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

MINUTES

Meeting of: January 23, 2013

Call of the Meeting: Legislative Meeting

Members Present: Mark A. Brentley, Theresa Colaizzi, Jean Fink, Sherry Hazuda, Regina Holley, William H. Isler, Floyd L. McCrea, Sharene Shealey, and Thomas H. Sumpter

Members Absent: None

The following matters were received and acted upon.

Actions taken are recorded following the reports.
EXECUTIVE SESSIONS

Legislative Meeting of January 23, 2013

In addition to executive sessions announced at the legislative meeting of December 19, 2012, the Board met in executive sessions on January 16, 2013 and immediately before this legislative meeting to discuss various personnel matters that may include, but are not limited to, administrative vacancies and positions opened and closed.

Finally, at the executive session immediately before this legislative meeting, the Board discussed student discipline cases that involved violations of various portions of the Code of Student Conduct.

The Board does not vote at executive sessions.
ROLL CALL

Approval of the Minutes of the Legislative Meeting of December 19, 2012
Approval of the Minutes of the Special Legislative Meeting of January 16, 2013
Announcement of Executive Sessions

Committee Reports

1. Committee on Education
2. Committee on Business and Committee on Finance

Personnel Report

3. Personnel Report of the Superintendent of Schools

Budget Matters

4. Levying of Real Estate Tax
5. Act 1 Homestead and Farmstead Exclusion

New Business

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

- No Proposals/Grant Awards This Month -

Consultants/Contracted Services

RESOLVED, That the Board authorizes its proper officers to enter into contracts with the following individuals for the services and fees set forth in subparagraphs 1 through 6, inclusive.

1. Mutiu Fagbayi
   RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract with Mutiu Fagbayi an expert facilitator to provide professional development to the Superintendent's Cabinet. The focus will be on budget implications and strategic priorities, strengthening team collaboration and effectiveness, and reinforcing the team's work focus on District's three goals: 1) Accelerating student achievement; 2) Eliminating racial disparities; 3) Becoming a district of first choice. Mr. Fagbayi would plan agendas in advance based on input from Superintendent and deliver on-site professional development on three (3) different trips to Pittsburgh in 2013.

   The operating period shall be from January 24, 2013 through December 31, 2013. The total cost shall be $3,500 per day plus expenses. The total contract amount for the District, shall not to exceed $13,000 from account line 1000-010-2360-323.

2. Institute for Learning – LRDC
   RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with the Institute for Learning (IFL) to support the 6-12 implementation of the Common Core State Standards in English Language Arts, ELA. IFL will:
- Provide 4 anchor units on argumentative/non-fiction texts that support the alignment of the 7th, 8th, 9th, and 10th grade English Language Arts Curriculum to the Common Core State Standards. Each unit is $15,000. We are purchasing 3 units for a total of $45,000. One unit is being provided at no cost, for a total of four units. There is an additional $3,000 charge for the copyright usage of speeches in the argumentative unit.

- Provide 9 professional development days for the 6-12 ELA supervisors and curriculum writers regarding replacement units and curriculum implementation. ($2,800 per day for a total of $25,200)

- Recommend informational text resources and materials that meet text complexity requirements of the CCSS.

The operating period shall be from February 1, 2013 through February 28, 2014. The total contract amount shall not exceed $73,200 from account lines 4002-09T-2271-324 ($36,600-grades six through eight) and 4003-09T-2271-324 ($36,600-grades nine through twelve). (See companion General Authorization Item #17).

3. **Dr. Rodney Hopson, Duquesne University**

   RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract with Dr. Rodney Hopson and Dr. Helga Stokes of Duquesne University to work under contract as co-evaluators for the for the fourth and final year of the PPS Culturally Responsive Arts Education Program (CRAE) funded by The Heinz Endowments. Dr. Hopson and Dr. Stokes have evaluated CRAE for the past 3 years. This evaluation was a requirement of the CRAE Grant. The evaluation results will be used to continue to shape the arts curriculum development and professional learning sessions for teachers. In a separate contract, Dr. Hopson and Dr. Stokes are also evaluating the Beyond Diversity Sessions for the Office of Equity (the cost of that contract is $16,000).

   The operating period shall be from January 28, 2013 through August 30, 2013. The total contract amount shall not exceed $14,776 from account line 4000-16J-2260-340.

4. **Shawn Butler- Elevating and Celebrating Effective Teaching 2 Mini Conference**

   RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Ms. Shawn Butler. The primary scope of Ms. Butler's work will be to serve as Project Manager for the teacher-led Elevating and Celebrating Effective Teaching 2 Mini Conference to be held March 8-10, 2013. She will oversee the logistics of the convening and work alongside the teacher committee to bring the project to fruition. This action supports the PPS Teacher Led Conference to Support Effective Teaching which was previously approved by the Board on December 19, 2012.

   The operating period shall be from January 24, 2013 through June 30, 2013. The total contract amount shall not exceed $7,500 from account line 1310-13U-2810-330. (See companion Payments Authorized Item #12).

5. **Kuumba, Inc.**

   RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Kuumba, Inc. Beatrice Mitchell of Kuumba, Inc., will work with students at Pittsburgh Arsenal PreK-5 for 1 hour per week after school.
She will teach students the art of African drumming. The purpose of this contract is to provide another role model for our students and to celebrate the African culture. Twenty-five percent of our population are African children. This contract will support our efforts to recognize the African culture and expose all students to the art of African drumming. Students will also learn about the countries in Africa and the different kinds of African drums and percussion instruments. This will also support Pittsburgh Arsenal PreK-5 in being a safe and orderly school because of the welcoming feeling tone that will be established while students play upon arrival daily. (Grant Funding from the Target Foundation for the Pittsburgh Arsenal PreK-5 African Drumming Program was previously approved by the Board on December 19, 2012).

The operating period shall be from January 24, 2013 through June 30, 2013. The total contract amount shall not exceed $1,300 from account line 4108-03T-1490-329.

6. Grow Pittsburgh-Edible School Yard
RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contract with Grow Pittsburgh-Edible School Yard. The purpose of this program is to provide students and families that attend Pittsburgh Dilworth PreK-5 with the opportunity to experience the science of planting and growing food in the Edible School Yard of the school. Grow Pittsburgh, which will provide a farmer, will work with the teachers, students, parents and community to provide technical support to the FOSS science curriculum and to all classrooms that plant crops in the spring, provide access to the garden supply lending library, which includes tillers, seeders, free-standing stoves, and other equipment that facilitates science learning in the garden, conduct two evening community events at the spring and fall to help connect the school, garden, and neighborhood, and coordinate the fall chef in the garden event to the entire student body. Grow Pittsburgh will also assist in implementing the fresh fruit and vegetable program during the 2012/2013 school year, communicate with parents through newsletters and media outlets, and coordinate the school garden team as an enrichment course for students with particular interest and talent in gardening.

The operating period shall be from January 24, 2013 through June 7, 2013. The total contract amount shall not exceed $3,750 from account line 4161-622-1100-599.

Payments Authorized

RESOLVED, That the Board authorize payments in the amounts set forth below to the following individuals, groups, and organizations, including School District employees and others who will participate in activities of the School District to provide services, as described in subparagraphs 7 through 12A inclusive.

7. Early Childhood Male/Fatherhood Involvement Committee 2013 Events
RESOLVED, That the Board authorize payments for the following events sponsored by the Early Childhood Male/Fatherhood Involvement Committee in 2013:

1. Read-A-Thon (February 11th – 22nd at all centers as an at home activity)
2. March Dadness (March 16th at Pittsburgh Sterrett 6-8)
3. Summer Kick-off (June 8th with June 15th as the secondary choice at location TBD)
The total payment amounts shall not exceed $6,250 from account lines 4801-19T-1802-599 ($1,250), 4801-19T-1802-610 ($2,500), and 4801-19T-1802-635. The first of these activities, Read-A-Thon event, started in 2003.

8. **NEED and Omega Psi Phi Fraternity, Inc.**

   RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve the secondary to fund the cost of the Historical Black College Tour through NEED and Omega Psi Phi Fraternity, Inc. The tour will take place from Saturday, March 23, 2013 to Saturday, March 30, 2013. The students will visit the following colleges: Alabama A&M, Cheyney University of Pennsylvania, Clark Atlanta University, Fisk University, Howard University, Johnson C. Smith University, Morehouse College, Morgan State University, North Carolina A&T, Spelman College, and Tennessee State. The tour will include visits to historical sites such as the Martin Luther King, Jr. Center, International Civil Rights Museum, the National Underground Railroad Freedom Center, and many more. The cost for this trip will be $600 per student. Students attending the tour will be selected based upon the following criteria: Successful completion of the NEED HBCU and Omega Psi Fraternity, Inc. application, which includes a 2.5 GPA or higher and a letter of recommendation, nor more than three (3) suspension days in 9th, 10th, and/or 11th grade, and recommendation from members of instructional cabinet.

   The total payment amount shall not exceed $44,200 from account line XXXX-297-1190-599 ($40,000) and 4024-20J-1190-599 ($4,200). (See Item #8a for detailed breakdown of cost and account lines).

9. **SAT Bulk Registration**

   RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve secondary schools to fund the cost of the June 2013 SAT exam for all eligible 11th grade students. Funding the cost of the tests will increase the number of students taking the SAT exam. The tests are being paid for those students who are not eligible for fee waivers; fee waivers are only eligible to those students who meet the low income requirements. This item will pay for students who do not qualify for free and reduced lunch but are experiencing financial hardship. All students at Pittsburgh Allderdice High School and Pittsburgh CAPA 6-12 who qualify for free waiver will have their fees waived.

   The total payment amount shall not exceed $16,350 from account line XXXX-297-1190-599. (See Item #9a for detailed breakdown of cost and account lines).

10. **Eva Gelman-College Quest LLC**

    RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment to Eva Gelman, of College Quest LLC, to provide counseling on the college application process for high school counselors and Centers for Advanced Studies (CAS) facilitators. Ms. Gelman will provide strategies and tools for participants regarding the following topics: matching students to schools, the understanding the application time line and process grades 9-12, trends in the college admissions, working with parents, and coaching students on competitive applications.
A total of 6 sessions well be held from February to May 2013: two four hour Saturday sessions, and four two hour afternoon sessions. At least one afternoon session will be held during the school day; the other three afternoon sessions will be held outside of school hours.

The total payment amount for Ms. Gelman’s work shall not exceed $3,000 from account line 4810-05S-2110-125. Payment for teachers and counselors for attendance will not exceed $5,000 from the College Readiness Indicators Systems (CRIS) fund.

11. **Dr. Theresa Perry-Professor of Africana Studies and Education at Simmons College**

**RESOLVED,** That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment to Dr. Theresa Perry, Professor of Africana Studies and Education at Simmons College to deliver two six hour professional development session to the CRAE artists, CRAE arts teachers and administrators, District Equity Affiliates, and Beacon school teachers and administrators. This session will support the integration of CRAE and the District’s equity initiatives to accelerate student achievement and eliminating racial disparities through the use of the instructional strategy of the counter narrative.

The total payment amount shall not exceed $10,000 from account line 4000-16J-2260-324.

12. **Double Tree by Hilton Hotel & Suites**

**RESOLVED,** That the Board of Directors of the School District of Pittsburgh authorize its proper officers to make payment to Double Tree Hotel, which will serve as the host site of the Elevating and Celebrating Effective Teaching 2 Mini Conference from March 8-10, 2013. The costs include hotel rooms, food, parking, and meeting space. This action supports the PPS Teacher Led Conference to Support Effective Teaching which was previously approved by the Board on December 19, 2012.

The total payment amount shall not exceed $100,000 from account lines 1310-13U-2810-330 ($67,500) and 1310-16N-2810-330 ($32,500). (See companion Consultants/Contracted Services Item #4).

12A. **2013 High School Recovery Program**

**RESOLVED,** That the Board of Directors of the School District of Pittsburgh authorize its proper officers to operate a 2013 High School Credit Recovery Program to take place second semester through the end of this 2012-2013 school year. It is anticipated that this program will require approximately 12 teachers (enrollment dependent), one administrator, transportation, supplies, and a minimum of one security officer. High Schools will continue to utilize existing Period 10 and NovaNet Programs along with this additional option for student success and credit recovery. The 2013 High School Credit Recovery Program will be evaluated based on student course pass rate, Promise-Readiness scores, and graduation rates.

The total payment amount shall not exceed $150,000. The rate of pay would be $23.32/hour for teachers and administrators. The costs for students from each school will be allocated to the following fund lines according to the object codes in the payment box:
Pittsburgh Allderdice High School, Pittsburgh Milliones 6-12, Pittsburgh Carrick High School: 4800-26S-1190-(School Improvement); Pittsburgh CAPA 6-12: 4303-14F-1490-(Impact Aid); Pittsburgh Science and Technology Academy 6-12 and Pittsburgh Obama 6-12: 4800-16R-1190-(Title I); Pittsburgh Perry High School: 4319-19M-1190-(Year 3 SIG); Pittsburgh Westinghouse Academy 6-12: 4327-19M-1190-(Year 3 SIG); Pittsburgh Brashear High School: 4329-19M-1190-(Year 3 SIG).

General Authorization

RESOLVED, That the Board authorizes its proper officers to approve the following actions as set forth in subparagraphs 13 through 18, inclusive.

13. Partnership Agreement with Harvard Graduate School of Education (HGSE)

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a partnership agreement with Harvard Graduate School of Education (HGSE) so that the School District of Pittsburgh can participate as a member of the Harvard Education Partners Network, which is committed to advancing the transformation of PreK-12 education in the U.S. The Board authorizes the initial membership term of January 1, 2013 through June 30, 2014, and gives the Superintendent the authority to renew the District's membership annually so long as the Board is apprised in writing of each renewal. The partnership agreement does not obligate the District to engage in any activities, but outlines the expectation that the District would consider participating in one or more of the following activities: supporting a 10-month student residency; participating in the annual admissions process; and/or providing a paid summer internship for a Year 1 student in HGSE's Doctoral Degree in Education Leadership program. The District would not be able to participate in the residency or internship program unless the Board gave specific approval at a later date. Any required travel and lodging expenses will be paid by Harvard. (See Item #13a - Partnership Agreement).

14. Memorandum of Understanding with the Center of Life – Pittsburgh Mifflin PreK-8

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a Memorandum of Understanding with the Center for Life to support the implementation of an anti-bullying program at Pittsburgh Mifflin PreK-8. This partnership will enable the school staff and parent volunteers a structure to help eliminate bullying at Pittsburgh Mifflin PreK-8. (See Item #14a - MOU).

Not Approved – Defeated with a Vote of 4-4-1

45. Propel Hazelwood Charter School

RESOLVED, That the Board grants the charter for the Propel Charter School—Hazelwood application pursuant to the Charter School Law, 24 P.S. § 17 – 1717 – A (e)(4), and in accordance with the Review Team's January 16, 2013 report and presentation to the Board.

The administration is hereby directed to provide written notice of the Board's action to the applicant, the Department of Education and the State Charter School Appeal Board. A written Charter Agreement shall be drafted by the Law Department to memorialize the terms of the charter.
16. **Annual Rating Form**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to submit the attached alternative rating form to the Pennsylvania Department of Education in accordance with 24 P.S. § 11-1123(e), and grants the Superintendent the authority to make revisions necessitated by revisions in regulations, directives from the Pennsylvania Department of Education, and any other non-material adjustments that may be necessary. (See Item #16a - Annual Rating Form)

17. **AMENDMENT – Wiley Blevins**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend Item #19-Wiley Blevins, Committee on Education, Payments Authorized, page 9, previously approved by the Board on September 26, 2012. (See companion Consultants/Contracted Services Item #2).

**Reason for Amendment**
The purpose of this amendment is to extend Wiley Blevins contract from June 30, 2013 to February 28, 2014. The contract amount will increase from $15,000 to $55,000 to reflect this extension of the time of the contract, and to increase the scope of work to include support to the curriculum development and training for supervisors and teachers.

**Original Item**
RESOLVED, That the Board of Directors authorize its proper officers to enter into a contract with Wiley Blevins to work with the K-5 Central Office Literacy team to support a clear vision of the coherency and alignment of the current literacy curriculum to the Common Core State Standards (CCSS). His support is needed due to the complexity of aligning our current curriculum to the instructional shifts required by the CCSS, and to support the implementation of foundational skills to leverage critical elements of our current curriculum and practice to ultimately influence the improvement of instructional delivery and student learning. To accomplish this task, Mr. Blevins will provide support and consultation of the current curriculum, examine District assessments, analyze historical data, observe and interview teachers. He will research programs and methodologies used by top performing urban districts and provide feedback and recommendations to the literacy supervisors. Lastly, he will provide support to the curriculum writing process and provide feedback on professional development planning and facilitation. To be effective in improving education and getting all students ready for college, workforce training, and life, the elementary curriculum must be content-rich with robust assessments.

The operating period shall be from October 1, 2012 through June 30, 2013. The total contract amount shall not exceed $15,000 from account line 4600-010-2270-330.

**Amended Item**
RESOLVED, That the Board of Directors authorize its proper officers to enter into a contract with Wiley Blevins to work with the K-5 Central Office Literacy team to support a clear vision of the coherency and alignment of the current literacy curriculum to the Common Core State Standards (CCSS). His support is needed due to the complexity of aligning our current curriculum to the instructional shifts required by the CCSS, and to support the implementation of foundational skills to leverage critical elements of our current curriculum and practice to ultimately influence the improvement of instructional delivery and student learning.
To accomplish this task, Mr. Blevins will provide support and consultation of the current curriculum, examine District assessments, analyze historical data, observe and interview teachers. He will research programs and methodologies used by top performing urban districts and provide feedback and recommendations to the literacy supervisors. Lastly, he will provide support to the curriculum writing process and provide feedback on professional development planning and facilitation. To be effective in improving education and getting all students ready for college, workforce training, and life, the elementary curriculum must be content-rich with robust assessments.

The operating period shall be from October 1, 2012 through February 28, 2014. The total contract amount shall not exceed $55,000 from account line 4600-010-2270-330.

18. AMENDMENT – CRAE Teaching Artists
RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to amend Item #7-CRAE Teaching Artists, Committee on Education, Consultants and Contracted Services, page 3, previously approved by the Board on November 20, 2012.

Reason for Amendment
The purpose of this amendment is to increase the amount of the contract $7,000 from $77,000 to $84,000 to reflect an additional teaching artist at Pittsburgh Westinghouse Academy 6-12. (See Item 18a - for teaching artist roster for changes).

Original Item
RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contracts with the CRAE teaching artists at Pittsburgh Montessori K-8, Pittsburgh Lincoln K-5, Pittsburgh Sunnyside K-8, and Pittsburgh Westinghouse Academy 6-12. Each school has selected their own artists from both the CRAE roster and from research of active culturally responsive artists from the community. CRAE is a Heinz Endowments funded initiative and is in its 4th and final year of implementation year.

The operating period for all contracts shall be from December 3, 2012 through October 1, 2013. The total contract amount for all CRAE teaching artist contracts shall not exceed $77,000 from account lines 4148-16J-2260-329 (Pittsburgh Lincoln PreK-5-$21,000), 4133-16J-2260-329 (Pittsburgh Montessori PreK-8-$21,000), 4181-16J-2260-329 (Pittsburgh Sunnyside PreK-8-$21,000), and 4327-16J-2260-329 (Pittsburgh Westinghouse Academy 6-12-$14,000).

Amended Item
RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to renew the contracts with the CRAE teaching artists at Pittsburgh Montessori K-8, Pittsburgh Lincoln K-5, Pittsburgh Sunnyside K-8, and Pittsburgh Westinghouse Academy 6-12. Each school has selected their own artists from both the CRAE roster and from research of active culturally responsive artists from the community. CRAE is a Heinz Endowments funded initiative and is in its 4th and final year of implementation year.
The operating period for all contracts shall be from December 3, 2012 through October 1, 2013. The total contract amount for all CRAE teaching artist contracts shall not exceed $84,000 from account lines 4148-16J-2260-329 (Pittsburgh Lincoln PreK-5-$21,000), 4133-16J-2260-329 (Pittsburgh Montessori PreK-8-$21,000), 4181-16J-2260-329 (Pittsburgh Sunnyside PreK-8-$21,000), and 4327-16J-2260-329 (Pittsburgh Westinghouse Academy 6-12-$21,000).

19. **Student Suspensions, Transfers, and Expulsions**

   RESOLVED, That the Board of Education of the School District of Pittsburgh accept the following report on student suspensions, transfers, and expulsions.

   a. 63 students suspended for four (4) to ten (10) days;
   b. 0 students suspended for four (4) to ten (10) days and transferred to another Pittsburgh Public School;
   c. 5 students expelled out of school for eleven (11) days or more;
   d. 0 students expelled out of school for eleven (11) days or more and transferred to another Pittsburgh Public School.

   Official reports of the hearings are on file in the Office of Support Services.

   Respectfully Submitted,

   Committee on Education
## HISTORICAL BLACK COLLEGE TOUR - 2013

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### SAT EXAMS – 2013

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Harvard Education Partners Network Agreement

The Harvard Graduate School of Education (HGSE) has developed the Doctoral Degree in Education Leadership (Ed.L.D.) in order to advance the transformation of the preK-12 education system in the United States. In pursuit of this goal, the HGSE will undertake three key interrelated activities:

1) Provide future system-level leaders in preK-12 education with the skills, knowledge, and capacities to accelerate the transformation of American education to effectively serve all children;
2) Establish and support a network of educational organizations engaged in efforts to transform American education (the Harvard Education Partners Network), in order to deepen the communication and collaboration among these organizations about their efforts to transform the education system; and,
3) Model highly effective leadership training and positively influence the way other institutions train leaders.

This document provides a framework for the members of the Harvard Education Partners Network by outlining the initial understandings among the members concerning the work they will undertake together. Each of the members agrees to undertake the reciprocal responsibilities outlined in this document to the maximum degree practicable, and acknowledges that their continued participation in the Network depends on their sustained investment of time and effort in the Network goals. This agreement will serve to identify members of the Harvard Education Partners Network and their reciprocal obligations. Membership in the Network will be reviewed annually.

Engagement with the Ed.L.D. Program

There are three possible ways to engage with the leadership degree program: support a ten month student residency; participate in the annual admissions process; and/or provide a paid summer internship for a Year 1 Ed.L.D student. In any given year, partner organizations may engage in one or all of these activities.

(1) The Ed.L.D. Residency
Each year, beginning July 1 approximately twenty-five Ed.L.D. students will enter into ten month paid residencies with partner organizations. HGSE will ensure that students have successfully demonstrated readiness for the residency and will work with partner organizations to match students to residencies through an interview/site visit process. Students will be appointed to their residency by consent among HGSE, the resident, and the partner organization, articulated in a formal Ed.L.D residency contract document that
describes the roles and responsibilities of the parties. Residents will be paid no less than $65,000 for the 10 month residency (July 1 – April 30) and will be eligible for the partner organization’s health insurance. Harvard and the partner organizations will discuss adjustments to the resident salary as appropriate from year to year.

The residents will be responsible for a strategic initiative identified by the host organization and will work under the supervision of the CEO or another member of the organization’s senior leadership team. Each resident will also have a mentor, who may in some instances also be his or her supervisor. Students will commence their residency on or about July 1st following their second year in the Ed.L.D. Program and will complete their residency by April 30th of the following year. The residents, accompanied by their supervisors and/or mentors, will return to HGSE twice during the term of their residency for collective reflection and analysis of their experience with faculty members and their other cohort members. Travel and lodging will be paid by HGSE.

