

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

MINUTES

Meeting of: March 29, 2006

Call of the Meeting: Special Legislative Meeting

Members Present: Mr. Brentley, Mrs. Colaizzi, Dr. Dowd,
Mrs. Fink, Mr. McCrea, Mr. Romaniello,
Sr., Mr. Sumpter, Jr. and Mr. Taylor

Via Telephone: Mr. Isler

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**

SPECIAL LEGISLATIVE

AGENDA

March 29, 2006

ROLL CALL

COMMITTEE ON HUMAN RESOURCES

1. PFT Professional Contract

[Roll Call]

COMMITTEE ON EDUCATION

1. Adoption of a Revised 2006-2007
School Calendar
2. Adoption of a 2006-2007 School Calendar
for Accelerated Learning Academies

[Roll Call]

NEW BUSINESS

[Roll Call]

3/29/06

HUMAN RESOURCES REPORT OF THE SUPERINTENDENT OF SCHOOLS

From the Superintendent of Schools
to
The Board of Public Education

Directors:

Your Committee on Human Resources recommends the adoption of the following salary schedules with accompanying narratives for Teachers and Other Professionals, to be effective July 1, 2005 through June 30, 2007, contingent upon ratification of the Pittsburgh Federation of Teachers.

Respectfully submitted,

Mark Roosevelt
Superintendent of Schools

PFTNg2005*1*

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

⊗ **Note:** *Changes in language in bold and underlined – e.g. the
 *Deletions in bold, lined through, and bracketed – e.g. ~~{the}~~

**TERM OF AGREEMENT
JULY 1, 2005 until June 30, 2007**

Article 3 – Union Matters

OLD LANGUAGE

5. b. The Superintendent of Schools shall, if requested, meet monthly with representatives of the Federation to discuss matters of educational policy and development and other matters of mutual concern, such meetings to be held at mutually agreeable times.

NEW LANGUAGE

5. b. The Superintendent of Schools shall, if requested, meet monthly with representatives of the Federation to discuss key educational matters of academic achievement and school discipline, school safety, and other issues related to the learning environment. Additionally, educational policy and development, and strategies related to the same will be discussed, as well as other matters of mutual concern. Such meetings are to be held at mutually agreeable times.

Article 12 – Special Education

OLD LANGUAGE

4. b. No more than six (6) students with disabilities shall normally be assigned to a regular academic class without support. Whenever possible, special education support should be provided to related arts classes as determined by the IEP team.

NEW LANGUAGE

4. b. No more than six (6) students with disabilities shall normally be assigned to and included in a regular education academic class, including reading, language arts, math, social studies and science, without support. In addition, the number of students with disabilities in the districts' middle and secondary schools assigned to related arts classes including, but not limited to art, music, library, health and physical education and vocational education classes should be closely monitored by the school counselors and special education ITLs to ensure a proportional representation and blend of both typical students and students with disabilities. Whenever possible and appropriate, special education in-class support should be ~~{provided to}~~ considered for the related arts classes ~~{as determined}~~ by the students' IEP building teams.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

Article 12 – Special Education – continued

9. b.

Caseload and Class Size for Special Education

This chart presents the maximum total caseloads, and the number of students permitted in an individual classroom in one class period. The numbers in parentheses in all of the Academic/Life Skills Support Classes shall be considered as averages. A teacher who has students scheduled over the average in one class shall be compensated for by a reduction of students scheduled to another class or other classes to achieve the average. The numbers in parentheses in the Sensory and Communication Support classes shall be absolute maximums.

Type of Service	Itinerant	Resource	Part-time	Full-time
ACADEMIC/LIFE SKILLS SUPPORT PROGRAMS:				
Gifted Support	75 (18)			15 (15)
Learning Support	50 (4)	20 (6) (10)	15E (8) 18S (9)	12E (12) 15S (15)
Life Skills Support	20 (4)	20 (6)	15E (8) 18S (9)	12E (12) 15S (15)
Emotional Support	50 (4)	20 (6) (10)	15 (10)	12 (12)
Physical Support	50 (4)	15 (6)	12 (6)	12 (12)
Autistic Support	12 (4)	8 (6)	8 (6)	8 (8)
Multiple Disabilities Support	12 (4)	8 (6)	8 (6)	8 (8)

*First number is caseload/class size. Number in parenthesis is average per period.

SENSORY AND COMMUNICATION SUPPORT PROGRAMS:

Deaf or Hearing-Impaired Support	50 (4)	15 (6)	10 (6)	8 (8)
Blind, Visually-Impaired Support	50 (4)	15 (6)	15 (8)	12 (12)
Speech and Language Support	65 (4)			8 (8)

- c. In addition, caseload size discussions for Early Intervention (EI) will be a focus of continuing discussion between the Federation and Administration.
- d. If it is necessary in a given class period to exceed the class size maximum because of scheduling, a compensating reduction at least equal to the same number of students shall occur within that teaching schedule for some other class period(s) during the school day, so that the average equivalent full-time daily membership shall not exceed the specified maximum equivalent full-time daily membership that is provided under Subsection b.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

Article 12 – Special Education – continued

- e. The following elementary schools **and secondary** schools organizational patterns are applicable only to the caseload chart and do not reflect data collection procedures and reporting completed by the Program for Students with Exceptionalities for PennData purposes.

Elementary Schools **and Secondary** Program Organizational Patterns

- (1) Itinerant Organization – Based on an eight (8) period day, itinerant organizational pattern provides support for exceptional students enrolled in regular classes who spend less than one (1) period per day with a special education teacher.
- (2) Resource Room Organization – Based on an eight (8) period day, resource room organizational pattern provides support to exceptional students who spend one (1) to two (2) periods per day with a special education teacher.
- (3) Part-Time Class Organization – Based on an eight (8) period day, part-time class organizational pattern provides support for exceptional students enrolled in regular classes who spend three (3) to four (4) periods per day with a special education teacher.
- (4) Full-Time Class Organization – Based on an eight (8) period day, full-time class organizational pattern provides support to exceptional students who spend five (5) to eight (8) periods per day with a special education teacher.

- f. The following middle schools ~~[and secondary schools]~~ organizational patterns are applicable only to the caseload chart and do not reflect data collection procedures and reporting completed by the Program for Students with Exceptionalities for PennData purposes.

Middle ~~[and Secondary]~~ School Program Organizational Patterns

- (1) Itinerant Organization – Based on a seven (7) period day, itinerant organizational pattern provides support for exceptional students enrolled in regular classes who spend less than one (1) period per day with a special education teacher.
- (2) Resource Room Organization – Based on a seven (7) period day, resource room organizational pattern provides support to exceptional students who spend one (1) to two (2) periods per day with a special education teacher.
- (3) Part-Time Class Organization – Based on a seven (7) period day, part-time class organizational pattern provides support for exceptional students enrolled in regular classes who spend three (3) to four (4) periods per day with a special education teacher.
- (4) Full-Time Class Organization – Based on a seven (7) period day, full-time class organizational pattern provides support to exceptional students who spend five (5) to eight (8) periods per day with a special education teacher.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

Article 17 - Major Discipline Areas/Learning Environment

NEW LANGUAGE

1. The parties recognize that an essential element in promoting student achievement is the existence of a safe, secure, and orderly learning environment in every school.

The parties commit to the following:

- Ongoing efforts to strengthen and to improve the learning environment in every school
- Regular meetings between Federation and District leadership to identify and address both weaknesses and strengths related to learning environment throughout the District
- Communication to schools and the community that learning environment and academic achievement are the parties' highest educational priorities and must exist simultaneously

1. and 2. become 2. and 3.

3. c. All incidents of school connected assaults upon students or Board personnel, including teachers, shall be reported to the Superintendent of Schools through the Office of Student Services or the organizational equivalent. The reports shall be available to School Safety. Appropriate procedures shall continue to be established and maintained by the Superintendent of Schools to ensure the completeness of the assault reports. If requested, individual cases will be reviewed with the President of the Federation to the extent permitted by law.

Article 38 – Teacher Vacancy Lists

OLD LANGUAGE

2. Lists shall be posted in all schools and at the Administration Building on December 1, the third school day in January, May 1, May 15, and June 1. A posting will be made only at the Administration Building on June 15 and on or about July 1. Vacancies occurring after the final posting and September 20 need not be posted prior to being filled for the start of the new school year, but either shall be filled consistent with all procedures applying to the filling of posted vacancies or else shall be filled on the same basis as are those vacancies covered under the provisions of Section 3. of this Article.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

Article 38 – Teacher Vacancy Lists – continued

NEW LANGUAGE

2. All postings will be on the PPS website. In addition, lists shall be posted in all schools and at the Administration Building on December 1, and the third school day in January, April 15, May 1, May 15, and June 1. A posting will be made ~~{only at the}~~ on the PPS website and at the Administration Building on June 15 and on or about July 1. Vacancies occurring after the final posting ~~{and September 20}~~ need not be posted prior to being filled for the start of the new school year, but either shall be filled consistent with all procedures applying to the filling of posted vacancies or else shall be filled on the same basis as are those vacancies covered under the provisions of Section 3. of this Article.

Article 46 – Secondary School Teaching Schedules and Teaching Day

OLD LANGUAGE

1. Teachers in secondary schools shall normally be scheduled to teach five (5) class periods per day. Exceptions shall not be made for arbitrary or capricious reasons, and may occur only for the reasons cited under Section 2. of this Article and subject to all applicable further provisions of this Article.
 - a. The standard secondary school teaching schedule shall be five (5) teaching periods, one (1) duty period, one (1) preparation period and a homeroom or homeroom-time assignment.

NEW LANGUAGE

1. Teachers in secondary schools shall normally be scheduled to teach five (5) class periods per day. Exceptions shall not be made for arbitrary or capricious reasons, and may occur only for the reasons cited under Section 2. of this Article and subject to all applicable further provisions of this Article.
 - a. The standard secondary school teaching schedule shall be a homeroom or homeroom-time assignment, five (5) teaching periods, one (1) duty period, one (1) preparation period, and (1) professional period to be used for purposes such as tutoring, professional development, or Advanced Placement preparation.

**Pittsburgh Federation of Teachers
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Article 46 – Secondary School Teaching Schedules and Teaching Day - continued

Section 5.e.

Delete Language – Elimination of AP Preparation Period

5. ~~[e. The one (1) added daily preparation period given to teachers having one (1) or more advanced placement (AP) classes in their teaching schedules, if that preparation period is provided by release from a teaching period rather than release from a duty period, shall be equated with one (1) teaching period for all purposes under this Article.]~~

New Article 70 – Physical Therapists and Occupational Therapists

1. Physical therapists and occupational therapists shall be on the same salary schedule as teachers, shall continue to be eligible for advanced study salary credit, and shall continue to be entitled to participate in all fringe benefits, personnel benefits, and other relevant programs available to teachers. Appropriate Agreement provisions covering teachers shall also cover physical therapists and occupational therapists.

* * * * *

MEMORANDUM OF UNDERSTANDING

SPECIAL EDUCATION/INCLUSION

Existing Memorandum of Understanding - #2 is new language

1. The Board and the Federation agree that for the inclusion process to continue to be effective in Pittsburgh requires that the procedures already in place and the support services currently provided be maintained.
2. Every effort should continue to be made to provide regular education and special education teachers with the much needed collaboration and/or common planning time in order to plan and modify instruction, prepare and modify assessments and to analyze data.
3. The parties agree to review the recommendations of the "Advisory Council on Inclusive Education" and to cooperate in implementing any recommendation(s) on which there is mutual agreement and for which there are financial resources to do so.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
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NEW MEMORANDUM OF UNDERSTANDING

EMOTIONAL SUPPORT PROGRAMS AND SERVICES

The Board and the Federation agree that the Board will continue to pursue all Bureau of Special Education/PA Department of Education funding, private sector grant funds and Medicaid/ACCESS funds in order to continue to expand the Emotional Support Therapeutic Classroom model. This model provides for a special education teacher, a para-educator and a full time mental health therapist in the district's part-time Emotional Support classrooms. Currently, this model exists in the district's comprehensive middle schools, one secondary school and seven elementary schools. The Board and the Federation agree that this model has been proven effective in supporting both the academic and behavioral needs of the students assigned to these classrooms, and there is a desire by both parties to continue to expand this model to all Emotional Support programs, K through 12, in the district.

