="list-style-type: none"> 3. Participating in decisions relating to the education of their children. 4. Participating in all parent-teacher conferences. 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.
<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 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>
20 U.S.C. Sec. 6316	<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 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>
20 U.S.C. Sec. 6318(a)(2)	<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>
20 U.S.C. Sec. 6316(b)(3)(A)	<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</p>

	<p>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 PSCC/PTO/PTA monthly meetings and other creative methods of communication.</p>
<p>20 U.S.C. Sec. 6318(a)(2)(B), 6318(e)(14)</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>20 U.S.C. Sec. 6318(a)(2)(D)</p>	<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>

	<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.</p> <p><i>Relationship To Other School Organizations –</i></p> <p>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:</p> <ol style="list-style-type: none"> 1. Instructional Cabinet 2. Discipline Committee 3. PTA/PTO 4. Right to Education Task Force 5. <i>Excellence for All</i> Parent Steering Committees 6. Early Childhood Education Policy Council, where applicable 7. School Volunteers <p><i>PSCC Procedures –</i></p> <p>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.</p>
--	--

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 and state Head Start/Early Head Start and other state Pre-Kindergarten grants. All programs follow the Head Start Performance Standards which include a high level of family connection to school and community as well as family engagement in the transition to new learning environments. This will occur through the inclusion and participation of Early Childhood families in school-based parent and family involvement and engagement activities.

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

<p>Pol. 920, 1004</p>	<p>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.</p> <p><u>Right To Education Task Force</u></p> <p>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.</p> <p>Right to Education Task Force members include parents, public agencies, and school officials. 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.</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</p>
-----------------------	--

	<p>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>
<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><u>Staff Development To Support Parental Involvement</u></p>
<p>20 U.S.C. Sec. 6318(e)(3), 6318(e)(6)</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) 20 U.S.C. Sec. 6318(c)(4)</p>	<p>1. Timely information about programs under No Child Left Behind.</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</p>

<p>20 U.S.C. 6318(d)(2)(C)</p>	<p>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) 20 U.S.C. 6318(c)(4)(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(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 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)(10)</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. 6318(e)(8)</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)(13)</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>20 U.S.C. Sec. 6318(e)(5)</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 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
--------------------------------------	---

	<ol style="list-style-type: none"> 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) 8. Pennsylvania Parent Information Resource Center 9. Pennsylvania Department of Education 10. National PTA and Pennsylvania PTA 11. Education Law Center-PA 12. Various regional and local community resources <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 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>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.
22 Pa. Code Sec. 4.4	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.
22 Pa. Code Sec. 4.4	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.
22 Pa. Code Sec. 4.4	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.
20 U.S.C. Sec. 7372(d)(2)	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 administration instructions.
20 U.S.C. Sec. 7908(2)	6. To review procedures for having their child receive reasonable accommodations, if available, when taking state assessments.
20 U.S.C. Sec. 6812	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.
	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.
	9. To participate in parental involvement activities affiliated with programs such as Limited English Proficiency Program Homeless Education Program as appropriate

<p>42 U.S.C. Sec. 11431 et seq.</p> <p>20 U.S.C. Sec. 7115, 7175</p>	<p>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 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
--	--

<p>2. Definitions 20 U.S.C. Sec. 7801(31)</p>	<p>the complaint.</p> <ol style="list-style-type: none"> 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 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. 4. Opportunity to Present Evidence – The Title Programs Office may provide for the complainant and the principal to present evidence. 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. 6. Follow-up – The Title Programs Office and the supervising Assistant Superintendent will ensure that the resolution of the complaint is implemented, if applicable. 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>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> <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, 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>
------------------------------------	--

Board Action Information Sheet

51

Action Item #

June 2013

Action Month



Lisa Augustin

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 of Directors of the School District of Pittsburgh authorize its proper officers to grant a five (5) year charter for the Hill House Passport Academy Charter School based upon the revised and resubmitted application pursuant to the Charter School Law, 24 P.S. § 17-1717-A (f), and in accordance with the Review Team's written report to the Board.

