

**Oliver City Wide Hub & Satellites
Staff Handbook
2023-2024 Academic School Year**

Dear Oliver Citywide Academy Staff:

Welcome back to Pittsburgh Oliver City Wide Academy!

I hope this message finds you well rested after what I hope has been a rejuvenating summer break. As we gear up for another exciting school year, I want to extend a warm welcome back to some and welcome to others.

This year will be one of change and challenge. We are embarking upon a reorganization that will create more opportunities for our students to move to the learning environment that best meets their educational needs. Your talent, dedication, flexibility, and commitment will enable us to create learning environments that will nurture creativity, curiosity and student achievement.

As we embark on this journey of transformation, let's remember the impact each of you will have on shaping the hearts and minds of our students. Your role is pivotal as we endeavor to create and grow a positive atmosphere within our school community. I am excited to see the incredible ideas and contributions each of you will offer this school year.

This handbook should be used as a first step to questions that may arise as you prepare to work with students. This is a document that will be revised to reflect questions and concerns that emerge over the course of the year. Please do not hesitate to bring your questions, suggestions, and concerns to me or Assistant Principal McCrohan.

Let's make this school year one filled with growth, collaboration, and memorable moments. While our work is challenging, it is rewarding as we have the opportunity to change students' lives. I am truly grateful to work with such an exceptional team of professionals.

Welcome back, and I know this year will be a noteworthy one!

Wishing you all the best,

**Dr. Bernard Taylor, Jr.
Principal on Special Assignment**

**Ms. Tara McCrohan
Assistant Principal**

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School Addresses & Phone Numbers

HUB

Pittsburgh Greenway, 5th floor

1463 Chartiers Ave

Pittsburgh, PA 15220

Phone: (412) 529-3190

Satellites

Pittsburgh Martin Luther King

50 Montgomery Place Pittsburgh, PA 15212

Phone: (412) 529-4160

Pittsburgh Perry

3875 Perrysville Ave

Pittsburgh, PA 15214

Phone: (412) 529-3400

Pittsburgh University Prep @ Milliones

3117 Centre Avenue

Pittsburgh, PA 15219

Phone: (412) 529-5900

Absences (Staff)

Frontline is the online system PPS uses to schedule substitutes whenever a teacher is absent. When teachers are absent and a substitute is needed, each absence is listed on Frontline and substitute teachers can sign up at any time to teach at particular schools in particular subjects on particular days. The Frontline website is <https://www.pghschools.org/frontline>. Information on how to login and use Frontline is provided by human resources or you can ask the school secretary.

The following absence codes should be used when submitting an absence in Frontline:

AAS – Trainings, seminars, conferences, and field trips (when using this code, please email the school secretary to clarify the specific type of activity)

CSS – Court Subpoena (Not Jury Duty)

FUS – Death in the Family

JDS – Jury Duty

MLS – Military Service

PLS – Personal Leave Day

SKS – Sick Leave Day

VAS – Vacation Day (12-month employees only)

If you call off after the school day begins, please call the secretary at the HUB and text administration. You will be responsible for finding your coverage.

The district encourages all employees to be in attendance and punctual to the fullest extent possible. To this end, excessive absences and tardiness will be addressed via the district's corrective action guidelines. These guidelines are included via this link:

[Attendance Improvement Program Guidelines](#)

Circumstances may warrant a leave of absence or a request for family medical leave. Please contact district Human Resources staff who will provide you with assistance with the request for approved leave.

Coverages

Unfortunately, when teachers are absent, a substitute may not always be assigned to that teacher. If there is no substitute, teachers will be required to cover the absent teachers' classes at each site. Report promptly to any coverage assigned. Please keep students in their assigned classroom unless otherwise assigned by the office. There should be a substitute folder for the teacher covering your class. The "sub folder" should include:

- Class list
- Schedule
- IEP @ a glance
- Seating arrangements
- Lesson plans
- And any other pertinent information to assist the teacher covering

Professional Workday

All staff members should sign into their site at the start of each day. Staff should report to their duty by **7:50 AM each school day and are permitted to sign out after 2:35 PM for teachers**. No one is permitted to record another staff member's signature or times under any circumstances. **There will be one staff meeting from 2:20-3:20pm each month beginning in September.**

Staff Lunch

All staff members are entitled to a 30-minute duty-free lunch during the school day.

Staff Sign-in/Sign out.

Staff must sign in every morning and when she leaves the building. This information is needed to account for everyone in the event of an emergency. There will be a QR code Scan Sheet located at each site. Please use this QR code to scan in and out when you arrive and dismiss from the building each day.