Initial descriptions of potential strategic projects to be carried out by a resident need to be developed and submitted to Harvard no later than November 15, 2012. The interview and matching selection process will run approximately six weeks, commencing in mid-November and concluding in early February. Placements will be finalized by February 15. Partners will designate a “residency liaison” (e.g. senior manager in operations, human resources, etc.) to serve as the point person on the residency development, application, selection and placement process. After residency selections have been confirmed, Ed.L.D. students will complete a review of the knowledge base (e.g., research literature and effective practices) in the topic area of their strategic initiative by May 31, 2012. In this way, they will enter their residency with as much preparation as possible for the organizational responsibilities they will undertake in their residency.

During the residency, the students will be responsible to the Ed.L.D. Program for the preparation of a “capstone project,” which will chronicle the history of their leadership of the strategic initiative in their residency organization and will produce a significant written reflection document on their exercise of leadership in the initiative. The capstone project will be submitted in written form to a three-member committee (two from Harvard, and one from the host organization). The evaluation of the capstone project will be conducted by the three-member committee and the Ed.L.D. candidate to review his or her written submission and to discuss the overall residency experience. The final decision concerning the sufficiency of the capstone project will rest with HGSE, but that decision will be strongly informed by the observations of the partner organization representative.

(2) Support for the Ed.L.D. Admission Process

In the winter of each year, HGSE will invite representatives of the partner organizations to participate in the Ed.L.D. admissions process, which could include participation in the on-campus interview process in March. While the faculty retains full responsibility for admissions decisions, HGSE will seek the advice of partner organizations in the selection of candidates for the Ed.L.D. degree. Travel and lodging will be paid by HGSE.
(3) Ed.L.D. Year 1 Summer Internships

Upon completion of the first year in the Ed.L.D. Program, the Year 1 students are interested in honing their newly gained skills and building upon their previous professional experiences in the education sector. Partner organizations can engage with the Ed.L.D. Program to employ a Year 1 student in a summer internship or consultancy project. Terms of the length of engagement and the pay structure would be based on the needs of the partner organizations and the students’ availability and relevant skill sets.

The parties understand and agree that this partner network agreement outlines the network activities and HGSE’s expectations for its partner organizations, but does not require the partner organization to participate in any of the activities. Participation in either the Ed.L.D. Residency or Internship activities would require separate authorization by the partner organization.

Partner Network Agreement

The School District of Pittsburgh agrees to the terms of this partnership agreement with Harvard Graduate School of Education for the period January 1, 2013-June 30, 2014. Future renewal of membership requested by HGSE may be approved in writing by the Superintendent with prior written notice to the Board of Education.

ATTEST: SCHOOL DISTRICT OF PITTSBURGH

________________________________________   By:________________________________________
Secretary President

Date of Board Approval: January 23, 2013

I, ____________________________________________, of the Harvard Graduate School of Education, agree to the terms of this partnership for the period January 1, 2013-June 30, 2014.

__________________________
Elizabeth City, Faculty Director, Ed.L.D. Program (signature)

________________________________________
Date
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between The School District of Pittsburgh (the "District"), with an address of 341 S. Bellefield Avenue, Pittsburgh, PA 15213, and Center Of Life ("COL"), a non-profit organization organized and existing under the laws of the Commonwealth of Pennsylvania, with its business address at [_____________, [_____], [___] [____].

NOW, THEREFORE, with the intent to be legally bound hereby, the parties to this MOU set forth the following as the terms and conditions of their understanding.

The District and Partner hereby agree as follows:

1. **Background.**
   
   Center of Life submitted a grant application to the Heinz Endowments as partner and fiscal sponsor of the Mifflin PTA/PSC. Through Center of Life, the PSCC/MPTA has established an Anti-Bullying Parent Steering Committee. This Committee works with the school to bring attention to this growing problem and to end bullying and violence at Mifflin, and in schools, city wide. Center of Life and the Anti-Bullying Committee's mission includes building organizational capacity to allow the opportunity to:

   - Sustain a volunteer program awarding volunteers with a weekly reimbursement to cover cost of transportation, lunch and daycare
   - Expand the Safety Patrol / Energy Conservation Team
   - Provide additional resources to sustain and maintain the annual Anti-bully Week
   - Support the Mifflin "P.R.I.D.E." Program through a partnership with PATTAN focusing P.B.I.S.
   - Support in stocking student rewards in the Mifflin P.R.I.D.E Store
   - Establish a PERC Center to be the hub for volunteers and Parents
   - Hire a Volunteer Coordinator
   - Establish and promote anti-bullying at Mifflin school through posters, flyers, tee-shirts, seminars, special guest speakers, and programs.

   This MOU will govern the implementation of Center of Live and the Anti-Bullying Committee's implementation of the above initiatives at Pittsburgh Mifflin.

   Additional Background information is included in the grant proposal submitted by Center of Life to the Heinz Endowments, attached hereto for additional information as Exhibit A.

2. **Term.** The term of this MOU shall commence on the date it is approved or ratified by the District's Board of Directors (the "Effective Date") and shall expire on [__________]. The term may be extended by written mutual consent of the parties which written consent includes a scope of work referencing this MOU and setting forth the responsibilities of the parties.

3.1 Responsibility of COL.

3.1.1 Increase community awareness of bullying as a common serious problem of school-age children and to advocate for the implementation of effective bullying prevention approaches at Mifflin.

3.1.2 Develop ways to protect students at Mifflin from bullying, while giving them an opportunity to learn about energy conservation, and to increase their academic progress.

3.1.3 Recruit, train and manage individuals to serve in the following Parent and Student Volunteer positions for the program:
   A. Bus Stop Monitors
   B. Bus Monitors
   C. Playground Monitors
   D. Student Safety Patrols

3.1.4 Sustain a volunteer program awarding volunteers with a weekly reimbursement to cover cost of transportation, lunch and daycare.

3.1.5 Expand the Safety Patrol / Energy Conservation Team.

3.1.6 Provide additional resources to sustain and maintain the annual Anti-bully Week.

3.1.7 Support the Mifflin “P.R.I.D.E.” Program through a partnership with PATTAN focusing P.B.I.S.

3.1.8 Support in stocking student rewards in the Mifflin P.R.I.D.E Store.

3.1.9 Establish a PERC Center to be the hub for volunteers and Parents.

3.1.10 Hire a Volunteer Coordinator.

3.1.11 Establish and promote anti-bullying at Mifflin school through posters, flyers, tee-shirts, seminars, special guest speakers, and programs.

3.1.12 Submit all proposals and initiatives related to this MOU to the District contact for review prior to implementation.

3.1.13 Submit written descriptions of duties for all volunteers prior to recruiting or training volunteers.

3.1.14 Ensure all volunteers who are recruited and trained are cleared to perform volunteer duties prior to providing any approved volunteer services under this MOU.

3.2 Responsibility of District. In support of the COL initiative, the District agrees to:

3.1.1 Appoint a District contact for the COL initiative at Mifflin School.

3.1.2 Review Anti-Bullying initiatives proposed by COL and ensure compatibility with District initiatives related to bullying prevention.

3.1.3 Promote Anti-Bullying initiatives proposed by COL, subject to review and approval of the District’s Office of Student Support Services.

3.1.4 Provide COL volunteers who have been cleared and approved with access to District facilities to perform approved volunteer services.
3.3 Confidentiality.

3.3.1 All student data provided by the District or accessed as a result of providing services under this MOU is considered to be confidential under this MOU as well as under the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g. et seq., and any other federal or state statutes or regulations pertaining to student records, and will only be released in accordance with the applicable laws and regulations.

3.3.2 COL hereby acknowledges and agrees that any confidential documents and/or data provided by the District, shall not be disclosed, discussed or transferred to any third party not party to this MOU, and any student data or information provided to COL shall only be disclosed to employees or volunteers of COL and District employees who are approved to provide services under this MOU and directly involved in the COL program.

3.3.3 Upon the expiration of this MOU, all student data and information shall be returned to the District or destroyed. COL shall provide written verification that all copies of student data, information and documents, including electronic or other media versions, have been returned to the District or destroyed.

3.3.4 COL understands and agrees that should the District find that COL has violated Section 3.3 or any of the applicable laws and regulations regarding confidentiality of student records, the District shall be entitled to immediately cease providing data for the program and shall be prohibited from permitting COL or any of its employees or volunteers access to information from education records for a period of not less than five (5) years.

3.3.5 District understands that COL may need to conduct both qualitative and quantitative research to determine the effectiveness of its programs. Qualitative data could include surveys, interviews, and focus groups with teachers, administrators, students, and/or parents. COL agrees that all requests to conduct qualitative and quantitative research within the District shall be in accordance with the Protection of Pupil Rights Act (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) and the District’s Internal Review Board (IRB) policy and administrative regulations. The District commits not to withhold permission for such research unreasonably and to create a streamlined process to expedite approval of such requests.

3.4 Clearances. COL staff, partners and volunteers that may have direct contact with students shall obtain and submit all clearances required by 24 P.S. §1-111 and 23 Pa.C.S. §§6354 et seq. and shall report any arrest or conviction during the period of this MOU within 72 hours of any such arrest or conviction. No services shall be rendered under this MOU until all clearances and background reports have been submitted and failure to report an arrest or conviction of any COL staff,
partner or volunteer providing services under this MOU may result in immediate termination of this MOU.

3.5 Communications. Communications from COL will be coordinated with the Principal of Pittsburgh Mifflin or designee to avoid conflicting or contradictory information or directions given to teachers, staff or volunteers in the participating school.

4. Costs and Funding.

4.1 Costs. This MOU shall be at no cost to the District and the District shall have no obligation relating to the funds solicited or accepted by COL to perform duties under this MOU. All costs related to implementation of this MOU shall be borne by COL.

4.2 Funding. The ability of COL to meet its obligations as set forth by this MOU is contingent upon it receiving the necessary funds from donor and charitable resources. COL agrees the District is held harmless with regard to necessary fundraising and identification of charitable resources, as these are solely the obligation of COL. If at any point COL is unable to fulfill its obligations under this MOU because of a lack of funding, it has the option of immediately cancelling this MOU without penalty and with no further contractual obligations as a result of this MOU.

5. Intellectual Property.

5.1 Copyright. The District reserves copyright in all written and electronic materials developed by the District or District employees as a part of their employment with the District. District materials may not be copied or otherwise reproduced without the express written permission of the District. COL reserves copyright in all written and electronic materials delivered and developed by COL pursuant to this MOU. COL grants to the District a non-exclusive, non-transferable license to use the materials provided and developed ("Program Materials") by COL for the District or its personnel under this MOU, including any materials provided in electronic form or computer-readable form, for use in connection with the implementation of the COL program within the participating school.

5.2 Trademark and Trade Name. This MOU does not give COL any ownership rights or interest in District trade names or trademarks. This MOU does not give the District any ownership rights or interest in COL trade name or trademarks.

5.3 Use of Name. COL shall notify the District prior to using the District's name in any report or publication. As an external provider seeking funding for a project that involves particular District schools, District staff, or the District as a whole, COL may not include the District in a proposal and/or any type of supporting document until the Superintendent's sign-off has been received through the approval process coordinated by the Chief of Staff and External Affairs.
6. **Evaluations.** The District reserves the right to evaluate COL’s program and its effectiveness as needed throughout the term of this MOU.

7. **Independent Contractors.** During the performance of this MOU, the employees of one party will not be considered employees of the other party within the meaning of any federal, state or local laws or regulations including, but not limited to, laws or regulations covering unemployment insurance, old age benefits, workers compensation, industrial accident, labor or taxes of any kind nor within the meaning or application of the other party’s employee fringe benefit programs for purposes of vacations, holidays, pension, group life insurance, accidental death, medical, hospitalization and surgical benefits. The District’s employees who perform the obligations of the District hereunder shall be under the employment and ultimate control, management and supervision of District. COL’s employees who are to perform the services to be completed by [PARTNER] hereunder shall be under the employment and ultimate control, management and supervision of COL. Nothing contained herein shall be construed to imply a joint venture, partnership or principal-agent relationship between the District and COL, and neither party shall have the right, power or authority to obligate or bind the other in any manner whatsoever, except as otherwise agreed to in writing.

8. **Termination.** This MOU may be terminated by either party upon thirty (30) days written notice to the addresses set forth in Section 12.

9. **Entire Understanding.** This MOU constitutes the entire and sole understanding between the parties with respect to the subject matter hereof and supersedes any prior written agreements and any prior, contemporaneous or subsequent oral understanding, with respect to the subject matter hereof.

10. **Modification or Amendment.** There shall be no modifications or amendments of this MOU, except in writing, executed with the same formalities as this instrument.

11. **Conflict.** In the event of any conflict, ambiguity or inconsistency between this MOU and any other document which may be annexed hereto, the terms of this MOU shall govern.

12. **Notices.** Any notices and other communications provided hereunder shall be made or given hereunder by either party by facsimile or email as set forth below or delivered by hand or by mail to the party at the address set forth below:

**FOR THE DISTRICT:**

Edward Littlehale, Principal
Pittsburgh Mifflin

>>>insert contact information
FOR COL:

[____________]

13. Limitations on Liability. In no event shall either party be liable to the other party under this MOU or to any third party for special, consequential, incidental, punitive or indirect damages, irrespective of whether such claims for damages are founded in contract, tort, warranty, operation of law, or otherwise, or whether claims for such liability arise out of the performance or non-performance by such party hereunder.

14. Governing Law. This MOU shall be construed to be made and interpreted under the laws of the Commonwealth of Pennsylvania and all disputes, claims or controversies arising under this MOU or the negotiations, validity or performance hereof for the transaction contemplated herein shall be construed under and governed by the laws of the Commonwealth of Pennsylvania without giving effect to conflicts of law principles which would result in the application of the laws of any other jurisdiction.

15. No Third Party Beneficiaries. The parties do not intend that any third party have any rights as a third party beneficiary of this MOU.

16. Severability. If any portion of this MOU is to be void, invalid, or otherwise unenforceable, in whole or part, the remaining portions of this MOU shall remain in effect.

17. Headings. The article and section headings in this MOU are for convenience of reference only and in no way define or limit the scope or content of the MOU or in any way effect its provisions.
IN WITNESS WHEREOF, the parties hereto set their hand(s) and seal(s) the date first above.

ATTEST:

________________________
Secretary

By: _______________________
Authorized Signatory

ATTEST:

________________________
Secretary

By: _______________________
President

Approved as to Form Only:

Date of Board Approval: ____________

By: _______________________
Solicitor
Annual Rating Form
For Professional and Temporary Professional Teachers

School Year 201X-1X

Personal Information

Name: Last Name, First Name, MI
PPS ID: 000011223
Title: Teacher (Professional)
Employee Since: 1998

Work Location(s): ABC School (100%)

Your Summative Evaluation

Category

<table>
<thead>
<tr>
<th>Building-Level Results</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Specific Results</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Elective Data</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

| Your Observation of Professional Practice | 50% |
| Your Student Learning and Growth Results | 30% |
| Your Student Perception Results          | 15% |
| Your School Student Learning and Growth Results | 5% |

Total Points *

Performance Level
Rating

* Where sufficient multiple measures are not available (e.g. first-year teachers), no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Signatures

Employee (print)    Employee (signature)    Date

Supervisor (print)  Supervisor (signature)  Date

Superintendent (print)  Superintendent (signature)  Date

Employee signature acknowledges receipt of the completed rating form and Educator Effectiveness Report and does not constitute agreement with the rating. Superintendent signature is only required for Unsatisfactory ratings.
## CRAE Program Teaching Artists/Contractors 2012-2013/Payments

<table>
<thead>
<tr>
<th>Teaching Artist</th>
<th>School</th>
<th>Narrative</th>
<th>Subject</th>
<th>Operating Period</th>
<th>Rate of Payment</th>
<th>Total Contract Amount</th>
<th>Account Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Ansley Stephenson</td>
<td>Pittsburgh</td>
<td>Ms. Ansley Stephenson will work in the role of a co-teacher/resident artist. She will facilitate creations of self-portraits and corresponding reflective writing with approximately 60 middle school students.</td>
<td>Visual Art</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4133-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Montessori</td>
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</tr>
<tr>
<td>Matthew Salih</td>
<td>Pittsburgh</td>
<td>The capoeira program specifically serves to develop discipline and self-control. All students are to apply the wisdom that guides the art form through tests and practices given by the instructor.</td>
<td>Capoeira</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4133-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Montessori</td>
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</tr>
<tr>
<td>Anicet Mundundu</td>
<td>Pittsburgh</td>
<td>Mr. Mundundu will teach African Drumming and Dancing to students at Pittsburgh Montessori in the role of a co-teacher/resident artist.</td>
<td>African Drumming</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4133-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Montessori</td>
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</tr>
<tr>
<td>Erin Perry</td>
<td>Pittsburgh</td>
<td>Ms. Perry will teach African Dancing to students at Pittsburgh Montessori in the role of a co-teacher/resident artist.</td>
<td>African Dancing</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4133-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Montessori</td>
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</tr>
<tr>
<td>Helena Alston</td>
<td>Pittsburgh</td>
<td>Ms. Alston will teach Rites of Passage/Interdisciplinary Arts to students at Pittsburgh Sunnyside in the role of resident artist.</td>
<td>Rites of Passage Program</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4181-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Sunnyside</td>
<td></td>
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</tr>
<tr>
<td>Elie Kihonia</td>
<td>Pittsburgh</td>
<td>Mr. Kihonia will teach African Drumming and Dancing to students at Pittsburgh Sunnyside in the role of a co-teacher/resident artist.</td>
<td>African Drumming and Dancing</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4181-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Sunnyside</td>
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</tr>
<tr>
<td>Tina Brewer</td>
<td>Pittsburgh</td>
<td>Ms. Brewer will teach fiber arts to students at Pittsburgh Sunnyside K-8.</td>
<td>Visual Art</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4181-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Sunnyside</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tracie York</td>
<td>Pittsburgh</td>
<td>Ms. York will teach African Dancing and Hip-Hop to students at Pittsburgh Lincoln in the role of a co-teacher/resident artist.</td>
<td>African Dance and Hip Hop</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>$7,000</td>
<td>4181-16J-2260-329</td>
</tr>
<tr>
<td></td>
<td>Lincoln</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

RESIGNED 1-2013
<table>
<thead>
<tr>
<th>Name</th>
<th>City, Street, Phone</th>
<th>Role Details</th>
<th>Dates</th>
<th>Budget</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Perry</td>
<td>Pittsburgh, PA</td>
<td>Ms. Perry will teach African Dancing and Hip-Hop to students at Pittsburgh Lincoln in the role of a co-teacher/resident artist.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4148-16-2260-329</td>
</tr>
<tr>
<td>Moses Shabaka Perkins</td>
<td>Pittsburgh, PA</td>
<td>Mr. Shabaka Perkins will teach African Drumming to students at Pittsburgh Lincoln in the role of a co-teacher/resident artist.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4181-16-2260-329</td>
</tr>
<tr>
<td>Leah Suzensky</td>
<td>Pittsburgh, PA</td>
<td>Ms. Suzensky will teach Literary Arts to students at Pittsburgh Lincoln in the role of a co-teacher/resident artist.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4148-16-2260-329</td>
</tr>
<tr>
<td>Wabei Siyolwe,</td>
<td>Pittsburgh, PA</td>
<td>Wabei will teach Literary Arts to students at Pittsburgh Lincoln in the role of a co-teacher/resident artist.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4148-16-2260-329</td>
</tr>
<tr>
<td>Steve Johnson</td>
<td>Pittsburgh, PA</td>
<td>Mr. Steve Johnson will teach African Oral History and literary art to students at Pittsburgh Westinghouse in the role of a co-teacher/resident artist.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4327-16-2260-329</td>
</tr>
<tr>
<td>Anicet Mundundu</td>
<td>Pittsburgh, PA</td>
<td>Mr. Mundundu will teach African Drumming and Dancing to students at Pittsburgh Montessori in the role of a co-teacher/resident artist.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4327-16-2260-329</td>
</tr>
<tr>
<td>Tina Brewer</td>
<td>Pittsburgh, PA</td>
<td>Ms. Brewer will teach fiber arts to students at Pittsburgh Westinghouse 6-12.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4327-16-2260-329</td>
</tr>
<tr>
<td>Erin Perry</td>
<td>Pittsburgh, PA</td>
<td>Ms. Perry will teach African Dancing to students at Pittsburgh Montessori in the role of a co-teacher/resident artist.</td>
<td>December 3, 2012 to October 1, 2013</td>
<td>$200 per day for up to 35 days</td>
<td>4327-16-2260-329</td>
</tr>
</tbody>
</table>
CONSULTANTS/CONTRACTED SERVICES

RESOLVED, That the Board authorizes its proper officers to enter into contracts with the following individuals/firms for the services and fees set forth in subparagraphs 1 through 10, inclusive.

1. **INQUIRY # 8727 VARIOUS LOCATIONS** 000-4815-010-3250-610

**INTERSCHOLASTIC ATHLETIC SUPPLIES**—Purchase of various Interscholastic Athletic Supplies for baseball, football, basketball, etc., to be used at various locations.

**RESOLVED**, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with the companies listed below for the up to amounts awarded for the purchase of various interscholastic athletic supplies for baseball, football, basketball, etc., to be used at various locations. The operating period will be nine (9) months from February 1, 2013 through October 31, 2013. Amounts are estimates and orders will only be placed as need requires.

<table>
<thead>
<tr>
<th>Supplier Name</th>
<th>Items Numbers</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver Distributing</td>
<td>(Items:4, 22, 24, 25, 26, 27, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44, 66, 67, 72, 74, 76, 78, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 96, 97, 98, 99, 110, 116, 120, 126, 130, 132, 135, 136, 137, 148, 156, 163, 164, 168, 169, 170, 171, 178, 179, 180, 185, 187, 188, 189, 190, 191, 192, 193, 194)</td>
<td>$56,946.15</td>
</tr>
<tr>
<td>BSN Sports</td>
<td>(Items:5, 32, 45, 46, 49, 55, 56, 57, 58, 76, 77, 95, 104, 109, 111, 119, 146, 147, 149, 152, 153, 157, 159, 160, 161, 162, 177, 181, 182)</td>
<td>$50,992.36</td>
</tr>
<tr>
<td>Riddell Sports</td>
<td>(Items:28, 31, 47, 51, 52, 62, 63, 64, 65, 68, 73, 75, 79, 121, 122, 123, 124, 125, 129, 131, 133)</td>
<td>$29,856.82</td>
</tr>
<tr>
<td>Golden Arm Sports</td>
<td>Items:16, 17, 18, 19, 20, 21, 144)</td>
<td>$9,896.00</td>
</tr>
<tr>
<td>HNMS</td>
<td>(Items:140, 142)</td>
<td>$1,762.50</td>
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<tr>
<td>Aluminum Athletic</td>
<td>(Items: 158,)</td>
<td>$1,738.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$219,413.07</strong></td>
</tr>
</tbody>
</table>

It is recommended that item numbers 50, 59, 60, and 61 be rejected due to no quotes or non-compliance to bid specifications.
COMPUTER SOFTWARE:

2. **CHILD PLUS.NET SOFTWARE**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with ChildPlus.Net for the renewal of ChildPlus.Net software for a one year period.

Early Childhood Dept. will use the software to enter data and track pertinent information e.g., health and wellness data, child outcomes and assessments, family resources and referrals, etc., on children and families enrolled in the Early Childhood Program. In addition, software will enable staff to track attendance, enrollment patterns, review demographic information and to produce detailed reports.

The operating period shall be from March 1, 2013, to February 28, 2014. The total contract amount shall not exceed $25,965.00 chargeable to Account Number 005-4801-19T-1802-650.

3. **F5 NETWORKS (ePLUS )**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with Eplus using State Contract (Costars) pricing for the annual license and support renewal for the F5 (Big-IP) server load balance appliance used by the Information and Technology Department for an eleven (11) month period. This appliance enables the District to transparently provide end-user and efficient method to access various web-based applications such as Pinnacle, RTI and PeopleSoft. Renewal also includes the F5 SSLVPN solution used by the District to safely access District applications from anywhere.