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MEMORANDUM OF UNDERSTANDING

STAFF SELECTION PROCESS; IMPLEMENTATION OF PILOT MODEL; CONTINUED REVIEW AND DEVELOPMENT BY PEP

OLD LANGUAGE:

The parties agree to continue, via the PFT/School District "Professionalism and Education Partnership" (PEP) process and through the PEP Steering Committee, the development of a revamped process for staff selection at schools. Further, a good-faith effort will be made by the parties to conclude the development of that revamped process during the 2000-01 school year. Any revamped staff selection process shall include a provision for input from schools regarding their recommendations to the Office of Human Resources for the placement of teachers who are transferring from one teaching position to another.

1. The PEP "Site-Based Staff Selection Subcommittee" and the PEP Steering Committee will finalize, as a pilot, the staff selection model that has already been developed for pilot implementation beginning in the spring of 2001. The pilot will be implemented in no less than twenty (20) schools and no more than twenty-five (25) schools, and it will apply to vacant staff positions at those schools for the 2001-02 school year. Specific schools and levels will be determined by the PEP "Subcommittee," with first preference being given to schools which volunteer to participate in the pilot.
2. Any revamped staff selection model, whether a pilot or a full-scale implementation, will include a provision for the direct participation of teachers, together with the principal, in the process of determining which teacher(s) should be recommended to the Office of Human Resources for placement in any position(s) that are vacant at a school where the staff selection process is being utilized.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
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MEMORANDUM OF UNDERSTANDING

**STAFF SELECTION PROCESS; IMPLEMENTATION OF PILOT MODEL; CONTINUED
REVIEW AND DEVELOPMENT BY PEP - continued**

3. Any revamped staff selection model, whether a pilot or a full-scale implementation, will include the following provisions:
 - a. Continuation of the existing interview process applying to new teachers.
 - b. Continuation of the existing interview process applying to new schools and to schools whose status has been completely changed.
 - c. Placement in a regular teaching position at some school of teachers who may be involuntarily transferred due to being excessed from a school, regardless of their participation in any interview process at a school(s).
 - d. Entitlement of teachers to return, without any interview, to a former school from which they had earlier been excessed, so long as they make application to return and fill the first vacancy at that school in the area of certification in which they had previously taught.
 - e. Continuation of the cooperative interaction and work relationship between the PFT and the Office of Human Resources on teacher placements and on the monitoring of any overall teacher placement/staff selection process.
4. As part of any pilot and of any finalized staff selection process, the site-based team will include the PFT building representative or his/her designee and at least one (1) elected ITL.
5. During the 2001-02 school year, the staff selection model will be revised to reflect what has been learned from the pilot in order to improve its design.
 - a. Thereafter, the model, when mutual agreement and consensus can be reached between the two parties to the PEP process, will be fully implemented throughout the School District, beginning with the staffing process for the 2002-03 school year.
 - b. If no such agreement and consensus are able to be reached, then the first-year pilot, with any mutually agreed upon revisions, shall be implemented again for a second year, and may be expanded if the parties mutually agree. In this case, the second-year pilot, subject to a consensus approval by the PEP Steering Committee, will become the model for a full-scale staff selection process covering all schools, which would become operative for the 2003-04 school year.

(continued)

Pittsburgh Federation of Teachers
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MEMORANDUM OF UNDERSTANDING

STAFF SELECTION PROCESS; IMPLEMENTATION OF PILOT MODEL; CONTINUED
REVIEW AND DEVELOPMENT BY PEP - continued

NEW LANGUAGE

6. The Staff Selection Team must interview the top 25% of the most senior applicants along with 25% of the applicants who are displaced and are selected at random by Human Resources (reduced by any who are already part of the senior applicant pool to be interviewed). If the Staff Selection team wishes to interview more applicants, then they must interview all the applicants. As an alternative, the Staff Selection team always has the choice to opt out of the process and select the most senior applicant.

This provision shall not apply to positions that have ten applicants or fewer. In those cases, the team may select the most senior applicant or all applicants must be interviewed.

Process:

- a. Staff Selection Teams may select the most senior person without an interview.
- b. Teams interview the most senior and displaced applicants in accord with the percentages stated in the proposal.
- c. If a candidate is not selected through the process identified in B., the team must then interview all of the rest of the candidates.

Pittsburgh Federation of Teachers
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NEW MEMORANDUM OF UNDERSTANDING

PFT/SCHOOL DISTRICT HEALTH CARE COST CONTAINMENT COMMITTEE

The Federation and the District recognize that health care cost containment is of mutual importance to both parties. Accordingly, a collaboration on health care cost containment shall be established.

The committee will meet on no less than a quarterly basis, but more frequently if needed. To the extent the committee is able to reach agreement on health care issues, such agreement shall be reduced to writing and recommended for consideration by the Superintendent and the Board of Directors.

The committee shall convene immediately upon ratification of the contract settlement and shall be comprised of an equal number of PFT and District representatives, unless mutually agreed otherwise. The first issue to be considered by the parties shall be the possibility of introducing a new PPO plan in consideration of the elimination of the POS plan effective January 1, 2007.

Both parties may submit issues for deliberation by the committee.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

MEMORANDUM OF UNDERSTANDING

**Professionalism and Education Partnership (PEP)
Agenda Items**

The following items have been identified as having mutual importance to the District and the Federation. Accordingly, they are proposed to be addressed as indicated below.

Instructional Teacher Leaders

No change in existing language through June 30, 2007. The ITL program shall be identified as an agenda item for the Professionalism and Education Partnership (PEP), with the goal of enhancing the effectiveness of the ITL program and implementing changes at the start of the 2007-2008 school year.

Incentives to Work at Low Performing Schools

The development of incentives to work at low performing schools shall be identified as an agenda item for the Professionalism and Education Partnership (PEP), with the goal of implementing incentives for the start of the 2007-2008 school year.

Instructional Time

The parties recognize instructional time is essential to student achievement and that developing strategies to increase it is desirable. Accordingly, this will be a Professionalism and Education Partnership (PEP) agenda item to be addressed in good faith by the parties.

Internal School Restructuring

No change in the existing language through June 30, 2007. Article 50 is identified as an agenda item for the Professionalism and Education Partnership (PEP).

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

SECTION #2

Editorial Changes or Clarification of Existing Language

⊙ **Note:** *Changes in language in bold and underlined – e.g. the
 *Deletions in bold, lined through, and bracketed – e.g. ~~{the}~~

Article 16 – Middle Schools Interdisciplinary Teaching Teams

1. During the term of this Agreement, the Board agrees to assign five (5) full-time teachers, or the equivalent, to each middle school's academic interdisciplinary teaching team, one (1) of whom shall be a full-time ~~{reading}~~ **communications** teacher.

Article 37 – Personnel File Procedures

2. Upon written request by the teacher to the appropriate ~~{Assistant Director of Human Resources}~~ **staff person**, made personally or through the mails, the teacher, on proper identification, will be permitted to examine the material in his/her personnel file, such examination to take place at a mutually agreeable time and in the presence of a personnel officer. The teacher shall not ask to examine any preemployment information contained in the file. The teacher shall indicate in writing that he/she has examined his/her file.

Article 39 – Transfer Application Procedures

1. A teacher as defined for purposes of transfer shall be any person who is on the teacher salary schedule as a regular employee whose initial appointment was made from an eligibility list.
2. ~~{To be eligible for transfer, a teacher must be properly certificated, have the qualifications required for the position, have completed three (3) years of service with the Pittsburgh Public Schools subsequent to appointment from an eligibility list, and have a satisfactory performance record.}~~
2. Requests for transfer must be submitted ~~{in person at the Administration Building, Human Resources, on forms provided by the Superintendent of Schools. They may be submitted at any time, but to be considered for the following school semester, all requests must be submitted no later than the fifth day following the posting of any list.}~~ **in accordance with current school district procedure.**
3. ~~{Requests for transfers may include schools and positions not on the vacancy list.}~~

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
7-1-2005 through 6-30-2007**

Article 39 – Transfer Application Procedures - continued

4. ~~Teachers who desire to transfer to another building may make this request by listing not more than two (2) choices of schools in order of preference. Preferences for grade(s) and subject(s) may be indicated.]~~
3. Human Resources and the Federation will continue to cooperate in the processing, communication, and disposition of transfer applications of experienced teachers and in the assignment of displaced teachers. The parties agree to improve the coordination of the assignment of displaced teachers, as per Article 30, Building Seniority and Voluntary or Involuntary Transfers of Teachers, Section 7.d., and the assignment of newly hired teachers with the provisions of this Article.
4. All transfers shall be made by Human Resources. No Board-initiated transfer shall be made for arbitrary or capricious reasons. Posting of teacher vacancy lists is for the purpose of informing teachers of available vacancies and does not constitute any offer or guarantee of transfer since it is necessary for Human Resources to consider several additional factors in making its final decision concerning filling of vacancies.

Article 40 – Promotional Opportunities

3. The posting of promotional opportunities will be at all schools, ~~[and]~~ at the Administration Building, **and on the PPS website.**
5. Promotional opportunities for September 1 and February 1, that become known after June 1 and the third school day in January respectively, will be posted at the Administration Building ~~[only]~~ **and on the PPS website.** These postings will be done for June 15 and July 1 insofar as the period after June 1 is concerned. The one (1) week period normally allowed before filling a position need not be observed after the July 1 and the third school day in January postings, or when an emergency or unexpected opening occurs, if that opening must be immediately filled.
7. Teachers who apply for promotional opportunities shall receive ~~[written notice]~~ **[electronic and] electronically printed confirmation** from Human Resources of the receipt of their applications.

Article 41 – Professional Opportunities

1. Professional opportunities available to teachers within a given school will be announced to all teachers by posting on the bulletin board. This is intended to include (but not be limited to) ~~[coaching,]~~ various extracurricular and intramural assignments within the school, and faculty manager of athletics, regardless of whether these are paid or time-compensated assignments.
4. Professional opportunities available to teachers citywide will be posted in all schools for at least two (2) weeks prior to being filled. Such opportunities will include, but not be limited to, summer school, evening school, curriculum work, adult basic education, similar educational programs, coaching ~~[(when no qualified teacher applies from within the school where the vacancy exists)]~~, and special program opportunities. Assignments to citywide-posted professional opportunities shall continue to be for a one (1) year period.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
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Article 42 – Coaching Vacancies

2. When there is a coaching vacancy at a school, the coaching position will be posted citywide ~~{and not just at the school where the vacancy exists}~~ in order for a qualified teacher at any school across the city to have the opportunity to apply.
4. ~~{Teachers who transfer voluntarily will not retain coaching assignments at their former schools.}~~ If ~~{, however}~~ a teacher ~~{transfers or}~~ is transferred involuntarily, he/she will be permitted to retain his/her coaching assignment at the original school if his/her schedule at the new school need not be altered in order for the assignment to be fulfilled.