Substitutes

All teachers must create a substitute folder easily accessible by staff members. Specifically, the ITL or site coordinator needs to know where the substitute folder is kept. The substitute folder must contain the following items and be updated regularly:

1. Class Rosters
2. Seating Charts
3. Your Schedule - Make sure to include any extra duty assignments as well and activity and advisory periods
4. Description of Class Routines - How to take attendance, take hall pass info, collect work, etc.
5. Classroom Rules Sheet
6. All necessary materials for the lesson(s). Copies of necessary handouts for the lesson should be prepared in advance.
7. Extra supplemental work - In case the students finish their work on Moodle with time remaining in the period.
8. Any special student needs that a sub would need to be aware of
9. It would also be helpful to give the sub a list of students that would be helpful and dependable

Support Assignments

All staff members have a support assignment every day. Support assignments include AM arrival and breakfast supervision, AM metal detectors, hall supervision, AM or PM bus duty, etc. An updated support assignment list will be distributed at the beginning of each quarter. Some of the specific duties regarding each support assignment will be noted below:

Metal Detectors Procedures

- Staff members assigned to AM Metal Detector duty will report at **8:00 AM to 8:10am**
- Non-latex gloves are provided.
- Students will place their unzipped bags on the table and proceed through the metal detectors. Staff will search the bags and place all searched bags on the second table to be retrieved by the student.

Items NOT permitted in the building. If these items are found, give the items to the Security Officer or the Administrator:

Weapons and Dangerous Instruments

- Any item that could inflict serious bodily harm or injury, including mace/pepper spray and lasers

Drugs/ Medications

- Over-the-counter medications
- Prescription drugs in their original containers NOT approved by the school nurse
- Miscellaneous pills, or drugs not in the original container

- Refer to item #7 on page 6 of the PPS Code of Student Conduct

Tobacco Products and/or accessories

- Cigarettes/ Chewing tobacco
- Lighter/ Matches
- Vaping devices/paraphernalia

Liquids- Not Permitted

- Open beverages
- Colored liquids
- Unsealed container

Liquids- Permitted

- Sealed beverages in the original container

Support Roles

Allegheny County Department of Human Services Office of Behavioral Health

- Counselors can access the Allegheny County Department of Human Services Office of Behavioral Health mental health liaison during the bi-monthly child study team meetings. The liaison is a higher level of coordination to ensure that child-serving systems will work together to provide coordinated services to support a student's success.

Child Study Team

CST The purpose of the CST is to evaluate and design appropriate programming for students who are experiencing learning, health, and/or behavioral difficulties. Each CST will be comprised of OCA staff at all levels and/or PSE, school-based service providers, and other representatives from child-serving systems. The CST meets bi-monthly and the OCA counselor will attend all meetings.

Human Services Administration Organization (HSAO)

Universal Referral for Family Links and HSAO

When a student and family are in agreement that HSAO service coordination should be initiated, this form must be completed. It then must be brought to the following Child Study Team meeting. At that time, HSAO will contact the family and schedule the initial meeting within two days.

OCA Counselor

- Responsible for identifying student needs and connecting students and families to appropriate supports and services within OCA and the community as well as providing individual and group counseling and psychoeducation to students on an as-needed basis based on assessment. The OCA counselor will document how a student's needs are being addressed. The OCA counselor will facilitate ongoing communication between the school, parents/guardians, home school, and any other child-serving system involved while maintaining a strength-based relationship with all parties involved.
- The OCA counselor (in addition to the administration) should be the single point of contact with all involved agencies, including those housed within the building, such as school-based mental health.
- The OCA counselor will also coordinate with all members of students' OCA teams to ensure that all staff have the necessary information to work successfully with individual students while maintaining the appropriate level of confidentiality.
- The OCA counselor will also become familiar with students' educational goals, plans, and progress and be an active member of IEP teams.
- The OCA counselor will assist with crisis response efforts where appropriate and is the lead on safety assessment and 302 procedures and ChildLine reporting. The OCA

counselor may also facilitate safety plans for students and assist with mediation and restorative practices.

- The OCA counselor will support OCA enrollment and transition to comprehensive schools and other district programs. The OCA counselor will support students' progress towards graduation by creating student schedules and maintaining academic transcripts, including entry of transfer credits into the information system and ongoing quality control measures.
 - OCA counselors will also audit students grades and attendance and work with students' academic teams to develop and implement interventions that will enable students continued academic progress. When necessary, OCA counselors will also connect students to credit recovery opportunities. The OCA counselor will assist with postsecondary planning activities and connecting students to extracurricular opportunities, including employment-related experiences, recreational activities, and interscholastic athletics/clubs at their home schools. The OCA counselor will develop, implement, and/or support school-wide initiatives aimed at creating positive school culture, improving student behavior and safety, and teaching social and life skills
 - Summer Duties
 - OCA student needs to continue through the summer months. Summer planning for students occurs throughout the school year in team meetings. The counselor and team make individual plans, setting academic and behavioral goals as needed for the student. Counselor summer hours can be created individually based on student need and at the discretions of the OCA administration. Please use the attached documentation for your summer planning **Top of Form**
 - Counselors should be notified if a parent/guardian comes into the school for a scheduled or unscheduled visit. **Bottom of Form\Psychiatric Evaluation with Dr. Lutka**

