

**THE BOARD OF PUBLIC EDUCATION**  
*OF THE SCHOOL DISTRICT OF PITTSBURGH, PENNSYLVANIA*

**MINUTES**

**Meeting of:** February 8, 2005

**Call of the Meeting:** Special Legislative Meeting

**Members Present:** Mr. Brentley, Mrs. Colaizzi, Dr. Dowd,  
Mrs. Fink, Mr. Isler, Mr. Matthews,  
Mr. McCrea, Mr. Romaniello, Sr., and  
Mr. Taylor

Present 9.

**Members Absent:** Absent 0.

**The following matters were received and acted upon.**

**Actions taken are recorded following the reports.**

# **THE BOARD OF PUBLIC EDUCATION**

**PITTSBURGH, PENNSYLVANIA 15213**

**Administration Building  
341 South Bellefield Avenue**

**February 8, 2005**

## **AGENDA**

- 1. Committee on Education** Roll Call  
  
Parent Involvement Policy
  
- 2. Personnel Report**  
  
Acting Superintendent Roll Call

We are an equal rights and opportunity school district.

## Parent Involvement Policy

This policy is to comply with Public Law 107-110, 107<sup>th</sup> 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." References to mandated provisions of ESEA are indicated in bolded italics with the first reference being to ESEA and the second reference to the official citation in the United States Code.

### Section I—Parental Involvement General Provisions, Expectations, and Definitions

This policy shall establish the role of the Pittsburgh School District in involving parents and clarifies the relationship between the school's role in parental participation and the role of the parent. 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 for promoting meaningful parental 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 and parents must work as knowledgeable partners. All employees of the district at each school must create a climate of respect for and cooperation with parents that will be evident in all parent, teacher, and staff interactions.

#### PITTSBURGH SCHOOL DISTRICT MISSION

The Pittsburgh School District not only recognizes parents as key stakeholders in their children's education, but places "parent involvement" as a part of the district Mission Statement contained in the state mandated district Strategic Plan for 2002-2007. The statement is as follows:

"The mission of the Pittsburgh Public Schools is to improve academic and social achievement to state academic goal standards for all students, one child at a time, by providing outstanding staff, curriculum and instructional practices, and a wide range of productive opportunities for parent/community involvement. This will enable all students to be successful school and community citizens who can become contributing adults."

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." *ESEA Section 1001(12)—20 USC 6301(12)* This policy shall bring the district into compliance with No Child Left Behind provisions that specifically recognize parent involvement as a research-based educational practice that yields high results. This policy shall cover the involvement of all parents 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 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 are welcomed, engaged, and valued as stakeholders in the education of their children. The district will incorporate this parent involvement policy into its Local Education Agency (LEA) plan which is the required plan submitted to the state in its application to obtain Title I and other federal funding.

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

The term "parent" refers to a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). *ESEA Section 9101(31)—20 USC 7801(31)* This definition of "parent" shall be used as reference for this policy.

The 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:

- That parents play an integral role in assisting their children's learning;
- That parents are encouraged to be actively involved in their children's education at school;
- That parents are full partners in their children's education; and
- That parents are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

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

All efforts in the district shall be guided by extensive research that consistently links parental involvement with student success. Grounded in research and practical experience and around which programs will be implemented are six (6) components framed as national PTA's National Standards for Parent Involvement Programs: Communicating, Parenting, Student Learning, Volunteering, School Decision Making and Advocacy, and Collaborating with Community. These national standards have been endorsed by the National School Boards Association and will be endorsed by the Pittsburgh Board of Education upon adoption of this document.

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

**Section II—Policy Development, Dissemination, and Evaluation**

The district shall develop jointly with, agree on with, and distribute to, parents of participating children this written parent 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 involvement, and describe how the district will implement provisions. *ESEA, Section 1118(a)(2)—20 USC 6318(a)(2)* If the required district plan is not satisfactory to the parents of participating children, the school district shall submit any parent comments with the district plan upon submission to the state. *ESEA, Section 1118(b)(4)—20 USC 6318(b)(4)*

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, 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 Pennsylvania School Reform Network. The committee was also given the opportunity to work first-hand with leading national researcher Dr. Joyce Epstein in a day-long session to examine and implement years of research on parent involvement practices. On two separate occasions, the district coordinated teams of school personnel and parents—representative of elementary through high school and charter schools—and participated in the Governor's Institute for Parental Involvement at the state capital.

In carrying out this policy, the district shall provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a language such parents can understand.

*ESEA Section 1118 (f)—20 USC 6318 (f)* The district shall also provide speech and hearing interpreters for parent-teacher conferences, Parent School Community Council meetings, and other activities as requested and deemed necessary.

This parent involvement policy shall be distributed annually to parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. The policy shall be made available to the local community and updated periodically—with the involvement of parents—to meet the changing needs. *ESEA Section 1118(b)(1)—20 USC 6318(b)(1)* The policy will be available to parents at local schools, the Parent Educational Resource Centers, or the Division of Communications and Marketing. Community agencies or programs that have direct access to parents (Example: Welfare to Work, CYF, Urban League, NAACP, libraries, places of worship, etc.) may voluntarily distribute the policy at their sites.

Principals in each school shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. The purpose of this meeting shall be to inform parents 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 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 involvement.

*ESEA Section 1118(c)(1)(2)(3)—20 USC 6318 (c)(1)(2)(3)*

The district will conduct, with parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of its schools served. The evaluation will include identifying barriers to greater participation by parents in activities authorized by this policy (with particular attention to parents 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 parental involvement, and to revise, if necessary (and with the involvement of its parents), its parental involvement policies. *ESEA Section 1118(a)(2)(E)—20 USC 6318(a)(2)(E)* The district will annually convene a focus group of parents and community members for this

purpose and also distribute a Parent Satisfaction Survey. Parents shall work with the Office of Information and Technology in an advisory capacity to define the design and distribution of the survey. Results of the survey will be shared with all Parent School Community Councils and parent leaders.

### Section III—Accountability and Responsibility

The Division of Communications and Marketing, under the direction of the Office of Chief of Staff, will support the parent engagement options in the Pittsburgh School District. This office will develop, facilitate, and coordinate large-scale events and provide key support for parent involvement. This Division—in collaboration with the Federal Programs Office and Division of Instructional Support—bears the primary responsibility for fostering programs, activities, and procedures for the involvement of parents at the district level as outlined in this policy. Parental inquiries regarding violations of federal policy may be directed to the Compliance Officer for Federal Programs at the school district level.

The Parent Educational Resource Centers (PERC) staff, under the direction of the Division of Communications and Marketing, will work to provide parent involvement support for schools.