PART D

Article 44 – General Teaching Day, Workday, and Length of Day Provisions

8. ~~{The length of the workday for teachers at Connelley Technical Institute and Adult Education Center is defined in Article 79, Connelley Technical Institute and Adult Education Center.}~~
8. The length of the workday for school nurses and dental hygienists shall be eight (8) hours, including the lunch period.
9. The length of the workday for counselors, social workers, developmental advisors, attendance officers and psychologists, including chairpersons, shall be eight (8) hours, including the lunch period. (Procedures for times when social workers are appearing in court or are on other out-of-school assignments may continue to be handled as during the term of previous Agreements, but shall be handled consistent with the changes adopted by the parties when revising the Pupil Services program and structure through the agreement reached under the PFT-School Board Teacher Professionalism Project, now Professionalism and Education Partnership.)
10. The length of the workday for school psychologists shall be eight (8) hours, including a one-half (1/2) hour lunch period.
11. The length of the workday for coordinators who are assigned to schools shall be eight (8) hours, including a one-half (1/2) hour lunch period.
12. The length of workday for ~~{Professional Development Assistants, Head Start Nutrition Advocate, Head Start Health Specialists, and Preschool Teachers, Level II, shall continue as established.}~~ Preschool Level II Teachers (including Pre-Kindergarten Teachers, Replacement Teachers, Coaches), Family Services Specialists, Special Services Coordinators, Parent Involvement Volunteer Coordinator, Health Coordinator, Nutrition Specialists, shall continue to be six (6) hours and fifty-five (55) minutes daily, including a forty-five (45) minute lunch period each day.

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
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Article 46 – Secondary School Teaching Schedules and Teaching Day

3. Teachers in middle schools shall normally be scheduled as follows:
 - a. Teachers shall normally be scheduled to teach five (5) teaching periods per day ~~{or the modular equivalent of five (5) teaching periods}~~, plus one (1) period ~~{or the modular equivalent of one (1) period}~~, to be utilized, by way of example but not by way of limitation, for the following purposes: directed activities, in-service training, planning, conferences, tutorial work, duties, study assistance, etc. Exceptions shall not be made for arbitrary or capricious reasons, and may only occur as provided under Section 2. of this Article.
 - c. A minimum of five (5) teaching periods per week ~~{or the modular equivalent}~~ shall be available to each teacher as preparation time. Daily preparation time of one (1) period ~~{or the modular equivalent in consecutive mods}~~ shall be assigned to all teachers insofar as can be accommodated in the preparation of teacher schedules. ~~{In addition, where modular scheduling is involved, no fewer than two (2) consecutive mods shall be scheduled on any day as preparation time in the regular schedule for any teacher.}~~

Article 53 – Duration of School Year

2. The provisions of this Article shall cover special schools and preelementary schools, insofar as is applicable under ten (10) month school programs. ~~{Connelley Technical Institute and Adult Education Center is covered under the provisions of Article 79, Connelley Technical Institute and Adult Education Center.}~~

Article 54 – Snow and Other Emergency Days

5. ~~{For provisions related to snow days at Connelley, see Article 79, Connelley Technical Institute and Adult Education Center.}~~

Article 89 – ~~{Head Start}~~ Pre-Kindergarten Programs and Special Education Salary Schedules

1. Preschool Level II Teachers ~~{Head Start Teachers}~~ (Pre-Kindergarten Teachers, Replacement Teachers, and Coaches)
3. ~~{Family Advocates, Nutrition Advocates, Disabilities/Mental Health Assistants, Social Services Assistants, Parent Involvement Assistants, Health/Nutrition Assistants, Professional Development Assistants (includes former Head Start Partner Teachers), and Parent Services Assistants}~~
3. Family Services Specialists, Special Services Coordinators, Parent Involvement Volunteer Coordinator, Health Coordinator, and Nutrition Specialist

**Pittsburgh Federation of Teachers
PFT/PPS Teachers/Professionals Agreement
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Article 97 – Salary Schedules for Psychologists

2. ~~[The Counselors and Social Workers Salary Schedules as provided in Articles 96 and 98 shall be able to be utilized in the setting of entry salaries for a psychologist who is hired from outside the school system directly into a position as a school psychologist. Such a psychologist may be placed at the applicable step in accordance with established salary schedule placement procedures already in effect.]~~

Article 111 – Teachers/Professionals Increment (TPI)

1. The Teachers/Professionals Increment (TPI) applies after five (5) years at step 10 or after fourteen (14) years of teaching **in Pittsburgh with the School District of Pittsburgh,** whichever first occurs.

Supplemental Pay Rates and Related Items

Supplemental Pay Rates

Increase all supplemental pay rates --- i.e., after-school/evening teaching and workshops hourly rate, faculty managers, intramurals, extracurricular activities, etc., by **2.7%** commencing September 2006

Coaching Salaries

Increase coaching salaries by **2.7%** commencing September 2006.

Compensation for Lack and Loss of Preparation Periods

- \$13.25 per compensable period, through 2005-2006 school year
- **\$13.61** per compensable period, commencing 2006-2007 school year

Activities Tied to "After-School/Evening Teaching and Workshops" Hourly Rate

After-School/Evening Teaching and Workshops Hourly Rate (formerly evening school and workshops hourly rate): Workshops; Music Activities' 100 Hours (Choir Directors, Band and Orchestra Directors); Summer Band Camp; After School and Evening School; and Other Activities

- \$22.71/hour, through 2005-2006 school year
- **\$23.32**/hour, commencing 2006-2007 school year

Extracurricular Activities Hourly Rate

- \$16.46/hour, through 2005-2006 school year
- **\$16.90**/hour, commencing 2006-2007 school year

Intramurals and Faculty Managers Hourly Rate

- \$23.93/hour, through 2005-2006 school year
- **\$24.58**/hour, commencing 2006-2007 school year

Bachelor's Degree

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 35,500	1- \$ 35,500	1- \$ 35,500
2- 37,900	2- 37,900	2- 37,900
3- 39,400	3- 39,400	3- 39,400
4- 40,500	4- 40,500	4- 40,500
5- 41,700	5- 41,700	5- 41,700
6- 43,400	6- 43,400	6- 43,400
7- 44,900	7- 44,900	7- 44,900
8- 46,100	8- 46,100	8- 46,100
9- 47,200	9- 47,200	9- 47,200
10- 66,500	10- 66,500	10- 69,500

Master's Degree, Master's Equivalent, Bachelor's + 30 Credits

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 37,500	1- \$ 37,500	1- \$ 37,500
2- 40,000	2- 40,000	2- 40,000
3- 41,900	3- 41,900	3- 41,900
4- 43,100	4- 43,100	4- 43,100
5- 44,600	5- 44,600	5- 44,600
6- 46,000	6- 46,000	6- 46,000
7- 47,100	7- 47,100	7- 47,100
8- 48,200	8- 48,200	8- 48,200
9- 49,300	9- 49,300	9- 49,300
10- 70,500	10- 70,500	10- 73,500

Counselors Salary Schedule

Master's Degree, M. Equivalent, Bachelor's + 30 Credits Salary Schedule Regular 192-Day School Year*

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 37,800	1- \$ 37,800	1- \$ 37,800
2- 40,300	2- 40,300	2- 40,300
3- 42,200	3- 42,200	3- 42,200
4- 43,400	4- 43,400	4- 43,400
5- 44,900	5- 44,900	5- 44,900
6- 46,300	6- 46,300	6- 46,300
7- 47,400	7- 47,400	7- 47,400
8- 48,500	8- 48,500	8- 48,500
9- 49,600	9- 49,600	9- 49,600
10- 70,800	10- 70,800	10- 73,800
11- 71,100	11- 71,100	11- 74,100
12- 71,400	12- 71,400	12- 74,400
13- 71,700	13- 71,700	13- 74,700
14- 72,300	14- 72,300	14- 75,300

*Counselors work year is either 195 days (192 days + 3 additional pro-rata-paid days --- elementary and middle school counselors) or 202 days (192 days + 10 additional pro-rata-paid days --- high school counselors). The seven (7) additional workdays for high school counselors will commence for the 2004-05 school year. The counselors workday continues to be eight (8) hours.

Psychologists Salary Schedule

Master's Degree, M. Equivalent, Bachelor's + 30 Credits Salary Schedule Regular 192-Day School Year*

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 44,900	1- \$ 44,900	1- \$ 44,900
2- 46,300	2- 46,300	2- 46,300
3- 47,400	3- 47,400	3- 47,400
4- 48,500	4- 48,500	4- 48,500
5- 49,600	5- 49,600	5- 49,600
6- 70,800	6- 70,800	6- 73,800
7- 71,100	7- 71,100	7- 74,100
8- 71,400	8- 71,400	8- 74,400
9- 71,700	9- 71,700	9- 74,700
10- 72,300	10- 72,300	10- 75,300

*Extra workdays/workweeks during the summer will be paid pro rata at the annual salary rate in effect at the time the psychologist is working.

Social Workers Salary Schedule

Master's Degree, M. Equivalent, Bachelor's + 30 Credits Salary Schedule Regular 192-Day School Year*

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 37,800	1- \$ 37,800	1- \$ 37,800
2- 40,300	2- 40,300	2- 40,300
3- 42,200	3- 42,200	3- 42,200
4- 43,400	4- 43,400	4- 43,400
5- 44,900	5- 44,900	5- 44,900
6- 46,300	6- 46,300	6- 46,300
7- 47,400	7- 47,400	7- 47,400
8- 48,500	8- 48,500	8- 48,500
9- 49,600	9- 49,600	9- 49,600
10- 70,800	10- 70,800	10- 73,800
11- 71,100	11- 71,100	11- 74,100
12- 71,400	12- 71,400	12- 74,400
13- 71,700	13- 71,700	13- 74,700
14- 72,300	14- 72,300	14- 75,300

*Social Workers work year is 195 days. The three (3) extra days (in addition to the regular 192 days), occurring immediately prior to the start of each new school year, are paid pro rata at the annual 192-day salary rate in effect for the new school year. The workday is eight (8) hours.

Social Workers on Bachelor's Degree Salary Schedule (all are at top step)

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
\$67,400	\$67,400	\$70,400

School Nurse Practitioners and Dental Hygienists Salary Schedule

Bachelor's Degree Salary Schedule Regular 192-Day School Year*

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$35,800	1- \$35,800	1- \$35,800
2- 38,200	2- 38,200	2- 38,200
3- 39,700	3- 39,700	3- 39,700
4- 40,800	4- 40,800	4- 40,800
5- 42,000	5- 42,000	5- 42,000
6- 43,700	6- 43,700	6- 43,700
7- 45,200	7- 45,200	7- 45,200
8- 46,400	8- 46,400	8- 46,400
9- 47,500	9- 47,500	9- 47,500
10- 66,800	10- 66,800	10- 69,800
11- 67,100	11- 67,100	11- 70,100
12- 67,400	12- 67,400	12- 70,400

*School nurse practitioners and dental hygienists work year is 195 days. The workday is eight (8) hours. The three (3) extra days (in addition to the regular 192 days), occurring immediately prior to the start of each new school year, are paid pro rata, at the annual 192-day salary rate in effect for the new school year.

School Nurse Practitioners and Dental Hygienists Salary Schedule

Master's Degree, M. Equivalent, Bachelor's + 30 Credits Salary Schedule Regular 192-Day School Year*

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 37,800	1- \$ 37,800	1- \$ 37,800
2- 40,300	2- 40,300	2- 40,300
3- 42,200	3- 42,200	3- 42,200
4- 43,400	4- 43,400	4- 43,400
5- 44,900	5- 44,900	5- 44,900
6- 46,300	6- 46,300	6- 46,300
7- 47,400	7- 47,400	7- 47,400
8- 48,500	8- 48,500	8- 48,500
9- 49,600	9- 49,600	9- 49,600
10- 70,800	10- 70,800	10- 73,800
11- 71,100	11- 71,100	11- 74,100
12- 71,400	12- 71,400	12- 74,400
13- 71,700	13- 71,700	13- 74,700
14- 72,300	14- 72,300	14- 75,300

*School nurse practitioners and dental hygienists work year is 195 days. The workday is eight (8) hours. The three (3) extra days (in addition to the regular 192 days), occurring immediately prior to the start of each new school year, are paid pro rata, at the annual 192-day salary rate in effect for the new school year.