The operating period shall be from February 1, 2013 to December 31, 2013. The contract amount shall not exceed $21,331.09 from Account Number 5000-010-2240-618.

4. **ePLUS – PHASE III WIRELESS INSTALLATION**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with ePlus to provide the configuration and installation of the District wireless equipment for Phase III install work which will continue into the Spring of 2013. Equipment and services is being provided by ePlus, inc, who has been awarded the work under our federal E-Rate award. This work continues the work that has already been completed at 30+ of our schools to continue the efforts to completely wirelessly equip all schools by the start of the 2013-2014 school year. This permits the District to engage in this work from February 1, 2013 through completion of the installation – not to extend beyond August 31, 2013 at a cost not to exceed $69,673.60 derived under the PEPPM State IT Contract.

The total contract amount shall not exceed $69,673.60 from account line 5000-010-2240-788.
5. **ePLUS – RELOCATION OF NETWORKING MATERIALS**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with ePlus engineering services to assist the District in servicing and deploying all networking materials and equipment from inventory and closed schools to our existing schools who are not funded under any federal technical program. Equipment and services are being provided by ePlus, Inc., who hold the PEPPM State IT contract for Cisco equipment services. This permits the District to engage in this work from February 1, 2013 through completion of the installation – not to extend beyond December 31, 2013. The total contract amount shall not exceed $100,000 from account line 5000-010-2240-788.

6. **RODATA**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with RoData to provide the District's video conferencing equipment and infrastructure. This service will enable the management and video conferencing capabilities for all existing units, as well as the addition of internal video conferencing with iPad and camera-enabled devices for professional development and classroom instruction. The operating period shall be from February 1, 2013 to August 31, 2013. The total contract amount shall not exceed $18,700 from account line 5000-010-2240-348.

7. **SCHOOLWIRES**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into a contract with SchoolWires, Inc. for the annual license renewal for SchoolWires Web Hosting services for use by the entire District and individual schools and to enable the District relaunch of an entirely new website for all schools for the start of the 2013-2014 school year. The license and services enables management and development of web pages, posting of web pages and the receipt of product updates and software support, as well as design support and training. The operating period shall be for a period of 1 year from February 1, 2013 to January 31, 2014. The total contract amount shall not exceed $46,500 from account line 5000-010-2240-348.
8. **AGX, INC.**

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into an agreement with AGX, Inc. for a full range of professional environmental (asbestos, lead, mold, indoor environmental quality and industrial hygiene) consulting and analytical services to perform, on an as-needed basis, environmental evaluations of the work areas required to verify and maintain safe environmental conditions throughout all the buildings of the school district and in compliance with applicable federal, state and local rules and regulations. Provide technical analytical assistance and documentation, including during environmental emergencies, to comply with applicable federal, state and local rules and regulations.

The operating period shall be from March 1, 2013 to February 28, 2015. The total contract amount shall not exceed $400,000 (includes Base Fees and Reimbursable) from account line 6300-373-4400-340.

9. **QUAD THREE GROUP, INC.**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to enter into an agreement with Quad Three Group, Inc. to provide specialized on-call engineering design services to assist in the evaluation and design of a remote video security monitoring system integration for future tie-in to all buildings with video security systems. The project will review IP-based systems at Pittsburgh Lincoln PreK-5, Pittsburgh Science and Technology Academy 6-12, and Pittsburgh South Brook 6-8 schools, and continued security options at Pittsburgh King PreK-8. This contract will include but is not limited to field surveys, design of contract bid documents, specifications, cost estimates, and any other related requirements as directed.

The operating period shall be from January 1, 2013 to December 31, 2013. The total contract amount shall not exceed $75,000 (includes Base Fees and Reimbursable) from account line 6300-373-4400-330.

10. **DAUPHIN DATACOM**

RESOLVED, that the Board of Directors of the School District of Pittsburgh authorize its proper officers to facilitate the purchase of the wireless mounting hardware - cables, connections and mounting brackets - for Phase III infrastructure install work which will continue into the Spring of 2013. Equipment and services is being provided by Dauphin Datacom, who has been awarded this work under our federal E-Rate award. This work continues the work that has already been completed at 30+ of our schools to continue the efforts to completely wirelessly equip all schools by the start of the 2013-2014 school year.

This permits the District to engage in this work from February 1, 2013 through completion of the installation – not to extend beyond August 31, 2013 at a cost not to exceed $20,928.81 derived under the PEPPM State IT Contract.

The total payment shall not exceed $20,928.81 from account line 5000-010-2240-788.
PAYMENTS AUTHORIZED

11. Daily Payments- $50,430,967.70

12. EXCESS PROPERTY INSURANCE COVERAGE

RESOLVED, That the Board of Public Education of the School District of Pittsburgh authorize its proper officers to purchase excess property insurance coverage to protect the District in the event of a catastrophic property loss at critical high value locations within the District from CNA Insurance through AON Risk Solutions for the period January 25, 2013 through January 24, 2014. The loss limit is $100,000,000 with a $1,000,000 retention at an annual premium of $221,000 payable from account line 001-0201-010-2590-523.

GENERAL AUTHORIZATION

13. SETTLEMENT AGREEMENT

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to approve a settlement in that certain action Pashek Associates vs. Pittsburgh Board of Education G.D. 11-001419 and to authorize the Solicitor to prepare final documents that will settle and discontinue the case upon terms and conditions acceptable to the parties.

14. ART AUCTION BY SOTHEBY'S OF NEW YORK

RESOLVED, That the Board of Directors of the School District of Pittsburgh authorize its proper officers to auction the oil painting “Interior”, by Henri Le Sidaner via Sotheby's of New York at their May 8, 2013 auction. Friends of the Art fully endorse the auction of this art work as it is part of the Friends of the Art (FOA) collection. All terms and conditions of the auction/sale of the art work shall be reviewed and approved by the Solicitor.

15. ACCEPTANCE OF AUDIT REPORT

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**HUMAN RESOURCES REPORT OF THE SUPERINTENDENT OF SCHOOLS**

**REPORT NO. 4779**

January 23, 2013

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<tr>
<td>B. Reassignments From Leave of Absence</td>
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<tr>
<td>C. Full Time Substitutes</td>
<td>4</td>
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<tr>
<td>D. Part-Time Substitutes (No Action)</td>
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<tr>
<td>E. Day-to-Day Substitutes</td>
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<td>F. Reinstatements</td>
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<td>G. Retirements</td>
<td>7-8</td>
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<td>H. Resignations</td>
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<td>J. Full-Time Substitutes Released</td>
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<td>K. Part-Time Substitutes Released (No Action)</td>
<td>10</td>
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<td>L. Day-to-Day Substitutes Released (No Action)</td>
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<td>M. Sabbatical Leaves of Absence</td>
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<td>N. Leaves of Absence</td>
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<tr>
<td>P. Transfers From One Position to Another Without Change of Salary</td>
<td>12</td>
</tr>
<tr>
<td>Q. Transfers From One Position to Another With Change of Salary</td>
<td>13</td>
</tr>
<tr>
<td>R. Supplemental Appointments</td>
<td>14</td>
</tr>
<tr>
<td>S. Miscellaneous Recommendations</td>
<td>15-18</td>
</tr>
</tbody>
</table>
From: Superintendent of Schools
To: Board of Public Education

The following personnel changes are recommended for the action of the Board.
All promotions listed in these minutes are subject to the provisions of Board Rules.

A. New Appointments

Salaried Employees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Salary per month</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross, Evan</td>
<td>Budget Analyst</td>
<td>$3891.17</td>
<td>01-28-13 to 06-30-16</td>
</tr>
<tr>
<td>Keller, Megan</td>
<td>Instructor Oliver</td>
<td>$4000.00</td>
<td>01-02-13</td>
</tr>
<tr>
<td>Mistovich, Ryan</td>
<td>.5 Teacher Pgh. Westinghouse</td>
<td>$2000.00</td>
<td>12-17-12</td>
</tr>
<tr>
<td>Morris, Tiffany</td>
<td>Teacher Pgh. Westinghouse</td>
<td>$4000.00</td>
<td>12-20-12</td>
</tr>
<tr>
<td>Reid, Michael</td>
<td>Girls Basketball Coach Coach, Pgh., Teaching Institute @ King</td>
<td>$2470.00 (One time Payment)</td>
<td>12-20-12</td>
</tr>
<tr>
<td>Robinson, Aisha</td>
<td>Teacher Pgh. Westinghouse</td>
<td>$5200.00</td>
<td>01-15-13</td>
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</tbody>
</table>

Human Resources Report No. 4779
01-23-2013
7. Schmitt, Ameeta  .5 Teacher
   Teaching Institute @ Brashear
   $ 2000.00  
   (001-01)  
   01-02-13

8. Symms, Shacara  HR Benefits Assistant II
   Employee Benefits
   $ 3158.63  
   (008-01)  
   02-07-13

9. Vrabel, Melissa  .5 Instructor
   Pgh. CAPA
   $ 2000.00  
   (001-01)  
   01-02-13

Hourly Employees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Rate per hour</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartlidge, Renea</td>
<td>Food Service Worker</td>
<td>$ 7.62</td>
<td>01-02-13</td>
</tr>
<tr>
<td>Wilcox, Myrah Ashly</td>
<td>Food Service Worker</td>
<td>$ 7.62</td>
<td>12-06-12</td>
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</table>

B. Reassignments From Leave of Absence.

Salaried Employees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Salary per month</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castillo, Kristen</td>
<td>Teacher Phillips</td>
<td>$ 7880.00</td>
<td>12-19-12</td>
</tr>
<tr>
<td>(002-11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Castro, Traci</td>
<td>Promise Readiness Corp. Allderdice</td>
<td>$ 8430.00</td>
<td>12-03-12</td>
</tr>
<tr>
<td>(002-11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyler, Jessica</td>
<td>Teacher Special Education</td>
<td>$ 8430.00</td>
<td>12-10-12</td>
</tr>
<tr>
<td>(002-11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fameli, Billie</td>
<td>Classroom Assistant, Life Skills, Carmalt</td>
<td>$ 3211.00</td>
<td>01-14-13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(CLA-04)</td>
<td></td>
</tr>
</tbody>
</table>
5. Gamrat, Mardeana  Classroom Assistant, Autistic Support  
Manchester  
$3211.00  
(CLA-04)  
01-02-13

6. Lippert, Michelle  Educational Assistant I, Preschool Assistant  
Manchester  
$2901.00  
(001-03)  
01-14-13

7. Moorhead, Louis  Teacher  
Whittier  
$8430.00  
(002-11)  
01-07-13

8. Palm, Megan  Teacher  
Sterrett  
$4700.00  
(002-05)  
12-05-12

9. Taylor, Connie  Family Service Specialist  
Early Childhood  
$5095.00  
(003-06)  
01-16-13

10. Taylor, Deborah  Educational Assistant III  
Special Education  
$3515.00  
(03A-03)  
01-11-13

**Hourly**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Hourly</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>11. Kappert, Nicholas</td>
<td>Light Cleaner/Fireman (Backfill) Plant Operations</td>
<td>$9.76</td>
<td>01-07-13</td>
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</tbody>
</table>
### C. Full-Time Substitutes

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Per month</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aul, Amanda</td>
<td>South Hills</td>
<td>$3736.00</td>
<td>01-02-13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(FTS-01)</td>
<td></td>
</tr>
<tr>
<td>2. Carson, John</td>
<td>Teaching Institute @ Brashear</td>
<td>$3736.00</td>
<td>01-02-13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(FTS-01)</td>
<td></td>
</tr>
<tr>
<td>3. Colbert, Erin</td>
<td>Milliones 6-12 @ (University Prep)</td>
<td>$3736.00</td>
<td>12-10-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(FTS-01)</td>
<td></td>
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<tr>
<td>4. Gonot, Douglas</td>
<td>Nurse Health Services</td>
<td>$3892.00</td>
<td>01-02-13</td>
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<tr>
<td></td>
<td></td>
<td>(001-01)</td>
<td></td>
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<tr>
<td>5. Herbert, Heather</td>
<td>Morrow</td>
<td>$3736.00</td>
<td>12-10-12</td>
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<tr>
<td></td>
<td></td>
<td>(FTS-01)</td>
<td></td>
</tr>
<tr>
<td>6. Johnson, Clara</td>
<td>Langley K-8</td>
<td>$3736.00</td>
<td>01-04-13</td>
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<tr>
<td></td>
<td></td>
<td>(FTS-01)</td>
<td></td>
</tr>
<tr>
<td>7. Lalle, Elaine</td>
<td>Preschool Teacher Early Childhood</td>
<td>$3736.00</td>
<td>01-02-13</td>
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<tr>
<td></td>
<td></td>
<td>(005-03)</td>
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</table>

### D. Part Time Substitutes

(No Action)

### E. Day-To-Day Substitutes

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Per day</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Benjamin, Angelique</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
<td>01-08-13</td>
</tr>
<tr>
<td>2. Clark, Lisa</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
<td>01-02-13</td>
</tr>
<tr>
<td>3. Cowan, Lyndsey</td>
<td>Counselor Substitute</td>
<td>$103.82</td>
<td>12-17-12</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Position</td>
<td>Amount</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>4</td>
<td>Crisanti, Kathleen</td>
<td>Nurse Substitute</td>
<td>$137.50</td>
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<tr>
<td>5</td>
<td>Garstenshlager, Sarah</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
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<tr>
<td>6</td>
<td>Hill, Keith</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
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<tr>
<td>7</td>
<td>Kuehn, Christy</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
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<tr>
<td>8</td>
<td>Payne, Ianne</td>
<td>Teacher Substitute</td>
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<tr>
<td>9</td>
<td>Polite, Dionna</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
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<tr>
<td>10</td>
<td>Renda, Elizabeth</td>
<td>Teacher Substitute</td>
<td>$131.00</td>
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<tr>
<td>11</td>
<td>Steele, Sylvia</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
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<tr>
<td>12</td>
<td>Tao, Wei Wei</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
</tr>
<tr>
<td>13</td>
<td>Thomas-Tunstalle, Ayesha</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
</tr>
<tr>
<td>14</td>
<td>Vranesevic, Alexis</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
</tr>
<tr>
<td>15</td>
<td>Weiss, Richard</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
</tr>
<tr>
<td>16</td>
<td>White, Jessica</td>
<td>Teacher Substitute</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

Human Resources Report No. 4779
01-23-2013
### Hourly

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Hourly</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belasco, Christine</td>
<td>Paraprofessional Substitute</td>
<td>$8.00</td>
<td>01-08-13</td>
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</table>

### F. Reinstatements

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Butler, Walter</td>
<td>Classroom Assistant I, Life Skills, Carrick</td>
<td>01-02-13</td>
</tr>
<tr>
<td>2. Dupree, Dion</td>
<td>Classroom Assistant I, Autistic, Perry</td>
<td>01-08-13</td>
</tr>
<tr>
<td>3. Giles, Sheria</td>
<td>Classroom Assistant I, Preschool Assistant</td>
<td>01-07-13</td>
</tr>
<tr>
<td></td>
<td>Langley K-8</td>
<td></td>
</tr>
<tr>
<td>4. Loar, Denise</td>
<td>Classroom Assistant, Preschool Assistant</td>
<td>01-03-13</td>
</tr>
<tr>
<td></td>
<td>Spring Hill</td>
<td></td>
</tr>
<tr>
<td>5. Silvio, Darlene</td>
<td>Classroom Assistant, Autistic</td>
<td>01-03-13</td>
</tr>
<tr>
<td></td>
<td>Whittier</td>
<td></td>
</tr>
<tr>
<td>6. Schaffner, Kristen</td>
<td>Adjunct Teacher</td>
<td>12-18-12</td>
</tr>
<tr>
<td></td>
<td>Pgh. CAPA</td>
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</tr>
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</table>
### G. Retirements

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bopp, Richard</td>
<td>Custodian 1 Langley K-8</td>
<td>01-14-13</td>
<td>Ret. Allowance</td>
</tr>
<tr>
<td>2. Camarda, Peter</td>
<td>Chief Financial &amp; Operations Officer, Finance</td>
<td>06-29-13</td>
<td>Ret. Allowance</td>
</tr>
<tr>
<td>3. Davis, Shirley</td>
<td>Classroom Assistant, Life Skills Conroy</td>
<td>02-05-13</td>
<td>Ret. Allowance</td>
</tr>
<tr>
<td>4. Dirks, Jane</td>
<td>Teacher Pgh. Westinghouse</td>
<td>12-11-12</td>
<td>Early Ret. Allowance</td>
</tr>
<tr>
<td>5. Eutsler, Deborah</td>
<td>Teacher Pgh. Obama 6-12 @ (Peabody)</td>
<td>01-07-13</td>
<td>Ret. Allowance</td>
</tr>
<tr>
<td>8. Marcellino, Elizabeth</td>
<td>Teacher South Hills Middle</td>
<td>01-30-13</td>
<td>Ret. Allowance</td>
</tr>
<tr>
<td>10. Moran, Kathy</td>
<td>Principal West Liberty</td>
<td>06-29-13</td>
<td>Ret. Allowance</td>
</tr>
<tr>
<td>11. Murphy, Michael</td>
<td>Teacher Minadeo</td>
<td>01-15-13</td>
<td>Early Ret. Allowance</td>
</tr>
<tr>
<td>13. Rozycki, Delores</td>
<td>Teacher Allderdice</td>
<td>12-05-12</td>
<td>Disability Ret. Allowance</td>
</tr>
</tbody>
</table>
14. Smith, Martha
   Classroom Assistant Conroy
   02-01-13 Ret. Allowance

15. Smith, Yvonne
   Preschool Assistant I Langley K-8
   12-13-12 Ret. Allowance

16. Trzil, Rose
   Supervisory Aide I Schiller
   06-14-12 Ret. Allowance

17. Wallace, Elaine
   Principal Whittier
   06-29-13 Ret. Allowance

18. Webb, Harriett
   Clerk Typist Communications & Marketing
   03-16-13 Ret. Allowance

19. Wilson, Shirley Lee
   Accountant Finance
   02-16-13 Ret. Allowance

H. Resignations

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allen, Darlene</td>
<td>Food Service Manager Miller</td>
<td>12-12-12</td>
<td>Personal</td>
</tr>
<tr>
<td>2. Oliveri, Craig</td>
<td>Teacher Weil</td>
<td>01-02-13</td>
<td>Personal</td>
</tr>
<tr>
<td>3. Peguero de Martinez,</td>
<td>Tutor South Hills</td>
<td>12-21-12</td>
<td>Personal</td>
</tr>
<tr>
<td>Laya Christina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Poncelet, Paulette</td>
<td>Chief of Research, Assessment &amp; Accountability</td>
<td>02-26-13</td>
<td>Personal</td>
</tr>
<tr>
<td>5. Tighe, Catherine</td>
<td>Teacher Teaching Institute @ King</td>
<td>02-01-13</td>
<td>Personal</td>
</tr>
<tr>
<td>6. Thomas, Tanya</td>
<td>HR Benefits Specialist I Employee Benefits</td>
<td>01-15-13</td>
<td>Personal</td>
</tr>
<tr>
<td>7. Truss, Bridget</td>
<td>Family Service Specialist Early Childhood</td>
<td>12-13-12</td>
<td>Personal</td>
</tr>
</tbody>
</table>
8. Via, Toni  Clerk Stenographer  06-23-11  Personal
   Early Childhood
9. Vogt, Janet  School Library Clerk  06-23-12  Personal
   Lincoln

I. Terminations
(No Action)

J. Full-Time Substitutes Released

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akorli, Stephanie</td>
<td>Grandview</td>
<td>01-15-13</td>
</tr>
<tr>
<td>Aul, Amanda</td>
<td>South Hills Middle</td>
<td>01-02-13</td>
</tr>
<tr>
<td>Brooks, Gina</td>
<td>Schiller</td>
<td>12-03-12</td>
</tr>
<tr>
<td>Cooper, Adrienne</td>
<td>Crescent</td>
<td>11-23-12</td>
</tr>
<tr>
<td>Deely, Christine</td>
<td>Concord</td>
<td>11-26-12</td>
</tr>
<tr>
<td>Elbaum, Lucas</td>
<td>Allderdice</td>
<td>12-03-12</td>
</tr>
<tr>
<td>Hicks, Jessica</td>
<td>Carrick</td>
<td>11-07-12</td>
</tr>
<tr>
<td>Martin, Jennifer</td>
<td>Concord</td>
<td>01-10-13</td>
</tr>
<tr>
<td>Ragano, Christine</td>
<td>Beechwood</td>
<td>11-26-12</td>
</tr>
<tr>
<td>Ragsdale, Dwight</td>
<td>Carrick</td>
<td>12-21-12</td>
</tr>
<tr>
<td>Schaffer, Danielle</td>
<td>Special Education</td>
<td>12-10-12</td>
</tr>
<tr>
<td>Seemiller, Adam</td>
<td>Carrick</td>
<td>11-30-12</td>
</tr>
<tr>
<td>Shaftic, Lana</td>
<td>Spring Hill</td>
<td>01-02-13</td>
</tr>
<tr>
<td>Shazer, Louis</td>
<td>Teaching Institute @ Brashear</td>
<td>11-30-12</td>
</tr>
<tr>
<td>Sikora, James</td>
<td>Perry</td>
<td>11-02-12</td>
</tr>
</tbody>
</table>
16. Tain, Brenda  Concord  11-21-12
17. White, Danielle  Carmalt  01-04-13

K. **Part-Time Substitutes Released** (No Action)

L. **Day-to Day Substitutes Released** (No Action)

M. **Sabbatical Leaves of Absence**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dates</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clafshenkel, Guy</td>
<td>Teacher Teaching Institute @ Brashear</td>
<td>12-17-12 to 03-21-13</td>
<td>Health</td>
</tr>
<tr>
<td>2. Craighead, Sheree</td>
<td>Teacher Miller</td>
<td>11-21-12 to 01-25-13</td>
<td>Health</td>
</tr>
<tr>
<td>3. Huwalt, Lisa</td>
<td>Teacher Morrow</td>
<td>01-02-13 to 01-25-13</td>
<td>Health</td>
</tr>
<tr>
<td>4. Jetcyk, Frances</td>
<td>Teacher Carrick</td>
<td>01-30-13 to 02-22-13</td>
<td>Health</td>
</tr>
<tr>
<td>5. Kelly, Anne</td>
<td>Teacher Allegheny Elementary</td>
<td>01-02-13 to 01-25-13</td>
<td>Health</td>
</tr>
</tbody>
</table>

Human Resources Report No. 4779
01-23-2013
6. Otterbein, Lisa  
Teacher  
Teaching Institute @ Brashear  
01-30-13 to 06-18-13  
Education  

7. Pirt, Mary  
Teacher  
Grandview  
01-30-13 to 06-18-13  
Education  

8. Robinson, Gina  
ESL Program Specialist, Concord  
02-01-13 to 06-15-13  
Education  

N. **Leaves of Absence**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dates</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Belitz, Amy</td>
<td>Teacher Lincoln</td>
<td>12-21-12 to 04-19-13</td>
<td>Personal</td>
</tr>
<tr>
<td>2. Handler, Denise</td>
<td>Teacher Minadeo</td>
<td>01-02-13 to 06-17-13</td>
<td>Personal</td>
</tr>
<tr>
<td>3. Panasko, Jennifer</td>
<td>Teacher Teaching Institute @ (Brashear)</td>
<td>01-31-13 to 06-14-13</td>
<td>Personal</td>
</tr>
<tr>
<td>4. Stacy, Gary</td>
<td>Automotive Equipment Operator I, Service Center</td>
<td>11-17-12 to 03-29-13</td>
<td>Health</td>
</tr>
<tr>
<td>5. Tipton, Erica</td>
<td>Teacher Perry</td>
<td>10-11-12 to 02-28-13</td>
<td>Personal</td>
</tr>
</tbody>
</table>