The district supports professional development opportunities for staff members and parents to enhance understanding of effective parent involvement strategies which lead to student achievement and student improvement. The Division of Communications and Marketing will support the development of teaching curricula and training programs on parental involvement and best practices within the district and in the higher education community. This support will enable parents, teachers, district administrators, principals, and all staff opportunities to increase their knowledge and skills in communicating and working with parents.

The district recognizes the importance of administrative leadership in setting expectations and will work with its administrators to enforce this policy. Principals bear the primary responsibility for ongoing parent involvement at the school level. Principals will work with classroom teachers to ensure that they offer meaningful opportunities for parents to be full partners in their children's education and will be held accountable for fostering parental involvement in their schools, as defined in Section I of this policy. Parent involvement will be maintained as an essential part of school climate review under the Employee Performance Appraisal System (EPAS). Principals, teachers, and all staff members will be encouraged to select at least one individual goal to enrich parent involvement. This selection will become part of each annual individual evaluation. All employees will be held accountable by their immediate supervisor.

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

To encourage the continuity of involvement, the district will promote the integration of early childhood programs as a primary strategy to ensure parents are involved in and aware of school readiness and opportunities for involvement.

All parents will be asked to share responsibility with the district for:

- Communication between the home and school on an ongoing basis;  
*ESEA 1118(d)(2)—USC 6318(d)(2)*
- Support of their children's learning, such as monitoring attendance, homework completion, and television watching, and positive use of extracurricular time;  
*ESEA 1118(d)(1)—USC 6318(d)(1)*
- Participating in decisions relating to the education of their children;  
*ESEA 1118(d)(1)—USC 6318(d)(1)*
- Participating in all parent-teacher conferences;  
*ESEA 1118(2)(A)—USC 6318(d)(2)(A)*
- Responding to school notices and requests by deadlines given; and
- Providing for the health and well-being of their children including, but not limited to, discipline, nutrition, and hygiene.

As shared responsibility for high student academic achievement, each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

*ESEA 1118(d)—USC 6318(d)*

## Section IV—School Improvement Opportunities and Activities

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 will be active partners to review the achievement data and assist in directing the school improvement plan. Parents will participate in the implementation, budgeting, execution, and monitoring of the plan. Reports will be made available to parents as the plan progresses.

The district will also provide the necessary coordination, technical assistance, and other reasonable support (as requested by parents) necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

*ESEA Section 1118(a)(2)(B)—20 USC 6318(a)(2)(B) and ESEA Section 1118(e)(14)—20 USC 6318(e)(14)*

The district will coordinate and integrate parental 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. It will not only work with teachers to focus on the transition from pre-school to Kindergarten, but parents as well. Through parent workshops, conferences, school visitations, Open House, and volunteering in the classroom, it will provide opportunities for transitioning to school. The district will fulfill the above requirements by initiatives outlined below and further reinforces its commitment in its general mission statement:

### PARENT SCHOOL COMMUNITY COUNCILS

The district will maintain a core parent involvement initiative of Parent School Community Councils 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 Comprehensive Education Improvement Plan (CEIP) relevant to each school. Parents will be a part of the review and revision of the CEIP and will be required to be part of the approval process on individual CEIP's as the guiding principle in schools. Each CEIP will include parental involvement provisions linked to school improvement. A PSCC Handbook will be published by the district to serve as a guide for more detailed information and may be obtained by contacting the Division of Communications and Marketing.

#### PURPOSE

Parent School Community Councils will create a climate where participation of all stakeholders results in increased understanding, commitment, responsibility, and satisfaction for the total school community. The purpose of the Council is to provide direction and support to the school in the development and revision of its Comprehensive Educational Improvement Plan (CEIP) 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

maintain a seat on the PSCC shall assume responsibility for communicating information to other parents. Interested individuals should contact their schools to become involved. Council meetings are open to the public.

#### **RELATIONSHIP TO OTHER SCHOOL ORGANIZATIONS**

There shall be a direct communication link established between the Parent School Community Council and other groups within the school. The Council 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 will maintain their own identity and function. Representatives from these organizations communicate information to the Council about their respective groups. They include, but are not limited to the following:

- Instructional Cabinet
- Discipline Committee
- PTA/PTO
- Parent and Key Communicators
- District-wide Title I Parent Advisory Council
- Head Start Parent Policy Council
- School Volunteers

#### **MEMBERSHIP IN PARENT SCHOOL COMMUNITY COUNCILS**

Parents interested in becoming a member of a Parent School Community Council 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 Division of Communications and Marketing or the Parent Educational Resource Centers.

#### **PARENT COMMUNICATORS**

Parent Communicators are parents in the schools who network with other parents and parent groups through the Parent Educational Resource Centers. They become the voice for school-based issues; share information, good news, and exciting events and activities; and receive training on district initiatives, programs and areas of concern. All Parent Communicators shall be members of individual Parent School Community Councils to enable them to serve as a critical link in two-way communication. The role of the Parent Communicator is to share information received at the Parent Communicators' Meetings with the PSCC. Parent Communicators meet on a monthly basis in network area meetings at North, South, East, West, and Central Parent Educational Resource Center locations. Each year, schools identify one or two parents who have exhibited leadership skills and are willing to fulfill this role. Interested individuals should contact the principal of their school.

#### **KEY COMMUNICATORS**

Key Communicators are parents, grandparents, or guardians of children in the Pittsburgh School District who have their "fingers on the pulse" of school life and have exhibited strong leadership skills. Many of these skills may have been gained from training and opportunities provided by the district. They network with other school-based and district-wide parent groups. Key Communicators meet with the Superintendent on a monthly basis to receive information from the Superintendent, parent organizations, and other parents. All Key Communicators shall be members of individual Parent School Community Councils to enable them to serve as a critical link in two-way communication. Their responsibility is to bring district-wide concerns to the attention of the Superintendent of Schools. They also are responsible for reporting back to their respective Parent School Community Councils responses and information about these issues. Key Communicators also receive training in district-wide initiatives.