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.

A written Charter shall be drafted by the Law Department which shall contain the provisions of the revised and resubmitted charter application and which shall be signed by the Board President and the President of the Board of Trustees for the charter school.

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

52

Action Item #

June 2013

Action Month



David May-Stein

Submitted By

Jeannine French

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	\$0.00	Account Number(s):				
		Resp	Fund	Func	Obj	Amount
<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 of Directors of the School District of Pittsburgh authorize its proper officers to host Mr. Atsuya Yoshida during the 2013-2014 school year as a visiting cultural enrichment specialist of Japanese language at Pittsburgh Allderdice High School. Mr. Yoshida is from Sendai, Japan and will be working with Dr. Isabel Espino de Valdivia, Japanese/Spanish teacher at Pittsburgh Allderdice High School. This will be at no cost to the District, as all of Mr. Yoshida's expenses will be covered by J-LEAP (Japanese Language Education Assistants Program) and its sponsoring organizations, The Japan Foundation and the Laurasian Institution. The objective of J-LEAP is to strengthen U.S. K-12 Japanese language programs and to promote international exchange between the U.S. and Japan. Mr. Yoshida will observe Dr. de Valdivia's classes, assist with instruction and provide authentic cultural experiences for all Pittsburgh Public Schools Japanese students. Mr. Yoshida will receive the appropriate clearances.

Who will this benefit?

All Pittsburgh Public Schools students and teachers of Japanese.

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

The activities/services will occur primarily at Pittsburgh Allderdice High School. Dr. deValdivia (Japanese teacher) was selected by J-LEAP to host Mr. Yoshida.

Melissa Friez, Principal

Additional person(s) accountable for this tab

Board Action Information Sheet

53

Action Item #

June 2013

Action Month



Angela Abadilla

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>Arts Education Dept.</u>					\$0.00
	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 establish a summer instrumental program for the 2012-2013 summer that will provide brass, woodwind, string and percussion lessons to beginning band and string students entering into grades 5-8 who wish to play an instrument for the following school year. The Summer Instrumental Program will run 4 weeks, starting on July 15, 2013 and ending August 9, 2013; and

FINALLY RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into Memoranda of Understandings with Community Partners to permit programming on their property on terms and conditions approved by the Solicitor so long as the Community Partners agree to provide the program space at no cost to the District. The Board directs the Superintendent or designee to seek sites in the North, South, East, West and Central regions of the city in order to maximize accessibility for eligible students.

Who will this benefit?

The program will benefit all beginning instrumental music students in grades 5-8; their regular in-school instrumental music teachers and instrumental programs; and Pgh CAPA 6-12 regarding audition preparation.

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

This program will run Monday-Friday from July 15, 2013- August 9, 2013 at various Pittsburgh Community Locations N, S, E, W and Central of the city, making program availability more accessible to PPS students.

Angela Abadilla

Additional person(s) accountable for this tab

Board Action Information Sheet

Additional Information:

This is a four week Pittsburgh Public Schools Summer Instrumental Program that will be taking place from July 15, 2013 to August 9, 2013. This program is free to participating PPS students.

4 Pittsburgh Public School Music Educators leading this program will specialize in Brass, Woodwinds, Strings and percussion and will provide lessons covering instrumental performance; instrument care; practicing techniques; sight reading and music theory for beginning students entering into grades 5-8 for the 2013-2014 School year.

This program was designed to offer support to instrumental music programs in PPS K-5, K-8 and 6-8 schools as well as 6-8 students in PPS 6-12 schools. Students starting an instrument in the 5th grade and who also wish to apply to Pittsburgh CAPA 6-12 in the Fall of each school year, will need to audition as part of the application process. This summer program can offer the additional preparation and playing time needed for these particular students.