O. **Transfers From Temporary Professional to Professional Status**  
(No Action)
## P. Transfers From One Position to Another Without Change of Salary

### Salaried Employees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carney, Janet</td>
<td>Educational Assistant I, Student Services Assistant, Arlington to</td>
<td>01-10-13</td>
</tr>
<tr>
<td></td>
<td>Educational Assistant I, Student Services Assistant, Concord</td>
<td></td>
</tr>
<tr>
<td>Murphy, Michael</td>
<td>Teacher, Spring Hill to Teacher, Minadeo</td>
<td>01-07-13</td>
</tr>
<tr>
<td>Varrato, Ashley</td>
<td>Data Analyst, Human Resources to Data Analyst, Office of Teacher</td>
<td>01-24-13</td>
</tr>
<tr>
<td></td>
<td>Effectiveness</td>
<td></td>
</tr>
<tr>
<td>Wiedenhofer, Jamie</td>
<td>Teacher, Whittier to Teacher, Grandview</td>
<td>01-07-13</td>
</tr>
</tbody>
</table>

### Hourly Employees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girson, Stuart</td>
<td>Supervisory Aide I, Colfax to Supervisory Aide I, Liberty</td>
<td>01-24-13</td>
</tr>
<tr>
<td>Smith, Kemal</td>
<td>Supervisory Aide II, Schiller to Supervisory Aide II, Grandview</td>
<td>01-24-13</td>
</tr>
<tr>
<td>Thompson, April</td>
<td>Food Service Worker, Allegheny to Food Service Worker, Milliones 6-12 @</td>
<td>01-24-13</td>
</tr>
<tr>
<td></td>
<td>(University Prep)</td>
<td></td>
</tr>
<tr>
<td>Williams, Chad</td>
<td>Heavy Cleaner/Fireman, Conroy to Heavy Cleaner/Fireman, Plant Operations</td>
<td>01-11-13</td>
</tr>
</tbody>
</table>
Q. Transfers From One Position to Another With Change of Salary

### Salaried Employees

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Per month</th>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dugan, Donna</td>
<td>$ 4200.20</td>
<td>01-24-13</td>
<td>Transfer</td>
</tr>
<tr>
<td>Purchasing Coordinator, Food Service to Procurement and Technology Supervisor, Food Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Flowers, Shirley</td>
<td>$ 4128.14</td>
<td>01-24-13</td>
<td>Transfer</td>
</tr>
<tr>
<td>Call Center Specialist, Technology to Senior Call Center Specialist, Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Khalil-Khoury, Elaine</td>
<td>$ 3296.16</td>
<td>03-04-13</td>
<td>Transfer</td>
</tr>
<tr>
<td>Student Data System Specialist, Colfax to Accounting Clerk, Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Winner, Jennifer</td>
<td>$ 3285.00</td>
<td>01-14-13</td>
<td>Transfer</td>
</tr>
<tr>
<td>Preschool Teacher, Special Education to .6 Preschool Teacher, Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Hourly Employees

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Rate per hour</th>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Cephas, Marcus</td>
<td>$ 17.29</td>
<td>01-14-13</td>
<td>S. Foster transferred</td>
</tr>
<tr>
<td>Light Cleaner/Fireman (Backfill), Plant Operations to Light Cleaner-New, Pgh. Obama 6-12 @ (Peabody)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Chamberlain, Kerry</td>
<td>$ 12.66</td>
<td>01-24-13</td>
<td>Vacancy</td>
</tr>
<tr>
<td>Supervisory Aide I, Grandview to Food Service Worker, Carrick</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13

Human Resources Report No. 4779
01-23-2013
R. **Supplemental Appointments**

1. That the following person be approved to work as a *Teacher* for the International Baccalaureate Review Sessions for the 2012-2013 school year at the workshop rate of $23.32 per hour:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moser, Walter</td>
<td>Pgh. Obama 6-12 @ (Peabody)</td>
<td>02-01-13</td>
</tr>
</tbody>
</table>

2. That the following person be approved to work as an *Intern* for the 2012-2013 school year at the rate of $10.00 per hour:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peguero de Martinez,</td>
<td>South Hills Middle</td>
<td>12-04-12</td>
</tr>
<tr>
<td>Laya Christina</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Payments Authorized**

1. That the Board approve authorization to fund a new Saturday position for a Culturally Responsive Arts Education (CRAE) staff member, Dameta Skinner, who will be paid from January 24, 2013 - June 24, 2013. Ms. Skinner is one of two music performance staff selected as part of the Culturally Responsive Arts Education program to co-teach a new Saturday Morning CRAE course entitled "Hip-Hop 3d - Exploration, Performance and Production through Media". This program is a Heinz Endowments initiative and is in its fourth year of implementation. Total payment shall not exceed $3,000 payable from account line 4000 16J 2260 124.

2. That the Board approve authorization to fund a new Saturday position for a Culturally Responsive Arts Education (CRAE) staff member, Matthew Ferrante, who will be paid from January 24, 2013 - June 24, 2013. Mr. Ferrante is one of two music performance staff selected as part of the Culturally Responsive Arts Education program to co-teach a new Saturday Morning CRAE course entitled "Hip-Hop 3d - Exploration, Performance and Production through Media." This program is a Heinz Endowments initiative and is in its fourth year of implementation. Total payment shall not exceed $3,000 payable from account line 4000 16J 2260 124.

Human Resources Report No. 4779
01-23-2013
S. Miscellaneous Recommendations

It is recommended:

1. That the Board approve a leave of absence *with* loss of pay for the following person(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dates</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey, Linda</td>
<td>Teacher Milliones 6-12 @ (University Prep)</td>
<td>12-18-12 to 01-30-13</td>
<td>FMLA</td>
</tr>
<tr>
<td>Basel, Amanda</td>
<td>Teacher Arsenal Elementary</td>
<td>01-16-13 to 01-25-13</td>
<td>Personal</td>
</tr>
<tr>
<td>Bowe, Russell</td>
<td>Auto Equipment Operator, Transportation</td>
<td>12-27-12 to 01-21-13</td>
<td>Health</td>
</tr>
<tr>
<td>Burnworth, Arianne</td>
<td>Speech Therapist Special Education</td>
<td>04-29-13 to 06-17-13</td>
<td>Personal</td>
</tr>
<tr>
<td>Capan, Stephanie</td>
<td>Teacher Langley K-8</td>
<td>01-14-13 to 01-25-13</td>
<td>Health</td>
</tr>
<tr>
<td>Coligan, Jennifer</td>
<td>Teacher Faison</td>
<td>01-02-13 to 01-25-13</td>
<td>Health</td>
</tr>
<tr>
<td>Cujas, Melissa</td>
<td>Education Coordinator Early Childhood</td>
<td>12-14-12 to 03-04-13</td>
<td>Personal</td>
</tr>
<tr>
<td>Eyler, Jessica</td>
<td>Teacher Special Education</td>
<td>11-28-12 to 12-10-12</td>
<td>Health</td>
</tr>
<tr>
<td>Gamrat, Mardeana</td>
<td>Classroom Assistant Manchester</td>
<td>11-01-12 to 01-25-13</td>
<td>Health</td>
</tr>
<tr>
<td>Griffith, Bethany</td>
<td>Teacher Allegheny Elementary</td>
<td>02-11-13 to 02-15-13</td>
<td>Personal</td>
</tr>
<tr>
<td>Kappert, Nicholas</td>
<td>Light Cleaner/Fireman (Backfill), Plant Operations</td>
<td>12-14-12 to 01-07-13</td>
<td>Health</td>
</tr>
<tr>
<td>Lindenfelser, Angela</td>
<td>Teacher Allderdice</td>
<td>01-02-13 to 01-25-13</td>
<td>Health</td>
</tr>
<tr>
<td>m) Malara, Linda</td>
<td>Student Data Systems Specialist, Teaching Institute @ King</td>
<td>11-26-12 to 12-21-12</td>
<td>Health</td>
</tr>
<tr>
<td>n) Matthews, Martin</td>
<td>Steamfitter Maintenance</td>
<td>11-13-12 to 11-26-12</td>
<td>Health</td>
</tr>
<tr>
<td>o) O'Connell, Christy</td>
<td>Teacher Allderdice</td>
<td>01-02-13 to 01-25-13</td>
<td>Personal</td>
</tr>
<tr>
<td>p) Oliveri, Craig</td>
<td>Teacher Weil</td>
<td>11-26-12 to 12-21-12</td>
<td>Health</td>
</tr>
<tr>
<td>q) Rouse, Arlene</td>
<td>Secretary Brookline</td>
<td>10-24-12 to 10-29-12</td>
<td>Health</td>
</tr>
<tr>
<td>r) Steele, Sandra</td>
<td>Preschool Assistant I Langley K-8</td>
<td>12-03-12 to 01-25-13</td>
<td>Health</td>
</tr>
<tr>
<td>s) Sullivan, Matthew</td>
<td>Light Cleaner/Fireman (Backfill), Service Center</td>
<td>11-12-12 to 11-26-12</td>
<td>Health</td>
</tr>
<tr>
<td>t) Taylor, Connie</td>
<td>Family Service Specialist Early Childhood</td>
<td>12-03-12 to 01-15-13</td>
<td>Health</td>
</tr>
<tr>
<td>u) Taylor, Deborah</td>
<td>Learning Support Aide Special Education</td>
<td>01-04-13 to 01-10-13</td>
<td>Personal</td>
</tr>
<tr>
<td>v) Walendziewicz, Ashley</td>
<td>Teacher Manchester</td>
<td>01-16-13 to 03-22-13</td>
<td>Personal</td>
</tr>
</tbody>
</table>

2. That the Board approve the following action(s):

**CORRECTIONS:**

**New Appointments**

a) **McClellan, Joanne (Salaried)**- Program Coordinator, Career & Technical Education, $5848.60 (007-02), effective TBD - should read - Program Coordinator, Career & Technical Education, $5848.60 (007-02), effective **01-02-12** *(November 2012 Board Minutes).*
Transfers From One Position to Another With Change of Salary

a) **Beggan, John (Salaried)**-LAN/WAN Manager, Technology to Network Administrator, Technology, $6963.30 (007-03), effective 01-02-12 - *should read* - LAN/WAN Manager, Technology to Network Administrator, Technology, $6963.30 (007-03), effective 01-02-13 *(December 2012 Board Minutes).*

b) **Boccella, Virgil (Hourly)**-Custodian 4, Roosevelt to Custodian 3, Pgh. Science & Technology, $24.15, effective 12-17-12 -(vice) transferred, A. Yancy - *should read* - Custodian 4, Roosevelt to Custodian 3, Pgh. Science & Technology, $24.15, effective 12-17-12 -(vice) transferred, T. Meeder transferred *(December 2012 Board Minutes).*

c) **Parks, Pamela (Salaried)**-Teacher, Pgh. Westinghouse to Assistant Principal, Minadeo, $8026.83 (004-01), effective 01-02-13 - *should read* - Teacher, Pgh. Westinghouse to Assistant Principal, Minadeo, $8026.83 (004-01), effective 01-16-13 *(Adjustment - December 2012 Board Minutes).*

d) **Williams, Vincent (Hourly)**-Backfill Light Cleaner/Fireman, Plant Operations to Light Cleaner-New, Grandview, $24.15, effective 12-18-12 -(vice) transferred, D. Brown - *should read* - Backfill Light Cleaner/Fireman, Plant Operations to Light Cleaner-New, Teaching Institute @ King, $24.15, effective 12-18-12 -(vice) transferred, D. Brown *(December 2012 Board Minutes).*
It is recommended:

1. That the following coaching assignments in the middle grades for the interscholastic athletic program be approved for the school year 2012-2013 in accordance with the hours and conditions as set forth in the Collective Bargaining Agreement between the Board and the Pittsburgh Federation of Teachers.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>COACH</th>
<th>SPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREENFIELD 6-8</td>
<td>Marge Wiskeman (Interim)</td>
<td>Basketball, Girls</td>
</tr>
</tbody>
</table>

2. That the following intramural assignments in the elementary grades for the interscholastic athletic program be approved for the school year 2012-2013 in accordance with the hours and conditions as set forth in the Collective Bargaining Agreement between the Board and the Pittsburgh Federation of Teachers.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TEACHER</th>
<th>SEASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINDEN K-5</td>
<td>Donald Smith</td>
<td>Winter</td>
</tr>
</tbody>
</table>
HUMAN RESOURCES REPORT OF THE SUPERINTENDENT OF SCHOOLS

ADDENDUM A

POSITIONS OPENED AND CLOSED

January 23, 2013

It is recommended:

GENERAL FUNDS

2. That the following position(s) be closed, effective on the date indicated:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER</th>
<th>DATE</th>
<th>LOCATION/FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Food Service Coordinator</td>
<td>1</td>
<td>01-24-13</td>
<td>Food Service</td>
</tr>
</tbody>
</table>

SUPPLEMENTAL FUNDS

1. That the following position(s) be closed, effective on the date indicated:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER</th>
<th>DATE</th>
<th>LOCATION/FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Coordinator of Strategic Planning</td>
<td>1</td>
<td>01-24-13</td>
<td>Teacher Effectiveness</td>
</tr>
<tr>
<td>b) Coordinator of High School Performance</td>
<td>1</td>
<td>01-24-13</td>
<td>School Performance</td>
</tr>
</tbody>
</table>

2. That the following position(s) be open, effective on the date indicated:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER</th>
<th>DATE</th>
<th>LOCATION/FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Project Manager, High School Performance</td>
<td>1</td>
<td>01-24-13</td>
<td>School Performance</td>
</tr>
<tr>
<td>b) Coordinator of Instructional Effectiveness</td>
<td>1</td>
<td>01-24-13</td>
<td>Chief Academic</td>
</tr>
</tbody>
</table>

Respectfully submitted,

Dr. Linda Lane
Superintendent of Schools
RESOLUTION

REAL PROPERTY TAX LEVIES FOR FISCAL YEAR 2013


NOW, THEREFORE, be it resolved as follows:

1. The School District of Pittsburgh hereby levies and assesses for the fiscal year beginning on the first day of January, 2013 a school tax of 9.65 mills on each dollar of the total assessment of all real property assessed and certified for taxation in this District, being at the rate $0.965 on each One Hundred Dollars ($100) of assessed valuation of taxable real property for general public school purposes pursuant to the foregoing statutory provisions including but not limited to Section 652.1 of the Public School Code of 1949, as amended (Act 1982-182).

2. All of said tax has been ascertained, determined and fixed in accordance with law and applicable thereto, including but not limited to Special Session Act 1 of 2006, 53 P.S. §6926.101, et seq., as amended.
A RESOLUTION OF THE BOARD OF PUBLIC EDUCATION OF THE
SCHOOL DISTRICT OF PITTSBURGH IMPLEMENTING THE ACT 1
HOMESTEAD AND FARMSTEAD EXCLUSION

WHEREAS, on May 1, 2012 the Department of Education informed the School District of Pittsburgh ("School district") that its property tax reduction allocation under Act 1 is $15,576,928.55; and

WHEREAS, Act 1 requires the School District to use its allocation to calculate a Homestead and Farmstead exclusion and to adopt a resolution implementing the exclusion for 2013; and

WHEREAS, the School District has calculated a Homestead and Farmstead exclusion for the purpose of reducing School District property taxes.

NOW THEREFORE, BE IT RESOLVED, that the School District shall implement the Homestead and Farmstead exclusion for 2013 in the amount of $28,685.
NEW BUSINESS

WHEREAS, There is strong interest in the Schenley facility being retained for future students of the Pittsburgh Public Schools as evidenced by the more than 1,000 signatures on a petition that includes city and county council members from that district as well as the interest generated by the recent alumni proposal; and

WHEREAS, The State’s Auditor General included an observation about retention of the Schenley facility in the audit issued on January 2, 2013 for the years ended June 30, 2005, 2006, 2007, and 2008 that is before the Board for acceptance at the January 23, 2013 Legislative Meeting; and

WHEREAS, new information has been obtained about the level of asbestos at the Schenley facility that was not available at the time the facility was closed; and

WHEREAS, the City Controller has requested a review of the decision to close the Schenley facility in light of new information obtained since the closing; and

NOW BE IT RESOLVED, That the Board authorize and direct the Superintendent to obtain an updated estimate of the cost to renovate the Schenley facility, with such estimate to be requested from HHSDR (which gave the best original estimate) and another qualified contractor, and with such estimate to include a detailed itemization of the work to be done (including the nature of any construction) and related costs; and

FURTHER RESOLVED, That given the results of asbestos testing done in 2009, the estimate should budget for removal of plaster only where there is good reason to remove the plaster in a particular area and should contemplate minimal reconfiguration of interior walls, and that specifications that will serve as the basis for the estimate be made available to Board members in advance of seeking the estimate.
TRANSCRIPT OF PROCEEDINGS

PITTSBURGH BOARD OF PUBLIC EDUCATION
LEGISLATIVE MEETING
WEDNESDAY, JANUARY 23, 2013
7:00 P.M.
ADMINISTRATION BUILDING - BOARD ROOM

BEFORE:

SHARENE SHEALEY, BOARD PRESIDENT
MARK BRENTLEY
SHERRY HAZUDA
THERESA COLAIZZI
JEAN FINK
FLOYD McCREA
WILLIAM ISLER, SECOND VICE PRESIDENT
THOMAS SUMPTER, FIRST VICE PRESIDENT
DR. REGINA B. HOLLEY

ALSO PRESENT:

DR. LINDA LANE        MR. IRA WEISS
LISA FISCHETTI        MS. JEANNINE FRENCH
DR. JERRI LIPPERT     MR. RONALD JOSEPH
MR. MARK CAMPBELL     MR. PETER CAMARDA
MS. LINDA BAEHR       MS. JODY SPOLAR

REPORTED BY: DEBORAH L. ENDLER
PROFESSIONAL COURT REPORTER

COMPUTER-AIDED TRANSCRIPTION BY
MORSE, GANTVERG & HODGE, INC.
PITTSBURGH, PENNSYLVANIA
412-281-0189
MS. SHEALEY: Good evening, ladies and gentlemen, and welcome to the January 23rd, 2013 Pittsburgh Board of Public Education Legislative Meeting.

Before we begin this evening, I'd like to remind everyone to turn off all cell phones or pagers or put them on vibrate.

Would everyone please rise so we can salute the flag?

(Pledge of Allegiance recited.)

MS. SHEALEY: Thank you. As is our tradition and procedure before Legislative Meeting, we would like to recognize students and employees of the Pittsburgh Public School District. I'd like to ask Board Members to please come forward and I will turn this portion of the meeting over to Dr. Lane who has some special remarks this evening. Off the record.

(Awards presented off the record.)

MS. SHEALEY: Thank you, Dr. Lane, and thanks to all staff who participated in preparing that wonderful treat for the Board.

Mr. Weiss, may we please have a roll call?

MR. WEISS: Mr. Brentley?

MR. BRENTLEY: Here.
At this time I'd like to ask Mr. Sumpter to share our core beliefs and commitments.

Pittsburgh Board of Education will educate all children to the highest level of academic achievement, provide a safe and orderly environment for all students and employees, provide efficient and effective support for all students, families, teachers and administrators, will distribute resources in an
efficient and equitable manner to address the needs of all students to the maximum extent feasible and will improve public confidence and encourage strong parent community engagement in the District. Thank you.

MS. SHEALEY: Thank you, Mr. Sumpter.

Will everyone please turn to the minutes of December 19th, 2012 and January 16th, 2013? Are there any corrections, deletions or additions? Mr. Isler?

MR. ISLER: Move to approve.

MRS. COLAIZZI: Second.

MS. SHEALEY: Mr. Isler and Mrs. Colaizzi.

All those in favor, please signify by saying aye.

(Chorus of ayes.)

MRS. SHEALEY: Opposed same sign. The minutes are approved.

At this time I'd like to read the Executive Session statement. In addition to Executive Sessions announced at the Legislative meeting of the December 19th, 2012, the Board met in Executive Session on January 16th, 2013 and immediately before this Legislative Meeting to discuss various personnel matters that may include, but are not limited to, the administrative vacancies and positions opened and closed.

Finally at the Executive Session
immediately before this Legislative Meeting, the Board discussed student discipline cases that involve violations of various portions of the Student Code of Conduct. The Board does not vote at Executive Session.

I would like to have everyone turn to page 9 of 9 of the Committee on Education report. And I would like to give you the student suspension, transfer and expulsion numbers for the month.

63 students suspended for 4 to 10 days. Zero students suspended 4 to 10 days and transferred to another Pittsburgh Public School. 5 students expelled out of school for 11 days or more. Zero students expelled out of school 11 days or more and transferred to another Public School, Pittsburgh Public School.

Item 15 on the Committee on Education was pulled for further discussion at Agenda Review. Are there any additional items that anyone would like to, on the Committee on Education, that Board Members would like pulled at this time? Seeing none, we will begin discussion on item 15, the resolution to approve the charter for Propel Hazelwood charter school. Mrs. Colaizzi?

MRS. COLAIZZI: Thank you, Madam Chair.
All of my questions did get answered through the weekend, so I have no further questions, which is why I asked for it to be pulled.

MS. SHEALEY: Thank you, Mrs. Colaizzi.

Anyone else? Any other discussion on Education?

Mr. Brentley?

MR. BRENTLEY: Yes, I want to, on that item, number 15, raise the concerns about the brief history of what's happened to this region or this part of the City, this community, and why this item is here before us.

Remember, over the last six or seven years, this is one of those areas which we simply neglected as a board. Had an opportunity to give, actually to keep the school open. And because of some, quite a few questionable reasons, we closed the school.

There is no other community in this City that has taken the hit that Hazelwood has taken from Gladstone and then changing it into, changing the school configurations, that building is still sitting there, and then eventually the closing of Burgwin.

We had an applicant who submitted an application for a charter school and this Board gave them pure hell.

It is in my opinion, maybe still questioned
or still, somehow in some kind of appeal process, but the point is, is that we did not act appropriately as a Board to give this school what they need in terms of offering education for the students.

In fact, we agreed to not only close Burgwin, but those kids were bussed to keep other schools open.

So now we have another charter school. And I've said before, the charter school process is highly political. Based upon who is submitting it and their connections determines if the charter school is approved.

I made the comments at the Agenda Review that this is the same school that has another school that they are an affiliate of, or with, and they did not make AYP.

So as a Board Member, I am here today, and we're supposed to approve this, sending those kids to a school that did not, has history, that did not make its AYP in the City of Pittsburgh. And not only that, but to not give them the highest and the best facility available.

What should be before us today is a move to reopen Burgwin, restore Hazelwood just like we've given every other neighborhood the opportunity.
So that is what I am supporting and that is restoring Hazelwood. And to those Board Members who were actively involved in not supporting the Imagine application, actually withheld the application when an interested party wanted to purchase Burgwin to provide schools, we never even allowed it to come before this Board to vote.

And so now because of the heavy hand of politics, we're supposed to approve this particular one that is not in a school building. So I'm here to say that Burgwin students in the community should have the highest and best opportunity just like we work very hard to give every other student in this District, they should not be bussed.

They should be in the process -- we should be in the process of allowing them the full access of the Burgwin school and we should be about that business.

So I will not be supporting this item here before us today. And actually at some point, maybe not today, I will make some kind of motion to direct our staff to begin to reopen the Burgwin school and to give us some kind of report on what it would take for us to bring that school back on line and to provide us services.
Finally, I had a brief conversation with a Mr. Love afterwards and he said, man, we just want a school in our building. I said I understand. I said I just want to make sure the community is involved. He said, hey, we're just called here, we had one meeting. And so this is obviously driven by some other issues.

And so here we are now, we're going to approve this, when we clearly showed a difference in how we handled another applicant. And we cannot leave out the issue of race. Yes, the other applicant, group of educated, African American educators with, some had ties to the District. Worked very hard. Wanted to put a great product before us. And we threw up all kinds of obstacles.