#### **DISTRICT-WIDE TITLE I PARENT ADVISORY COUNCIL**



A District-wide Title I Parent Advisory Council will be maintained to help stakeholders understand and become involved in the Title I program. Stakeholders are parents, families, guardians, and community members who represent Title I eligible schools and who have a vested interest in student achievement. Council members have permanent seats on their school's Parent School Community Council. Monthly meetings of the District-wide Title I Parent Advisory Council are held under the direction of the Division of Communications and Marketing. Additional roles played by the council include the following:

- To serve as a link between Title I stakeholders and the Pittsburgh School District;
- To provide stakeholders with information about their right to be involved in federal education programs;
- To inform parents about the laws, regulations, and guidelines of the Title I program;
- To act as an advocate for parents in school district matters such as the development of policy, parent-teacher compacts, and other Title I parent involvement requirements;
- To involve Title I parents in the decisions regarding how Title I funds are reserved and allotted for parental involvement activities. *ESEA Section 1118(a)(3)(B)—20 USC 6318(a)(3)(B)*

#### **HEAD START PROGRAM**

The district will operate a federally sponsored Head Start program and will collaborate with the program to integrate Head Start parent activities with parental involvement activities in the district. The district will support the active involvement of Head Start parents not only with other district-operated pre-school programs, but with activities designed to assist parents transitioning their children to school.

#### **PTO/PTSO**

Parents 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 to participate in activities such as Family Fun Nights, Family Science Nights, Family Math Nights, and Book Fairs.

#### **PTA/PTSA**

Parents 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. 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.

#### **SCHOOL VOLUNTEERS**

While this 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 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. Volunteers are required to have both Criminal Background History and Child Abuse History clearances before volunteering in schools.

## Section V—Building Capacity and Parent Educational Resource Centers

The Division of Communications and Marketing will support all capacity building and opportunities for parent involvement. Parent Educational Resource Centers (PERC) will operate at selected locations. Through the PERCs, professional development opportunities for staff and parents will be provided. Information will be available for all parents at the PERCs established in the district. Center assistants will help parents access the information or forward requests to the Division of Communications and Marketing.

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 Parent Educational Resource Centers will provide training for parents to enhance the involvement of other parents. *ESEA 1118(e)(9)—20 USC 6318(e)(9)* The Parent Educational Resource Centers will foster a collaborative relationship between parents, schools, and communities that will ensure effective and educational programming to promote a promising future for lifelong learning. The mission of the PERCs will be to provide a safe and structured environment that offers a wealth of services and resources to all parents of students Pre-Kindergarten through 12<sup>th</sup> Grade.

The Parent Educational Resource Centers will be given responsibility for facilitating workshops and training for parents of children in the Pittsburgh School District, inclusive of parents with children in Pre-Kindergarten through 12<sup>th</sup> Grade. Workshops and training will enhance the knowledge and skill level of parents as they relate to the academic success of their children. The PERCs will provide opportunities for parents to engage in literacy activities through Book Clubs, math activities through workshops, technology through the district "Dashboard" initiative, and activities promoting the general health, nutrition, and welfare of their children.

The district will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. *ESEA Section 1118(e)(4)—USC 6318(e)(4)* "Public School Choices," a publication which contains information on magnet schools and programs, shall be mailed to every parent at the beginning of each school year. Additional information shall be made available to parents at the district web 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:

- Academic (Examples include Advanced Placement (AP) options, Center for Advanced Studies (CAS) gifted offerings, and Pittsburgh Scholar Program (PSP)
- Tutoring Programs
- Extra-Curricular
- Athletic
- After-School Programs
- Outreach Activities (Example: Intergenerational programs)

The district shall assist parents in understanding topics below: *ESEA Section 1118(e)(1)—20 USC 6318(e)(1)*

- Pennsylvania Academic Standards;
- State and local assessments;
- How to monitor their child's progress; and
- How to work together to improve student achievement;

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December 9, 2004**

To assist in implementing this requirement, the district will use a No Child Left Behind Toolkit developed and supplied to the district by the Pittsburgh Council on Public Education. This toolkit and other resources shall be made widely available to parents and can be accessed through local schools and the Parent Educational Resource Centers.

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.

The district shall make parents aware of parental involvement resource information available from the federally supported Pennsylvania Parent Information Resource Center, 1623 N. 16<sup>th</sup> Street, Philadelphia, PA 19122, Phone: (215) 763-0883 [www.papirc.org](http://www.papirc.org) *ESEA 1118(g)—20 USC 6318(g)*

The district will draw from multiple sources of information and materials for parents, school staff, and its Parent Educational Resource Centers. Sources of information will include, but not be limited to:

- United States Department of Education
- Federal Education Technical Assistance Centers
- National Center on Family Literacy
- National Coalition of Title I/Chapter I Parents
- National Coalition for Parent Involvement in Education (NCPIE)
- National Head Start Association
- PA Title I State Parent Advisory Council (SPAC)
- Pennsylvania Parent Information Resource Center
- Pennsylvania Department of Education
- National PTA and Pennsylvania PTA
- Education Law Center-PA and PA School Reform Network
- Various regional and local community resources

The district shall, with the assistance of its schools and parents, educate its teachers, administrators, principals and all other staff. *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:

- The value of parent involvement as a research-based practice that leads to school improvement and student achievement;
- The value of parent contributions;
- How to reach out to, communicate with, and work with parents as equal partners;
- How to implement and coordinate parent involvement programs; and
- How to build ties between parents and the school.

In addition to the above-mentioned activities, the district will provide the following:

- Timely information about programs under No Child Left Behind;  
*ESEA 1118(c)(4)(A)—20 USC 6318(c)(4)(A)*
- 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(c)(4)(B)—20 USC 6318(c)(4)(B)* Parents shall be part of a Book Selection Advisory Committee under the Division of Curriculum and Instruction.