This program will be offered in 5 different community organizations (still being finalized) in the North, South, East, West and Central parts of the city. All 5 organizations chosen will be providing their agreed upon building space free of charge to the Pittsburgh Public Schools. Designated areas will be identified to secure all district instruments being provided for student use during the course of the program.

There will be two sessions offered at each of the 5 sites per week. Students will be able to choose the site in the city they wish to attend as well as either the morning session which will run from 9:00 a.m. to 11:30 a.m. or the afternoon session running from 12:30 p.m. to 3:00 p.m.

Since the arts department is working toward building arts access, arts awareness, and arts appreciation in all PPS communities, participating students' parents will also be invited and encouraged to attend these sessions with their children and will be able to take part in hands-on adult "arts" experiences while waiting for their children to finish their instrumental sessions.

Starting on June 27th, 2013, 5th- 8th graders will be able to apply for this program online (online forms can be filled out and emailed to the arts/music department). They may also call and leave their information with the arts department. Students will receive a return call to confirm their participation request and acceptance into the program.

Board Action Information Sheet

54

Action Item #

June 2013

Action Month



Allison McCarthy

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$13,000.00</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>4000</u>	<u>010</u>	<u>1100</u>	<u>640</u>	<u>\$13,000.00</u>
<input type="checkbox"/> Supplemental Fund	<u>Name</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 support the AP European History textbook committee's recommendation to purchase a new textbook for the AP European History course that will be available to all District High Schools for the 2013-2014 school year. The textbook was selected pursuant with the district's textbook policy. A parent, the social studies supervisor, the AP coordinator, and one teacher were involved with the selection of this textbook. The text selected for this course is the following:

Spielvogel, Jackson. (2012). Western Civilization – Since 1300 8th Edition AP Version. Massachusetts: Wadsworth.

The textbook is approved by the College Board, and it is aligned to the AP European History exam. In addition to the textbook, the District will also receive a six year contract to have the textbook available online for students to access who are enrolled in the course. This text was selected over other textbooks due to the level of alignment to the AP European History topics. This textbook will replace the previous textbook that was adopted in 2001.

3 sections of this course will be offered in the 2013-2014 school year.

Who will this benefit?

This textbook purchase will benefit students taking the course, the high schools who have diversified their Social Studies offerings to offer the course, and the district as it enhances the "Excellence for All" agenda.

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

It is available to all high schools that offer the AP European History course.

Michael Dreger

Additional person(s) accountable for this tab

Board Action Information Sheet

55

Action Item #

June 2013

Action Month



Jeff Ziegler

Submitted By

Jerri Lynn Lippert

Person Accountable

GENERAL AUTHORIZATION

Payment Data

Total Cost This Action:	<u>\$117,271.50</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>textbook line</u>	<u>4600</u>	<u>010</u>	<u>1100</u>	<u>640</u>	<u>\$117,271.50</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 adopt the Advanced Algebra's textbook committee's recommendation to purchase Core-Plus Mathematics (McGraw Hill Education) Course 2&3. The Core-Plus textbook will serve as a textbook for the Advanced Algebra course and will align to the Common Core standards. This is a new course that was approved by the Board on May 29, 2013 (Item #19), which will replace the current 4th year math course SBM-12. The textbook was selected pursuant with the District's textbook policy. One parent, one community member, the mathematics curriculum supervisor, the mathematics curriculum coordinator, four teachers and one special education supervisor were involved with the selection of this textbook. The criteria/components used to select these texts were: alignment to the Common Core Standards in mathematics, mathematics content, logical development and progression of content within the course, and alignment to the District's philosophy of teaching and learning in mathematics. The total cost of this action shall not exceed \$117,251.50 and is dependent on the number of sections of Advanced Algebra offered at our high schools.

Who will this benefit?

All Advanced Algebra students.

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

All high schools.