Immediate Notification Required to a Counselor

	Timeframe for Notification	Who to Tell
Suspected Child Abuse/Neglect	Immediate	Primary counselor
Suicidal/Homicidal Statement/Intent	Immediate	Primary counselor
Student suspected of being under the influence of alcohol or other drugs	Immediate	Administration/School nurse
Serious medical condition	Immediate	Administration/School Nurse
Suspected weapon violation	<i>Immediate plus referral</i>	Administration/School Security
Suspected mental health crisis	Immediate	Primary counselor
Sexual harassment or bullying	<i>Same day plus referral</i>	Primary counselor
Restraints	<i>Same day plus RISC form and FBA</i>	Primary counselor
Sexual misconduct	<i>Immediate plus referral</i>	Primary counselor

Safety concerns (propped door, entering without security check, etc).	Immediate <i>plus referral</i>	Administration/School Security
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Contact another team-level counselor if you attempt to notify the primary counselor and that person is unavailable. If no team-level counselor is available, contact any counselor. If no counselors are available, notify the administration.

- All counselors should have access to the full packet of information that includes the Initial assessment form, Consent to evaluate, Authorization for release of information, and student update forms. These are available electronically and have been put in the OCA shared drive.
- For initial evaluations, guardians (parent/foster parent, etc) MUST ATTEND.
- If another party has medical guardianship, they must at least be available by phone to give consent for medication.
- For follow-up appointments, the guardian should attend; if Dr. Lutka has agreed in advance, the guardian may participate BY PHONE, but must still participate (unless the student is older, and this has been agreed upon in advance).
- Please provide Dr. Lutka with the student's current IEP and RR for her to review prior to the initial evaluation. Update Dr. Lutka as changes are made to educational paperwork throughout the year.
- Releases of information must be obtained, then please attempt to get as much background information on the student as possible. Document your attempts.

FOR INITIAL EVALUATIONS (1.5 HOURS)

Initial Assessment form

These forms must be filled out as thoroughly as possible before the evaluation. A lack of information can interfere with the evaluation process. The data is to be obtained from the student and the parent. If they cannot complete it independently, please assist them using the information you have available. This should be gathered and reviewed by the counselor before the appointment.

It is CRITICAL that the insurance information is fully completed. This can be tracked down through the case manager or the pharmacy if they have filled prescriptions of any type. If Dr. Lutka's evaluation recommends medication, she needs to know what will be paid for by the insurance.

Consent to Evaluate/Treat Form-

Must be signed by the guardian (parent if involved; CYF/Kids voice/etc. if the student is in the guardianship of another program) and student if 14 or over. Although anyone 14 or over may sign into mental health treatment, best practice medication evaluations should involve the consent of a guardian unless extenuating circumstances occur.

Authorization for release of MH/MR Information from CPPS (Dr. Lutka) to OCA

Must be signed by guardian (parent if involved, CYF/KidsVoice/etc. if student is in the guardianship of another program) and student if 14 or over.

SNAPS IV assessment - Counselor to distribute to team members and receive back prior to appointment.

FOR FOLLOW UP APPOINTMENTS (30 MINUTES)

Vanderbilt forms- For ADHD assessments – Counselors are to distribute to team members and receive them back prior to the appointment.

Student update form- Counselor is to gather this information from team members and then complete it before the follow up appointment.

OTHER IMPORTANT INFORMATION

Review the appointment calendar BY WEDNESDAY. Please be aware if your student is going to be unavailable (i.e.- out of the building for a field trip, in testing, etc.) and therefore needs to be rescheduled.

Please meet with Dr. Lutka on Friday AM between 8:30-9 am for no longer than 10 minutes to review your students. This needs to occur if you have an appointment that day.

Outlook calendar "Lutka-OCA" is used for scheduling.

****YOU MUST SELECT LUTKA-OCA OR ELSE IT WILL ONLY BE ON YOUR CALENDAR AND YOU WILL BE OVERBOOKING****

When scheduling, make sure you list the student, the student's guardian's phone number, and your initials, along with the initials of other treatment team members (HSAO, CSBBH).

If there is a cancellation, mark the appointment "red". Then document why there was a cancellation (unexcused absence, sanction, excused absence, refusal, no show etc.) rather than just deleting the appointment.