School to Work Transition Teachers Salary Schedule

Master's Degree, M. Equivalent, Bachelor's + 30 Credits Salary Schedule Basic Salary Schedules applying to Regular 192-Day School Year*

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 40,300	1- \$ 40,300	1- \$ 40,300
2- 42,200	2- 42,200	2- 42,200
3- 43,400	3- 43,400	3- 43,400
4- 44,900	4- 44,900	4- 44,900
5- 46,300	5- 46,300	5- 46,300
6- 47,400	6- 47,400	6- 47,400
7- 48,500	7- 48,500	7- 48,500
8- 49,600	8- 49,600	8- 49,600
9- 70,800	9- 70,800	9- 73,800

*Extra workday(s)/workweek(s), if any, will be paid pro rata, at the annual salary rate in effect at the time the school to work transition teacher is working. The workday is eight (8) hours.

The Board, at its March 22, 2006 Legislative Meeting, voted to eliminate this program.

**Staff Development and Technology Support Specialist
Instructional and Program Advisor for Early Intervention
Other 12-Month/Calendar-Year Professionals**

Bachelor's Degree

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 44,950	1- \$ 44,950	1- \$ 44,950
2- 46,400	2- 46,400	2- 46,400
3- 47,600	3- 47,600	3- 47,600
4- 48,700	4- 48,700	4- 48,700
5- 68,000	5- 68,000	5- 71,000

Master's Degree, Master's Equivalent, Bachelor's + 30 Credits

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 47,550	1- \$ 47,550	1- \$ 47,550
2- 48,500	2- 48,500	2- 48,500
3- 49,700	3- 49,700	3- 49,700
4- 50,800	4- 50,800	4- 50,800
5- 73,100	5- 73,100	5- 76,100

Adjunct Teachers Salary Schedules and Hourly Rates

<u>June 2004</u>		<u>September 2005</u>		<u>September 2006</u>	
1-	\$35,500/\$30.05	1-	\$35,500/\$30.05	1-	\$35,500/\$30.05
2-	37,900/ 32.08	2-	37,900/ 32.08	2-	37,900/ 32.08
3-	39,400/ 33.35	3-	39,400/ 33.35	3-	39,400/ 33.35
4-	40,500/ 34.29	4-	40,500/ 34.29	4-	40,500/ 34.29
5-	41,700/ 35.30	5-	41,700/ 35.30	5-	41,700/ 35.30
6-	43,400/ 36.74	6-	43,400/ 36.74	6-	43,400/ 36.74
7-	44,900/ 38.01	7-	44,900/ 38.01	7-	44,900/ 38.01
8-	46,100/ 39.03	8-	46,100/ 39.03	8-	46,100/ 39.03
9-	50,550/ 42.79	9-	50,550/ 42.79	9-	50,550/ 42.79
10-	56,200/ 47.58	10-	56,200/ 47.58	10-	58,600/ 49.61

The hourly rate for adjunct teachers continues to be determined by dividing the applicable annual salary amount by 1181.25 (1181.25 = 6.25 hours/day x 189 days).

Preschool Salary Schedules

**Sign Language Interpreter, Certified Occupational Therapy Assistant (COTA),
Physical Therapy Assistant
(192-day school year)**

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 25,400	1- \$ 25,400	1- \$ 25,400
2- 27,150	2- 27,150	2- 27,150
3- 28,700	3- 28,700	3- 28,700
4- 31,700	4- 31,700	4- 31,700
5- 32,900	5- 32,900	5- 32,900
6- 34,600	6- 34,600	6- 36,100

**Family Services Specialists, Special Services Coordinators,
Parent Involvement Volunteer Coordinator, Health Coordinator, Nutrition Specialist
(192-day school year)**

The first three (3) steps of these Salary Schedules continue to be the same as the first three (3) steps of the Bachelor's Degree Salary Schedule for Teachers.

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 35,500	1- \$ 35,500	1- \$ 35,500
2- 37,900	2- 37,900	2- 37,900
3- 39,400	3- 39,400	3- 39,400
4- 42,250	4- 42,250	4- 42,250
5- 43,450	5- 43,450	5- 43,450
6- 46,000	6- 46,000	6- 48,000

Preschool Level II Teachers
(Pre-Kindergarten Teachers, Replacement Teachers, and Coaches)

Bachelor's Degree

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$31,000	1- \$31,000	1- \$31,000
2- 34,000	2- 34,000	2- 34,000
3- 37,000	3- 37,000	3- 37,000
4- 40,000	4- 40,000	4- 40,000
5- 41,200	5- 41,200	5- 41,200
6- 42,400	6- 42,400	6- 42,400
7- 43,700	7- 43,700	7- 43,700
8- 45,100	8- 45,100	8- 45,100
9- 46,500	9- 46,500	9- 46,500
10- 48,000	10- 48,000	10- 50,200

Master's Degree, Master's Equivalent, Bachelor's + 30 Credits

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$32,700	1- \$32,700	1- \$32,700
2- 35,700	2- 35,700	2- 35,700
3- 38,700	3- 38,700	3- 38,700
4- 42,800	4- 42,800	4- 42,800
5- 44,100	5- 44,100	5- 44,100
6- 45,400	6- 45,400	6- 45,400
7- 46,800	7- 46,800	7- 46,800
8- 48,200	8- 48,200	8- 48,200
9- 49,600	9- 49,600	9- 49,600
10- 51,100	10- 51,100	10- 53,300

Preschool Early Intervention Special Education Teachers

Bachelor's Degree

<u>June 2004</u>		<u>September 2005</u>		<u>September 2006</u>	
1-	\$32,000	1-	\$32,000	1-	\$32,000
2-	35,000	2-	35,000	2-	35,000
3-	38,000	3-	38,000	3-	38,000
4-	41,000	4-	41,000	4-	41,000
5-	42,200	5-	42,200	5-	42,200
6-	43,400	6-	43,400	6-	43,400
7-	44,700	7-	44,700	7-	44,700
8-	46,100	8-	46,100	8-	46,100
9-	47,500	9-	47,500	9-	47,500
10-	49,000	10-	49,000	10-	51,200

Master's Degree, Master's Equivalent, Bachelor's + 30 Credits

<u>June 2004</u>		<u>September 2005</u>		<u>September 2006</u>	
1-	\$33,700	1-	\$33,700	1-	\$33,700
2-	36,700	2-	36,700	2-	36,700
3-	39,700	3-	39,700	3-	39,700
4-	43,800	4-	43,800	4-	43,800
5-	45,100	5-	45,100	5-	45,100
6-	46,400	6-	46,400	6-	46,400
7-	47,800	7-	47,800	7-	47,800
8-	49,200	8-	49,200	8-	49,200
9-	50,600	9-	50,600	9-	50,600
10-	52,100	10-	52,100	10-	54,300

Full-Time Substitute Teachers Salary Schedules

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
1- \$ 34,800	1- \$ 34,800	1- \$ 34,800
2- 35,500	2- 35,500	2- 35,500
3- 37,900	3- 37,900	3- 37,900

Step 1 of the 3-step full-time substitute teachers salary schedule continues to be \$700 less than step 1 of the Bachelor's Degree salary schedule for regular teachers.

Steps 2 and 3 of the 3-step full-time substitute teachers salary schedule continue to correspond to steps 1 and 2 of the Bachelor's Degree salary schedule for regular teachers.

Day-To-Day Substitute Teachers Daily Pay Rates

1. Daily rates for certified day-to-day substitute teachers who work an unrestricted number of days:

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
\$100.00	\$100.00	\$100.00

Daily rates for day-to-day substitute teachers who have worked at least forty (40) days during each of the preceding two (2) consecutive semesters:

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
\$131.00	\$131.00	\$131.00

2. Daily rates for certified day-to-day substitute school nurses and certified day-to-day substitute Licensed Practical Nurse instructors:

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
\$137.50	137.50	\$137.50

3. Daily rates for noncertified day-to-day substitute school nurses and noncertified day-to-day substitute Licensed Practical Nurse instructors:

<u>June 2004</u>	<u>September 2005</u>	<u>September 2006</u>
\$119.50	\$119.50	\$119.50

Salary Schedules For Coaching

The salary schedules for coaching at the senior high school level and at the middle school level, for coaches of boys' sports and for coaches of girls' sports, shall be as follows:

	<u>Total Pay Per Season</u>	
	<u>Through 2005-2006</u>	<u>Effective 2006-2007</u>
1. Senior High Schools (Boys' Sports)		
Football		
Head Coach.....	\$ 6,498	\$ 6,673
1st Assistant Coach.....	4,587	4,711
2nd & 3rd Assistant Coaches	3,358	3,449
4th & 5th Assistant Coaches ^⓪	2,637	2,708
Basketball		
Head Coach.....	6,498	6,673
Assistant Coach.....	4,258	4,373
Baseball		
Head Coach	4,041	4,150
Assistant Coach.....	2,623	2,694
Track		
Head Coach.....	3,574	3,670
Assistant Coach.....	2,623	2,694
Swimming.....	3,466	3,560
Volleyball.....	3,466	3,560
Wrestling		
Head Coach.....	3,808	3,911
Assistant Coach.....	2,622	2,693
Soccer		
Head Coach.....	2,898	2,976
Assistant Coach ^⓪	1,976	2,029
Cross-Country (Coeducational)		
Head Coach.....	2,084	2,140
Assistant Coach ^⓪	1,512	1,553
Tennis.....	1,921	1,973
Golf (Coeducational).....	1,921	1,973

^⓪A fifth assistant football coach will continue to be employed at high schools where, for the previous football season, there were 65 or more student participants on the eligibility card as of the first game of the regular season.

^⓪A junior varsity program must be maintained in order to have an assistant coach.

Salary Schedules For Coaching (continued)

		<u>Total Pay Per Season</u>	
		<u>Through</u>	<u>Effective</u>
		<u>2005-2006</u>	<u>2006-2007</u>
2.	Senior High Schools (Girls' Sports)		
	Basketball		
	Head Coach.....	\$ 6,498	\$ 6,673
	Assistant Coach.....	4,258	4,373
	Track		
	Head Coach.....	3,574	3,670
	Assistant Coach.....	2,623	2,694
	Softball		
	Head Coach.....	4,041	4,150
	Assistant Coach.....	2,623	2,694
	Soccer		
	Head Coach.....	2,898	2,976
	Assistant Coach [®]	1,976	2,029
	Swimming.....	3,466	3,560
	Volleyball.....	3,466	3,560
	Tennis.....	1,921	1,973
3.	Middle Schools (Boys' Sports)		
	Basketball [®]	2,405	2,470
	Wrestling.....	2,404	2,469
	Swimming.....	1,921	1,973
	Softball [®]	1,818	1,867
	Soccer [®]	1,779	1,827
	Volleyball.....	1,586	1,629
	Cross-Country (Coeducational) [®]	1,586	1,629
4.	Middle Schools (Girls' Sports)		
	Basketball [®]	2,405	2,470
	Swimming.....	1,921	1,973
	Softball [®]	1,818	1,867
	Soccer [®]	1,779	1,827
	Volleyball.....	1,586	1,629

[®]A junior varsity program must be maintained in order to have an assistant coach.

[®]Magnet Middle Schools included.

Article 32 – Individualized Education Programs (IEPs)

ADD a new item: 1.g. – IEP Writing Time

- g. Beginning with the 2006-2007 school year, if specific, ear-marked funding for IEP writing is not available from the Bureau of Special Education, PA Department of Education, the district will provide each special education teacher who has the responsibility for developing IEPs for students in their classroom or on their caseload with seven (7) hours of IEP writing time per school year at the standard teacher workshop rate. IEP development and writing hours are to be completed outside of the standard school day. All IEP development and writing as a part of this activity must take place between August 15th and June 15th of the school year for which payment is being requested. All requests for payment must be approved by the building Principal or the special education teacher's immediate supervisor and must be submitted annually no later than June 30th.**

Article 84 – Rehabilitation Personnel

1. The work year for vocational rehabilitation ~~[counselors]~~ advisors will be 202 days (192 days + 10 additional pro-rata-paid days).
2. Vocational rehabilitation advisors for ~~[the handicapped]~~ students with disabilities who have completed the sixty (60) credit Master's Degree program in rehabilitation teaching/counseling shall continue to be placed on the Master's Degree plus thirty (30) credits salary schedule.