Additional person(s) accountable for this tab

Board Action Information Sheet

56

Action Item #

June 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 Intervention</u>					<u>\$0.00</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 Early Childhood/Early Intervention Program to approve up to 40 University of Pittsburgh speech interns to assist Early Intervention staff in conducting speech screenings. The interns will assist the EI staff with screenings within the Early Childhood/Early Intervention classrooms during the 2013-2014 school year. Children that are identified with speech delays will be eligible to receive needed speech services from the Early Intervention Program. We have done this for the past three years.

The speech interns will not be paid, therefore there is no expense to the Board.

Clearances will be obtained prior to starting.

Who will this benefit?

Children identified with speech delays will benefit.

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

Screenings will take place in all Early Childhood classrooms.

Nancy Hill, Senior Program Officer

Additional person(s) accountable for this tab

Board Action Information Sheet

57

Action Item #

June 2013

Action Month



Allison McCarthy

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						
	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 accept a donation of 400 Pittsburgh Pirates Tickets from the Pittsburgh Pirates. Tickets are for the August 6th evening game and tickets will be distributed to students attending the 2013 Advanced Placement Summer Academy and International Baccalaureate Summer Program. Pittsburgh Pirates tickets are valued at \$24 apiece for a total donation of \$9,600. Pittsburgh Public Schools will encourage staff members from both programs to attend. The game starts at 7:05 pm.

FINALLY RESOLVED, That the Board extends its sincere thanks and appreciation to Chaz Kellem, Manager of Diversity Initiatives for the Pittsburgh Pirates for coordinating this effort and for providing this generous gift to our Pittsburgh Public School AP and IB students.

Who will this benefit?

This will benefit all students that attend the Advanced Placement Summer Academy and the IB DP Summer Program in the District.

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

All students who attend the Advanced Placement Summer Academy and IB DP Summer Program will receive tickets to attend the game.

Jaclyn Castma

Additional person(s) accountable for this tab

Board Action Information Sheet

58

Action Item #

June 2013

Action Month



M. Howze

Submitted By

B. Rudiak

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						
	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 accept a donation of 5,200 Pittsburgh Pirates Tickets from the Pittsburgh Pirates. Tickets are for five (5) evening games:

Tuesday, July 30, 2013 @ 4:05PM vs. St. Louis Cardinals
Wednesday, July 31, 2013 @ 7:05PM vs. St. Louis Cardinals
Monday, July 29, 2013 @ 7:05PM vs. St. Louis Cardinals
Tuesday, August 6, 2013 @ 7:05PM vs. Miami Marlins
Wednesday, August 7, 2013 @ 7:05PM vs. Miami Marlins

Tickets will be distributed to K-8th grade campers attending the 2013 Summer Dreamers Academy. Pittsburgh Pirates tickets are valued at \$16 apiece for a total donation of \$83,200. Pittsburgh Public Schools will encourage Summer Dreamers Academy staff members to attend.

FINALLY RESOLVED, That the Board extends its sincere thanks and appreciation to Chaz Kellem, Manager of Diversity Initiatives for the Pittsburgh Pirates for coordinating this effort and for providing this generous gift to our Pittsburgh Public School students that will attend the Summer Dreamers Academy.

Who will this benefit?

This will benefit all K-8th grade students that attend the Summer Dreamers Academy in the District.

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

All K-8th grade students who attend the Summer Dreamers Academy will receive tickets to attend a game.

C. Cray/A. Willson

Additional person(s) accountable for this tab

Board Action Information Sheet

59

Action Item #

June 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>					
	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 Early Childhood Program to accept a donation from the Allegheny Intermediate Unit (AIU), through a grant from the Heinz Endowments, to the School District of Pittsburgh on behalf of the Early Childhood Program.