If there is a critical matter regarding medication, side effects etc., please call Dr. Lutka directly (do not wait until Friday).

Dr. Lutka 412-228-9699 & tlutka1@pghschools.org – Do not give phone number or email to outside staff (unless Dr. Lutka has done so first). Otherwise, they should contact her through OCA treatment team, or you can facilitate transfer of information. These are never to be given to families or students.

Teachers and Staff Members Leaving the Building

If a teacher or staff member needs to leave the building during the school day, he or she must inform the site leader when leaving and returning. Staff members should sign in and out of the building.

Dress Code-Staff

Since we are working to create a culture of high expectations and academic excellence for all learners, it is important that staff members set an example for our students.

Bringing Friends and/or Relatives to Work

Staff members are not permitted to bring their children or relatives to school on any regular contracted day unless the student is registered and is expected to be in school that day. This does not apply for "take your child to work" day.

On "take your child to work" day, if you choose to bring your child to school, please be sure that your child is old enough to self-manage themselves. In addition, administration should be made aware.

Chain of Command

There will be times throughout the school year when an administrator is not in the building. If a situation arises that would normally involve an administrator, the **counselor** should be contacted who will designate a person to handle the situation. For instance, if the situation involves student behavior, the school guidance counselor will intervene.

For all emergency situations (fire alarm, etc.), the **staff site coordinator** will be in charge. The staff site coordinator is responsible for providing daily updates on what occurred in the building to administration. The site leader will receive an extended day differential so that there is sufficient time for after-school meetings, writing summaries of the day, and when warranted, supervising students. The site leader will be nominated by his/her teammates on a site-by-site basis.

All questions regarding curriculum, assessments and materials should first go through the departmental ITL.

Bell Schedule

The bell schedules will be the same at the OCA hub and the satellite programs. A copy of the bell schedules is included for your review:

2023-2024 Bell Schedules for Oliver Citywide Academy sites

Teacher start/end times: 7:05 a.m./2:35 p.m.

Teacher Preps start at 7:05 a.m. and end at 7:50 a.m.

**Paraprofessionals including security will have a choice of start times. They are:
7: 30 a.m. to 3:00 p.m. or 7:45 a.m. to 3:15 p.m.**

All staff will report to morning duties by 7:50 a.m.

Paraprofessionals and security personnel will monitor students upon arrival.

Grades 3-5		
Homeroom	8:00 a.m.	8:15 a.m.
Period 1	8:15 a.m.	9:00 a.m.
Period 2	9:00 a.m.	9:45 a.m.
Period 3	9:45 a.m.	10:30 a.m.
Period 4	10:30 a.m.	11:15 a.m.
Period 5 Lunch/Recess	11:15 a.m.	12:00 p.m.
Period 6	12:00 p.m.	12:45 p.m.
Period 7	12:45 p.m.	1:30 p.m.
Period 8	1:30 p.m.	2:15 p.m.
Student Dismissal	2:15 p.m.	
Staff Flash Meeting	2: 20 p.m.	2:35 p.m.
Teacher Dismissal	2:45 p.m.	

Grades 6-8		
Teacher arrival/preparation	7:05 a.m.	7:50 a.m.
Homeroom	8:00 a.m.	8:15 a.m.
Period 1	8:15 a.m.	9:00 a.m.
Period 2	9:00 a.m.	9:45 a.m.
Period 3	9:45 a.m.	10:30 a.m.
Period 4	10:30 a.m.	11:15 a.m.
Period 5 Student HR teacher Lunch/Recess	11:15 a.m.	12:00 p.m.
Period 6	12:00 p.m.	12:45 p.m.
Period 7	12:45 p.m.	1:30 p.m.
Period 8	1:30 p.m.	2:15 p.m.
Student Dismissal	2:15 p.m.	
Staff Flash Meeting	2:20 p.m.	2:35 p.m.

Teacher Dismissal	2:45 p.m.	
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9-12		
Teacher arrival/preparation	7:05 a.m.	7:45 a.m.
Homeroom	8:00 a.m.	8:15 a.m.
Period 1	8:15 a.m.	9:00 a.m.
Period 2	9:00 a.m.	9:45 a.m.
Period 3	9:45 a.m.	10:30 a.m.
Period 4	10:30 a.m.	11:15 a.m.
Period 5 Student/HR teacher lunch	11:15 a.m.	12:00 p.m.
Period 6	12:00 p.m.	12:45 p.m.
Period 7	12:45 p.m.	1:30 p.m.
Period 8	1:30 p.m.	2:15 p.m.
Student Dismissal	2:15 p.m.	
Staff Flash Meeting	2:20 p.m.	2:45 p.m.
Teacher Dismissal	2:45 p.m.	