So in my opinion, here is an opportunity for this Board to right a wrong. Are the Hazelwood -- are we allowing the Hazelwood community hand students full access to public education the way that it should, and if so, we should be about the business of moving forward to reopen the Burgwin school. So I will be supporting that. I cannot support this motion.

Secondly, we tend to move quickly and give
certain applicants certain kinds of treatment. This same applicant, when applying for the North Side, I know that I directed two or three organizations that were interested in renting the Columbus school. At that time we were told, no, we don't lease.

This applicant has come in and has one of the first, if not the only, rental or lease agreement of our building with a charter school.

And so we have to find a way to just even the playing field and the way that you do that is to clearly state here, we appreciate their concern and their interest, but this one, we as a Board, we have to go in and simply do the right thing.

So I'm encouraging everyone here, allow them, allow them the opportunity to have a full school, great building in great shape with a little bit of dusting off. That community that's starting to move can now boast and say we have a full school. We have our building. Let them put a committee together, if they want to come back and change the name, then allow them to do that.

But this time we, as a District, should be supporting the reopening of the Burgwin school. Thank you.

MS. SHEALEY: Thank you, Mr. Brentley.
Dr. Holley?

DR. HOLLEY: I'm going to agree with some of the comments made by my colleague, Mr. Brentley. But I want to go a little bit further and talk about the Charter School Law.

Again, I'm not against charter schools. I'm for good schools. And I'm not here to say that Propel cannot make a good school. I'm just saying that the educational opportunities that Propel is proposing, we already do within the Pittsburgh Public Schools.

Now, one other thing that I'd like to mention is that for the residents in Hazelwood, this does not mean that they will automatically be allowed to attend this new charter school. And I think that that's one thing that people do not understand. If the school becomes highly subscribed, then they will go to a lottery. So that means so we're still in the same position.

That those Hazelwood students will still be leaving that community to go to another school that's off of our Pittsburgh Public Schools.

So that's my concern, one of my major concerns, that we are talking about opening up a school in Hazelwood, but it's not necessarily going to
be for the children that are in Hazelwood.

Now, Mr. Weiss, please tell me, does the Charter Law state that you can have a school only, a charter school only for the children within that neighborhood?

MR. WEISS: No, it does not say that. The sponsoring district does have preference to outside, to students outside of the City. But it cannot be confined just to the neighborhood.

DR. HOLLEY: So with that in mind, the idea that we're going to -- that the charter school is going to make a school for the students in Hazelwood is false. The children are not going to be the only children that can apply to go to that school. So I can't say definitively that the children in Hazelwood will have that school as their school.

And I will agree with Mr. Brentley wholeheartedly on the issue of the closure of Burgwin. Burgwin should have never been closed. That school should have stayed open for the students in that community, primarily because in Hazelwood there is no school.

We're not talking about there might be a middle school there, or a high school down the street. There is no school in that community. And
I'm proposing, and I will be supporting you, Mr. Brentley, on the idea of reopening Burgwin and making it into a community school that parents will want to take their students to and be very happy and comfortable there with their children learning. Thank you.

MS. SHEALEY: Thank you, Dr. Holley.

Any other comments on this item or other items? Mr. Sumpter?

MR. SUMPTER: Thank you, Ms. Shealey.

Because of the applications that have come before us, because of the individuals that have come to public hearing, there is obviously a need for an education facility in the Hazelwood community.

The grief that students from Hazelwood run into as they are transported throughout the District happens in certain communities, certain neighborhoods. The need is there. I do have some concern for the reuse of the Burgwin school building. So however it plays out, that is, excuse me, the ultimate goal.

I think, because it's been mentioned that this Board is responsible for the education of the children and responsible for even making certain communities whole -- not necessarily whole, but at least would that offset the transportation costs of
the students in Hazelwood to not have to be bussed?
I'm not sure if we have the numbers of how
many elementary or how many high school students are
in Hazelwood, but those are things to consider, that
reusing a school or putting a school in there would
offset our transportation costs in what way.
So if we look at it from a standpoint of
how the money balances out and as we look at it in
terms of addressing a real need. I mean it's been put
before this Board several times, the need in that
community. I think we need to consider all that.
Thank you.

MRS. SHEALEY: Thank you, Mr. Sumpter.

Mr. Brentley?

MR. BRENTLEY: Yes. Dr. Lane, can you tell
me the item that's before us, what exactly are we
voting on? What is the cost to the District?

DR. LANE: Mr. Brentley, the item you are
voting on is whether or not you vote to approve the
charter school application that was presented to you.
The cost to the District is not a part of
that item since, especially because of the fact that
in the Charter School Law that's not one of the
factors that you can consider in approval or not
approval.
But depending on the number of students that attend the school, our current per pupil cost in terms of charter schools will run, for regular ed student about $12,000 a child, and for a special education student I believe it's 26,000 per child.

MR. BRENTLEY: But Doctor, we voted on other applications where we had a figure on what it would cost.

DR. LANE: Not on charter schools. At least in the time I've been here --

MR. BRENTLEY: I remember, the Urban League application, which gave, five year application and it was also a renewal, but in the original one it said X amount of million dollars would be the cost and then if we requested there would be some kind of some kind of breakdown. So how do you vote on something with no dollar amount?

DR. LANE: Mr. Brentley, as I said, you can take the number of students times that cost and that's what it would be.

MR. BRENTLEY: Doctor, let me just say, and thank you for sharing that, we're directors. We can only vote on what's before us.

And so if you're saying take the number and times it by that, that is not what's before us. This
1 is like a blank check. And so they can actually, if
2 they were to come with 300 kids at the rate of $26,000
3 or the figure that you gave, per child, we are
4 obligated to pay it.
5
6 DR. LANE: Mr. Brentley, that's true. For
7 any charter school that we have students in
8 attendance, the Board and the District is obligated to
9 pay the per student costs. And the 26 is for a
10 student that is receiving special ed services, not for
11 every child.
12
13 MR. BRENTLEY: Well, I definitely have a
14 problem here, Doctor. And I can remember voting on
15 applications, seeing those dollars there, and we knew
16 exactly what we were working with in terms of the
17 formula, first year they are going to do, fifth grade
18 examples, first graders, fifth graders. Second year
19 will be sixth graders at X amount of cost per student.
20 Our goal is 100 and so on.
21
22 We had something to work with. How do you
23 allow someone or an item to come before us and we
24 simply don't -- so we don't even know what the impact
25 will be on our budget with this the way it's presently
26 written.
27
28 DR. LANE: Mr. Brentley, if you would like
29 me to go calculate these numbers and we can get the
number that was proposed for the school and do the 
math, I can certainly do that. 

But if you ask me sitting here now, no, I 
don't have it in front of me. As I said, I'm 
perfectly willing to answer the Board's questions, but 
I need a little bit of notice and so -- 

MR. BRENTLEY: Well, thank you, Doctor. 

Well, then I am going to make a motion that this item 
be tabled. 

Doctor, this should have been before us. 

We should know exactly what the impact is. I know we 
can't vote based upon it, but we should know what 
financial obligation -- Nobody votes to give somebody 
a blank check. Nobody does that. 

DR. LANE: Mr. Brentley, Mr. Camarda has 
done some math right here, and he's saying we would be 
between 3.6 and 4 million annually. 

MR. BRENTLEY: Well, thank you, 

Mr. Camarda. I'm upset to the fact that it's not here 
before us. 

MS. SHEALEY: Excuse me, excuse me. I'm 
sorry, Mr. Brentley. I think what they are saying is 
that initial charters that figure never appears before 
us. And I think Mr. Weiss, please. 

MR. WEISS: If I can just address this, not
the specific things that Mr. Brentley raised, but the Charter School Law is very clear that the cost to the District of the students attending the school is not to be considered and cannot be considered as part of the approval process.

The fact is that the number of the, the cost to the District will be a function of how many students attend and what the composition of that group is.

So I do not want the Board to feel that by not having that figure, which it really couldn't have, that the information is deficient.

Now, how the Board votes is how the Board votes. But in fairness to the Administration, that is not a factor that can be considered by the Board under the Charter School Law. It's a function of how many students and the cost per student that we spend, which is a formula that can vary year to year, and that cost follows the student. It's not a matter that can be considered by the Board in voting a charter application yes or no.

MS. SHEALEY: I'm sorry, Mr. Brentley, but you made a motion. Is there a second --

MR. BRENTLEY: I did not make a motion. I said I was going to make a motion, but I did not.
MS. SHEALEY: You said I would like to --

MR. BRENTLEY: No, no, I was just startled
at what I'm hearing, that's all.

MS. SHEALEY: So you did not make a
motion?

MR. BRENTLEY: I did not make a motion yet.

But Mr. Weiss, if we're not, and I'm well aware of the
fact that you can't use the cost -- I'm aware of that.
But to not have even the number of students for the
first year, isn't that required?

MR. WEISS: I believe the projected enrollment is in the application. I don't have it in front of me. But we don't know that until the school opens and is subscribed. There is no way to know exactly how many students will be there. The application contained what the projected enrollment is. I don't have that in front of me.

MR. BRENTLEY: Dr. Lane, does somebody know what that number is?

DR. LANE: This was slide 2 of the presentation that was given to the Board last week.

Year 1, 300 students, year 2, 350, year 3, 400, year 4, 420 and year 5, 420.

MS. SHEALEY: Dr. Lane, are those numbers Pittsburgh Public School students?
DR. LANE: We cannot know that. Because some of these students -- I think it's logical to assume a good portion of them would be. But some of them could currently be also attending other charter schools. So this school would be able to pull from both groups, as well as students from outside the District.

MS. SHEALEY: Thank you. Mr. Brentley?

MR. BRENTLEY: Okay, and I'm still amazed, Doctor, that that information is not before us. What is before us is so general. And some of that information, especially for the public record to know. This is, to me, this is terrible. This is, you know, I know that the politics have already been agreed upon, but my God, this community deserves better than this.

And the points that Dr. Holley raised, so there is a strong possibility it's not even -- they may not even get to go to this school. I mean once you open, they may have others or another agenda involved and here we are public dollars, community think that their kids have access and that's not the case. And for us to, it's simply a blind issue here. So, all right, that's fine. I'm finished.

MS. SHEALEY: Thank you, Mr. Brentley.
Mr. Sumpter?

MR. SUMPTER: Thank you, Ms. Shealey.

Mr. Weiss, if you could explain or walk us down the paths that are available, what the result would be with a "yes" vote, a "no" vote or if this was tabled?

MR. WEISS: It could be a little bit of a long walk, but I'll try. Obviously if the Board approves item 15, then the school is approved. That's rather straightforward.

If this motion is defeated, then technically the Board has not taken action on the application, you've only defeated this motion, and the Board could either take no further action, at which time the Propel group could appeal to the Charter Appeals Board because the Board did not approve it or technically rejected it. So they can automatically appeal to the Charter Appeals Board without signatures that are required with the normal appeal.

If the Board tables it, it's a similar result.

If the Board defeats this motion and elects to later consider a motion to deny it, then the vote automatically, if that passes and it's a clear denial and there could be an appeal.

So the long and short of this is that a
"yes" vote ends the matter. A "no" vote entitles, I'm sorry, a "yes" vote approves the school, if the majority votes that way.

If the motion is defeated and nothing else occurs, there has been no formal action within the time frame under the Charter School Law, and the proponents of the school can then appeal to the Charter Appeals Board automatically and that is the same result if there is a tabling. So I hope that clears it up as much as it can.

MR. SUMPTER: Thank you, Mr. Weiss. With the "no" vote, and do you have to propose the rejection in the same evening? Or can that occur at a later point in time?

MR. WEISS: No, the disposition of this application must occur this evening. So whatever the Board does has to be this evening.

MR. SUMPTER: Okay. Again, I'm going to reiterate what I mentioned before, I guess it's the overriding concern that I have is that the Burgwin building is reused.

MS. SHEALEY: Thank you, Mr. Sumpter.

Mr. Isler?

MR. ISLER: Ms. Shealey, I just want a point of clarification. Mr. Weiss, by law, if we do
not approve this tonight, they automatically can go to appeal?

MR. WEISS: Correct.

MR. ISLER: Okay, just want to be clear about that. No matter what the issue is, their right kicks in as soon as this Board makes a negative or decides not to act?

MR. WEISS: Correct.

MR. ISLER: Thank you.

MS. SHEALEY: Mr. Brentley?

MR. BRENTLEY: I want to just also caution folks on the scare tactics. Yes, they have the right to appeal, but we should not be forced or indirectly strong armed into having to move and to act right now in the affirmative.

And we are often backed into a corner when there is concern applications and this is obviously one.

Dr. Lane, or Mr. Weiss, if somebody -- I'll wait til they finish.

Can you tell me about the, first of all, the Propel school on the North Side and its relationship to this applicant?

DR. LANE: Um --

MR. WEISS: The school -- I'm sorry.
DR. LANE: Go ahead, Mr. Weiss.

MR. WEISS: The school has a separate governing body. There is a Propel organization, but each school has a separate governing body and management and I'm not --please understand, these comments do not suggest strong arming the Board. I'm only telling you the way it is.

The Charter School Law and the decisions of the Charter Appeals Board and the Courts have made very clear that in situations where you have multiple locations, each school is independent, and the performance of one school cannot be used in analyzing the application of another school from the same parent organization.

MR. BRENTLEY: And Mr. Weiss, that is also not a question of law, but it is also a convenient position for this applicant. Had they made AYP, I'm sure they would be pointing to the fact that, look, we're Propel, we made AYP and this is part of our application.

It was also said in so many words at the Agenda Review that the administrative side of the North Side Propel was either one in the same or they work together.

And so if that's the case, then they are
pretty much kind of the same. And so how can they
decide to judge one separately when they are pretty
much following the same thing, format, that they use
for the North Side school?

MR. WEISS: The rules on evaluating charter
schools by school districts are set by the legislature
and the legislature in passing and amending the
Charter School Law has made very clear that the
performance of one school, good or bad, has no bearing
on the application of another school, albeit from a
parent organization.

So if the North Side school had made AYP
and it was used as a claim on this school, they would
be told that the committee, the review committee would
not consider that either. The performance of the
Propel North Side has no bearing on this application
under the law.

MR. BRENTLEY: Well, you know, there is no
way that we can separate them. The law may be one
thing, but it is clear that it is referred to as they
are one in the same. And when you use that, you have
to really search your heart as a Board Member.

You would never, ever put any other child
in a situation where you know that they were failing
and not doing at the level at which they should. And
actually parents have made those comments to us.

But this case is even different because it's a new start up in terms of a new school, new location and have to start the entire process over in a different region.

And so I just appeal again to this Board. This community deserves the best. We should not simply be bowing to the political pressures of individuals just to approve it.

Give them the best. Yes, it may take a little time for us to get the building, but may not take any time at all. We have a wonderful staff in maintaining all of our facilities. So it would not take any time, it wouldn't take much at all in getting that building prepared.

So I just want to advocate again, allow that community the true opportunity to grow and have pride in owning their own facility.

Secondly, here is an opportunity to clearly right a wrong committed by this Board to this particular community. Let us go on record as coming to their aid and providing the necessary opportunities that those students need. Don't short change them and don't do the politically correct stuff. Let's do what's right educationally for those students. Thank
MS. SHEALEY: Thank you, Mr. Brentley.

Mrs. Hazuda?

MRS. HAZUDA: It's challenging how to vote for this, because we live in a state that has a Governor that is pro charter schools and a legislature that continues to pass legislation that separates charter schools from school districts. They continue to have different requirements.

And so when things like this come before us, while Propel has a good history of educating children in the surrounding areas, there have been concerns raised over their ability to educate our children, who are attending the North Side site.

But that said, we do have a committee that goes through the process of reviewing every stage and all the qualifications of the entity seeking a charter school -- give me the right word -- to be allowed to be a charter school. And they have looked at it and they have looked at it educationally. They have looked at it physically, is there a building.

My concern is, I mean now we can see a charter school in every Catholic school sitting in this area. And how do you stop it?

But if we have, in the past, and I can only
speak for the time I've been on the Board, we have relied heavily on the recommendation of that committee because they do spend the time investigating it. And so I have to think that they have looked at all the possibilities and they are making the recommendation for this to pass. So I will be supporting it.

MS. SHEALEY: Mrs. Fink?

MRS. FINK: I have been watching this charter school thing from the very beginning. The rules are different. They are allowed to have a percentage of their staff be non-certified as teachers. Just because you've been an accountant for 35 years and you decide to retire and teach, doesn't mean you've ever had one day of pedagogy, doesn't mean you know how to impart the knowledge that you have to the students sitting in front of you.

The cyber charters are even worse. If you figure they get $12,000 a child, at the most, the most, a cyber is going to spend about $3,500 a child. So where does the other 850 go? Where does it go? Whose pocket does it go in? What are they doing with it?

Nobody at the state level seems to care. The rules are very different as far as who takes the achievement tests that the State mandates.
I truly believe we have a Governor who detests unions, who would like nothing better than to break the back of organized labor in this state. Charter schools are a good way for them to do that. I find the whole concept to be like something out of a bad fiction story, a horror story to be exact. I just -- I would be so uncomfortable sending a child to one of these schools because you don't know what you're getting. You don't know what kind of training they have had. I'm just so terribly uncomfortable with charter schools period.

MS. SHEALEY: Thank you, Mrs. Fink.

Dr. Holley?

DR. HOLLEY: You know, I just want to go back to the nine elements that the review team went through to say that they, we should be approving this charter school.

Out of that nine, two they did not meet. And the two -- I'm going to say this again and I made this very clear at the Agenda Review, but the two that they did not meet are the critical parts of making a charter school.

You're supposed to have something that's innovative, something that's new, something that's
going to spark interest and give children an opportunity to learn. That's not happening.

I'm not saying that it's not going to be a good school, because I have not been in -- I have not attended any of the schools. I'm not going to say that.

But what I am saying is that it's not something that's new or inventive. And it's not something that we can learn from and actually use in our own schools, because we already do it. Everything that they offer we have as well.

Now, I wasn't on the Board when you approved the one on the North Side. I would have said the same thing. Any time you have a charter school, you want that charter school to offer you something that's very different.

And as being a part of a team with the Pittsburgh Public Schools that actually went out and evaluated some of our charter schools, they do have that. Whether they make AYP or not, they are doing something very different with the children in that school.

But what we have here on paper is the same activities, instructional practices that we offer in the Pittsburgh Public Schools.
1 We want to see something that's different.
2 We want to see something that's unique. We want to
3 see something that we can actually use and bring back
4 to our schools and make our schools better or using
5 those same kinds of activities. But, or instructional
6 practices. But these things are not happening here.
7 I am not going to sit here and say that
8 it's a bad school, because I don't know. I wasn't
9 there. I'm not -- I'm not looking at the instruction.
10 I'm not doing an evaluation.
11 But I am very concerned of the fact that we
12 are giving charter school applications the ability to
13 move on and become full charters and full schools
14 without them meeting that particular, those two
15 criteria. That's the only thing that I'm concerned
16 about.
17 MS. SHEALEY: Thank you. Seeing --
18 Mr. Brentley?
19 MR. BRENTLEY: I just want to add, just one
20 of my colleagues just mentioned the point about the
21 kind of Governor that we have and the legislature, and
22 I agree that while that is true, but we can't hang
23 this whole thing on the Governor. Wouldn't mind, but
24 you can't hang this on him, because while they may
25 have created this atmosphere, loosely structured
legislation and so on, for us, the nine of us, the decision stops right here.

So the Governor cannot reach over and stop me from voting and doing the right thing for that community and for those children there. And so I just wanted to add that on the record. And also just to remind my colleagues like anyone else who is viewing this Legislative Meeting here, we have the authority with the vote that will be taken today to simply do the right thing. I want to remind them that that is the case.

MS. SHEALEY: Thank you, Mr. Brentley.

Mr. Isler?

MR. ISLER: Ms. Shealey, Mr. Brentley, I don't necessarily disagree with you, however there is a whole appeal process and we have lost in the past. So the final authority really is vested within the executive branch of government.

MR. BRENTLEY: And I can appreciate that. But it still does not stop us from doing the right thing.

As a matter of fact, I take that as almost a kind of scare tactic, you got to do it now because if you don't, what's going to happen is they are going to go and appeal it. Well, then maybe we should be
seen doing the right thing and deal with the consequences. Because we know what's right and we know what we should do.

And the wonderful comments that's been raised by some of my colleagues here are ones that we have to really put in our mind. Especially the point made by the educator on our Board, 30 plus years in the District. It's got to be worth something, her observation of that. So, you know, that may be true, but it's also important we have a decision and we have the authority the power here.

MR. ISLER: Again, I don't want to belabor this, but this is a public meeting and seen by the public and I just want people to know what the law is. It's beyond us.

MR. BRENTLEY: Well --

MS. SHEALEY: Can I recognize you? Thank you, Mr. Brentley. Please do.

MR. BRENTLEY: You know, and I don't want to beat a head horse either. The law is the law. But we should not be giving the impression that the law says we have to approve this and we have to vote in the affirmative. It does not say that.

Yes, there may be some laws that got it to this point, but we still have the say so on advancing
it forward, tabling. We have options. And that's something that we should be well aware of. We cannot just say, well, if it's the law, then you back down and you just have to do it that way. That's not the case.

MS. SHEALEY: Thank you, Mr. Brentley.

Seeing no additional discussion, Mr. Weiss, may we please have a roll call on the Committee on Education?

MR. WEISS: Mr. Brentley?

MR. BRENTLEY: Yes on the report. I'll be standing with the community for the best educational possibilities in Hazelwood, and I'll be voting no on number 15, page 6 of 9.

MR. WEISS: Mrs. Colaizzi?

MRS. COLAIZZI: Yes.

MR. WEISS: Mrs. Fink?

MRS. FINK: Yes on the report as a whole.

No on item 15.

MR. WEISS: Mrs. Hazuda?

MS. HAZUDA: Yes.

MR. WEISS: Mr. Isler?

MR. ISLER: Yes.

MR. WEISS: Mr. McCrea?

MR. McCREA: What about Dr. Holley?
MR. WEISS: I'm sorry, Dr. Holley? They got all kind of columns in front of me here, I'm sorry.

DR. HOLLEY: Yes on the report as a whole. No on number 15.

MR. WEISS: Mr. McCrea?

MR. MCCREA: Yes on the report as a whole. And on item 15 I abstain.

MR. WEISS: Mr. Sumpter?

MR. SUMPTER: Yes on the report as a whole. No on item 15.

MR. WEISS: Ms. Shealey?

MS. SHEALEY: Yes.

MR. WEISS: There are 4 votes against and one abstention on item 15. So that item is not approved. The rest of the report is approved.

MS. SHEALEY: Thank you, Mr. Weiss.

Please turn to the Committee on Business submitted to the Board. There were no items pulled for further discussion at Agenda Review.

Are there any items that anyone would like to pull for discussion at this time? Seeing none, Mr. Weiss, may we have a roll call?

DR. HOLLEY: Am I able to do new business?

MS. SHEALEY: New business is later.
MR. WEISS: Ready to have a roll call?

Mr. Brentley?

MR. BRENTLEY: Yes, yes, yes.

MR. WEISS: Is that three? Mrs. Colaizzi?

MRS. COLAIZZI: Yes, yes, yes.

MR. WEISS: Mrs. Fink?

MRS. FINK: Yes.

MR. WEISS: Dr. Holley?

DR. HOLLEY: Yes.

MR. WEISS: Mr. Isler?

MR. ISLER: Yes.

MR. WEISS: Mr. McCrea?

MR. MCCREA: You forgot Mrs. Hazuda.

MS. HAZUDA: How easily I'm forgotten.

MR. WEISS: Mrs. Hazuda?

MRS. HAZUDA: Yes.

MR. WEISS: Mr. McCrea?

MR. MCCREA: Yes on the report as a whole.

And on 15 I vote no.

MR. WEISS: Number 15?