Revised  
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- 478
- 479 • Frequent reports to parents on their children's progress; *ESEA 1118(d)(2)(B)—20 USC 6318(d)(2)(B)*
- 480 When report cards or progress reports are mailed directly to parents in a school or district mailing,
- 481 relevant information on educational activities and parent involvement—initiated by the school, the
- 482 district, or the parents—is encouraged to be included in the mailing.
- 483
- 484
- 485 • The district shall provide parents access to materials and training to improve their children's
- 486 achievement, such as literacy or technology training. *ESEA Section 1118(e)(2)—USC 6318(e)(2)*
- 487 The district will assist parents in gaining communication skills through technology such as the
- 488 "Dashboard" program to help parents not only gain access to their child's academic information
- 489 and children's progress but to network with teachers through email. The district-initiated
- 490 "Emerging Links" program will ease the digital divide by providing a computer to eligible parents.
- 491
- 492 • A system for reasonable access to school staff, including accommodations for working parents;
- 493 *ESEA 1118(d)(2)(C)—20 USC 6318(d)(2)(C)* Parent-teacher conferences shall be held annually. Parents
- 494 shall be given several options of times in order to accommodate schedules. Adequate time shall
- 495 be allotted to discuss student progress.
- 496
- 497 • Opportunities to volunteer and participate in their child's classroom;
- 498 The Pittsburgh School District will provide volunteers security clearances at district expense.
- 499 Parents committed to participating in volunteering activities directly related to students should
- 500 contact their local school for details and clearance procedures.
- 501 *ESEA 1118(d)(2)(C)—20 USC 6318(d)(2)(C)*
- 502 Parents will be required to have both Criminal Background History and Child Abuse History
- 503 clearances. Inquiries for obtaining the necessary forms from local schools may be made when
- 504 students are registered. If parents wish to accompany children on field trips or volunteer in other
- 505 capacities, they are encouraged to submit application for security clearances several months in
- 506 advance in order to allow for processing at appropriate local and state levels.
- 507
- 508 • Opportunities to observe classroom activities; *ESEA 1118(d)(2)(C)—20 USC 6318(d)(2)(C)*
- 509
- 510 • If requested by parents, the opportunity for regular meetings to formulate suggestions and to
- 511 participate, as appropriate, in decisions relating to the education of their children, with the district
- 512 responding to any such suggestions as soon as practicably possible;
- 513 *ESEA 1118(c)(4)(C)—20 USC 6318(c)(4)(C)*
- 514
- 515 • Arrangements for school meetings or in-home conferences between staff and parents who are
- 516 unable to attend conferences at school in order to maximize parental involvement and
- 517 participation; *ESEA 1118(e)(10)—20 USC 6318(e)(10)*
- 518
- 519 • Investment of federal, state, and local dollars to strengthen and sustain parent involvement
- 520 activities such as paying reasonable and necessary expenses associated with local parental
- 521 involvement activities, including transportation and child care costs, to enable parents to
- 522 participate in school-related meetings and training sessions;
- 523
- 524 • A system designed to include appropriate roles for community-based organizations and
- 525 businesses in parent involvement activities. *ESEA 1118(e)(13)—20 USC 6318(e)(13)* The school district
- 526 not only encourages local neighborhood partnerships but will maintain school facilities that
- 527 accommodate and are accessible to local community groups, including sports.
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**Section VI—Parents Right-to-Know, Parent Notifications, and Other Rights**

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)*

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- 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; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

The district shall mail to each individual parent the following: *ESEA 1111(h)(6)(B)—USC 6311(h)(6)(B)*

- Information on the level of achievement of the parent's child in each of the state academic assessments as required under the law;
- 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;
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

The district shall provide to parents of eligible students in schools that have either entered improvement status or otherwise qualify, the following notices:

- 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.
- 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*
- 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)*

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*

- To inspect scheduled surveys and opt-out students, specifically as stated in NCLB: The right of a parent of a student to inspect a survey created by a third party before the survey is administered

or distributed to a student and for granting reasonable access to such survey within a reasonable period of time after the request is received.

*ESEA Title X, General Provisions, Part F, Section 1061(c)(1)(A)(i)(ii)—20 USC 6301*

- 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(c)(1)(C)(i)(ii)—20 USC 6301*

- To review the district's policy on the right to collect, disclose, and use personal student information, specifically as stated in NCLB: The right of a parent of a student to inspect any instrument used in the collection of personal information before the instrument is administered or distributed to a student and granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

*ESEA Title X, General Provisions, Part F, Section 1061(c)(1)(F)(i)(ii)—20 USC 6301*

- To review written "chain of command" and complaint procedures for resolving disputes;
- 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; *Title 22 Education, PA Code Chapter 4, 4.4 General Policies (4)*
- 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)*
- To review procedures for having their child receive reasonable accommodations when taking the Pennsylvania System of State Assessment (PSSA);
- 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)*
- To opt out students from military recruiter access lists, specifically stated as:  
A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released to military recruiters without prior written parental consent and the district shall notify parents of the option to make this request and comply with the request. *ESEA Title IX, Section 9528(2)—20 USC 7908(2)*
- To participate in parental involvement activities affiliated with programs such as  
Limited English Proficiency Program *ESEA Title III Section 3102 Purposes (6)—20 USC 6812*  
Homeless Education Program as appropriate *ESEA Title X, Part C, Subtitle B, Section 722(e)(C)(i)—42 USC 11431*  
21<sup>st</sup> 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*

## **HUMAN RESOURCES REPORT**

**February 8, 2005**

### **A RESOLUTION OF THE BOARD OF PUBLIC EDUCATION OF THE SCHOOL DISTRICT OF PITTSBURGH AUTHORIZING THE APPOINTMENT OF DR. ANDREW KING TO THE POSITION OF ACTING SUPERINTENDENT**

**WHEREAS**, a vacancy exists in the Office of Superintendent effective February 10, 2005; and

**WHEREAS**, the Board of Public Education wishes to appoint Dr. Andrew King as Acting Superintendent for the School District pursuant to Section 1079 of the Public School Code of 1949.

**NOW, THEREFORE**, it is hereby resolved as follows:

1. Dr. Andrew King is hereby appointed to serve as Acting Superintendent for the School District of Pittsburgh commencing February 10, 2005 to fill the vacancy created in the Office of Superintendent.
2. Said appointment shall continue for a period not to exceed one (1) year under terms to be completed by Dr. King and Special Counsel for the School District.
3. Dr. King shall retain the rights of a professional employee in his previous position as Chief Academic Officer and at the conclusion of his service as Acting Superintendent, he shall return to employment as a professional employee in an equivalent position.
4. The Law Department and Special Counsel are directed to file appropriate notice with the Pennsylvania Department of Education regarding the appointment of the Acting Superintendent.

## 1                   TRANSCRIPT OF PROCEEDINGS

2                   - - -

3                   PITTSBURGH BOARD OF PUBLIC EDUCATION  
4                   SPECIAL LEGISLATIVE MEETING  
5                   TUESDAY, FEBRUARY 8, 2005  
6                   7:25 P.M.

7                   ADMINISTRATION BUILDING - BOARD COMMITTEE ROOM

8                   - - -

## 9   BEFORE:

10                   WILLIAM ISLER, BOARD PRESIDENT  
11                   RANDALL TAYLOR, FIRST VICE PRESIDENT  
12                   JEAN FINK, SECOND VICE PRESIDENT  
13                   MARK BRENTLEY  
14                   THERESA COLAIZZI  
15                   PATRICK DOWD  
16                   ALEX MATTHEWS (VIA TELEPHONE.)  
17                   FLOYD McCREA  
18                   DANIEL ROMANIELLO, SR.