Article 112 - Advanced Study Salary Credit**Bachelor's Degree**

Bachelor's + 10 Credits --- **\$ 300**

Bachelor's + 20 Credits --- **\$ 500**

Master's Degree

Master's/M Equivalent + 10 Credits ----	\$ 300
Master's/M Equivalent + 20 Credits ----	\$ 500
Master's + 30 Credits -----	\$ 700
Master's + 40 Credits -----	\$ 900
Master's + 50 Credits -----	\$1100
Master's + 60 Credits -----	\$1300
Doctorate -----	\$ 1600 [Ⓢ]
NBPTS Certification -----	\$ 4600

(increased by \$100 from Bachelor's + 10 credits to Master's + 60 credits)

[Ⓢ] Certain Earned Doctorates stay at \$2000/year.

Article 114 - Extended Teaching Day Salary Differential

- Increase extended teaching day differential to **\$2300**/year, commencing September 1, 2006 (currently \$2200).

Article 130 – Severance Pay (change in 4.d.)

4. For retirees, payment for unused accumulated sick leave and personal leave days shall be as follows:
 - a. Accumulation of sick leave days is without limit for purposes of severance pay computation.
 - b. Retirees shall be entitled to payment for one-half (½) of their unused accumulated sick leave days.
 - c. The rate per accumulated sick leave day (as determined in 4.b above) shall be as follows:

28% of daily rate of Step 10 of the Master's Degree, Master's Equivalent, Bachelor's Degree + 30 Credits Salary Schedule, (Daily rate = Step 10 of M.A./B.A. + 30 Salary schedule ÷ 192)
 - d. **Until the first day of the 2006-2007 school year**, retirees may elect as an alternative to have their severance pay **[payment]** based on their years of service in the Pittsburgh Public Schools, at the rate of one and one-half (1 ½) days per year of service. There shall continue to be no maximum on the number of years of service.

Articles 137, 138 – Two (2) Health Care Coverage Articles

3. Under all three (3) Highmark BC/BS Plans, change the prescription drugs co-payments to **\$10** generic, **\$20 [formulary brand] brand formulary**, and **\$40 [name-brand] brand non-formulary**, commencing January 2004. [Ability to purchase 90-day supply of maintenance prescription drugs by mail order or through participating retail outlets shall continue in effect, with these new **\$10, \$20, \$40** co-pays applying commencing January 1, 2004.]
4. **[Effective January 1, 2004,]** Employee to pay **[generic] brand** prescription drug co-pays plus difference between brand prescription drug cost and generic prescription drug cost, only when brand drug is purchased instead of available generic drug which has FDA approval as a generic substitute and regardless of whether brand drug is prescribed or chosen.

New Memorandum of Understanding

Proposal on Professional Development Days

One mandatory professional development day at pro rata pay will be scheduled for Thursday, August 24, 2006, and the November 7, 2006, professional development day will be moved to Friday, August 25, 2006. November 7, 2006, will become a student day. The last student day will be Tuesday, June 12, 2007, and the last teacher day will be Thursday, June 14, 2007.

This pro rata day will occur in future years at the district's discretion.

New Article – Accelerated Learning Academies

The following working conditions shall apply to employees who work at Accelerated Learning Academies:

- 1. The length of workday shall be eight (8) hours, inclusive of a forty-five (45) minute lunch period at elementary and K through 8 academies and a thirty (30) minute lunch period at middle academies. This represents a fifty-four (54) minute increase to the current workday for other schools of seven (7) hours and six (6) minutes. This additional time can be allocated at the discretion of the District to maximize the effectiveness of the program. For the 2006-2007 school year, the additional time will be allocated as forty-five (45) minutes of additional instructional time and nine (9) minutes per day (or 45 minutes per week) of additional professional time.**
- 2. The work year for teachers and other professionals at Accelerated Learning Academies shall be 207 workdays as follows:**
 - 192 student days**
 - 9 professional development days**
 - 1 open house day**
 - 5 clerical days**
- 3. The provisions of Article 26, School Calendar, shall be applicable to the calendars established for Accelerated Learning Academies except that the holiday periods referenced in Section 3. of Article 26, School Calendar, may be adjusted in the establishment of the Accelerated Learning Academies calendar. The provisions of Article 53, Duration of School Year, shall be modified to meet the needs and requirements of Accelerated Learning Academies.**

4. **The parties agree that teachers selected to work in Accelerated Learning Academies may not seek voluntary transfers for a minimum of three (3) years.**
5. **Alternative instructional strategies, such as grade looping, blocking instruction and specialization will be implemented at Accelerated Learning Academies.**
6. **Teachers at Accelerated Learning Academies shall be paid on the appropriate teacher's salary schedule (i.e., Bachelors, Masters, etc.). Additionally, in recognition of the eight (8) hour workday and longer work year, teachers at the academies shall receive:**
 - a. **The prevailing eight (8) hour workday differential,**
 - b. **An extended work year differential of \$4,000 annually, paid out over ten (10) months in ten (10) equal monthly amounts, and**
 - c. **Five (5) days paid at the per diem rate for the five (5) additional days of professional development required of academies' teachers.**
7.
 - a. **Counselors, social workers and nurses assigned to Accelerated Learning Academies shall continue to work an eight (8) hour day, inclusive of a thirty (30) minute lunch period. It may be necessary to shift the workday for employees in such classifications to accommodate responsibilities associated with parent meetings and other such activities.**
 - b. **Counselors and social workers assigned to an Accelerated Learning Academy shall work 207 workdays and receive the \$4,000 extended work year differential and five (5) days paid at the per diem rate. The five (5) per diem days may be used for professional development or to meet responsibilities and duties of the position.**
8. **Pursuant to Article 144, Sick Leave, teachers and other professionals at Accelerated Learning Academies shall be entitled to thirteen (13) days sick leave per year.**
9. **Snow and other emergency days shall be observed at Accelerated Learning Academies the same as at all other District schools.**

COMMITTEE ON EDUCATION
March 29, 2006

DIRECTORS:

The Committee on Education recommends the adoption of the following resolutions:

General Authorization

1. Adoption of a Revised 2006-2007 School Calendar

Amendment:

Minutes of January 25, 2006, Committee on Education, General Authorization #6 and amended on March 22, 2006, 4f . . . **School calendar for the 2006-2007 school year, two professional development days for teachers are added to the beginning of the school year. One of the two days is a rescheduled day from November 7, 2006 which is now a school day. This causes the school year to end one day earlier for teachers and students. (See Attachment A)**

2. Adoption of a 2006-2007 School Calendar for Accelerated Learning Academies

RESOLVED, That the Board of Education of the School District of Pittsburgh hereby adopt the Accelerated Learning Academies school calendar for the 2006-2007 school year. (See Attachment B)

Respectfully Submitted,

Thomas Sumpter, Chairperson
Committee on Education

**PITTSBURGH PUBLIC SCHOOLS
DAY SCHOOL CALENDAR
2006-2007 SCHOOL YEAR**

HOLIDAYS AND VACATIONS:

Labor Day	September 4, 2006
Vacation Day	October 2, 2006
Veterans Day	November 10, 2006
Thanksgiving Vacation	November 23, through November 27, 2006
Winter Vacation	December 25, 2006 through January 1, 2007
Dr. King Day	January 15, 2007
Spring Vacation	April 5, through April 9, 2007
Vacation Day	May 15, 2007
Memorial Day	May 28, 2007

ORGANIZATION AND RECORD MAINTENANCE DAYS:

In-Service Day	August 24, 2006
In-Service Day	August 25, 2006
Clerical/Organization Day	August 28, 2006
Clerical/Organization Day	August 29, 2006
In-Service Day	August 30, 2006
Elementary/Secondary-Open House/Conference Day	October 9, 2006
Middle-Open House/Conference Day	October 16, 2006
All Levels-Clerical/Organization Day	January 29, 2007
All Levels-In Service Day	January 30, 2007
All Levels-In Service Day	February 26, 2007
All Levels-Clerical/Organization Days	June 13 and June 14, 2007

IMPORTANT DATES:**First Semester Begins**

Teachers	August 24, 2006
Students	August 31, 2006

Second Semester Begins

Students	January 31, 2007
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Last Day of School

Teachers	June 14, 2007
Students	June 12, 2007

Number of Student Days**182 Days**

2006-07 School Calendar Revised 3.27.06

AUGUST/SEPTEMBER, 2006

20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER, 2006

42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57
58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76

OCTOBER, 2006

22	23	24	25	26	27	28	29	30	31
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

DECEMBER, 2006

60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78
79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97
98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116
117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135
136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154

Schedule

Bi-Weekly

Teachers

12-Month

Pay Date

142	←	Number of Student Days
20	←	Calendar Date

← Vacation Day

T ← Pupil Only Vacation Days

E ← Elementary Only

M ← Middle Only

S ← Secondary Only

2006-07 School Calendar

JANUARY, 2007

	NEW YEAR'S DAY	76	77	78	79	
		2	3	4	5	6
80	81	82	83	84		
	8	9	10	11	12	13
	DECEMBER DAY	85	86	87	88	
		15	16	17	18	19
89	90	91	92	93		
	22	23	24	25	26	27
			94			
			31			

MARCH, 2007

			114	115		
			1	2	3	
116	117	118	119	120		
	5	6	7	8	9	10
121	122	123	124	125		
	12	13	14	15	16	17
126	127	128	129	130		
	19	20	21	22	23	24
131	132	133	134	135		
	26	27	28	29	30	31

FEBRUARY, 2007

			95	96		
			1	2	3	
97	98	99	100	101		
	5	6	7	8	9	10
102	103	104	105	106		
	12	13	14	15	16	17
107	108	109	110	111		
	19	20	21	22	23	24
		112	113			
		27	28			

APRIL, 2007

136	137	138	SPRING VACATION			
	2	3	4	5	6	7
139	140	141	142			
	9	10	11	12	13	14
143	144	145	146	147		
	16	17	18	19	20	21
148	149	150	151	152		
	23	24	25	26	27	28
153						
	30					

Schedule

Bi-Weekly

Teachers

12-Month

Pay Date

142	
20	

Number of Student Days

Calendar Date



← Vacation Day



← Pupil Only Vacation Days



← Elementary Only



← Middle Only



← Secondary Only

2006-07 School Calendar

MAY, 2007

		154	155	156	157	
		1	2	3	4	5
158	159	160	161	162		
6	7	8	9	10	11	12
163	164	165	166			
13	14	15	16	17	18	19
167	168	169	170	171		
20	21	22	23	24	25	26
MEMORIAL DAY	172	173	174			
27	28	29	30	31		

JULY, 2007

			INDEPENDENCE DAY			
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE, 2007

				175		
				1	2	
176	177	178	179	180		
3	4	5	6	7	8	9
181	182					
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

AUGUST, 2007

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Schedule

Bi-Weekly

Teachers

12-Month

Pay Date

142	←
20	←

Number of Student Days

Calendar Date

← Vacation Day

T ← Pupil Only Vacation Days

E ← Elementary Only

M ← Middle Only

S ← Secondary Only

Pittsburgh Public Schools
Accelerate Learning Academy (ALA) Calendar
2006-2007 School Year

HOLIDAYS AND VACATIONS	DATE
Labor Day	September 4, 2006
Vacation Day	October 2, 2006
Veteran's Day	November 10, 2006
Thanksgiving Vacation	November 23-27, 2006
Winter Vacation	December 25, 2006 through January 1, 2007
Dr. Martin Luther King Day	January 15, 2007
Spring Vacation	April 5-9, 2007
Vacation Day	May 15, 2007
Memorial Day	May 28, 2007

ORGANIZATION AND RECORD MAINTENANCE DAYS	DATE
In-Service (3) and Clerical/Organizational Days (2)	August 14-18, 2006
Open House/Conference Day	October 9, 2006
Clerical/Organizational Day	January 29, 2006
In-Service Day	January 30, 2006
In-Service Day	February 26, 2007
Clerical/Organizational Days	June 15 and June 18, 2007