The Allegheny Intermediate Unit received a grant from the Heinz Endowments to improve kindergarten transition practices in Allegheny County. The AIU has donated \$800 to the Early Childhood Program to participate on the Kindergarten Transition Planning Team. The Early Childhood Program, along with eleven (11) other school districts, will collaborate with the AIU in planning kindergarten transition activities for the 2013-14 school year. This is the third year of this collaboration.

The Early Childhood Program will use the \$800 to bolster current efforts to transition preschool children to kindergarten in the Pittsburgh Public Schools.

FINALLY RESOLVED, That the Board expresses its appreciation and thanks to the Allegheny Intermediate Unit for this generous donation to the District.

Who will this benefit?

Children transitioning to kindergarten.

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

The team will meet at various off-site locations to plan kindergarten transition activities. The School District was selected by the AIU as one of 12 local school districts to participate in this grant activity.

Additional person(s) accountable for this tab

Board Action Information Sheet

60

Action Item #

June 2013

Action Month



M. J. Conley

Submitted By

J. 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						
	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 accept a donation of \$600 from the Greek Orthodox Ladies Philoptochos Holy Cross Greek Orthodox Church, which is the philanthropic arm of the church. This donation is provided as unrestricted support for Pittsburgh Conroy to utilize for any needs it may have.

FINALLY RESOLVED, That the Board extends its sincere thanks and appreciation to the Greek Orthodox Ladies Philoptochos Holy Cross Greek Orthodox Church for their donation to the District.

Who will this benefit?

Students in Pittsburgh Conroy

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

The school was selected by the church based on the church members' knowledge of the good work done by the school with its students.

K. Bowers/R. Mrvos/R. Joseph/C. Mackin

Additional person(s) accountable for this tab

Board Action Information Sheet

61

Action Item #

June 2013

Action Month



Barb Rudiak

Submitted By

Barb Rudiak

Person Accountable

BZ

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 is proper officers to amend item #27, Committee on Education, AMENDMENT-Code of Student Conduct, General Authorization previously approved by the Board on April 27, 2011 (Original approval date of June 20, 2007, Amended on April 23, 2008, and Amended on March 25, 2009).

Reason for Amendment

Revise the current Code of Student Conduct for legal compliance.

(See attached additional Information)

Who will this benefit?

All PPS staff, students and parents.

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 add new language to the current Code of Student Conduct.

Additions Include:

1. Language that reflects the November 25, 2008, Board approved Bullying Policy.
2. Language that reflects the Pittsburgh Promise eligibility.
3. Updates based on procedural deficiencies based on this current school year.

A copy of the revised Code of Student Conduct will be made available based on approval. These revisions are necessary to stay in compliance with both local and state mandates regarding these amendments. This is a no cost item to the Board.

Amendment Item (June, 2013)

RESOLVED, that the Board of Public Education of the School District of Pittsburgh authorize its proper officers to revise the current Code of Student Conduct.

Additions Include:

1. Language that clarifies the difference between disorderly conduct and disruption of school.
2. Language that clarifies alternative placements.
3. Add language to allow for certain excused absences for parenting teens.
4. Other minor language revisions for clarity and consistency with current practice.

A copy of the revised Code of Student Conduct will be made available upon approval. These revisions are necessary to stay in compliance with both local and state mandates, to address issues raised in last year's Safe Schools Audit, and to incorporate recommendations made by the Education Law Center. The Education Law Center is working to decrease exclusionary school discipline state wide. This is a no cost item to the Board.

PROPOSED REVISIONS – JUNE 2013

CODE OF STUDENT CONDUCT

The School District of Pittsburgh is committed to providing every student with the opportunity to attend school in an environment that is safe, free of violence and drugs and conducive to learning and community building. This goal is of the highest priority because excellence in education cannot be achieved unless schools and classrooms are safe and orderly. The Code of Student Conduct was developed so that all students, staff and parents of the District fully understand the expectations for student behavior while in attendance in our schools, while attending school sponsored activities or while riding on transportation systems serving our school district.

...