19                   - - -

## 20   ALSO PRESENT:

21                   DR. ANDREW KING                   MRS. JODY SPOLAR  
22                   MR. PETER J. CAMARDA                MRS. PAT CRAWFORD  
23                   MR. PHIL PARR                        MRS. ERNESTINE REED  
24                   DR. C. RICHARDSON-KEMP            MR. RICHARD MASCARI  
25                   MS. LORRAINE TYLER                   DR. DWIGHT E. MOSLEY  
                  DR. JUDITH SIMMONS           MR. ELBERT YAWORSKY

26                   - - -

27   REPORTED BY:   EUGENE C. FORCIER  
28                   PROFESSIONAL COURT REPORTER

29                   - - -

30   COMPUTER-AIDED TRANSCRIPTION BY  
31   MORSE, GANTVERG & HODGE, INC.  
32   PITTSBURGH, PENNSYLVANIA  
33   412-281-0189

34                   - - -



1 P-R-O-C-E-E-D-I-N-G-S

2 MR. ISLER: All right. Could we all rise  
3 and salute the flag.

4 (Salute to the flag.)

5 MR. ISLER: Thank you, ladies and  
6 gentlemen.

7 I would like to ask you, before we actually  
8 begin this meeting, if anybody has a pager or cell  
9 phone, could you please turn it off. This is very  
10 tight quarters, and it was very disconcerting during  
11 the last meeting, although it was mostly Board  
12 members.

13 I would officially like to call the  
14 Tuesday, February 8, 2005 Board of Education meeting  
15 to order.

16 We have two items on the agenda.

17 One is a report on the Committee on  
18 Education, and one is dealing with personnel.

19 But before we begin, Mr. Weiss, could you  
20 please call the roll.

21 MR. WEISS: Mr. Brentley?

22 MR. BRENTLEY: Here.

23 MR. WEISS: Mrs. Colaizzi.

24 MS. COLAIZZI: Here.

25 MR. WEISS: Dr. Dowd?

1 DR. DOWD: Present.

2 MR. WEISS: Mrs. Fink?

3 MS. FINK: Here.

4 MR. WEISS: Mr. Matthews?

5 MR. MATTHEWS: Present.

6 MR. WEISS: Mr. McCrea?

7 MR. MCCREA: Here.

8 MR. WEISS: Mr. Romaniello?

9 MR. ROMANIELLO: Here.

10 MR. WEISS: Mr. Taylor?

11 MR. TAYLOR: Present.

12 MR. WEISS: Mr. Isler?

13 MR. ISLER: Present.

14 MR. WEISS: All members present.

15 MR. ISLER: Thank you.

16 The first item for the Board's  
17 consideration tonight is voting on the parent  
18 involvement policy.

19 It appeared in our legislative books at the  
20 last session, it was asked if we could just pull it,  
21 we had a meeting prior to this, the Education  
22 Committee, again it was submitted to this Board for  
23 approval.

24 Are there any questions, comments,  
25 suggestions, concerning the Report on Education, which

1 is the parent policy?

2 Yes, Dr. Dowd.

3 DR. DOWD: I would just again like to thank  
4 Donna Vlassich, Sandy Zelnow, all of the parents who  
5 were involved in this, the dozens of parents from  
6 around the District.

7 I think that this is really an important  
8 piece for our District, and I appreciate their hard  
9 work and effort.

10 MR. ISLER: Thank you, Dr. Dowd.

11 Any other?

12 Hearing none, Mr. Weiss, could we please  
13 have a roll call on the Committee on Education, which  
14 is to adopt the parent involvement policy of the  
15 Pittsburgh Public School District.

16 MR. WEISS: Mr. Brentley?

17 MR. BRENTLEY: Yes.

18 MR. WEISS: Mrs. Colaizzi?

19 MS. COLAIZZI: Yes.

20 MR. WEISS: Dr. Dowd?

21 DR. DOWD: Yes.

22 MR. WEISS: Mrs. Fink?

23 MS. FINK: Yes.

24 MR. WEISS: Mr. Matthews?

25 MR. MATTHEWS: Yes.

1 MR. WEISS: Mr. McCrea?

2 MR. McCREA: Yes.

3 MR. WEISS: Mr. Romaniello?

4 MR. ROMANIELLO: Yes.

5 MR. WEISS: Mr. Taylor?

6 MR. TAYLOR: Yes.

7 MR. WEISS: Mr. Isler?

8 MR. ISLER: Yes.

9 MR. WEISS: All approved.

10 MR. ISLER: Thank you, Mr. Weiss.

11 The next item is the Personnel Report, was  
12 the appointment of the interim Superintendent.

13 I think Board members have the human  
14 resources report dated February 8th, 2005.

15 I will read the resolution.

16 MR. BRENTLEY: Mr. President.

17 MR. ISLER: Yes, sir.

18 MR. BRENTLEY: Is there a possibility,  
19 before we do that, could I just ask for a clarifying  
20 question from Mr. Weiss?

21 MR. ISLER: Yes, sir.

22 MR. BRENTLEY: And that is, a question  
23 concerning the process, the resolution passed last  
24 week.

25 What is the process for removing, or

1 rescinding a resolution?

2 MR. ISLER: Actually, I think we need to  
3 make sure we have the language correct.

4 Would you please be specific as to which  
5 you are speaking of?

6 MR. BRENTLEY: Yes.

7 The Dowd resolution passed January 26th, by  
8 I believe the majority of five Board members, if I am  
9 not mistaken, last week, at last week's legislative  
10 meeting.

11 MR. ISLER: It is a parliamentary question  
12 to Mr. Weiss.

13 MR. WEISS: A person who voted in the  
14 affirmative, would have to make a motion to rescind  
15 it.

16 MR. BRENTLEY: And it is something that  
17 would require the majority vote?

18 MR. WEISS: Yes.

19 MR. BRENTLEY: Okay.

20 Mr. President, if it's acceptable, can I  
21 just raise a question to my colleagues?

22 MR. ISLER: You have the floor,  
23 Mr. Brentley.

24 MR. BRENTLEY: Well, I would just ask, I  
25 did not vote in the affirmative for that policy, but

1 it is -- it is my belief that that one policy has  
2 caused a lot of problems, and I think there is no need  
3 to bring up the policy -- I mean, the problems that it  
4 caused, and the blood battle that happened afterwards.

5 But I am asking, or appealing to these  
6 Board members here, who voted in the affirmative, if  
7 there is a possibility to just make the motion to have  
8 that policy rescinded, and let's just allow the  
9 present Superintendent, Dr. John Thompson, to finish  
10 his term, and allow this Board to do what we actually  
11 had set out to do in the beginning, and that was to  
12 enter into negotiations for a contract for our  
13 Superintendent.