MR. MCCREA: 15, yes.

MR. WEISS: Mr. Sumpter?

MR. SUMPTER: Yes.

MR. WEISS: Ms. Shealey?

MS. SHEALEY: Yes.
MR. WEISS: Report's approved.

MS. SHEALEY: Thank you, Mr. Weiss.

Now, please, move on to the report on personnel that is before you that includes Addendum A. Are there any questions on the personnel report at this time?

Dr. Holley, can I ask you to turn off your mike. And Mrs. Colaizzi?

MRS. COLAIZZI: Thank you, Madam Chair.

I'd like to bring to the attention of my colleagues that we have some retirements in here this evening. And one of them is, well, first, I'd like to wish everyone that is retiring a wonderful, wonderful after life on the Board of Education.

But I especially would like to bring to our attention that I believe this evening will be the last evening that we have -- is she gone already? Ms. Ripper? I believe she is already gone. So if we can convey to her that we wish her well.

And then, of course, there is also Mr. Camarda, which will still be here for a few months, but congratulations is in order. And you've taken us through some very tough, tough times and I'm sure that my colleagues will join me when I express to you that we're very grateful for your hard work and
your dedication to this District. Thank you.

MS. SHEALEY: Seeing no additional discussion on the report -- I'm sorry -- well, we're not to that. Mr. Brentley?

MR. BRENTLEY: I just want to ask, Ms. Spolar or Dr. Lane, can you tell me the status of those teachers who were furloughed in terms of the list? Have we worked on that list any more in terms of returning some of those teachers?

MS. SPOLAR: So that list is managed by certification area. So as they are vacancies of placeholding opportunities, we use that list to fill all those vacancies, and there is no additional opportunities until those lists by certification area are exhausted.

MR. BRENTLEY: Okay. Ms. Spolar, can you, for me, please, if it's not too much trouble, for the next couple of months, can you give something in terms of a special designation when we're bringing somebody back? We may not have to do the names, but at least so I think it's great for the public to see that if we furloughed X amount of teachers but we are working very hard to bring some of the hard working, dedicated staff that we had.

And then as we have one or two retirements
out the door and as we replace those individuals, can
you just either point them out to us or just let us
know that, you know, we were able to bring three more
of the 80 that are still furloughed, or something
along that line.

I think hearing it, visually and just
acknowledging it can also give some of our parents a
boost and also other staff members a boost who are
dealing with 30 plus kids in a classroom and
additional responsibilities.

So that would be helpful if that's not too
much to ask.

MS. SPOLAR: Thank you. Again, typically
those recalled individuals show as reinstatements, but
we'll look at some way to provide that information
more directly.

MR. BRENTLEY: Good. All right. Thank you
very much.

MS. SHEALEY: Mrs. Hazuda?

MRS. HAZUDA: I also want to recognize the
resignation of Paulette Poncelet who will be leaving
us at the end of February. And our loss is certainly
Chicago's gain and I wish her a lot of luck.

MS. SHEALEY: Thank you, Mrs. Hazuda.

Dr. Holley?
DR. HOLLEY: I wanted to ask Mrs. Spolar and Dr. Lane or Mr. Campbell is it a possibility for these hard to hire content areas for us to do distance learning? Say, for example, if another school has a teacher that's there and they are teaching the same content area that another high school doesn't have a teacher for that content, are we able to do any distance? I know Dr. Lippert, somebody, around the table.

DR. LIPPERT: We're working on actually developing the infrastructure to do that, getting that response. I can let you know that one of the things that we're working to do, one of the areas is foreign language, that we seem to have very difficult time staffing some of the world languages that we want to offer, and we are exploring opportunities where we potentially could offer Arabic at Obama and then have another teacher who may not have the same certification but can be in the room with students as they learn Arabic to be a support, let's say at Perry High School, for example. So we are exploring those opportunities for next year.

DR. HOLLEY: Oh, for next year? So we couldn't do it this year.

DR. LIPPERT: It's partially a technology
issue and also a capacity issue on the school that has
to staff a person to be in the room with the students
who may not be the same certification, but still be
able to supervise and support the students.

DR. HOLLEY: Oh, so in other words, they
still have to have that certification at the school
that doesn't have the teacher that's doing the
teaching?

DR. LIPPERT: Right now they would have to
have some certification. It may not be identical to,
let's say Arabic, for example, is the example we are
using right now, but they would have to be certified.

DR. HOLLEY: In language?

DR. LIPPERT: Not necessarily, no.

DR. HOLLEY: They just have to be a
certified teacher, that's what I wanted to know.

Thank you.

MS. SHEALEY: Thank you, Dr. Holley.

Mr. McCrea?

MR. McCREA: Thank you. Sorry about that.

I also want to recognize Mr. Camarda. I think for the
last 12 years we've been working on the Business and
Finance Committee. I think I taught you a thing or
two. But you will be greatly missed and can't say
enough about him.
And I also want to recognize our employees who are serving in the military and thank them for a job well done, too.

MS. SHEALEY: Thank you, Mr. McCrea.

Seeing no more comments -- Mr. Brentley?

MR. BRENTLEY: I didn't have a chance just to congratulate those who are retiring. There are so many of them, and I do want to, once again, congratulate them and wish them the best in their retirement. Thank you so much for your service.

MS. SHEALEY: Thank you, Mr. Brentley.

Mr. Weiss, may we please have a roll call?

MR. WEISS: Try to do this one right.

Mr. Brentley?

MR. ISLER: It will be a first.

MR. BRENTLEY: Yes.

MR. WEISS: Mrs. Colaizzi?

MRS. COLAIZZI: Yes.

MR. WEISS: Mrs. Pink?

MRS. FINK: Yes.

MR. WEISS: Mrs. Hazuda?

MS. HAZUDA: Yes.

MR. WEISS: Dr. Holley?

DR. HOLLEY: Yes.

MR. WEISS: Mr. Isler?
MR. ISLER: Yes.

MR. WEISS: Mr. McCrea?

MR. McCREA: Yes.

MR. WEISS: Mr. Sumpter?

MR. SUMPTER: Yes.

MR. WEISS: Ms. Shealey?

MS. SHEALEY: Yes.

MR. WEISS: Report's approved.

MS. SHEALEY: Thank you, Mr. Weiss.

Because of year end procedures, we do not receive financial or controller reports in January or February. The Board will receive reports for December, January, and February at the March 20th, 2013 Legislative Meeting. Mr. Isler?

MR. ISLER: Even though people are going around the table and congratulating Mr. Camarda here, you're still here until June. Simple yes or no?

MR. CAMARDA: Yes.

MR. ISLER: Thank you. That's the first.

Either to Mr. Camarda or Mr. Joseph and the questions are going to come up again next month, even though we do not have the budget, anything for the budget before us, can you just give us some indication of where we are in terms of end of the year and whether we are up or whether we are down or whether we
are equal? I think it's important that we at least let the public know.

MR. JOSEPH: Well, currently we've been monitoring our revenues and our expenditures, and in terms of our real estate revenue, we are currently up and our expenditures are in line with our projected expenditures.

MR. ISLER: So we're in line. Do you think we may end up spending less than we had anticipated or is it just going to be in line? Again, I don't want to hold you to it. Just trying to get a little bit of a feel for where we might be year end.

MR. JOSEPH: Currently we are still working through our encumbrances and seeing how those fall, so we're still working on that number, so it's a little bit too early to comment on that.

MR. ISLER: Thank you, Mr. Joseph. Thank you, Ms. Shealey.

MRS. SHEALEY: Thank you. Please turn your attention to budget matters. Behind the budget matters tab in your books, there are two tax resolutions that were dependent on Allegheny County completing the Court Ordered property reevaluations. The first resolution is the real property tax levy for fiscal year 2013.
The second resolution is for the implementation of the 2013 Act 1 Homestead and farmstead exclusion. Mr. Weiss, will we be voting on these as two separate resolutions?

MR. WEISS: Yes.

MS. SHEALEY: Thank you, Mr. Weiss.

MRS. COLAIZZI: So moved.

MS. SHEALEY: Do I need to read it first?

Let's read the resolution.

MR. ISLER: I just have a question.

MS. SHEALEY: I think I have to read it before a motion can be made.

"Now, therefore, be it resolved as follows:

The School District of Pittsburgh hereby levies and assesses for the fiscal year beginning on the first day of January 2013 a school tax of 9.65 mills on each dollar of the total assessment of all real property assessed and certified for taxation in this District being at the rate of 96 and a half cents on each $100 of assessed valuation of taxable real property for general public school purposes pursuant to the foregoing statutory provisions, including but not limited to, Section 652.1 of Public School Code of 1949, as amended (Act 1982-182)."

Number 2, "All of said tax has been
ascertained, determined and fixed in accordance with
the law and applicable thereto, including but not
limited to, special session Act 1 of 2006, 53 P.S.
section 6926.101 et sequence as amended."

MRS. COLAIZZI: So moved.
MRS. HAZUDA: Second.
MS. SHEALEY: Mrs. Colaizzi and Mrs. Hazuda.

Can we have discussion on the resolution?

Is there any discussion on the resolution? None?

Mr. McCrea?

MR. MCCREA: This actually reflects a lower
tax rate than last year; am I correct?

MR. JOSEPH: That's correct.
MR. McCREA: Thank you.
MS. SHEALEY: Thank you. Seeing no further
discussion, Mr. Weiss, may we have a roll call?

MR. WEISS: Mr. Brentley?
MR. BRENTLEY: Yes.

MR. WEISS: Mrs. Colaizzi?
MRS. COLAIZZI: Yes.

MR. WEISS: Mrs. Fink?
MRS. FINK: Yes.

MR. WEISS: Mrs. Hazuda?
MS. HAZUDA: Yes.
MR. WEISS: Dr. Holley?

DR. HOLLEY: Yes.

MR. WEISS: Mr. Isler?

MR. ISLER: Yes.

MR. WEISS: Mr. McCrea?

MR. McCREA: Yes.

MR. WEISS: Mr. Sumpter?

MR. SUMPTER: Yes.

MR. WEISS: Ms. Shealey?

MS. SHEALEY: Yes.

MR. WEISS: Tax resolution is approved.

MS. SHEALEY: Thank you, Mr. Weiss. The second resolution reads: "A resolution of the Board of Public Education of the School District of Pittsburgh implementing the Act 1 Homestead and farmstead exclusion."

"Whereas, on May 1st, 2012 the Department of Education informed the School District of Pittsburgh (School District) that its property tax reduction allocation under Act 1 is $15,576,928.55; and

"Whereas, Act 1 requires the School District to use its allocation to calculate a Homestead and Farmstead exclusion and to adopt a resolution implementing the exclusion for 2013; and
"Whereas, the School District has calculated a Homestead and Farmstead exclusion for the purpose of reducing School District property taxes. "Now, therefore, be it resolved, that the School District shall implement the Homestead and Farmstead exclusion for 2013 in the amount of TBD."

MRS. COLAIZZI: So moved.

MR. WEISS: We need a number.

MS. SHEALEY: Mr. Camarda, help me.

MR. CAMARDA: So that was very good, how you read that. And I'll apologize and take responsibility. We did not update for what we had provided last week to the Board. The amount you are looking for is $28,685.

MS. SHEALEY: I see it.

MR. CAMARDA: It will be corrected.

MS. SHEALEY: I'm sorry, just, I'm going to be anal, but can I have a motion again?

MRS. COLAIZZI: So moved.

MRS. FINK: Second.

MS. SHEALEY: Colaizzi and Fink this time.

Thank you.

Is there any discussion on this motion?

Seeing none, Mr. Weiss, may we have a roll call?

MR. WEISS: Mr. Brentley?
MR. BRENTLEY: Yes.

MR. WEISS: Mrs. Colaizzi?

MRS. COLAIZZI: Yes.

MR. WEISS: Mrs. Fink?

MRS. FINK: Yes.

MR. WEISS: Mrs. Hazuda?

MS. HAZUDA: Yes.

MR. WEISS: Dr. Holley?

DR. HOLLEY: Yes.

MR. WEISS: Mr. Isler?

MR. ISLER: Yes.

MR. WEISS: Mr. McCrea?

MR. McCREA: Yes.

MR. WEISS: Mr. Sumpter?

MR. SUMPTER: Yes.

MR. WEISS: Ms. Shealey?

MS. SHEALEY: Yes.

MR. WEISS: Homestead Farmstead resolution is approved.

MS. SHEALEY: Thank you. Are there any new business items that need to come before the Board for Board approval?

DR. HOLLEY: Yes.

MS. SHEALEY: Dr. Holley?

DR. HOLLEY: Whereas there is strong
interest in the Schenley facility being retained for future students of the Pittsburgh Public Schools as evidenced by the more than 1,000 signatures on a petition that includes City and County Council members from that District, as well as the interest generated by the recent alumni proposal; and whereas, the State's Auditor General included an observation about retention of the Schenley facility in the audit issued on January 2, 2013 for the year's ended June 30th, 2005, 2006, 2007 and 2008, that is before the Board for acceptance at the January 23rd, 2013 Legislative Meeting; and whereas, new information has been obtained about the level of asbestos at the Schenley facility that was not available at the time the facility was closed; and whereas, the City Controller has requested a review of the decision to close the Schenley facility in light of new information obtained since the closing.

And now be it resolved, that the Board authorize and direct the Superintendent to obtain an updated estimate of the cost to renovate the Schenley facility with such estimate to be requested from HHSDR which gave the best original estimate and another qualified contractor and with such estimate to include a detailed itemization of the work to be done,
including the nature of any construction and related costs.

And further resolved, that given the results of asbestos testing done in 2009, the estimate should budget for removal of plaster only where there is good reason to remove the plaster in a particular area and should contemplate minimal reconfiguration of interior walls, and that specifications that will serve as the basis for the estimate to be made available to Board Members in advance of seeking the estimate.

MR. SUMPTER: So moved.

MS. SHEALEY: Isn't that a second or --

DR. HOLLEY: I second it.

MRS. COLAIZZI: She can second her own?

MR. WEISS: She can second it.

MS. SHEALEY: Yeah, yeah, you're okay.

Mr. Weiss? We're okay?

MR. WEISS: Well, Dr. Holley when you read the resolution, was that a motion?

DR. HOLLEY: Yes, it was.

MR. WEISS: We will have Dr. Holley move it. Second it, Mr. Sumpter.

MR. SUMPTER: Second.

MRS. SHEALEY: Okay. That was confusing.
Discussion on the item? Mr. Brentley?

MR. BRENTLEY: I just want to first and I have some other comments, if necessary, but I first just want to say thank you to the honorable City Controller, Michael Lamb, for his comments and not necessarily support of Schenley staying open, but in support of encouraging this Board to slow the process down and to get accurate numbers before you decide to move on this historic wonderful, wonderful building here in this City.

So he joins my list of folks to congratulate would include the honorable, the outgoing Jack Wagner, the honorable councilman Bill Robinson, the honorable State Senator Jimmy Ferlo and I believe some other former elected officials, the honorable Randall Taylor and others.

I think it is a huge, huge request made by the public, over 1,000 individuals who are simply saying in the kindest language, let's get good numbers, let's do an independent evaluation of what happened, because that must be resolved.

But in the meantime, let's at least get some accurate numbers.

What's interesting in what I read in the papers, the three or four offers put in the paper,
some of the comments or their cost of what they would put in the building, all of them were under the numbers that were given back in 2008 by Mark Roosevelt.

Mark Roosevelt said we can't do it, it's too costly. At one point he said 60 million. Then he said 70 million. On a local talk show I think he went as far as $80 million, and it was just all over the board. And unfortunately, there was no one here locally to critically analyze the rhetoric that was coming out of the Administration at the time.

Well, we fast forward it and we clearly know what the situation is here. It simply was a bad decision, bad information. And once again, we have a wonderful opportunity to right a wrong.

I support this. And I'm hoping that my colleagues would support it. We need to get it behind us. The building needs to stay in the District. Our students need to have access to it.

And I have to tell you, reading the article I think in today's paper and I think one of the proposals, the guy said he wanted to demolish I think either the gym or swimming pool. I said oh, my God. You know, the money we put into this facility.

So, you know, we have the authority, we
I have the power here to do the right thing for children. And so I just want to encourage my colleagues to keep that in mind. Thank you.

MS. SHEALEY: Thank you, Mr. Brentley.

Mrs. Colaizzi?

MRS. COLAIZZI: Thank you, Madam Chair.

I'd like to remind some of my colleagues that as much as the asbestos is the constant term that is connected to the Schenley High School, it wasn't always the cost of the asbestos alone that caused the closing of the school. There is a lot of mechanical issues in that building.

The number one issue was the ventilation system. The ventilation system was never replaced. As a matter of fact, I remember clearly, and it was reminded to me today, but I remember clearly at one point in time we had to put in a temporary ventilation system because we had children in there and there was plaster falling, which then becomes full of asbestos. That's when it's a problem. Not when it's in tact, but when the asbestos starts to come down or the plaster falls.

And they measure the humidity. But that wasn't the only issue.

I mean there was many, many other issues.
And the other thing that I think that we need to keep in mind is our population is not what it was even 10 years ago. So we're going to have to, if this should ever happen, and you know, we do not sell Schenley and we reopen it, something else is going to have to close. Because we just don't have the population to fill another school.

If we did, we wouldn't be closing schools constantly. So I'm concerned about that.

So Dr. Lane, is there anything that you can suggest to help us get through this whole process and to bring to light all the issues from back in 2008 and on that would help, not just the Board, but the public understand everything that went and how it happened.

I'm not sure I'm wording it the way -- that's why I'm asking you, for your suggestion.

DR. LANE: Well, depending on what action you chose to take this evening in regard to the motion on the table, if it would serve the Board's purpose, I would think it would be appropriate no matter what to respond to the community members who signed the petition and others that have been engaged or involved in this all along.

So there is some things that we know already. We have a lot of reports on Schenley. And I
know that in talking with Mr. Camarda about some of the things we have, he told me he has binders of information at this point. But that doesn't necessarily tell, give a narrative of what decisions were made, when they were made and why they were made and at what point different reports came in.

If it would be helpful, and I think it might be, for us to provide a more concise explanation and referencing the documents to back it up.

So what I'm saying is a narrative that says that on page 12 of such and such a report it says the following, this is why decisions were made as they were.

Having listened to conversations both by Board and by community over time on this issue, I think at least I believe the know the Board does and I know Administration does as well, understand the pain of this whole Schenley, the whole Schenley series of events. There really is nothing more difficult in a community than closing a high school. There just really isn't.

So I clearly understand the way people feel and why they might feel that way.

However, the issues that I've heard that
are still being contested, frankly, are things we
could address, if we could provide you this written
description I'm talking about. One, making reference
to the reports we have, the presence or absence of
asbestos-containing materials in the school, because I
think that's been at issue because there are two
different reports frankly. And two different reports,
use two different testing methods and so, as I said,
that's been at issue.

Why was it recommended that we close
Schenley High School? And I think that there appears
to be some concern that that was not -- I think, you
know, there are probably plenty of people that would
still disagree with that recommendation, but providing
some clarity around why.

Why that recommendation did not change
after the District received that second report? And I
think that's an important point that's kind of gotten
lost in the conversation.

The potential cost of renovation. And of
course, we all know that the level of renovation you
do dictates the cost of that renovation.

And so there would have to be, you know, if
we say, you know, a minimal renovation certainly is
going to incur lesser costs than a more extensive one.
But we do know this, the mechanical systems particularly, that no matter what would be done, would have to be taken care of. And so what potential cost that might be and what are the other things that we think would absolutely have to happen in order to use this facility as a school again.

And then the thing that I think also we have to remember is an assessment and how realistic it would be to undertake these costs in the context of 2013. We're getting ready to go through a process right now to try to reach the dual goals of closing our budget situation as well as making sure that we have things in place to ensure achievement for our students.

And that I think based on rolling forecasts the Board has been receiving over the past, well, since I've been here, I believe, the past 6 years, it's clear, there's a gap there, and it's a big one.

And so I think that that is something that has to come in this conversation as well because should a renovation take place, we would have to borrow the money. And borrowing the money means we would paying more money back.

Part of the reason that we would reduced our capital borrowing two years ago was because we
were already paying back $60 million a year in debt service and at that point owed $471 million in borrowed money for facilities.

And so trying to get the debt service payments down and not -- and ultimately over time reduce the District debt level is part of what we've tried to accomplish here. So that's why that was cut down from 60 million a year, which we had been doing pretty routinely, to 15.

So I think that's something, too, that has to be part of the conversation on this. But we know that you have a decision before you soon, as to whether you want to act on it, not act on it and that clearly is the Board's choice.

We can have information to you well prior to that, so that it would not preclude that decision, but provide you maybe some of the information that you seek, and perhaps others do, as well.

MRS. COLAIZZI: Thank you, Dr. Lane. So with that being said, and the worry that I have, which is the issues in that building were not just asbestos. And I don't want everybody to walk away thinking that was the only problem.

When we replaced the windows in that building, we had to do major asbestos removal work
before they could even put the windows in.

And don't forget that, that's a historical building which then follows those rules as well. So as much as my heart is with Schenley as well, and as much as I understand what everybody would like us to do, and I did promise to do my due diligence, and I did, I can't support this at this time. You don't even know where the money is coming from. And we're headed into major financial issues as it is. So I'm sorry, but I can't support this at this time. Thank you, Madam Chair.

MRS. SHEALEY: Thank you, Mrs. Colaizzi.

Mr. Isler?

No, you weren't looking. I thought you were done. I thought you acknowledged that you didn't have anything to say right now. Go ahead, Dr. Holley.

DR. HOLLEY: You know, I understand your concerns, Dr. Lane. But I'd like to ask a question. When you were closing Schenley and moving -- actually, the Schenley students moved twice. The program actually moved twice. You closed Frick. How much money did you spend on redoing Frick? Which had, now let's be realistic. Frick had gone through some very large numbers of renovation, lots of money was used to renovate Frick.
Even prior to making it to Sci-Tech, we added a gym, a pool, all that good stuff. But they had to move out and go to Reizenstein. And we also moved Schenley into Reizenstein. You paid money then to refurbish Frick. How much money did you spend there?

DR. LANE: Dr. Holley, I'm not prepared to start quoting costs on various buildings tonight, but I certainly can provide you --

DR. HOLLEY: I wish you would, because we spent millions of dollars there and then millions of dollars at Reizenstein only to have Reizenstein tore down, it's going to be torn down. Millions of dollars. I mean just wasted money.

And now you're going to tell me we can't, not you, but now we're going to say that we are not able to use funds to service children that were in this school -- that school, when you look at the numbers of students that were in that school, it was highly subscribed, always had a waiting list to get into Schenley. The neighborhood students went there in droves, everybody went there.

So I'm just -- I'm dumbfounded as to why the school was ever closed. Parents want to know that as well. And it's not just about dripping asbestos.
This District knows how to do that work. They have been doing it for years. They know how to do this. And my thing is if the mechanical problems were so significant, why weren't those mechanical problems fixed when the school was having the mechanical problems? I don't understand that. The District has never done this before. When there is a mechanical problem, you are going to tell me that the ventilation system wasn't working. It didn't work at Lincoln. They came in, they fixed it. Why didn't they fix it at Schenley? You know, these are the problems that parents -- and you close a school and then you ask parents to just go along with it. You know, I'm sorry, I have to agree with the community. The community charged me to come in and get this on the table. And I put it on the table. But now I'm getting sort of angry because you're going to tell me there was a ventilation system that wasn't working, mechanical systems weren't working in the school and nobody fixed it all that time. That doesn't make any sense.

DR. LANE: Dr. Holley, I will get as many answers for you as I can. But I would just have to say that I was not responsible for the ventilation at
Schenley. Thank you.

DR. HOLLEY: You're right. And my hurt feelings over Schenley should not be generated towards you, and I apologize for that. But for the rest of the people who it is, we really want to know how much money was spent. Sorry.