IMPORTANT DATES	DATE
First Semester Begins – Teachers	August 14, 2006
First Semester Begins – Students	August 21, 2006
Second Semester Begins – Students	January 31, 2007
Last Day of School – Students	June 14, 2007
Last Day of School – Teachers	June 18, 2007

NUMBER OF STUDENT DAYS	
Total Number of Student Days	192

2006-07 ALA Calendar

NOVEMBER, 2006

			50	51	52	
			1	2	3	4
53	54	55	56	VETERAN'S DAY		
5	6	7	8		9	10
11	12	13	14	15	16	17
18	19	20	21	22	THANKSGIVING BREAK	23
24	25	26	27	28	29	30

JANUARY, 2007

NEW YEAR'S DAY	84	85	86	87		
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER, 2006

				68		
				1	2	
69	70	71	72	73		
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY, 2007

			103	104		
			1	2	3	
105	106	107	108	109		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

 ← Vacation Day

T ← Pupil Only Vacation Days

Schedule

Bi-Weekly

Teachers

12-Month

Pay Date

142	←	Number of Student Days
20	←	Calendar Date

2006-07 ALA Calendar

MARCH, 2007

				122	123	
				1	2	
124	125	126	127	128		
5	6	7	8	9	10	
129	130	131	132	133		
PSSA 3,4,5,6,7,8,11th Grade Math & Reading						
12	13	14	15	16	17	
134	135	136	137	138		
PSSA 3,4,5,6,7,8,11th Grade Math & Reading						
19	20	21	22	23	24	
139	140	141	142	143		
26	27	28	29	30	31	







MAY, 2007


	162	163	164	165	
		1	2	3	4
166	167	168	169	170	
TerraNova Grades 1-10 Reading/Language Arts and Math					
6	7	8	9	10	11
171		172	173	174	
TerraNova		TerraNova	TerraNova	TerraNova	
13	14	15	16	17	18
175	176	177	178	179	
20	21	22	23	24	25
MEMORIAL DAY	180	181	182		
27	28	29	30	31	

APRIL, 2007

1	144	145	146	SPRING VACATION	
2	3	4	5	6	
7	147	148	149	150	
8	9	10	11	12	13
14	151	152	153	154	155
15	16	17	18	19	20
21	156	157	158	159	160
22	23	24	25	26	27
28	161	30			
29					

JUNE, 2007

					183	
					1	2
3	184	185	186	187	188	
	4	5	6		7 	8
9	189	190	191	192		
10	11	12	13	14	15 	16
17	18	19 	20	21 	22	23
24	25	26	27	28	29 	30

 ← Vacation Day

T ← Pupil Only Vacation Days

<u>Schedule</u>	<u>Pay Date</u>
Bi-Weekly	■
Teachers	▲
12-Month	▼

142	← Number of Student Days
20	← Calendar Date

NEW BUSINESS
Pittsburgh Board of Education
March 22, 2006 Legislative Session
Committee on Education

RESOLVED: That the Board of Education approves a five year charter renewal for Northside Urban Pathways Charter School. The term of the renewal shall be July 1, 2006 through June 30, 2011.

FURTHER RESOLVED: That in accordance with the Board's oversight responsibilities under the Charter School Law, 24 P.S. 17-1701-A *et seq.*, the Board recommends Northside Urban Pathways Charter School adopts and implements the following review team recommendations to promote a quality educational program:

- Provide a professional development model that includes looking at student work and using student data to inform and change instruction to better ensure student achievement.
- Regularly evaluate the impact of professional development and determine how well it is equated to student achievement.
- Provide follow-up to professional development and collect data using tools in order to ensure staff maintains skills.
- Provide the required materials for instruction for a rigorous secondary science program. Very limited materials are currently available and instruction is impaired.
- Fulfill the very specific professional development model articulated in the original charter agreement.
- Continue to strengthen portfolios. This is the innovative aspect for which the charter was granted.

FINALLY RESOLVED: That the Board of Education authorizes the Superintendent of Schools to continue to propose amendments to charter agreements that would further enhance performance standards required by the charter agreements and ensure district-wide student achievement standards.

TOTAL COST OF THIS ACTION: \$13,612,245 over five year term.

Motion to reconsider was made on March 29, 2006 and was approved by a vote of 7-2-0.

Motion to approve the 5 year renewal of the Northside Urban Pathways Charter School was made at the Special Legislative session held on March 29, 2006 and was approved by a vote of 6-2-0*.

***One Board Member was absent for the final vote.**

1 TRANSCRIPT OF PROCEEDINGS

2 - - -

3 PITTSBURGH BOARD OF PUBLIC EDUCATION
 4 SPECIAL LEGISLATIVE MEETING
 5 WEDNESDAY, MARCH 29, 2006
 6 6:40 P.M.
 7 ADMINISTRATION BUILDING - BOARD ROOM

8 - - -

9 BEFORE:

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

19 - - -

20 ALSO PRESENT:

21 MR. MARK ROOSEVELT	DR. LYNN SPAMPINATO
22 DR. ANDREW KING	MRS. JODY SPOLAR
23 MR. IRA WEISS	MR. PETER J. CAMARDA
24 MR. RICHARD R. FELLERS	MS. DONNA VLASSICH
25 MS. PATRICIA A. FISHER	DR. DWIGHT MOSLEY
MS. LEE B. NICKLOS	MS. LISA FISCHETTI
MS. JOCELYN M. PERRY	

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 - - -

35

36

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

2 MS. COLAIZZI: I ask we please stand for
3 the Pledge of Allegiance.

4 (Salute to the flag.)

5 MS. COLAIZZI: Good evening.

6 I would like to welcome everyone to the
7 special legislative meeting for March 29th, 2006.

8 Mr. Weiss, can I have a roll call, please.

9 MR. WEISS: Mr. Brentley?

10 Mrs. Colaizzi?

11 MS. COLAIZZI: Here.

12 MR. WEISS: Dr. Dowd?

13 MR. DOWD: Present.

14 MR. WEISS: Mrs. Fink?

15 MS. FINK: Here.

16 MR. WEISS: Mr. McCrea?

17 MR. MCCREA: Here.

18 MR. WEISS: Mr. Romaniello?

19 MR. ROMANIELLO: Here.

20 MR. WEISS: Mr. Sumpter?

21 MR. SUMPTER: Present.

22 MR. WEISS: Mr. Taylor?

23 MR. TAYLOR: Here.

24 MR. WEISS: Mr. Isler?

25 MR. ISLER: Present.

1 MR. DOWD: Attorney Weiss, Mr. Brentley is
2 on his way.

3 MR. WEISS: There are nine members present,
4 Mr. Brentley will be here shortly.

5 MS. COLAIZZI: He just came in.

6 MR. DOWD: Do you want to state that you
7 are here?

8 MR. BRENTLEY: Here.

9 MS. COLAIZZI: This evening we have a
10 Committee of Human Resources.

11 We have the PFT's professional contract.

12 Is there any questions, comments?

13 Seeing none, I would like to make my own
14 comment.

15 This is a special legislative meeting to
16 vote on the proposed agreement with the Pittsburgh
17 Federation of Teachers.

18 As the chair of the Board's Negotiations
19 Committee, I want to thank everyone who has devoted so
20 much time and energy throughout the very lengthy and
21 difficult negotiations process.

22 Any time you negotiate a contract of this
23 magnitude, it is bound to get challenging, but as long
24 as both parties are committed to working together,
25 anything can be accomplished.

1 This settlement is a win/win for
2 everybody. It recognizes the District's difficult
3 financial situation, while keeping us competitive with
4 our teachers' compensation.

5 It also allows us to advance our new
6 education agenda, while providing labor relations
7 stability, during this important time of change.

8 In closing, I'm making a strong
9 recommendation to my colleagues for your support
10 tonight to ratify this contract.

11 Mr. Weiss, can we have a roll call, please.

12 MR. WEISS: Mr. Brentley?

13 MR. BRENTLEY: (Inaudible.)

14 MR. WEISS: This is Human Resources Report,
15 so it is like a regular report of the meeting.

16 MR. BRENTLEY: (Inaudible.)

17 MR. WEISS: Pardon me?

18 MR. BRENTLEY: (Inaudible.)

19 MR. WEISS: The contract.

20 Mr. Brentley?

21 MR. BRENTLEY: Abstain.

22 MR. WEISS: Mrs. Colaizzi?

23 MS. COLAIZZII: Yes.

24 MR. WEISS: Mr. Dowd?

25 MR. DOWD: Yes.

1 MR. WEISS: Mrs. Fink?

2 MS. FINK: Yes.

3 MR. WEISS: Mr. McCrea?

4 MR. McCREA: Yes.

5 MR. WEISS: Mr. Romaniello?

6 MR. ROMANIELLO: Yes.

7 MR. WEISS: Mr. Sumpter?

8 MR. SUMPTER: Yes.

9 MR. DOWD: Mr. Taylor?

10 MR. TAYLOR: Yes.

11 MR. WEISS: Mr. Isler?

12 MR. ISLER: Yes.

13 MR. WEISS: The report's approved, eight
14 yes, and one abstention.

15 MS. COLAIZZI: Next is the Committee on
16 Education, there were two items here.

17 There is the adoption of the revised 2007
18 calendar, and also the adoption of 2006 and '7 school
19 calendar for accelerated learning academies.

20 Is there any questions or comments?

21 Mr. Dowd.

22 MR. DOWD: I just -- I just want to thank
23 both the PFT and the administration, for making the
24 adjustments that they did to this calendar.

25 It still -- there is still work to be done,

1 but it is quite clear that this is a more education
2 friendly calendar, and I certainly appreciate the
3 efforts of our teachers and our administrators.

4 So thank you.

5 MS. COLAIZZI: Mr. Romaniello.

6 MR. ROMANIELLO: I'd like to thank you, and
7 the negotiating team, and also I would like to thank
8 President John Tarka of the PFT, and his team, for the
9 work that they did to get this contract settled in a
10 timely manner, and also in a manner that this District
11 can afford, without breaking the bank.

12 So I would like to thank everybody
13 involved.

14 MS. COLAIZZI: Any more questions?
15 Comments?

16 May I have a roll call, Mr. Weiss, please.

17 MR. WEISS: Mr. Brentley?

18 MR. BRENTLEY: Abstain.

19 MR. WEISS: Mrs. Colaizzi?

20 MS. COLAIZZI: Yes.

21 MR. WEISS: Mr. Dowd?

22 MR. DOWD: Yes.

23 MR. WEISS: Mrs. Fink?

24 MS. FINK: Yes.

25 MR. WEISS: Mr. McCrea?

1 MR. McCREA: Yes.

2 MR. DOWD: Mr. Romaniello?

3 MR. ROMANIELLO: Yes.

4 MR. WEISS: Mr. Sumpter?

5 MR. SUMPTER: Yes.

6 MR. WEISS: Mr. Taylor?

7 MR. TAYLOR: Yes.

8 MR. WEISS: Mr. Isler?

9 MR. ISLER: Yes.

10 MR. WEISS: It is approved, eight yes, and
11 one abstention.

12 MR. ISLER: Mrs. Colaizzi.

13 MS. COLAIZZII: Yes, sir.

14 MR. ISLER: I just want to echo what was
15 said by Dr. Dowd, and Mr. Romaniello, in terms of you
16 and Mr. Dowd, Mr. Taylor and Mr. Sumpter, in terms of
17 working with PFT, and the administration, in securing
18 this contract.

19 It will allow us to move forward with our
20 reform agenda, and I just wanted to thank everybody
21 involved also, for the hard work.

22 MS. COLAIZZII: Thank you, Mr. Isler.

23 Do we have any new business?

24 Mr. Romaniello.

25 MR. ROMANIELLO: Thank you, Mrs. Colaizzi.

1 At the last legislative meeting, there was
2 a vote on the charter schools, and while I in no way
3 am changing my feelings towards the program of the
4 charter schools, I cannot in good conscience allow the
5 vote that was taken on one of the charter schools,
6 that was a -- the majority was a no vote.