14 Mr. President, I believe that we can  
15 resolve a whole lot of problems, if those members, who  
16 voted in the affirmative, would simply put that motion  
17 forward, allow this body to vote on it, and let's move  
18 on and get about the business of allowing our  
19 Superintendent to do his job, and to move forward.

20 MR. ISLER: Mr. Brentley has made a request  
21 to the Board.

22 There are five individuals who voted in  
23 favor of that, one of those five individuals would  
24 have to bring this forward.

25 Mr. Brentley, may I move on?

1 MR. BRENTLEY: Yes, sir.

2 MR. ISLER: Thank you.

3 The resolution was prepared by our chief  
4 counsel, at the request of this Board, and I would  
5 like to read it.

6 (Mr. Isler read from prepared material.)

7 MR. ISLER: This was prepared by our  
8 counsel according to the Public School Code, language  
9 taken directly from the code.

10 The resolution is before you. We need a  
11 motion to accept and a second, prior to getting into  
12 any discussion, or for a vote.

13 MR. ROMANIELLO: So moved.

14 MR. McCREA: Second.

15 MR. ISLER: It has been moved and seconded.

16 Is there any discussion or comments?

17 Dr. Dowd.

18 DR. DOWD: One of the things that Dr. King  
19 and I share, is that we get up very early, and this  
20 morning Dr. King and I spoke before school, and I told  
21 him that I would make some comments.

22 He knows of the nature of these comments,  
23 but I feel compelled to make them.

24 And I have worked with Dr. King since  
25 taking office, and do respect him greatly.

1           I will, however, be abstaining on this vote  
2 to appoint Dr. King as interim Superintendent, Acting  
3 Superintendent of the Pittsburgh Public Schools.

4           As a father of daughters, and a person who  
5 works in the classroom daily with young people,  
6 particularly young women, I cannot vote yes, as I told  
7 you this morning.

8           The exploitation of women, in my opinion,  
9 particularly powerless women, is something about which  
10 we all must be concerned, and none of us can ignore.

11          At this critical juncture, however -- at  
12 this critical juncture, I remain committed, as I have  
13 been since I started here, to improving student  
14 achievement, and I know that Dr. King is committed as  
15 I am, if not more.

16          And I would hope that my colleagues and I,  
17 along with Dr. King, as the Acting Superintendent of  
18 the Pittsburgh Public Schools, will meet on the common  
19 ground of improving student achievement, and that when  
20 we meet, I hope in the very near future, we can  
21 establish three very important pieces to move this  
22 District forward immediately.

23          I will hope that my colleagues, including  
24 Dr. King and I, can meet to identify an agenda, and a  
25 time line for the interim period.



1 I hope also that we can establish an  
2 evaluation mechanism for Dr. King.

3 We all know the critical value of  
4 evaluations.

5 And, of the cabinet that will serve under  
6 him.

7 And finally, I would hope that we can all  
8 meet on the common ground of improving student  
9 achievement, to form a framework for a partnership  
10 that we can build with the citizens of Pittsburgh, to  
11 establish an accountability contract for the next  
12 Superintendent of the Pittsburgh Public Schools.

13 So, Dr. King, I stand ready to work with  
14 you, I will be abstaining, but I am more than ready to  
15 work with you, and my colleagues on the Board.

16 MR. ISLER: Dr. Dowd, any other comments?

17 Mr. Weiss, hearing none, could we have a  
18 roll call, please.

19 MR. BRENTLEY: Yes, Mr. President.

20 MR. ISLER: I'm sorry, Mr. Brentley, I  
21 didn't see your hand, when I asked.

22 MR. BRENTLEY: Yes, sir.

23 Mr. President, I would just like to mention  
24 that hopefully, if this moves forward, it would allow  
25 the District to move forward.

1           But I also think that it is time that this  
2 Board would also step up to the plate, and that we  
3 commit to the Superintendent, whether it's the Acting  
4 Superintendent, or the new Superintendent in a year or  
5 so -- in a year later.

6           I think, Mr. President, that it would be  
7 great if we were able to explore the possibilities of  
8 signing a contract, our commitment to the District, to  
9 the Superintendent, that we will not micromanage, we  
10 will not blind side this administration with  
11 resolutions, we will not put our political muscle on  
12 him, in making decisions, and that we would just  
13 simply do something similar to what Dr. Faissou had  
14 required of the Board, years ago, when she stepped  
15 into the acting position, and it was just some really,  
16 some basic things.

17           It was a partnership, and it was a  
18 commitment.

19           Because if not, it will be Dr. King, it  
20 could be Dr. Thompson, it could be the new  
21 Superintendent, and they will be faced with the same  
22 problems that this Board has historically caused, that  
23 is, the micromanaging, and that is the nitpicking and  
24 the involvement of the everyday operation of this  
25 District, that it is not our job.

1           Our job is to set policy, evaluate policy,  
2 create policy, hire, fire, promote and demote. I mean  
3 that's it in a nutshell.

4           So, Mr. President, I am asking you if we  
5 can also, not only explore that possibility, but  
6 within a week's time, let's have the contract, and  
7 maybe for the next legislative meeting, I am sure  
8 Dr. Faissou will be more than happy to share what she  
9 was able to use, and I think symbolically, it would be  
10 great for this city.

11           Also, I do believe that as a matter of  
12 fact, Mr. President, you know my feelings on this  
13 resolution, but I feel that I can go either/or, but I  
14 feel bound by this, and my hands have been tied by the  
15 resolution passed last week, by this Board.

16           As you know, those dates were put in the  
17 Board, that the sponsor of that resolution wanted  
18 Dr. Thompson out by the 9th.

19           And here we are at the 8th, and by law, we  
20 have to have a Superintendent and, so, I am really  
21 disappointed in that process, and I have expressed  
22 that, because I believe had we given -- had the other  
23 Board members been given an opportunity to at least  
24 add some things, possibly by an additional 20 or 30  
25 days, to walk through this process.

1           You know, Mr. President, that we have given  
2 up two Sundays trying to address this issue, before  
3 those dates were put in there.

4           None of those dates have ever been checked  
5 with any of the Board, so here we are now, the  
6 midnight hour, having to do this, and at the same  
7 time -- and I would hope that somebody, maybe you,  
8 Mr. President, can tell me why we moved forward with  
9 the Acting Superintendent; what is the role and the  
10 title and the position of Dr. John Thompson.

11           We have unfinished business on the table,  
12 and it would be great, if somebody -- and I am a Board  
13 member, if somebody can even explain that to me, so I  
14 know the public is confused, if someone could explain  
15 that, that would be real helpful, what is his status?