Classroom Culture Plan

Our essential goal for our school year will be *to build a Learning-Focused School Climate* that recognizes the impact of trauma. One component in doing so is creating a classroom culture plan. Students spend most of their time in classrooms, and a classroom culture of trust and acceptance must be established for all students to feel empowered by their voices. Creating safety in the classroom does is an essential component of a trauma informed school and classroom and should be a part of the culture of a teacher’s class from the first day of school. This plan acknowledges all students’ cultures and identities. The classroom culture plan is critical in providing the foundation for establishing a climate in which all students are welcomed, supported, seen, heard, and valued to become equal members in the classroom.

The classroom culture plan must include the following items:

- **Set up a welcoming space**
 - Classrooms should be representative of a diversity of cultures and identities, with images, books, quotes, languages and celebrations.
 - Create opportunities for all voices to engage in the classroom and discussions

- **Develop Classroom Agreements**
 - Shared (student and teacher) development: What are our mutual expectations?
 - Example Agreements: *Use preferred names and pronouns, make a commitment to learning and understanding, Support each other’s learning.*
 - Classroom agreements should be visible (Schoology page or w/in the classroom)
 - How will a student know that he/she is meeting the classroom agreements?
 - How will a student be supported when there is difficulty meeting the classroom agreement?

Classroom Discipline and Pain-based Trauma

The PBIS schoolwide plan clearly spells out the different types of classroom behaviors that students may exhibit and how to work with the students.

Pain-based trauma may be relevant to how a student behaves or reacts to certain situations. It is vitally important that student behavior plans and individual crisis management plans detail how pain-based trauma will be addressed.

In many cases, classroom misbehavior allows you to reteach your expectations and ensure that your classroom routines and procedures are clearly understood. The Life Space Interview (LSI) will be the data collection tool that will be used. We want to help students understand why the behavior happened and what could be done to prevent the behavior from re-occurring.

It is essential to consider and implement a continuum of interventions to address specific student behavior. In addition, documentation must reflect the individual courses of action implemented to manage student behaviors.

However, there are times when it is appropriate to elicit the help of other staff members when misbehavior escalates or is a continuous issue that takes away from the learning of other students. It is important to remember that if disciplinary action is required, the teacher contacts a parent to inform and discuss the situation. Please refer to the Student Code of Conduct for SY 2023-2024. This can be used as a quick reference. It is also important to note that any disciplinary interventions will be in line with current District policy and the State Code. Some interventions for students who are classified as special education may be different than students who are not. Also, please keep in mind that restorative practices and Guidance Interventions/Continuum of Approaches which are alternatives to exclusionary practices must be used in place of and/or in addition to administrative action steps.

Classroom Learning Expectations

Students should be aware of the learning standard addressed during the lesson. Every class period, teachers must post the following things in the classroom (or in Schoology):

- **Learning intention (What)**
- **Relevance (Why)**
- **Agenda (How)**
- **Essential Question(s)**

Teachers are responsible for understanding the following:

- **Grade-level curriculum**
- **Assessment tools**
- **IEPs**
- **Compliance dates for RRs and IEPs**
- **Data that substantiates student progress**

Setting Conditions for Learning in a Trauma Sensitive Classroom

As teachers create trauma sensitive classrooms, they must ensure that students feel safe, welcome, supported, and are responsive to the impact of trauma on learning.

We also know that there are several spaces within a caring and responsive classroom. These spaces include:

Ideological Space

Teacher responsibilities:

- Communicates a cohesive school philosophy of caring
- Supports developmentally appropriate learning.
- Provides opportunities for students to participate in activities, including incentives, field trips, and extracurricular activities
- Involves students, families, and staff members in decision making

Physical Space

Teacher responsibilities:

- Makes good use of space including places for caring, e.g., calming spaces, sensory rooms, and/or hallways
- Is clean, orderly, inviting
- Feels safe and nurturing
- Has adjustable lighting and reasonable calming noise level
- Is furnished and decorated appropriately for the age group of students to the classroom

Cultural Space

Teacher responsibilities:

Develop culturally responsive staff

Accepts and celebrates cultural differences and worldviews

Is sensitive to diverse social identities

Supports and encourages family involvement

Allows for culturally diverse staff-student interactions

Social Space

Values attachments and developmental relationships

Recognizes the importance of students' needs to feel safe, cared for, and valued

Balance's structure and flexibility to meet individual and group needs

Creates opportunities to participate and contribute

Has goals, structure, and designed to help students develop skills and readiness to learn

Allows for practice of important life skills

Emotional Space

Takes into consideration specific effects of trauma

Facilitates an atmosphere of safety and acceptance

Encourages warm and responsive relationships

Requires emotional competence

Allows for the developmental of co-regulation and self-regulation skills

Contributes to students' learning

Communication with Students

It is never appropriate to use obscene, vulgar, or profane language in the presence of students or when communicating with students. Remembering that faculty members set an example for our students is important. School faculty members should always maintain professionalism when communicating with students. Successful educators should always teach and model school-wide expectations.