7 I have been advised by counsel, that it is
8 a losing proposition in court, that we would wind up
9 spending money that we don't need to spend, on a
10 losing battle, so I cannot in good conscience keep
11 that -- you know, spend money that we don't need to
12 spend.

13 So I am moving -- I was in the majority on
14 that vote, so I am moving that the Board reconsider
15 the renewal of the Northside Urban Pathways Charter
16 School, from Monday, March 22nd, 2006, and I'd like to
17 ask my fellow Board members to vote for this
18 reconsideration because, again, we will lose this in
19 court, and we don't need to spend money that isn't
20 necessary.

21 And I think we got our point across, and
22 I'm hoping that the state legislature stands up, and
23 takes notice, that this is the system that needs to be
24 fixed.

25 So I would hope for a second, and an

1 affirmative vote on the reconsideration.

2 MR. DOWD: Second.

3 MS. COLAIZZI: There has been a motion
4 placed on the floor, Mr. Romaniello, and then Mr. Dowd
5 seconded it.

6 Is there conversation permitted?

7 MR. WEISS: The conversation permitted on
8 the reconsideration, yes.

9 MS. COLAIZZI: But not on the motion.

10 MR. WEISS: Right.

11 MS. COLAIZZI: So we take a roll call on
12 the motion.

13 MR. WEISS: Mr. Brentley?

14 MR. TAYLOR: Excuse me.

15 MR. BRENTLEY: Clarification.

16 MS. COLAIZZI: Let me clarify for you.

17 MR. BRENTLEY: Let Mr. Weiss clarify it, he
18 is the solicitor, he is the attorney.

19 MR. WEISS: The motion for reconsideration
20 is not debatable.

21 If the motion passes, then the underlying
22 item is debatable.

23 MS. COLAIZZI: You can talk about it
24 after --

25 MR. TAYLOR: What do you mean, the

1 underlining item?

2 MS. COLAIZZI: You can talk about it after
3 the motion is passed.

4 MR. WEISS: It is --

5 MR. TAYLOR: After the vote, Mrs. Colaizzi,
6 the idea of debate around any political table is to
7 try to influence or change a vote, it makes no sense
8 to have a debate after the vote.

9 MR. DOWD: Point of order, there is no
10 discussion at this point.

11 MR. WEISS: Mr. Taylor, let me explain
12 again.

13 If the Board passes the reconsideration,
14 then the item is on the table.

15 MR. TAYLOR: Right. Okay.

16 MR. WEISS: And that item can be debated.

17 MR. TAYLOR: Okay. That's more clear to me
18 now.

19 Okay.

20 MR. WEISS: Right.

21 MS. COLAIZZI: So we need to make a roll
22 call on the motion, first, please.

23 Mr. Weiss.

24 MR. WEISS: Mr. Brentley?

25 MR. BRENTLEY: No.

1 MR. WEISS: Mrs. Colaizzi?
2 MS. COLAIZZI: Yes.
3 MR. WEISS: Mr. Dowd?
4 MR. DOWD: Yes.
5 MR. WEISS: Mrs. Fink?
6 MS. FINK: Yes.
7 MR. WEISS: Mr. McCrea?
8 MR. McCREA: Yes.
9 MR. WEISS: Mr. Romaniello?
10 MR. ROMANIELLO: Yes.
11 MR. WEISS: Mr. Sumpter?
12 MR. SUMPTER: Yes.
13 MR. WEISS: Mr. Taylor?
14 MR. TAYLOR: No.
15 MR. WEISS: Mr. Isler?
16 MR. ISLER: Yes.
17 MR. WEISS: Okay. The item -- the
18 reconsideration is approved, so the item of the
19 renewal of the Northside Urban Pathways Charter
20 School, which was on the agenda for March 22nd, 2006,
21 is now on the table.
22 MS. COLAIZZI: Now we --
23 MR. ROMANIELLO: Do I need to make another
24 motion?
25 MR. WEISS: No.

1 MS. COLAIZZI: No, now it is open for
2 discussion.

3 Mr. Taylor, then Mr. Dowd, then Mr. McCrea.

4 MR. TAYLOR: I don't know if some Board
5 members have been taking our local newspaper too much
6 to heart, I happen to read the editorial, but I
7 believe Mr. Romaniello is incorrect about the cost,
8 and my expectation is not one dime will be spent
9 against this.

10 We know today that that Northside Urban
11 Pathways has filed for appeal. We know that that
12 appeal will be upheld. We know that our decision was
13 not within the guidelines of the Charter School Law.

14 Every Board member here is very clear, and
15 knew when the vote was cast, that it would -- that
16 it -- that it would be overturned.

17 And the schools wouldn't miss a beat.

18 So I would not have any, nor would I
19 support for one dime of legal expense for the
20 District, or one shred of paper to be spent trying to
21 fight something which the law is very clear that you
22 cannot -- you cannot win that battle.

23 But I do believe that the statement that
24 was made, and I was very clear on how I feel, and that
25 was the only one I did, was to send a strong message,

1 not only about our concern -- and again, we need to
2 quit reading, and taking to heart so much of those
3 numbers, when they say that people in glass houses
4 shouldn't throw stones.

5 We should be very clear that the
6 Charters -- that the whole purpose of charters was for
7 them to create something unique, and in most cases,
8 something better than our students were currently
9 receiving in the Pittsburgh Public Schools.

10 And we know that that has not occurred in
11 the last five years, with the Urban Northside
12 Pathways, and the Board correctly sent that message to
13 them.

14 Their school will still be in place next
15 year, but we are not pleased with the performance of
16 that, and maybe a few other charter schools.

17 And we also wanted to make it clear to the
18 legislature that we are not happy with a Charter
19 School Law that, number one, says we cannot turn down
20 a charter application, because we cannot afford it,
21 which is unreasonable in any light, and to say that we
22 cannot end charter schools that we think are not
23 living up to their academic responsibilities to the
24 children.

25 And so I think the Board sent a message to

1 our state legislature, I think it was an appropriate
2 message to send, and I thought it was one of our
3 better moments of the last few months, and I would
4 encourage Board members to stick to their guns.

5 That was -- again, that was an appropriate
6 message, and a courageous message, and I would again
7 encourage them to stick to their guns on that one.

8 But again, I wanted to say my expectation
9 is not one dime would be spent in legal cost, and not
10 one piece of paper, nor one stamp is spent in a cause
11 that we said we cannot win legally.

12 And Northside Urban Pathways will be open
13 in the fall, and in my hope that we will continue to
14 try to build a stronger partnership between the
15 Pittsburgh Public Schools and that charter, and the
16 other charters I have, which I don't think we have
17 given them the type of support that I think that they
18 deserve, as being part of, which our charter schools
19 are part of the Pittsburgh Public Schools.

20 MS. COLAIZZI: Thank you.

21 Mr. Dowd.

22 MR. DOWD: I just wanted to go back to the
23 same questions that I asked you, Attorney Weiss, the
24 last time this matter came up.

25 Legally, what is our obligation, as a

1 Board, on this matter?

2 Do we have any legal grounds for the
3 rejection of this renewal application from Northside
4 Urban Pathways?

5 MR. WEISS: The review team recommended
6 renewal, the resolution reflects their
7 recommendation. In my judgment, the Charter School
8 Law does not provide any basis to not renew this
9 charter.

10 I made that statement a week ago, and
11 nothing has changed between then and now.

12 MR. DOWD: Thank you. I just wanted to
13 clarify that.

14 And I share Mr. Taylor's frustration,
15 perhaps, with the structure of the charter law, and
16 the way in which that charter, itself, was created.

17 But I would urge my colleagues to vote in
18 support of the renewal, not because we are satisfied
19 with the performance of that school, or any of our
20 schools for that matter, but rather because we hope
21 that this will enable us to build a positive, more
22 collaborative relationship with this particular
23 charter school, and all of the other charter schools
24 in the District.

25 So following Mr. Romaniello's suggestion, I

1 urge my colleagues to support the renewal of this
2 charter application -- renewal of this charter school.

3 MS. COLAIZZII: Mr. McCrea.

4 MR. MCCREA: I just want to say that my
5 abstention last week was based on a misunderstanding I
6 had. Mr. Weiss was able to clarify that, and I do
7 echo my colleagues' frustration with the law, but our
8 hands are tied.

9 MS. COLAIZZII: Mr. Brentley.

10 MR. BRENTLEY: Yes. I just want to say
11 first, to Mr. Romaniello, welcome to the real world.

12 I received the same calls, you received,
13 concerning this charter.

14 I also received the same Federal Express
15 packet.

16 I also received calls from major, major
17 players and, yes, sir, it is a lonely, lonely
18 business, when you get some of the big names of this
19 city encouraging you to change your vote and to change
20 your mind.

21 But, a bigger issue exists here. We are
22 here to look out for the children, and we are here to
23 guarantee that every child gets access to a quality
24 education.

25 Yes, that's extremely unpopular at times,

1 but as a Board member you have to make a decision, are
2 we going to dance to the political forces here, or are
3 we going to dance to look out for the children.

4 It is tough, it's painful, and I have three
5 calls from very, very key individuals, within the
6 school, and I believe the school is still located in
7 my District, so it's extremely hard for me to make a
8 decision, but we have to also understand what our
9 responsibilities are, and I tell you, this is -- this
10 one, it is amazing to me, I had no idea you were even
11 going to bring this forward, and this is amazing in
12 terms of the real political power.

13 It reminds me of the situation dealing with
14 the right sizing plan, when we got the calls
15 concerning Schenley, and how quickly we moved,
16 "Whoops, we made a mistake, it wasn't supposed to be
17 on the list, the list changed, we have to come up with
18 another way," and as you know, the rest was history,
19 we put a committee together to find a way to change
20 what we original put forward.

21 Unfortunately, that's the way business has
22 been operating here for a long time.

23 It is misleading to the children, it is
24 misleading to those parents who believe that
25 everything is all right.

1 I have very, very good friends associated
2 with the Northside Urban Pathway School, very, very
3 good friends, and it will be a difficult issue again,
4 but I have said before, not being a part of the
5 evaluation team, not working and following through
6 what we had to do to evaluate them, I said early on
7 that I will follow the recommendations of our review
8 team.

9 Our review team are educators. Our review
10 team has made it very, very clear, that there were
11 three renewals, and one made the AYP, the other two
12 did not.

13 But isn't that interesting how we handled
14 the two. The political power, and the big names of
15 certain individuals associated with certain schools,
16 sometimes becomes the rule of the day.

17 And I think as a Board member we have to
18 clearly make a decision who are we going to look out
19 for.

20 I am still standing firm on the fact that
21 our staff, our recommendation, their recommendations
22 were, that this -- that two of the schools did not
23 make the AYP, not to mention some of the other issues
24 that exist.

25 And I will stand with my vote.

1 I am disappointed to see that the political
2 powers can make us bend so quickly, within a couple of
3 weeks, and no one asked about the progress of the
4 children, and the education of the children, and the
5 facilities condition of some of these buildings.

6 We are all ready to put that aside, to
7 dance with the political powerhouses, who are forcing
8 their way through here.

9 That's unfortunate.

10 And I would hope that my colleagues here
11 would say, "Wait a minute, we have to look out for the
12 children, and we should do what's right."

13 MS. COLAIZZI: Before I go on to the next
14 Board member to speak, I would like to remind this
15 Board that we have a 7:00 o'clock public hearing, and
16 we are now past 7:00, so if you could keep your
17 comments brief, I would appreciate that.