The responsibility to create and maintain a safe school environment rests with the principal in collaboration with staff, students, parents, and the school community. Effective schools have established practices and routines that teach and reinforce appropriate school and classroom behavior, while maximizing learning time and minimizing exclusions from the classroom. These practices and routines are part of each school's safety plan, and we anticipate that they will be fully supported by all members of the school community. The school safety plan represents a proactive approach to safe school development that encourages student ~~self-discipline~~self-discipline, thereby minimizing the use of exclusionary interventions for violations of the Code of Student Conduct.

...

1. PARENT: When used in these procedures, the term "parent" shall include every parent, guardian or person in parental relation, having control or charge of any child or children in attendance at a school in the School District of Pittsburgh. "Parent" shall also include a court appointed educational decision maker.

...

1. DISRUPTION OF SCHOOL: A student shall not use violence, force, noise, profanity, defiance, coercion, threats, conspiracy, fear, passive resistance, harassment (racial, gender, ethnic or sexual), intimidation, or any such conduct, to cause the substantial and material disruption or obstruction of any lawful mission, process, policy or function of the school or the School District. Neither shall he/she engage in such conduct or urge other students to engage in such conduct if such a disruption or obstruction is reasonably certain to result. A student shall not act or behave in a way that disrupts the orderly conduct of the school or learning environment or that poses a threat to the health, safety, and/or welfare of students, staff, or others causing annoyance, alarm, or inconvenience. Disruption of school violations alone will not result in the filing of Disorderly Conduct charges unless the offense also meets the definition of Disorderly Conduct as set forth in this Code.

...

7 ... Use of a drug as authorized by a medical prescription from a registered physician for the student for whom it is prescribed shall not be considered a violation of this rule, but may be a violation of the Use of Medications policy. Failure to comply with the Use of Medications policy may also result in school discipline.

A student found to be in violation of this rule ~~shall~~ may be placed in an Alternative Education program for a period of not less than one quarter and may be expelled.

...

8. Disorderly Conduct: ~~A student shall not act or behave in a way that substantially disrupts the orderly conduct of the school or learning environment or that poses a threat to the health, safety, and/or welfare of students, staff, or others causing annoyance, alarm, or in convenience is also unacceptable. This includes violent and unruly behavior, unreasonable noise, the use of obscene language and gestures, and the creation of hazardous or physically offensive conditions that serve no legitimate purpose on school grounds. Fighting may result in disorderly conduct charges being filed with the local magistrate.~~ A student shall not, with intent to cause public inconvenience, annoyance or alarm, or recklessly creating such a risk, engage in fighting or threatening, or in violent or tumultuous behavior; or create hazardous or physically offensive condition by any act which serves no legitimate purpose. Violation of this rule, including fighting, may result in Disorderly Conduct charges being filed with the local magistrate.

Any act or behavior which substantially disrupts the orderly conduct of the school function or learning environment; poses a threat to the health, safety and/or welfare of students, staff or others. The intent may be to cause annoyance, alarm or inconvenience. This includes violent or tumultuous behavior, unreasonable noise and the use of obscene language or gesture or creation of hazardous or physically offensive conditions that serve no legitimate purpose. Fighting may result in disorderly conduct charges being filed with the local magistrate.

...

1. LEVEL 1 INFRACTIONS are those of a less serious nature that do not necessarily pose a threat to the health, safety or property of any person. Staff persons must use appropriate forms of discipline intervention to correct misbehavior manifested in less serious infractions. ~~It is advisable for s~~Staff persons shall to keep a record of discipline interventions and share this documentation at the request of a student, parent or administrator. In most cases of Level 1 infractions, students may not necessarily be referred to an administrator. If Level 1 behaviors are repetitive after appropriate discipline interventions have been made, the student should then be referred to an administrator. Students will not be excluded from school for a Level 1 infraction unless there are repeated infractions and evidence of prior interventions.

...