16           What is his status now, what is his status  
17 as of midnight tomorrow?

18           MR. ISLER: I think, Mr. Brentley, what I  
19 can tell you, is there is a committee of the Board  
20 working on that, and it is in process.

21           MR. BRENTLEY: Okay.

22           MR. ISLER: Thank you.

23           Any other comments?

24           Mr. Matthews?

25           Hearing none, Mr. Weiss, could we have a

1 roll call, please.

2 MR. WEISS: Mr. Brentley?

3 MR. BRENTLEY: Yes. I have to vote yes,  
4 bound by the Dowd resolution.

5 MR. WEISS: Mrs. Colaizzi?

6 MS. COLAIZZII: Yes.

7 MR. WEISS: Dr. Dowd?

8 DR. DOWD: I abstain.

9 MR. WEISS: Mrs. Fink?

10 MS. FINK: Yes.

11 MR. WEISS: Mr. Matthews?

12 MR. MATTHEWS: Yes.

13 MR. WEISS: Mr. McCrea?

14 MR. McCREA: Yes.

15 MR. WEISS: Mr. Romaniello?

16 MR. McCREA: Yes.

17 MR. WEISS: Mr. Taylor?

18 MR. TAYLOR: Yes.

19 MR. WEISS: Mr. Isler?

20 MR. ISLER: Abstain.

21 MR. WEISS: The motion carries, seven in  
22 favor, two abstentions.

23 Thank you.

24 Is there any other new business to be  
25 brought before this Board?

1 Mr. Brentley.

2 MR. BRENTLEY: Yes, Mr. President, on a  
3 lighter note, I just want to remind folks that this  
4 coming Thursday, please make sure that you check out  
5 our local high school players, they will be  
6 participating in the live call in show, PCTV, talking  
7 about their lives off the field, and what their future  
8 plans are, and that's this Thursday, at 6:00 o'clock,  
9 and I would hope everyone would tune in.

10 Let's support our students.

11 MR. ISLER: Thank you, Mr. Brentley.

12 Mr. Taylor.

13 MR. TAYLOR: Yes.

14 I want to, first of all, congratulate  
15 Dr. King.

16 DR. KING: Thank you.

17 (Applause.)

18 MR. TAYLOR: And most importantly, I want  
19 to thank you for what you have done for this District,  
20 and these students over 30 years, and I particularly  
21 want to thank you for having the courage to step into  
22 this position, knowing some of the statements that  
23 would be said; unfortunately, some of those statements  
24 even from School Board members.

25 So it took a lot of courage for you to do

1 that, but it does not surprise me, that you would step  
2 in and do what you have always said, that you will  
3 serve this District in any way that we have asked you  
4 to do.

5               No matter what emergency it's been, no  
6 matter what crisis it's been, no matter what program  
7 we wanted to initiate, all of us always turn to  
8 Dr. King.

9               And one of the things that I am most  
10 pleased to see, is that the Board has now gone across  
11 many of the political lines, and divisions that we  
12 have had, to support you, and I hope that communicates  
13 a message to the public, that a Board, that has been  
14 many times looked at as being divisive, and fractured,  
15 has come together in your support.

16              But we have our -- we have much work ahead  
17 to do, in the coming months, and years, and one of the  
18 most vital things we have to do is to save this  
19 District.

20              I believe that the same people who had  
21 designs on the City of Pittsburgh, which was to  
22 basically take over the city, and take away the  
23 decision-making power away from voters, and taxpayers,  
24 and put it into unelected officials, I think those  
25 same forces are at work around the School District.

1           I do not want to see our children's  
2 education being taken out of the hands of the people,  
3 and placed in the hands of unelected, unaccountable  
4 people, who don't even live here.

5           And I believe that you are uniquely  
6 positioned now, with the support of the Board, to help  
7 us fight that battle.

8           And I think the way that we fight that  
9 battle, is to get away from the divisiveness, and the  
10 talking about cars, and limousines, that the media,  
11 that we see here, and running negative stories, played  
12 just as equal a role as Board members.

13           It was the media who talked about cars, and  
14 limousines, and clothes.

15           And so we have -- we have much work to do,  
16 but we want to do, and hope that the media who  
17 reported those kind of negative things, will now join  
18 us in a campaign around making education of our  
19 children the top priority in this city.

20           The Pittsburgh Public Schools, if they go  
21 down, this whole city is gone.

22           And I know I am going to fight for my  
23 community, because I know as an African American,  
24 education has been the only way out for many of us.

25           And I have got to fight to make sure that



1 this system accommodates every child, and it is  
2 educating every child to the best of their ability.

3           So I hope that you will join me, that  
4 other Board members will join me, in beginning to talk  
5 about how we can increase the Parent School Community  
6 Councils, and get people involved.

7           Instead of writing letters, and making  
8 statements, or picketing, protesting, get in your  
9 school, your local school, whatever school is closest  
10 to you, walk into the door and say, "I want to join  
11 the Parent School Community Council," and roll up  
12 those sleeves.

13           Let's begin to talk about truancy, and  
14 making sure that our children are in school, and  
15 really begin to launch campaigns around that, and  
16 let's really begin to engage this public and the  
17 business community and the foundations on how we can  
18 really embrace this community, and this School  
19 District, at a time of trouble.

20           We know that we are heading towards a  
21 financial crisis in this Board, and so we are going to  
22 need the public, and parents, and everyone who cares  
23 about this school system, particularly those who have  
24 graduated from this school system, who knows what it  
25 has done for them, and we are going to need them to

1 roll up their sleeves, and come to get involved, and  
2 be those advocates for us in Harrisburg and  
3 Washington, DC, talking about how important the  
4 Pittsburgh Public Schools are, and how important our  
5 children are to us.

6               So, Dr. King, I welcome you in this  
7 position, I will support you as I always have, as I  
8 supported John Thompson, to the best of my ability,  
9 and I look forward to your leadership, and I look  
10 forward to your guidance.

11               Congratulations again.

12               MR. ISLER: Mr. Romaniello.

13               MR. ROMANIELLO: You thought I was going to  
14 get away without saying anything.

15               I would just like to echo Mr. Taylor's  
16 comments.

17               When I first got onto this Board, I was --  
18 about two weeks after I had been sworn in, there was a  
19 problem in one of the schools, and my phone was  
20 ringing off the hook, and as someone who had never  
21 been involved in something of this magnitude before, I  
22 didn't know what I was supposed to do, and the first  
23 thing, when I called some of my fellow Board members,  
24 they said, "Call Andy King," and within two days, the  
25 problem had been solved through the hard work of

1 Dr. King.

2           And I want to say that I continue to have  
3 that confidence, that Dr. King can lead this District,  
4 and I think it's time now that we start -- as  
5 Mr. Taylor said, we start moving forward, we stop --  
6 we start forgetting about issues that don't have  
7 things -- a thing to do with educating our children,  
8 that we put aside, with this vote; that, you know, we  
9 are going to move ahead.