18 Mr. Romaniello.

19 MR. ROMANIELLO: Thank you, Mrs. Colaizzi.

20 First I would like to ask a question of the
21 review team.

22 Did not the review team recommend that we
23 renew all three of these -- all three of these
24 charters?

25 MR. CAMARDA: That's correct.

1 MR. ROMANIELLO: Okay.

2 So we actually voted against the review
3 team on one of them.

4 Mr. Brentley, my -- the statements are a
5 bit upsetting to me.

6 First of all, maybe I am upset because I
7 didn't get any phone calls, so I guess maybe no one
8 thought I was important enough.

9 I got absolutely no phone calls on this
10 matter.

11 I got a few e-mails from some people who
12 had students in the charter school.

13 But, I am upset that you make a statement
14 that I would -- that I am bending to any kind of
15 political pressure.

16 I have never, never worked that way. This
17 isn't the first time that I have stood out on the
18 iceberg alone.

19 The day after this vote was taken, I called
20 President Isler, and I called Attorney Weiss, because
21 I would probably have been a whole lot more
22 comfortable if my fellow Board members would have
23 voted the same on all three charter schools.

24 If this vote would have been to deny the
25 renewal on all three of them, it would have probably

1 been a lot easier to stand by it, because it treated
2 all three of them alike.

3 The fact that we only denied one, out of
4 the -- out of the three, was what upset me.

5 And after speaking to the attorney, and to
6 President Isler the next day, I decided that this had
7 to be rectified, for the reasons that I stated before,
8 that had to do with the unnecessary need of us winding
9 up in court, the fight -- I'm not one -- I love a good
10 fight, but I never go into a fight that I already know
11 you are losing before you even walk in the door.

12 So it would be unnecessary to fight.

13 If I listened to what was printed in the
14 newspapers, at any time, I probably would not be
15 sitting in this seat right now.

16 Going back to when I ran for this office,
17 if I paid attention to what the newspapers said, you
18 know, I probably would have given up a long time ago.

19 I don't -- I also don't agree that this
20 would not cost us any money. There has to be a cost
21 involved in this, and when we are, you know, looking
22 for nickels and dimes everywhere, we can't afford to
23 spend a nickel or a dime to do this.

24 If this was such a good vote, then we
25 needed the vote the same on all three of them. We

1 didn't need to just pick out one.

2 And I don't know, myself, if -- which other
3 Board members consistently voted no on all three.

4 MR. BRENTLEY: I did.

5 MR. ROMANIELLO: I guess, I think it was
6 just you and I, we were the only ones that voted
7 consistently no.

8 Well, Mr. McCrea abstained.

9 But we were the ones who voted consistently
10 no on all three of them, so we did stand up to be
11 count, where it was necessary.

12 But the fact that the one and three were
13 approved, and the middle one was defeated, I think
14 wasn't fair.

15 If we were going to defeat them, we need to
16 do all three.

17 And again, I bow to no pressure. Other
18 than, like I said, a few e-mails, I have received no
19 calls.

20 So that is the reason, again.

21 I am, you know, still upset with the
22 process, I am still upset with the programs, still
23 upset with the way legislature has written the law.

24 But, you know, we got our point across, so
25 in order to save the District the money, and the

1 aggravation of what a fight could entail, I would hope
2 that we move forward with this.

3 MS. COLAIZZU: Mr. Dowd.

4 And may I remind this Board again, there is
5 a public hearing that was to be begin at 7:00, it is
6 now six minutes after, I am asking you to keep your
7 comments brief.

8 MR. DOWD: Absolutely brief.

9 I recognize that there are a number of
10 students here in the room, from Northside Urban
11 Pathways, I just ask them to stand up so that we can
12 see them, Mr. Brentley, those students who are here
13 this evening, here from Northside Urban Pathways.

14 Would you please stand up?

15 Great.

16 Many thanks. Thank you for being here this
17 evening.

18 MR. TAYLOR: (Inaudible.)

19 MS. COLAIZZU: Mr. Taylor. Thank you.

20 MR. TAYLOR: Thank you, Dr. Dowd, that was
21 just an important exercise.

22 MS. COLAIZZU: Mr. Taylor.

23 MR. TAYLOR: I will be (inaudible)

24 MS. COLAIZZU: Mr. Taylor.

25 MR. TAYLOR: -- to see you next public

1 hearing.

2 MS. COLAIZZI: You are up.

3 MR. TAYLOR: But as I said, this is an
4 exercise, we are wasting time, it is unfortunate
5 Mr. Romaniello brought this up, because there is
6 absolutely no reason whatsoever to bring this back
7 up. No reason whatsoever.

8 We could pass a motion right here, that we
9 won't spend any more -- I think he said five or ten
10 cents, we won't spend any more than four cents
11 defending this.

12 This is just an exercise in politics, and
13 it is very unfortunate that it is occurring.

14 But -- and so the only thing I wanted to
15 say again, this is mainly -- but I do think
16 Mr. Romaniello has a responsibility to correct his
17 votes also with the Urban League and with Manchester,
18 because the Urban League, we know a 5-3-1 vote, and
19 that is not exactly a ringing endorsement.

20 So if you feel so strongly about this, I
21 think you should figure out ways also to rectify the
22 situation with the Urban League.

23 One thing I wanted to say -- because again,
24 this is meaningless, and even doing the thing with the
25 Urban League is meaningless, so we are wasting time.

1 I only just brought that up just for sense
2 of fairness.

3 I mean, you are bringing this up for
4 Northside Urban Pathways, and I think there were other
5 schools that you voted no against, who are just going
6 to hang out there with the negative vote.

7 So I do think, you have a -- not tonight,
8 because we are wasting time -- we are wasting time.

9 MS. COLAIZZU: Thank you.

10 MR. TAYLOR: And I respect my colleague,
11 who does not feel well.

12 But I would like to say again, to the
13 leaders of Northside Urban Pathways, and I have heard
14 public comments from other people pertaining to
15 charters, almost saying that we are dealing with
16 students who aren't as academically advanced, or their
17 children -- we have heard a lot of negative things, as
18 far as almost blaming the children for any issues that
19 they have.

20 And I would never tolerate that in the
21 Pittsburgh Public Schools.

22 There is not a single child failing in the
23 Pittsburgh Public Schools. You have a School Board
24 and administration who are failing students.

25 And so I would never tolerate hearing

1 publicly, privately, whatever, to hear people saying
2 the reason why their school isn't doing well, is
3 because of the caliber of students they have. I would
4 never tolerate that.

5 And I would hope again that we don't hear
6 that kind of language, either publicly or privately,
7 from anybody connected with the charter school, to
8 explain some issues and problems that they have.

9 And I also welcome, very much, the children
10 and students here from Northside Urban Pathways.

11 MS. COLAIZZI: Mrs. Fink.

12 MS. FINK: No, my vote on that charter
13 school, on all of the charter schools, was simply my
14 frustration with the way the state law is written.

15 It's as though the state legislature has
16 put public education in charge of controlling the
17 flood, and then they have locked us out of the room
18 where the switches to the flood gates are.

19 There has to be changes, and it is an issue
20 between the state and the School Board.

21 These charter schools are creatures of the
22 state, the playing field is not level, and to go into
23 detail, I will probably write a nice letter to the
24 editor expressing my frustration with the setup.

25 So that's it.

1 MS. COLAIZZI: Mr. Romaniello.

2 MR. ROMANIELLO: I would just like to
3 correct one thing. According to Roberts' Rules of
4 Order, this is the only vote that I can make a
5 mention, because this is the only vote in which I was
6 the majority.

7 So I would like to enlighten the people
8 that this is the only one that I have the option of
9 doing anything about, because of my vote in the
10 majority.

11 That's why I am bringing it up.

12 MR. BRENTLEY: You need to clarify --

13 MS. COLAIZZI: Thank you.

14 I'm sorry, Mr. Brentley, you don't have the
15 floor.

16 Mr. Sumpter, please.

17 MR. SUMPTER: Could someone answer the
18 question as to what circumstance would cause us to
19 spend money in the appeal process of this school?

20 MR. WEISS: Well, the matter has been
21 appealed to the charter -- state Charter Appeals
22 Board.

23 The District is obligated to respond to
24 that.

25 Secondly, the District has received an

1 extensive document request, under the right to know
2 law, which will take considerable staff time to comply
3 with.

4 There is a cost, both in terms of legal
5 fees, and staff time, to handle these cases.

6 I have advised Board members, who have
7 called me, that in my view the expenditure of that
8 staff time, in particular, and other costs, are simply
9 not warranted.

10 So, this is not a free matter.

11 There are --

12 MR. TAYLOR: You can't ignore it?

13 MR. WEISS: There are costs --

14 MR. TAYLOR: you can't ignore the costs?

15 MR. WEISS: You can't ignore it, and there
16 are costs and, frankly, there is a potential for legal
17 fees, under certain circumstances.

18 It is simply a risk, and an expense, that
19 the District should not take.

20 MS. COLAIZZI: Does that suffice, Mr. --

21 MR. SUMPTER: Yes.

22 MS. COLAIZZI: Any more comments,
23 questions?

24 Roll call, Mr. Weiss.

25 MR. DOWD: Just clarification on the

1 resolution, so we know how to vote.

2 MR. WEISS: It is the same resolution you
3 had on March 22nd, and the vote would be that the five
4 year charter renewal, for the Urban Pathways Charter
5 School, be granted from July 1, 2006 through June 30,
6 2011.

7 It is the very same item --

8 MR. DOWD: Thank you.

9 MR. WEISS: -- that was before you have a
10 week ago.

11 MR. DOWD: Thank you, sir.

12 MR. BRENTLEY: Also clarification.

13 Mr. Weiss, is it -- since we voted for the
14 other ones, as three, but individually, would it be
15 appropriate, or -- to have all three before us?

16 MS. COLAIZZI: Mr. Brentley, for
17 clarification --

18 MR. WEISS: Those passed.

19 MS. COLAIZZI: -- those other two passed.
20 This is the only one that did not, that's the why it
21 is being brought back up.

22 MR. WEISS: Mr. Brentley?

23 MR. BRENTLEY: I'm sorry.

24 State it again, please, I'm trying to read
25 his lips.

1 MR. WEISS: This is a five year renewal of
2 the Northside Urban Pathways Charter School.

3 MR. BRENTLEY: I will have to keep my vote
4 the same, I am in support of children, and parents,
5 and my vote will stay the same, and that is, no.

6 MR. WEISS: Mrs. Colaizzi?

7 MS. COLAIZZI: Yes.

8 MR. WEISS: Mr. Dowd?

9 MR. DOWD: Yes.

10 MR. WEISS: Mrs. Fink?

11 MS. FINK: Reluctantly, yes.

12 MR. WEISS: Mr. McCrea?

13 MR. MCCREA: Yes.

14 MR. WEISS: Mr. Sumpter?

15 MR. SUMPTER: Yes.

16 MR. WEISS: Mr. Taylor?

17 MR. TAYLOR: The vote was symbolic, I
18 thought the message that the Board was trying to send
19 was an appropriate one, so I am going to maintain the
20 vote that I cast last Wednesday.

21 MR. WEISS: Is that a no?

22 MR. TAYLOR: Uh-huh.

23 MR. DOWD: Okay.

24 Mr. Romaniello, I'm sorry, I missed you
25 here.

1 MR. ROMANIELLO: That's all right.

2 Yes.

3 MR. WEISS: And Mr. Isler I believe is no
4 longer on the phone; is that right?

5 MS. COLAIZZI: Mr. Isler is no long on the
6 phone.

7 MR. WEISS: The vote is six in favor, two
8 opposed, and one absent.

9 MS. COLAIZZI: May I have a motion to close
10 this meeting?

11 MR. DOWD: So move.

12 MS. COLAIZZI: Second?

13 MS. FINK: Second.

14 - - -

15 (Thereupon, at 7:10 p.m., the Legislative
16 Meeting was concluded.)

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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 thirty-one (31) pages are a
true and correct transcript of my stenotypy notes
taken of the Special Legislative Meeting held in the
Pittsburgh Board of Public Education, Administration
Building, Board Room, on Wednesday, March 29, 2006.



Eugene C. Forcier, Court Reporter

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