MS. SHEALEY: Thank you, Dr. Holley.

Mr. Isler?

MR. ISLER: Thank you. Mr. Camarda, we just raised taxes, did we not, over last year?

MR. CAMARDA: Yes.

MR. ISLER: We did? So we just unanimously voted for a tax increase for the taxpayers for the City of Pittsburgh.

I say that, and I also say that we have one of the highest cost per students in the Commonwealth of Pennsylvania. That's a wonderful thing, but it's also a very, very costly thing and costing us a tremendous amount of money, in decisions that are made by this Board last year, there is no doubt about it.

If we take a look at HHSDR's estimates, and there are two, one for 55 million and one for 44 million, I did go through these reports at length and spent some time trying to read and understand them, just to get back up to date of some of the issues we
were wrestling with, because there were a number of
companies that came in to give us asbestos reports,
and I think that's important to know, but there were
other things.

And I think, Dr. Holley, your being upset
about the mechanical system is something we wondered
about, too, because I think this District has always
been proud of the fact that we maintain buildings. We
did not maintain this building. I want to be clear
about that.

For years, many years. And there was a
combination, as I remember, of new windows, no
ventilation, all kinds of humidity problems. I
literally at the beginning of one of the school years
a teacher came to my office and begged me to go back
and take a look at the school and see how bad the
asbestos, not asbestos, excuse me, the plaster was
that was falling all over the place, which I did.

I also spent some time in the ventilation,
I don't know want to call it, two room garage, it was
huge. The fact that we never upgraded that system was
pretty stunning to me, also.

So I think that there are a series of
things here that have happened.

But I am very concerned, and Mrs. Fink and
I, and this is some report that we begged to see and have not seen, our capital expenditures, to think that we went from $60 million dollars a year to 15 in capital expenditures, we're trying to do the same with a heck of a lot less. But borrowing money, if you heard the figure, our interest costs on our debt, Mr. Camarda, is how much a year?

MR. CAMARDA: Nearly $60 million.

MR. ISLER: That's a lot of money that doesn't go to the instruction of children and that's because of a lot of new buildings over years, a lot of renovations in building over years. But really it's the building of new buildings that we live with over a period of 20, 30 years.

And we used to get on a regular basis, we used to call it the bell curve, which was the up and down and when our debt was going to go down. We've got to live with that.

And I am very concerned about -- I mean Schenley, I probably have not taken any greater hit on anything that I voted for because my son went there plus a lot of his friends. It was a great school. The building was in major need of repair, of which I personally at the time did not feel that this District could afford to undertake given where we
were going and with declining enrollment.

And people can argue whether or not people leave the City because of the Pittsburgh Public Schools. I don't necessarily ascribe to that. I think our birth rate has gone down drastically over the years. Just take a look at it. There are a lot of factors here.

And this does deserve, and I commend you, Dr. Lane, for bringing as much to the public as possible about this, because there are a lot of issues that can be brought before the public.

But I think we have to realize the fact that we do not have a tax base that could support what it would cost to redo this school.

If we just take a look just at the company, just going through some of these estimates, they range from 44 million to $86 million, in '05 and '06 dollars. We have a neighboring district that is totally redoing their high school, removing all the asbestos and really going back to the bones and rebuilding it. It is a substantial sum of money in a building as not as old as Schenley.

So I don't have a problem taking a look at this. But I do think we have to be very, very realistic of what the taxpayers of the City of
Pittsburgh can afford, given the fact that we just
raised taxes this year, and given the fact that we
have one of the highest costs per student rates in the
Commonwealth of Pennsylvania and we hear about it
every single budget year. And depending on how the
legislature, the Governor's budget comes in and the
legislature acts, I mean this is something we wrestled
with last year, we could be hit drastically based on
attendance now versus attendance that our cost per
child is figured on.

So there are a lot of factors that go into
this. This is not an easy thing.

I think that we are transparent. And we
have a ton of information on the web. But what can we
afford? And what can the taxpayers of the City of
Pittsburgh afford? That's my question.

And I go back to the fact, again, might
have been a small increase, but we did raise taxes
this year. Thank you, Ms. Shealey.

MS. SHEALEY: Thank you, Mr. Isler.

Mr. Sumpter?

MR. SUMPTER: Thank you, Ms. Shealey. We
need to clear the air on Schenley. This Board is
charged with making decisions based upon receiving
intelligent information. We shouldn't be afraid of
facts. We shouldn't be afraid of information. And that's all this item is asking for is information. The history of this School District and the decisions made by this Board, we'll be here all night talking about the past. But there were decisions made that in totality affect what's done at certain schools and whether or not proper information was received at the time to address the issues of Schenley.

So to not belabor this meeting, we can talk off line or in Executive Session or outside the building about the history of development projects decided by this Board outside of the Schenley building.

So, again, I'd rather proceed with good information, not make a decision in a controversial, clouded situation, but rather make a decision on good information. Thank you.

MS. SHEALEY: Mrs. Fink?

MRS. FINK: Okay, it's working this time.

I think we've got a lot of money invested in the reports that we already have. Certainly there is more than one. We have had several studies done. My understanding of a big chunk of the problem at Schenley is that the ventilation system in that building, which was state-of-the-art in 1916, is
no longer functioning or completely functioning.

Schenley has opened cores in the center of the building and at the bottom of those open air cores there are intake pipes and they are large. I mean large.

And the air is drawn in by fans which are spaced periodically throughout these long, large pipes that are encased in the walls. And as long as the fans are working and the air is moving through, there is air circulating in that building.

But since 1916 things do wear out, and over the years one after another of these fans became inoperable. When that happens, then the humidity builds up in the building.

When the humidity builds up in the building, the plaster absorbs the humidity. After it absorbs so much of it, it starts to crumble.

That's where the asbestos comes in.

Because asbestos is fine as long as it's not friable.

But when the plaster is crumbling and there is asbestos in the plaster, which was a fire retardant and that's why it was done, those little asbestos fibers are now free to roam, and you've got to take it all down in order to make it safe and so the people don't get asbestosis or mesothelioma or whatever you
get from asbestos fibers.

In order to repair the fans that are encased in the walls, you are going to have to tear out the walls and tear into those pipes, unless you got a really skinny person that can crawl through there.

There is so much money that has been invested and there are so many studies that have already been done.

To engage in a new one, you are going to get another set of results, which is going to be in conflict with all the results that we already have, which are in conflict with each other.

And if we had a lot of money, because I'm a real history buff, and I don't relish the thoughts of shutting down a building. But if you don't have the money to do it right, and we don't, then I think that we're spending a lot of time and effort and anguish trying to resurrect this building for School District purposes when, in fact, the enrollment doesn't warrant us doing that.

I feel very bad. I feel very bad for all the alumni and the community and whoever else wants to save that building, because I know what it's like to want to save a school, trust me.
MR. SUMPTER: Mrs. McCrea?

MR. McCREA: Thank you. I think Ms. Fink hit upon a lot of what I was going to talk about.

Because one of the most critical things that people don't realize is the petrographic study that was done, which is the water content of the plaster. It's not adhering to the substrate.

The more moisture, the more it falls. And the ventilation system is phenomenal for 1917 like you said. But it vented the warm, moist air out through the roof, very inefficient in today's standards.

So in order to convert all that stuff, you have to tear out the walls and you have asbestos when you tear out the walls like we did with the windows. So the cost just keeps spiraling up.

Not to mention that '05 dollars, like Mr. Isler referred to, are different estimates, because right now the building codes have changed since '05. The fire code, I know that personally, has changed since '05. And the cost has just gone out through the roof again because it needs fully sprinklered now, it needs a fire pump and those costs are outrageous sometimes.

But at this point I think maybe, Dr. Lane, is there a way we can get a time line on when you can
get us some sort of a report or how long you think it will take to do this?

DR. LANE: What I was proposing is not does not go out and get more reports from more people. It consolidates the reports we already have and give you that information. And we can have that to you by the 15th of February.

MR. McCREA: We're not having a business meeting that month, so I guess we can discuss it at Agenda Review then. Thank you.

MS. SHEALEY: Mr. Brentley?

MR. BRENTLEY: Yes, I just want to say with all the comments that you've heard from my colleagues proves that we need closure. While the comments were awfully convincing, I don't believe anyone here is a certified engineer or architect who can say that I can certify what I just said as to the numbers and the costs.

And if you're not careful, watching this, it almost serves as a scare tactic. We just increased the taxes, oooh. Fact of the matter is our job is to educate these children.

And it is painful when you come back five or six years later and you look at what you've said and done back in 2008, look, it's bad. I didn't
support it. But from a legislative point of view, it's bad, to close a building based upon inaccurate information.

We have the obligation to right a wrong. And also it was mentioned here by one of my colleagues that we have to be careful and our financial situation.

You know, I'm cringing. I wish we would have heard that seven years ago. This previous Administration came in, woke up one morning and said we'll close Schenley. Okay, no, we'll move to Reizenstein. Okay, well, Reizenstein is middle school, we'll convert it to high school, and we put 8, 10, $12 million Reizenstein. Okay, four years later, ahh, we'll close it.

Nobody got upset and talked about watching the dollars then. So we watched them take hundreds of our students, take them out of Schenley based on a lie. Move them to Reizenstein. Change Reizenstein into a high school when there were two empty high schools nearby, Peabody and Westinghouse. Changed it. And then we had to move and then you said we had to sell it.

And what do we do? This Board gave away the Reizenstein campus, $5.1 million, paid the debt on
$4 million. They walked away. We have a gun in our ribs. We gave that whole property away for 1 million or $1.2 million, whatever.

And it looks like we're trying to move to the same thing here with Schenley. We owe it to the taxpayers to simply do the right thing.

Yes, it's bad. Those who are out front on it and those who held information, because there is some who withheld that information. Now it's here.

They have said that when the plaster was falling -- well, the report said they took hundreds of samples. Only two came back with a trace, with a trace of asbestos.

Don't get angry with me. I'm reading the articles. I'm reading the reports. And so as Board Members, we owe it to get to the bottom of it. Those of us or those of you who make bad decisions, thank God you get a chance to right a wrong.

Those of you who are not planning on being on this Board next year, at least you can go out the door saying well, we cleaned up one thing that we made wrong.

The second thing is and, Dr. Lane, I appreciate you sharing and getting us the report for it, I'm not interested. I'm not interested in
rehashing what we've had already.

Unless we come with a different approach and community based panel that would spearhead this along with Board Members that we can get to the bottom of it. And like Michael Lamb said in his e-mail is, look, he's not saying keep it open, but you got to get to the bottom of it.

Who withheld that information? Who forced us to spend millions of dollars? And then to move these kids around and now we have to find a way to, too, if it's going to cost money, we have never even engaged the public.

If you look at the four proposals, you know, I don't support it, but the guy from out of town, the alumni, you talking about -- he should be on the Board. He's streaming the Andy Warhol visual art, and we could do this and we could do that. I'm raising money now.

Oh, how refreshing to hear somebody believe in this District and be creative and think outside the box.

So I'll support him, but wherever he is, thumbs up for loving the District and thinking outside the box and being creative.

And so that's what we have to do with this.
If we engage the community and engage those folks who signed the petition who have tons of information, tons of resources, I think we will be pleasantly surprised as to who comes to the table.

Panel, 5 to 7 individuals that would gather this information, and we can have access to some legal counsel as well. And we must move forward with the real truth report as to what happened.

With that information, then we can decide to simply move forward on how we need to move with the Schenley building.

Keep in mind that the question is can we use it. Of course we can use it. You have a building that's very successful. The Obama School is almost bursting at the seams, doing extremely well. Would not only do well in the Schenley building, but would have the opportunity to expand.

When a School District only has 7 schools that made AYP, then we should find a way that those schools that are successful to allow them the opportunity to expand to at least expose other kids to their success.

And I think Obama would move in and wouldn't miss a step. Our kids, 100 or 8, 900, or a thousand of them would have access to the college,
university there. It would be a wonderful asset to
the community. And as a Board, we can simply say now
we are moving in the right direction.

And the other part that we have to look at
and talk about at some point is the political
implication. Because this thing is, it start off as a
little ball, it is now a boulder and it's moving. We
now will possibly, based on what will happen either
today as well as next month, we can now find ourselves
in the middle of another negative, national story.
That is these national individuals who are graduated
are now passing information on, we could once again
find ourselves as being targeted as, look, why did it
happen, there were so many questions, all the
community was asking for was an independent, an
independent review of it. That's not unreasonable.

So, you know, we cannot sit here and scare
folks and say that we cannot do the right thing. We
have to do the right thing. Yes, it may be painful,
but I think it's the right thing to do, to simply move
forward.

The resolution Dr. Holley has put before us
is not unreasonable. It's just simply asking let's
get to the bottom of it. Who was there? Who did
what? Why did it happen? And how do we find a way to
simply resolve it? Thank you.

Oh, by the way, I'm sorry, if there's a committee, I want to nominate myself to chair that committee. The committee to reevaluate the Schenley situation, I will take that responsibility up.

MS. SHEALEY: Thank you, Mr. Brentley.

Mr. Isler?

MR. ISLER: Thank you, Ms. Shealey.

Dr. Lane or Mr. Camarda, on the two resolves which is to obtain an estimate from HHSDR, which had two estimates actually in their report, not one, and another qualified contractor, that would be to get an estimate of the work to be done.

The second piece about, and again, I think this is where the disconnect is going to happen between the two, but I'm more than happy to get a '13 update on the cost.

The second thing which is asbestos and what it means in terms of do we have to remove, the tough thing here is that we've had, the building has been closed for so long with no ventilation whatsoever, it could even be worse. But the minimal reconfiguration of the interior walls, I mean as I read this and this is where I'm not an expert, I mean, I'm going to admit that right now, whether or not it's throughout the
building or in pieces of the building, and the numbers vary from two different companies who did this, one doing it in '07 and another, the same company doing it in '09 and changing some of their information from report to report, could this be done, Dr. Lane or Mr. Camarda, for the Agenda Review meeting in February? These resolves?

DR. LANE: If you're asking if we could have this completed by then, I can't honestly answer that at this point. Because these are not us doing it, it would be other people, we have to have some indication from them if they could do that, that quickly. I don't think it would take long to get that, if you want to go that direction. But I couldn't, as I said, sit here tonight and guarantee that it would be done in time.

MR. ISLER: Again, I think that we're basing the estimates on what, Dr. Holley, on what was the total renovations of the building? I mean, what is your thought here? To reopen it as a school, as a high school, you know, with specialized services?

DR. HOLLEY: My thought is that it would reopen as a school.

MR. ISLER: So the estimate would be based on reopening as a school, getting the building totally
1 ready to meet all the codes as Mr. -- Right?
2
3 DR. HOLLEY: Yes.
4
5 MR. ISLER: So it would be, in a sense,
6 based upon what we asked for before from the
7 contractors? Correct? But I mean bringing it up to
8 code, that's where the more is going to come in. I
9 mean, it's the code of today, right? I just want to
10 be clear on that, what we're voting on. We're voting
11 on two estimates, and we're voting on asbestos review.
12
13 MS. SHEALEY: Mr. Sumpter?
14
15 MR. SUMPTER: This is an amazing dialogue
16 about receiving information, about receiving updated
17 information. The decision was made in 2008 and this
18 is 2013. Five years have passed.
19
20 I want to know what the current cost would
21 be to fix the school and what the current
22 environmental condition is of the school. And I'm
23 assuming that the estimate to fix the school, to
24 rehabilitate it, would take into consideration what
25 the environmental conditions are and ameliorate those
26 conditions.
27
28 So the debate as to whether or not to
29 receive information taking this long, the expense for
30 this would be minimal compared to, if we do, if we
31 were to go down the route to rehabilitate it. But you
need at least intelligent information to move forward.

Thank you.

MS. SHEALEY: Dr. Lane, I would just have one request regardless of the outcome of this vote. In the information that you offer to summarize, could you include the academic achievement of the students in Schenley segregated by magnet and feeder pattern children?

DR. LANE: Yes, I believe we should have that information available.

MS. SHEALEY: Thank you.

DR. HOLLEY: Excuse me, are you asking that for the purpose of opening up the school or what?

MS. SHEALEY: For the purpose of having information on -- I was not here when they made the 2008 decision to close the school. So for the purpose of having the full information on that, that would be useful.

DR. HOLLEY: Okay. And are you going to compare it with some other high school as well? Are you going to want to compare it with Brashear, for example? Are you going to compare it with Perry?

MS. SHEALEY: The claim has been made that Schenley was a successful school. And my understanding or my recollection is that the children
who were in the feeder pattern program were not necessarily being served.

DR. HOLLEY: Okay, so are we going to compare it with the Milliones students that are there now?

MS. SHEALEY: They are not the same kids.

DR. HOLLEY: You are comparing apples and oranges here. If you are going to do that, then you are going to have to pull up all the high schools.

MS. SHEALEY: I don't have to, no.

DR. HOLLEY: Pull them all up then.

MS. SHEALEY: Dr. Lane, did you get my request?

DR. LANE: Yes, I did.

MS. SHEALEY: Okay. Thank you. Mr. Weiss, may we have a vote?

MR. WEISS: Roll call on the new business item brought forward by Dr. Holley.

Mr. Brentley?

MR. BRENTLEY: Yes.

MR. WEISS: Mrs. Colaizzi?

MRS. COLAIZZI: No.

MR. WEISS: Mrs. Fink?

MRS. FINK: No.

MR. WEISS: Mrs. Hazuda?
1 MS. HAZUDA: Yes.
2 MR. WEISS: Dr. Holley?
3 DR. HOLLEY: Yes.
4 MR. WEISS: Mr. Isler?
5 MR. ISLER: Yes.
6 MR. WEISS: Mr. McCrea?
7 MR. McCREA: No.
8 MR. WEISS: Mr. Sumpter?
9 MR. SUMPTER: Yes.
10 MR. WEISS: Ms. Shealey?
11 MS. SHEALEY: Yes.
12 MR. WEISS: The new business item is approved.
13
14 MS. SHEALEY: Thank you, Mr. Weiss. Are there any other new business items to be brought before this Board for a vote? Seeing none, can I please --
15
16 MR. BRENTLEY: No, I don't. I want to just make a comment, but not --
17
18 MS. SHEALEY: I just want to close out new business voting.
19
20 MR. BRENTLEY: Okay, no. I'll share that with you. It could be a vote, but it's not, so.
21
22 MS. SHEALEY: Thank you. Are there any announcements for the Board. Mr. Brentley?
MR. BRENTLEY: Yeah, I was going to say that, Dr. Lane, can I ask you, also, to if you can direct the staff to come back with this Board with a preliminary report on the status of the Burgwin building, its condition, what it would cost to get it open?

I'd be willing to put something on the floor if I have to, but I just thought if we direct that to you to at least give us some kind of feel on having someone to walk through, give us a condition of what it looks like and possibly what it would take to get the facility open.

DR. LANE: Yes, we can.

MR. BRENTLEY: That was one thing, but I do have some other things.

MS. SHEALEY: I'm sorry.

MR. BRENTLEY: Let's see. I have to -- this is, of course, we just recognized -- is this new business?

MRS. SHEALEY: No, we're done in new business. We are in announcements.

MR. BRENTLEY: Announcements. Okay. I'm in the right place. I just want to recognize, this month is Board recognition month. And I will be, this Friday, participating in an annual breakfast with
students at Allegheny School. And I do want to acknowledge the PTO officers there and just to thank them for that. The president of the PTO is Giannie Haley, Khadija Gray is the PTO vice president, Dina Martin is the PTO treasurer, and Russ Stratton is the PTO volunteer coordinator. The student presenters will be Ericka Morton, Madison Blake and Aaliyah Carpenter.

And what happens every year is just something that really exciting to see. The elected student council officers actually host a breakfast with me, and I think we're going on probably fourth or fifth year.

The principal there, Mrs. O'Malley, is doing a wonderful job there and, of course, she is following the previous Administration there under the leadership of Ms. Viola Burgess who actually started it. And it is a day that I look forward to every year, I take the day off and I sit and have breakfast. And the students are very proper and they ask questions and they are dressed so nice. And then I also have an opportunity to acknowledge them as elected officials.

So I told them that I would put their names and the official name in the Board minutes and if they
want to get copies of it, they can see that their names are in the minutes, and I'll be there this Friday and want to thank them for that.

I do want to just read this one thing quickly. Dr. Lane, if you could make sure that all of our schools have this. It's to show how much you appreciate your teacher.

It's a contest for middle and high school students, to participate, simply write an essay, poem or a thank you letter explaining how a teacher has influenced your life. Then you explain. This is given by Barnes & Noble. I do have an extra one. There are some grand prize winners. There is a $5,000 prize, et cetera.

If you can make sure that our students or every school, every middle and high school would have one of these because of, for what we've been through over the last year or so, it may be a wonderful opportunity for one of our students to explain in writing out of all the challenges that we've been through that there is still that shining star out there. And if we can allow them that opportunity to enter into this contest, it would be a great thing for them to put out there.

The final thing, and this is to you, Madam
President, there is one small item that's outstanding in the Board office. It's now a bigger issue. That you, you remember this Take a Father to School Day, the national award we received and, of course, in this magazine were pictures. Those pictures, award winning pictures were provided by a local photographer. And the last time that I checked, we have not evened up the task for her. There is an outstanding tab that we still owe her. It is under $300. And the last time I checked it was an outstanding for the last four or five months. And I am asking you to, please, if you as the President, executive committee, they have the invoice in the office, please, please, if someone can take care of this outstanding bill.

It is a woman owned business and we have to find a way to treat them a little better. So I've asked and she has been very patient. She has submitted it. It won, and we should find a way to take care of this a little better. This is not directed to you, but the previous Administration did not pay the outstanding bill. So I'm asking if you would take care of that ASAP. I would really truly appreciate it. And here is the magazine again and here are the pictures for
those that have forgot it, over 31,000 copies across this country and she won and it was submitted and we have not paid her.

So please, if there is anything I can do to help to speed that process up, and even apologize, I'm willing to do that as well. Thank you.

MS. SHEALEY: Thank you, Mr. Brentley.

Mrs. Colaizzi?

MRS. COLAIZZI: Thank you, Madam Chair. On February 14th, it will be John Minadeo, would have been, forgive me, John Minadeo's 74th birthday. In Mantagano, Italy there is also a John Minadeo school which is also named after John Minadeo, that is where he was born. And those of you that don't know who John Minadeo is, he was a crossing guard for us --

MS. SHEALEY: Safety patrol.

MRS. COLAIZZI: Safety patrol, thank you.

you've completely let me lose my train of thought.

Approximately 60 years ago. And he died trying to save children from a car that lost control, lost their brakes on Hazelwood Avenue.

And at the time John Minadeo was, the school that he was attending, I guess where he was attending was what is today known as Gladstone. In honor of his 74th birthday, the school in Italy will
be having a teleconferencing or a skyping with the
school here, and that will be on February 14th at 9:30
and you're all, of course, invited to be there.
The students will be participating and
trying to speak to each other in the two languages.
We will have some translators there. Mr. David
May-Stein will be assisting as well. So I encourage
all of you to join us and help us celebrate the
wonderful memorial of this gentleman. Thank you.
MS. SHEALEY: Thank you, Mrs. Colaizzi.
Mrs. Hazuda?
MRS. HAZUDA: I want to apologize for that
bill not being paid. I remember when it originally
came through and there was some confusion because it
was not authorized in advance. But I thought we had
paid it.
So Mrs. Wenger and I will follow up on that
to see what happened with it.
I just want to say thanks to Dr. sandy Oak
and the students at Carmalt. Every student at Carmalt
was involved in creating these boxes for us, which I
think is pretty cool to organize such a feat with that
size of a school. And we were laughing, looking at
some of those, mine says "think outside the gift
wrapped box." So thank you Dr. Oak and the students
at Carmalt.

MS. SHEALEY: Thank you, Mrs. Hazuda.