District Resources

Most District resources are available via the Pittsburgh Public Schools website at www.pghschools.org. Some areas of the website are accessible only to PPS employees, so please be sure to “sign in” on the main page (upper left-hand corner).

School Closings and Delays

Sometimes it is necessary to close or delay school opening when extreme weather or building emergencies make it impossible to open. If you suspect school might be delayed or closed due to inclement weather, please tune in to a local radio or television news channel. In addition, the school district will post all school closures and delays on the school district website, www.pghschools.pa.us. In the event of a 2-hour delay, staff members are still required to report to school at the usual time, or as soon as it is safe to do so.

Early Dismissal Policy for Students

A request for early dismissal must be **documented and submitted** to the main office on the morning of the day of the dismissal. The request must include a telephone number to contact the parent/guardian to verify the early dismissal request.

Electronic Devices

Cell Phones, Headphones, Air pods and Other Electronic Devices Students are collected Students should not use their cell phones for social media, such as a camera, calculator, or text messaging, etc., from the beginning to the end of the school day. This includes smart watches and air pods/earphones.

IPADS, PERSONAL GAMING DEVICES, PERSONAL COMPUTERS, IPODS, MP3 Players, radios, etc. are not allowed. If any student is in violation, these items will be confiscated by the staff member and the same consequences will follow as a phone violation. Multiple offenses may result in the item being held until the end of the school year. **The school is not at all responsible for lost or stolen items.**

Field Trips

Trips out of the building with students should be preplanned with team approval, and a teacher, counselor, or administrator must obtain parent/guardian permission.

Counselors must be notified if students are being taken out of the building as there may be appointments scheduled that other team members are unaware of, that cannot be missed.

Walking Field Trips

Given our unique program and the fact that we are in different locations, our students often learn outside the classroom walls. We refer to these experiences as “walking field trips.” Teachers may not always send home information regarding walking field trips. **Walking Field Trip form template will be provided for each teacher.**

A “walking field trip form” should be completed at least one week before your anticipated walking field trip. The form should be submitted to an administrator for approval. Ensure you take important contact information for each student with you and are aware of any special medical needs (**i.e., check with the nurse**). The nurse should be notified at least one week in advance for walking field trips. If students are going to miss more than your period of instruction, please be sure that other teachers are notified in advance.

Traditional Field Trips

Students will also take part in more traditional field trips that require transportation and may take longer during the day. In these cases, a “traditional field trip request form” must be completed two to three weeks before your anticipated trip and submitted to an administrator. All necessary signatures on the form must also be retrieved.

No trip will be approved during the last six days of a quarter or the first three days of a new quarter. If the trip is approved, the school will cover the cost of transportation. However, all other costs are the responsibility of the students and the teacher. You must follow the procedures below:

- **Parents must be informed of the trip through a student field trip permission slip which can be downloaded.** This form must be signed and returned to the teacher and kept in the teacher’s possession during the field trip.
- Students must have an **emergency care card** on file at each site. If the student does not, the student will have to stay back in the building during the trip. The teacher is responsible for arranging classes for the student to attend.
- Send a list of attendees to the school nurse **two-three weeks in advance** so that she can get the “Bag ‘o Meds” ready and/or arrange for an LPN to administer medicine to affected students. If this procedure is not followed, the trip will be canceled.
- Send a list to affected **staff and faculty** at least a week in advance of the trip.
- Send a list to the **cafeteria** so they can plan appropriately if students are missing lunch. Also, if you need brown bag lunches for students, you can coordinate this in advance with the cafeteria manager.

If your field trip requires student transportation, you must coordinate with a local bus company before the trip. This may be done with the transportation coordinator (paraprofessional). In addition, it is recommended that you follow up with the bus company the day before the trip to ensure that everything is in place. Traditional field trip forms will be provided by the secretary for each teacher upon request.

Fire Drills and Other Evacuations

All staff must know the appropriate exit procedures for their classrooms or work areas. Fire drills and other evacuations must follow the protocols in your classes’ building. Every classroom must have a sign near the doorway explaining the procedures for exiting the building. Teachers should also have a “Fire Drills and Evacuations” folder in their room that includes these procedures and the red “need help” sign. Please follow these procedures:

- Students must exit the building with their teacher.
- Turn your lights out and lock the door behind you; make sure that all the students are out of the classroom!
- Take a roster of students with you that includes names and phone numbers
- Walk calmly down the hallways, stairs and out the exits
- If you need help or assistance, please hold up your red **“need help”** sign.