4. LEVEL 2 INFRACTIONS are those of a serious nature that may pose a threat to the health, safety or property of any person. Level 2 infractions include those listed in Section I of this document and any violation of local, state or federal laws, statutes or ordinances or District policies. Staff persons must notify an administrator when a level 2 infraction occurs. The notification should normally take the form of a discipline referral or statement describing the incident. The administrator must complete an investigation of the incident and gather written statements from all witnesses. The administrator must notify the student and parent of all charges, consequences and applicable due process rights during the disciplinary process.

...

F. ALTERNATIVE PLACEMENTS

When students are consistently demonstrating behavior that is disruptive to the learning environment or if they have been involved in serious misconduct such as drug violations, assault or physical abuse of a student or staff person, the principal can notify the Office of Student Services that an Alternative Placement is warranted. The principal will prepare a document file for review by the Office of Student Services after an information hearing. The student may be assigned to the appropriate Alternative Education Program. An Educational Support Plan (ESP) will be developed for the student. The student will remain in the Alternative Education Placement until he/she satisfactorily completes the Educational Support Plan. Students will be provided with necessary academic, counseling, social and mental health services to facilitate a successful return to the regular school program. Out-of-school

suspensions, expulsions and transfers to alternative placements are not generally appropriate forms of discipline for isolated Level 1 infractions or dress code violations.

Note: Cases Involving Assault

An intentional and serious incident of assault, or attempted assault, by a student ~~to on~~ any person, including but not limited to teachers, employees or other students, ~~will~~ may result in assignment to the Alternative Education Center until such time that the student successfully completes the Educational Support Program. It may also require the administering of appropriate penalties, including, but not limited to the following:

1. A transfer to another school for the balance of the school year, with the further requirement that no less than one (1) full semester shall be spent by the offending student at the school to which he/she is transferred; or
2. An expulsion from school of more than ten (10) school days with the necessary prescribed hearing being conducted, following the expulsion an offending student may be:
 - a. readmitted to the regular school program,
 - b. transferred to another school for no less than one (1) complete quarterly report period or the balance of the school year, or
 - c. a permanent transfer to another school
3. Criminal charges will be filed against any individual who commits an assault while at school, at a school sponsored event or traveling to or from school.
4. ~~All such offending students who are either transferred to another school or readmitted to their regular school shall be on probation for a period of not less than one (1) complete school year from the date of the offense. Any further assault incident involving such a student during this period of probation may result in the immediate implementation of the expulsion penalties provided above.~~

Determination of which penalty may be administered in an Incident of assault shall be made in the normal manner provided for under this Code of Student Conduct, i.e, commencing with the initial evaluation and action of the principal and continuing with whatever review or hearing is necessary prior to formal imposition of the penalty selected

Formatted: Indent: Left: 0"

...

STAFF RESPONSIBILITIES

...

- Work to minimize lost class time and exclusionary discipline
- Treat students and parents in a respectful manner

Formatted: List Paragraph, Bulleted + Level: 1
+ Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: (Default) Arial

ADMINISTRATOR RESPONSIBILITIES

...

- Establish a Discipline Committee and convene ~~as needed~~ at least once each month to review available discipline data and discuss strengths and weaknesses of the school's disciplinary climate.

...

Excused Absence –An “excused absence” includes the absence of a student for any of the following reasons:

Illness or other urgent reasons – Upon receipt of satisfactory evidence of mental, physical or other urgent reasons, a parent's written note will excuse a student's absence a maximum of ten (10) days of cumulative absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days require an excuse from a physician. For parenting students, upon receipt of satisfactory evidence of illness of the student's child, related absences will be excused.

Health Care – A student may be excused during school hours to obtain non-school professional health care, including emergency care, hospitalization and/or quarantine. A parenting student may be excused during school hours to obtain non-school professional health care, including emergency care, hospitalization and/or quarantine for the student's child. Documentation from the treating licensed health care professional shall be obtained and provided to the school.