Dr. Holley?

DR. HOLLEY: Yes, last month we voted on
having a conference basically with some of our African
American male students. And I must admit that I was a
little bit taken back about doing this project. I
thought that it was going to be a little bit too much
for the males that were coming there, and it would
single them out.

But I will have to say that I was
pleasantly surprised at how well organized the program
was, what was actually transpiring there with some of
the males from the community and the students
themselves. It turned out to be a very remarkable
program and one that really touched my heart.

So I want to thank Dr. Lane for having this
program. I also want to thank Vi Burgess for all of
her hard work as she ran around Greenway in her pumps.
She never took off her high heeled shoes.

I said girl. But it was a program that I
thought essentially did what it started out to do, was
to raise the consciousness of the students to reach
for The Promise dollars. And I'm hoping that this
project will continue, that we will look at this
project later on during the year and see that these
children actually are Promise ready for next year. So
again, thank you.

MS. SHEALEY: Excuse me, thank you,
Dr. Holley. Mr. Sumpter?

MR. SUMPTER: Thank you, Ms. Shealey. I'll
also second the comments by Dr. Holley. It was a
fantastic program in terms of how people entered and
how they left. And the key word was transformation.
And you could see that that program was transformative
in the students that attended. And transformative for
the adults that attended also, because it was a nice,
large crowd of individuals that cared about
individuals and were doing what they could to help
individuals. And the whole thing was "we promise."
And we promise to get all of our students,
we don't promise, we can't guarantee it, but we want
all of our students to be Promise ready.

And as always, to invest in our children's
future, give to the Pittsburgh Promise, give to Need
and give to Homewood Children's Village. Thank you.

MS. SHEALEY: Mr. Isler?

MR. ISLER: I want to thank Dr. Holley and
Mr. Sumpter, I think one of the things that gets, does
not get the recognition it deserves is The Promise. I
think you talk to the young people who have received
the Promise and have been able to go to college as a
first step and then go on beyond, it's just amazing.
And to hear parents say what this City has done, what
this community has done is phenomenal.

It may be time, Ms. Shealey, that we ask
Mr. Ghubril to come in and talk about The Promise and
what it's doing because it is reaching out, as
Dr. Holley and Mr. Sumpter just said, trying to get
more and more children to be able to take advantage of
The Promise and the post secondary opportunities that
they have available to them.

I think the other thing that is very, very
significant is just the group starting in terms of the
Promise Keepers, not just the Board and number of
community leaders that have put in their time and
effort on this project and to keep this project alive,
but also the new organizations, Promise Keepers and
just to see what is going on in terms of raising the
funds to keep it viable.

So I think it would be good to have
Mr. Ghubril in and, Mr. Sumpter, a meeting I've never
been in a public meeting with you ever where you have
not raised an issue about The Promise. And again, I
thank you for that. Because I think we have to keep
it in the forefront, that although we are giving students a great start, there is a lot more they can do with their lives. And I just think that The Promise does not get the recognition from this community as a whole that it should. And when you see these young people and some of the publications that are now coming out showing where these students are employed, it's really, really significant. Seeing corporations who are taking them on as they are entering the end of their post secondary experiences, again, corporate community could not be a better supporter of those corporations. Thank you.

And one other thing, and I did pass this on to Dr. Lane, I think it is a bit of good news coming out of Harrisburg, it is my understanding that the Governor's School for the Sciences is going to be resurrected at Carnegie Mellon this year, and so I think there as many of our students who can apply can apply would be great. Does not take a lot of students, but it is a another significant step forward in terms of support of education in the Commonwealth. Thank you, Ms. Shealey.

MS. SHEALEY: Thank you. May we have a motion? Mr. Sumpter?
Thank you, Ms. Shealey. I just want to take advantage of this opportunity because we are broadcast. The purpose of the summit, or at least the workshops that were conducted there centered around branding. And it gave examples of national brands, name brands and things like that. But it turned into if you were to brand yourself, how would you brand yourself? What goals, what do you want to see yourself later on? What do you have as priorities? What's important in your life? So that's some of the transformation as far as getting self-assurance, how you present yourself, how other people look at you. So that's just to give you a little flavor of some of the things that were going on there in terms of the transformation. So it was good ice breakers, good workshops, great key note address or speech by Mr. Noguera, Pedro Noguera, and it was just a good event. So I wanted the public to know a little bit more, if you don't, if you haven't read it in the Post Gazette, which was published the day after the event, and then today's Pittsburgh Courier, which would be January 23rd, there is an article in there about the event. So it was a worthwhile event. Thank you, Ms. Shealey.
MRS. COLAIZZI: Motion to adjourn.

MR. ISLER: Second.

MS. SHEALEY: All in favor?

(Chorus of ayes.)

MS. SHEALEY: Opposed? This meeting is adjourned.

(Thereupon, at 9:15 p.m., the Legislative Meeting was concluded.)
I, Deborah L. Endler, the undersigned, do hereby certify that the foregoing ninety-five (95) pages are a true and correct transcript of my stenotypy notes taken of the Legislative Meeting, held in the Pittsburgh Board of Public Education, Administration Building, Board Committee Room, on Wednesday, January 23, 2013.

Deborah L. Endler, Court Reporter
January 23, 2013

Regular Meeting

ROLL CALL

APPROVAL OF MINUTES: December 19, 2012

COMMITTEE REPORTS

A. Committee on Education

B. Committee on Business
PITTSBURGH-MT. OLIVER INTERMEDIATE UNIT

COMMITTEE ON EDUCATION

January 23, 2013

DIRECTORS:

The Committee on Education recommends the adoption of the following resolutions, that the proper officers of the Board be authorized to enter into contracts relating to those resolutions, and that authority be given to the staff to change account number, the periods of performance, and such other details as may be necessary to carry out the intent of resolutions, so long as the total amount of money authorized in the resolution is not exceeded; except that with respect to grants which are received as a direct result of Board action approving the submission of proposals to obtain them, the following procedures shall apply:

Where the original grant is $1,000 or less, the staff is authorized to receive and expend any increase over original grant.

Where the original grant is more than $1,000, the staff is authorized to receive and expend any increase over the original grant, so long as the increase does not exceed fifteen percent (15%) of the original grant. Increases in excess of fifteen percent require additional Board authority.

I. PAYMENTS AUTHORIZED

A. RESOLVED, That the Board of Directors of the Pittsburgh-Mt. Oliver Intermediate Unit #2 authorize its officers to make payment to CMI Education Institute in the amount of $569.97 for registration costs for three St. Edmunds Academy school teachers, Ms. Jennifer Losego, Ms. Shannon Boyle and Ms. Katie Moore, to attend the, Over 75 Quick, “On-The-Spot” Techniques for Children with Emotional & Behavior Problems, professional development workshop, on February 6, 2013 at the DoubleTree by Hilton in Green Tree, PA.
The objectives of this professional development workshop are to summarize more than 75 quick interventions for anger, depression, anxiety, ADHD and Asperger's Syndrome; discover how to utilize strategies to develop life-skills for a wide variety of emotional disturbances and behavioral problems; discuss ways to empower youth to grow and develop with healthy coping mechanisms; explain how to manage childhood impulsivity, disengagement and poor self-esteem; develop trust and motivation, while avoiding the pitfalls of power struggles and disengagement; describe how to develop "whole brain" functioning for children with verbal processing and auditory learning issues. The teachers will be given take home reproducible worksheets to share with their students. Registration fees are $189.99 per person.

The total cost of this action is not to exceed $569.97 from account line 10.2270.324.460.209.034.

B. RESOLVED, That the Board of Directors of the Pittsburgh-Mt. Oliver Intermediate Unit #2 authorize its officers to make payment to the National Catholic Educational Association in the amount of $921.23, to provide the Leadership in the 21st Century workshop from presenter, William J. Campbell, SM, Ed.D. This two day workshop will consist of six sessions: Roles/Characteristics of a School Principal, Principal as Communicator, Leadership Dimensions & Issues, Principal as Instructional Leader, Principal as Administrator and Principal as Leader of adaptation and Change. The workshop will be held at the Green Tree Double Tree Hotel on February 15, 2013 and February 16, 2013.

This workshop is for all diocesan principals, vice principals and instructional leaders in the region. A percentage will be paid by each individual Intermediate Unit depending on the number of diocesan principals, vice principals and instructional leaders attending from their area.

IU2's twenty-eight (28) principals, vice principals and instructional leaders total cost for the presenter, hotel, travel and room for the workshop is not to exceed $921.23 from account 10.2270.324.460.209.000. Office of the Intermediate Unit. Total cost of this action is not to exceed $1,195.00 from account 10.2270.324.460.209.036.
C. RESOLVED, That the Board of Directors of the Pittsburgh-Mt. Oliver Intermediate Unit #2 authorize its officers to make payment to The Online School for Girls, the first online, independent girls' school, in the amount of $5500.00 for the online course, "Blended Learning: Introduction to Theory and Practice," for fifteen (15) Ellis School faculty members (names of attendees are on file at the Intermediate Unit office). Blended Learning is the combination of online and face to face instruction. Teachers taking part in this course were selected based on observations, personal goals and administrator nomination. This course is intended to assist teachers who have limited experience engaging students online but want to learn more about the concept of blended learning and the variety of online tools available to assist them. Several online activities will assist the staff in exploring the concept of blended learning and why it is such a powerful tool in teaching this generation of learners. Answers to questions about considerations for designing a blended course, the principles of effective blended learning and the tools for facilitating effective blended learning will be researched and explained. The final project will be to share the lesson and demonstrate the skills they learned in a presentation with the rest of the cohort members.

The partakers in this course will complete a variety of online activities while connecting with others and will spend approximately four (4) hours a week completing the tasks. The course will begin in February and be four (4) weeks in length. Participants are required to meet with Ms. Lisa M. Abel Palmieri, Ph.D., Director of Instructional and Informational Technologies at the Ellis School weekly while completing the course. When the course has been completed the teachers will receive a certificate of completion from the Online School for Girls. The expected outcome from this course is to obtain leverage blended learning in at least one lesson in their class. Total cost of this action is not to exceed $5,500 from account 10.2270.324.460.209.025.

Respectfully submitted,

Chairperson
Committee on Education
PITTSBURGH-MT. OLIVER INTERMEDIATE UNIT

COMMITTEE ON BUSINESS

DIRECTORS:

January 23, 2013

The Committee on Business recommends the adoption of the following resolutions, that the proper officers of the Board be authorized to enter into contracts relating to those resolutions, and that authority be given to the staff to change account numbers, the periods of performance, and such other details as may be necessary to carry out the intent of the resolutions, so long as the total amount of money authorized in the resolution is not exceeded:

I. PAYMENTS AUTHORIZED

A. It is recommended that the list of payments made for the month of December 2012 in the amount of $159,997.16 be ratified, the payments having been made in accordance with the Rules in Effect in the Intermediate Unit and the Public School Code.

(Information is on file in the Business Office of the Intermediate Unit)

Respectfully submitted,

Mr. Floyd McCrea
Chairperson
Committee on Business
PITTSBURGH-MT. OLIVER INTERMEDIATE UNIT

January 23, 2013

FINANCIAL STATEMENTS

For

December 2012
PITTSBURGH-MT. OLIVER INTERMEDIATE UNIT
INTERIM MONTHLY BALANCE SHEET - ALL FUNDS
FOR MONTH ENDING DECEMBER 31, 2012

<table>
<thead>
<tr>
<th></th>
<th>GENERAL FUND</th>
<th>SPECIAL REVENUE FUNDS</th>
<th>FIDUCIARY (PAYROLL) FUND</th>
<th>TOTAL ALL FUNDS</th>
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</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
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<td>$</td>
<td>$319,428.45</td>
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<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td>$5,389,090.67</td>
<td>$849,719.00</td>
<td>$115,457.35</td>
<td>$6,354,267.02</td>
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</tbody>
</table>

| **TOTAL ASSETS**        | $5,389,090.67| $849,719.00            | $115,457.35              | $6,354,267.02   |

| **CURRENT LIABILITIES** |              |                        |                          |                 |
| Accounts Payable        | $1,113,430.47| $7,000.00              | $                       | $1,120,430.47   |
| Payroll Accruals and Withholdings |            | $115,457.35          | $                       |                 |
| Compensated Absences    | $           |                        | $                       | $               |
| Deferred Revenues       | $1,460,719.95|                        | $                       | $1,460,719.95   |
| **TOTAL CURRENT LIABILITIES** | $2,574,150.42| $7,000.00          | $115,457.35              | $2,696,607.77   |

| **FUND EQUITY**         |              |                        |                          |                 |
| Reserve for Encumbrances| $           |                        | $                       | $               |
| Unreserved Fund Balance  | $922,433.59  | $                      | $                       | $922,433.59    |
| Current Year Revenues in Excess of Expenditures | $1,892,506.66| $842,719.00      | $                       | $2,735,225.66  |
| Invested in Equipment   | $           |                        | $                       | $               |
| **TOTAL FUND EQUITY**   | $2,814,940.25| $842,719.00          | $                       | $3,657,659.25   |
| **TOTAL LIABILITIES AND FUND EQUITY** | $5,389,090.67| $849,719.00          | $115,457.35              | $6,354,267.02   |

Check Balance $ - $ - $ - $ - $
PITTSBURGH-MT. OLIVER INTERMEDIATE UNIT
MONTHLY REPORT OF CASH AND INVESTMENT ACCOUNTS
FOR THE MONTH ENDING dec 31, 2012

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<td><strong>INVESTMENT ACCOUNTS</strong></td>
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**CASH ACCOUNTS**
(All Funds)

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<td>PNC Bank</td>
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**INVESTMENT ACCOUNTS**
(All Funds)

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<th>Account</th>
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<td><strong>TOTAL INVESTMENT ACCOUNTS</strong></td>
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# PITTSBURGH-MT. OLIVER INTERMEDIATE UNIT

## EXPENDITURE ANALYSIS

**GENERAL FUND**

**CURRENT FISCAL YEAR TO DATE TO PRIOR FISCAL YEARS END**

AS of Dec 31, 2012

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<tr>
<th>1000 INSTRUCTION</th>
<th>YEAR END</th>
<th>YEAR END</th>
<th>YEAR TO DATE</th>
<th>YEAR TO DATE</th>
<th>YEAR TO DATE</th>
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<tbody>
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<tr>
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<th>YEAR END</th>
<th>YEAR TO DATE</th>
<th>YEAR TO DATE</th>
<th>YEAR TO DATE</th>
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<td><strong>TOTAL SUPPORT SERVICES</strong></td>
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<td>$3,331,363.44</td>
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<th>3000 OPERATION OF NON-INSTRUCTINAL SERVICE</th>
<th>YEAR END</th>
<th>YEAR END</th>
<th>YEAR TO DATE</th>
<th>YEAR TO DATE</th>
<th>YEAR TO DATE</th>
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<td>400 Purchased Property Services</td>
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<td>500 Other Purchased Services</td>
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<td>$2,751.56</td>
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<td>600 Supplies</td>
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<td>$-</td>
<td>$-</td>
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<td>$409,724.06</td>
<td>$356,503.03</td>
<td>$741,689.84</td>
<td>$346,815.36</td>
<td>$127,545.50</td>
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<td><strong>TOTAL OTHER EXPENDITURES AND FINANCING USES</strong></td>
<td>$409,724.06</td>
<td>$356,503.03</td>
<td>$741,689.84</td>
<td>$346,815.36</td>
<td>$127,545.50</td>
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| TOTAL GENERAL FUND EXPENDITURES | $8,556,393.46| $8,729,270.65| $9,394,389.00| $9,052,176.49| $2,782,657.04 |
Account Summary Report 2012-2013

**Expenditure Accounts - with Activity Only**

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<th>Fund (E)</th>
<th>Total</th>
<th>Adjusted Budget</th>
<th>YTD Expended</th>
<th>Current Expended</th>
<th>Current Encumbrances</th>
<th>Remaining Balance</th>
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<td>756,119.63</td>
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**Fund 23**

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<td>YTD Expended</td>
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<td>Current Encumbrances</td>
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<td>580,683.89</td>
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### Pittsburgh-Mt Oliver IU 2
#### Account Summary Report 2012-2013
#### Revenue Accounts - with Activity Only

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<th>Anticipated Revenue</th>
<th>YTD Revenue Adjustments</th>
<th>Current Revenue Received</th>
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PITTSBURGH-MT. OLIVER INTERMEDIATE UNIT

January 23, 2013

TRAVEL

For

December 2012
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<th>DATE(S)</th>
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<th>LODGING</th>
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TRANSCRIPT OF PROCEEDINGS

PITTSBURGH BOARD OF PUBLIC EDUCATION
PITTSBURGH-MOUNT OLIVER INTERMEDIATE UNIT MEETING
WEDNESDAY, JANUARY 23, 2013
9:15 P.M.
ADMINISTRATION BUILDING - BOARD ROOM

BEFORE:

SHARENE SHEALEY, BOARD PRESIDENT
MARK BRENTLEY
SHERRY HAZUDA
THERESA COLAIZZI
JEAN FINK
FLOYD McCREA
WILLIAM ISLER, SECOND VICE PRESIDENT
THOMAS SUMPTER, FIRST VICE PRESIDENT
DR. REGINA B. HOLLEY

ALSO PRESENT:
DR. LINDA LANE
LISA FISCHETTI
DR. JERRI LIPPERT
MR. MARK CAMPBELL
MS. LINDA BAEHR
MR. IRA WEISS
MS. JEANNINE FRENCH
MR. RONALD JOSEPH
MR. PETER CAMARDA
MS. JODY SPOLAR

REPORTED BY: DEBORAH L. ENDLER
PROFESSIONAL COURT REPORTER

COMPUTER-AIDED TRANSCRIPTION BY
MORSE, GANTVERG & HODGE, INC.
PITTSBURGH, PENNSYLVANIA
412-281-0189
P-R-O-C-E-E-D-I-N-G-S

MS. SHEALEY: I'd like to call the January 23rd meeting of the Pittsburgh-Mount Oliver Intermediate Unit to order. Mr. Weiss, can we have a roll call?

MR. WEISS: Mr. Brentley?
MR. BRENTLEY: Here.

MR. WEISS: Mrs. Colaizzi?
MRS. COLAIZZI: Here.

MR. WEISS: Mrs. Fink?
MRS. FINK: Here.

MR. WEISS: Mrs. Hazuda?
MS. HAZUDA: Here.

MR. WEISS: Dr. Holley?
DR. HOLLEY: Here.

MR. WEISS: Mr. Isler?
MR. ISLER: Present.

MR. WEISS: Mr. McCrea?
MR. McCREA: Here.

MR. WEISS: Mr. Sumpter?
MR. SUMPTER: Present.

MR. WEISS: Ms. Shealey?
MS. SHEALEY: Here.

MR. WEISS: All present.
MRS. SHEALEY: Thank you, Mr. Weiss.
Will Board Members please turn to the minutes from last month. Are there any corrections, addition or deletions? Mrs. Colaizzi?

MRS. COLAIZZI: I was not on the phone during this portion of the meeting, and it's stating in the minutes that I was, as though I voted. And I did not. So I'd like that correction for the record.

MR. ISLER: And the correction, if I may continue of the votes, because they were not 9-0 votes, they would have been 8-0 votes or 7 yes, all that has to be corrected.

MRS. COLAIZZI: Right, Mr. Isler, that's really what I was trying to get to is that it's incorrect.

MR. ISLER: Hearing that correction and no others, move to approve the minutes.

MRS. FINK: Second.

MS. SHEALEY: Isler, Colaizzi. You can't second it. I'm sorry, Mrs. Fink provided the second.

All in favor, please say aye.

(Chorus of ayes.)

MS. SHEALEY: Opposed same sign?

MRS. COLAIZZI: Aye.

MS. SHEALEY: The minutes are approved.

Mrs. Colaizzi voted against approving the minutes.
Yes, Mr. Weiss, we're good, right? Thanks.

Please turn to the Committee on Education.

There were no items pulled from the committee at Agenda Review. Are there any questions that were not addressed? Mr. Sumpter?

MR. SUMPTER: Thank you, Ms. Shealey. Not so much a question, but a comment or questions can arise from that. Item

Number 6C in the Committee on Education is for a blended learning introduction to theory and practice which is our investment in an online course. Blended learning means part online, part teacher assistance.

My concern would be could we possibly monitor this course, or could we possibly glean information from that that would be of benefit to the District? So that's what I ask in that.

If we're doing this investment and paid for it, can we learn something from it ourselves. So it's more or less a hope or a desire. Doesn't have to be answered at this time. But I think we should keep that in mind that as we move along, there may be opportunities that we create or bring about blended learning, online learning. We already have an online academy, but a blended learning is little more than
just that, so it's part online and part not. But if there is anything we can get from this, I would appreciate it.

MS. SHEALEY: Ms. Baehr?

MS. BAEHR: So Mr. Sumpter, that's an excellent question and Dr. Lippert's team has already contacted me to talk to Ellis to see if they can observe how they are going along with this procedure. And so we'll wait until they get back to us.

MR. SUMPTER: Thank you.

MS. SHEALEY: Seeing no other questions, Mr. Weiss, may we have a roll call, please?

MR. WEISS: Mr. Brentley?

MR. BRENTLEY: Yes.

MR. WEISS: Mrs. Colaizzi?

MRS. COLAIZZI: Yes.

MR. WEISS: Mrs. Fink?

MRS. FINK: Yes.

MR. WEISS: Mrs. Hazuda?

MS. HAZUDA: Yes.

MR. WEISS: Dr. Holley?

DR. HOLLEY: Yes.

MR. WEISS: Mr. Isler?

MR. ISLER: Yes.

MR. WEISS: Mr. McCrea?
MR. McCREA: Yes.

MR. WEISS: Mr. Sumpter?

MR. SUMPTER: Yes.

MR. WEISS: Ms. Shealey?

MS. SHEALEY: Yes.

MR. WEISS: Report's approved.

MS. SHEALEY: Thank you, Mr. Weiss. Please move on to the Committee Report on Business that's before us. Are there any questions on the report that were not addressed at Agenda Review?

Seeing none, Mr. Weiss, may we please have a roll call?

MR. WEISS: Mr. Brentley?

MR. BRENTLEY: Yes.

MR. WEISS: Mrs. Colaizzi?

MRS. COLAIZZI: Yes.

MR. WEISS: Mrs. Fink?

MRS. FINK: Yes.

MR. WEISS: Mrs. Hazuda?

MS. HAZUDA: Yes.

MR. WEISS: Dr. Holley?

DR. HOLLEY: Yes.

MR. WEISS: Mr. Isler?

MR. ISLER: Yes.

MR. WEISS: Mr. McCrea?
MR. McCREA: Yes.

MR. WEISS: Mr. Sumpter?

MR. SUMPTER: Yes.

MR. WEISS: Ms. Shealey?

MS. SHEALEY: Yes.

MR. WEISS: Report's approved.

MRS. SHEALEY: Thank you, Mr. Weiss. There are no personnel items this evening for Pittsburgh-Mount Oliver Intermediate Unit. Are there any other items that need to be brought before the Board at this time?

MR. ISLER: Motion to adjourn.

MRS. COLAIZZI: Second.

MS. SHEALEY: Isler, Colaizzi. All in favor?

(Chorus of ayes.)

MS. SHEALEY: This meeting is adjourned. (Thereupon, at 9:21 p.m., the Pittsburgh-Mt. Oliver Meeting was concluded.)
C-E-R-T-I-F-I-C-A-T-E

I, Deborah L. Endler, the undersigned, do hereby certify that the foregoing seven (7) pages are a true and correct transcript of my stenotypy notes taken of the Pittsburgh-Mount Oliver Intermediate Unit Legislative Meeting, held in the Pittsburgh Board of Public Education, Administration Building, Board Committee Room, on Wednesday, January 23, 2013.

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Deborah L. Endler, Court Reporter

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