- Escort students back into the building when called by an administrator. Enter the building having each of your students go through the metal detector, and then to your classroom.
- Teachers not assigned to a specific class should help assist colleagues on the way out and help with metal detectors on the way back into the building.

**Our “safe haven” if needed is determined by each host building. The site leader should confirm the location of the safe haven and share this information with all team members.

Lockdowns

There are two types of potential lockdowns. In each case, the announcement will be made via the PA. Each announcement is below, along with an explanation.

1. “At this time, we will implement a shelter-in-place throughout the school. All students and staff members must remain in classrooms. Please continue with instruction.”

In this case, we are being cautious, however, teaching and learning should still occur. There is no immediate threat inside the building. Quickly move any student from the hallway or restroom into the nearest classroom.

2. “At this time, we will implement a shelter-in-place throughout the school. All students and staff members must remain in classrooms –lock your doors and move all students away from the door and windows as quickly as possible.”

In this case, there is a serious concern in the building, and safety is our priority. Pull all students from the hallway and restroom into your classroom quickly. **Please stay quiet.**

The principal or other staff members, as directed by the principal will notify 911, contact the school safety department and provide police officers with the school floor plan. A description of the intruder will be provided to all parties as well. Staff will receive additional communication from the administration through the **cell phone distribution list that has been created (by text)**. Teachers will inform the office staff of missing students in their classrooms and keep students informed of the situation. Parents and guardians will be notified as quickly as possible.

Student Grading System

All classes will use the Pittsburgh Public Schools grading scale:

- A 100% - 90%
- B 89% - 80%
- C 79% - 70%
- D 69% - 60%
- E 59% - 50%

Using the same language to describe learning activities and assessments.

- *Test, quiz, project, essay* → Use these names to refer to activities in TAC.
- *Classwork, practice* → Use these names to refer to skill-building items that do not go in TAC.

Instructional Practices

All teachers will incorporate the following in each Unit of Study:

- Pre-Testing
- Rubrics for learning
- Formative assessments– (common formative assessments if more than one teacher teaches the class)
- Differentiation of activities and assignments as informed by pre-testing
- Summative assessment
- Implementation of PBIS
- Processes to track and measure student growth and mastery
- Differentiation and support for students to gain mastery

*Teachers will follow the specially designed instruction as described within the IEP. *

Attendance Record-keeping for Students

It is very important that classroom teachers take accurate attendance of students each period of the day. Classroom attendance is marked online in the eSchoolPlus grade book.

When a student returns to school from an absence, he or she will provide the teacher with an excuse showing the reason for the absence. The attendance record will then be changed by the SDSS (i.e., medical absence, excused absence, etc.), not by the teacher. All early dismissals will be recorded by the SDSS. Teachers are responsible for compiling and sharing the written early dismissals from parents/guardians.

****Teachers must keep updated class lists. ****

Disciplinary Referral Forms

Procedure for submitting a disciplinary referral

1. Teachers will enter classroom infractions directly into eSchoolPlusTAC.
2. Teachers will follow the Student Code of Conduct Handbook for 2023-2024 for appropriate Guidance Interventions and Continuum of Approaches according to the Level of infraction. Teachers will be asked This discipline data will be available for grade-level team and climate and culture meetings to better support our PBIS initiatives.

****Note: there should be interventions documented and in place before writing a referral to administration and noted in the referral****

Laptops

All students have access to a laptop computer throughout the school day. In addition to specialized technology classes and training for our students, we offer on-site technology repair and assistance. Our Technology Liaison for the 2023-24 school year is Mr. Volk. Please consult with him concerning any technology related issues. If necessary, he will assist with submitting support tickets for yourself or students.

Individualized Education Plan (IEP) Case Manager

The IEP case manager is responsible for the IEP paperwork for students on their caseload.

When must an IEP Meeting be held?

An IEP Team must meet when any of the following occurs:

- A student has been assessed pursuant to an assessment plan. This includes initial assessments, triennial assessments, or other assessments.
- At least annually, to review the student's progress and eligibility and make necessary revisions,
- A student demonstrates a lack of anticipated progress.
- The parent or District staff member requests a meeting to review the IEP. Note: IEP meetings must be held as frequently as they are requested. There is no legal limit to the number of IEP meetings that may be requested.

- After a restraint
- There is student misconduct that results in a second suspension.
- The student reaches eight cumulative days of suspension.
- If suspensions continue, on day 11, when the student must return to the school site and an IEP meeting is held to determine appropriate services.

Timelines for Annual Review IEP Development:

- Invite parents to IEP meetings by sending the invitation to the family at least 10 calendar days before the annual review is required.
- IEP must be developed with the parents on an annual basis based on the annual IEP review date.
- IEP must be implemented no later than 10 school days after the parents have approved the IEP and

Notice of Recommended Educational Placement (NOREP).