10           And, while I appreciate Dr. Dowd's  
11 abstention, this is not in any way towards your  
12 abstention, but there are some people out there who  
13 are making some very ugly comments, and some very  
14 nasty things that they shouldn't be saying, and what I  
15 want to say to them is, we sit in some meetings when  
16 we talk about discipline, and some of the other things  
17 that go on, and you get phone calls asking for people  
18 to have -- asking us to give second, third, and fourth  
19 chances to some people, for whatever the reason is.

20           And these same people, who are asking us  
21 for second and third chances, don't want to see us  
22 give a second chance to someone who has done a  
23 fantastic job.

24           Like I said, I am new to this, but I  
25 learned very, very quickly that when you mention to

1 anybody in the District the name of Dr. Andrew King,  
2 that they all, everybody talks about his loyalty, his  
3 hard work, and his dedication to this District.

4               So I think those people are being very  
5 hypocritical, they know who they are, and when -- you  
6 know, when they say the things, the mean spirited  
7 things that they have said, when they don't sit in  
8 these chairs, I think they are being hypocritical, and  
9 I am hoping that now that they have had their say in  
10 the press, that they will, as Mr. Taylor said, join  
11 with us, and move in the confidence that I have that  
12 this District will continue to move forward.

13               Congratulations, Andy.

14               MR. ISLER: Any other comments?

15               Mr. Brentley.

16               MR. BRENTLEY: Yes.

17               I would also like to just extend some  
18 congratulations to you, Dr. King.

19               There is no question about your reputation  
20 in the District and, you know, different names to  
21 describe you.

22               "He is the go to man."

23               "Oh, he will get it done."

24               "Oh, Andy will get back to you."

25               And so, as a Board member, when a

1 constituent calls me, that puts a feather in my cap  
2 when I can say, "Hold on, I can get you through to  
3 him."

4 "Hold on, he will return your call."

5 "Hold on, he will respond to your  
6 concerns."

7 So I hope -- and look, and I know we are  
8 putting the weight of the world on you, and so I just  
9 want to say that I am ready, willing and able to help,  
10 until this Board comes together and willing to sign an  
11 agreement, I hope we do that yesterday, so that you  
12 will have a level of comfort, that we will support  
13 you.

14 I want to say publicly, to you, you can  
15 draw anything up you want, and I will be more than  
16 willing to sign it, on my commitment, because I know  
17 it is difficult to try to run this District, with  
18 dealing with nine different bosses.

19 And so I just want to sign my letter of  
20 commitment, sign it over to you, and do what you have  
21 to do.

22 I would like to ask first a favor, first.

23 And, Dr. King, there is no question about  
24 this District, 58 percent of African American, the  
25 majority of them are failing, the majority of them are

1   scoring below average, or below the necessary number,  
2   I am asking you to identify, Doctor, put your finger  
3   on it, and I don't want you to get shy with coming  
4   before this body, recommending some things to do.

5               And I am not interested in managing the  
6   problem, I want to wipe it out.

7               That is a priority for me, as a father with  
8   children in this District.

9               So I'm ready, willing and able to assist  
10   you, and congratulations, once again.

11              MR. ISLER: Any other comments?

12              Mrs. Fink.

13              MS. FINK: Congratulations, Andy.

14              DR. KING: Thank you.

15              MS. FINK: I really look forward to working  
16   with you as Superintendent, and had we done, the nine  
17   of us done the right thing, we would have chipped in  
18   and got you a quart bottle of Excedrin.

19              MR. ISLER: Dr. King.

20              DR. KING: Just a brief comment.

21              I would like to thank Mr. Taylor,  
22   Mr. Romaniello, Mr. Brentley and Mrs. Fink, for your  
23   very kind comments, and I would also like to say that  
24   I pledge my full commitment, and my work ethic, and  
25   you all know what my work ethic is, to work with all

1 nine members of this Board, and this community, and  
2 this staff, and the students and families of the  
3 Pittsburgh Public School District, to address all of  
4 the critical issues currently facing this District.

5               So I pledge my full support, I will work  
6 seven days a week, I will work tirelessly as I always  
7 have, and I think we will get the job done.

8               And thank you again, for your vote of  
9 confidence.

10              MR. ISLER: Thank you, Dr. King.

11              There are any other comments from the  
12 Board?

13              Hearing none --

14              MR. MATTHEWS: I don't have a comment, but  
15 is that the only item that is coming up tonight?

16              MR. ISLER: There were two, only two,  
17 Mr. Matthews, one -- and I said that at the beginning,  
18 from the agenda, one was the Committee on Education  
19 report, on the parent involvement policy, which we had  
20 pulled from the agenda at the last legislative  
21 meeting, and the second item was the appointment of  
22 the Superintendent.

23              MR. MATTHEWS: All right.

24              That means nothing is coming forward with  
25 the Superintendent?

1           MR. ISLER: I believe that Mr. Taylor is  
2 still working on that.

3           MR. TAYLOR: We are going to meet briefly,  
4 after this meeting, so we will get you back on the  
5 phone.

6           Okay?

7           MR. MATTHEWS: All right.

8           MR. TAYLOR: All right.

9           MR. ISLER: Any other questions or  
10 comments?

11           Hearing none, move to adjourn.

12           MR. ROMANIELLO: So move.

13           MS. FINK: Second.

14           MR. ISLER: Seconded.

15           Hearing is adjourned.

16           Thank you, ladies and gentlemen.

17                               - - -

18           (Thereupon, at 7:50 p.m., the Special  
19 Legislative Meeting was concluded.)

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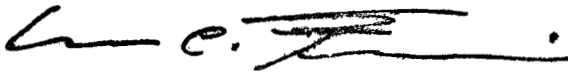
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## C-E-R-T-I-F-I-C-A-T-E

I, Eugene C. Forcier, the undersigned, do hereby  
certify that the foregoing twenty-five (25) pages are  
a true and correct transcript of my stenotypy notes  
taken of the Legislative Meeting held in the  
Pittsburgh Board of Public Education, Board Committee  
Room, on Tuesday, February 8, 2005.



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Eugene C. Forcier, Court Reporter

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