- If no annual Notice of Recommended Educational Placement (NOREP) is issued, the IEP must be implemented 10 school days after it is developed.
- Prior to implementation, the IEP must be completed and distributed to the parents, student file, and teachers who must implement the IEP.

Timeline for IEP Development after a Reevaluation Report:

- Reevaluations are required once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.
- The PARC Consent Decree requires students with an intellectual disability to be reevaluated every 2 years.
- Reevaluation for students with an intellectual disability may not be waived.
- The reevaluation must be completed and presented to the parents within 60 calendar days (not including summer days) of parental consent and by the anniversary date of the previous Evaluation/Reevaluation Report.
- A copy of the reevaluation report must be given to the parents at least 10 school days prior to the meeting.
- If time is limited and or if the parent requests, the 10-day waiting period can be waived if the parent agrees and signs the 10-day waiver.

- Student's IEP must be reviewed and revised within 30 calendar days of the completion of the reevaluation report.

The IEP Invitation and Parent Participation

- The law greatly emphasizes parents' participation in the IEP Team meeting. The school must take steps to get one or both students' parents to attend the IEP meeting. That means the school must notify both parents of the meeting early enough so v.
- PPS must take steps to ensure that the Parent is present at the IEP Team meeting or is afforded the opportunity to participate, by notifying the Parent of the meeting early enough (no less than 10- days prior) to ensure that the Parent will have an opportunity to attend and schedule the meeting at a mutually agreed time and place.
- The notice of the meeting must tell the parent the meeting's time, date, location, and purpose.

****Documentation is required of attempts to reach a parent/guardian; attempts should be made at a minimum of 3 different days and 3 different ways****

IEP Team Members

- Special education teacher: At least one special education teacher or special education provider (for example, the student's learning support teacher or speech therapist);
- Regular education teacher: At least one regular education teacher (if the student is, or may be, in any regular education classes);
 - Related service providers;
- An LEA: (a school official qualified to provide or supervise specially designed instruction, who knows about the school's resources, and who is familiar with the general education curriculum (usually this is the building principal, assistant principal, special education director or designee);
- Someone who can interpret the student's evaluations (this does not have to be a separate person, so the student's case manager could fill this role – if it is a separate person, it is usually the school psychologist);
- A gifted education representative: if the IEP is being written for a student with a disability who is also gifted;
- The student: when appropriate. The student must be invited to the meeting if postsecondary goals and transition needs are discussed at the meeting (this is required if the student will be 14 during the course of the IEP). If transition needs are not going to be discussed, then it is up to the parent to decide whether the
- Career and Tech Ed. Rep.: When IEP teams are considering placement of students with IEPs in vocational programming, faculty from the vocational programs in which students are recommended for placement must participate as members of the IEP;
- Community Agency Rep.: To the extent appropriate and with parental consent, the LEA must invite, after receipt of parental consent, a representative of any participating agency that is likely to be responsible for providing or paying for transition services if during the meeting there will be discussion about the student's postsecondary goals and related transition services. If the Community Agency Rep is unable to attend the IEP meeting, that person may still submit information to the IEP team that is relevant to the planning of transition services so that appropriate and meaningful planning may be completed.
- If a parent elects to bring an attorney to an IEP meeting, the district may choose to reconvene the meeting at a time when the district's attorney is available to attend the IEP meeting. ****Please notify**** your program officer of these situations right away.
- There are times when an interpreter is needed for parents with deafness or parents whose native language is not English. Please check the student's PSE Language Interpretation form (uploaded in IEP Writer) if you are unsure.

- If the parents cannot attend the meeting in person, the school must offer the family other ways of participating in the meeting, including conference calls and must document the following:
- If the family does not participate in person or by phone, the school can hold the meeting without the parent – but it must keep a detailed record of its efforts to get the parent to attend.
- These efforts should include at least three invitations/attempts, all of which must be documented in the Parent Call Log in IEP Writer and the other information section of the IEP.
 - Remember the key is 3 different ways on 3 different days. (i.e., phone call, an invitation sent home, email, send the invitation sent home certified, etc.)

Information Security Policy

The District has an information security policy that preserves the confidentiality of information to protect individuals' right to privacy. Information gained or available due to the performance of one's duties may not be discussed with, or revealed to, unauthorized individuals. Users are granted access to a wide variety of information solely for performing routine tasks and assignments. It is important that each individual recognizes the need to protect the privacy rights of students and fellow employees and that the **unauthorized release of business-related information** could have a detrimental effect on the mission of the District. Each user should recognize his or her major role as an individual link in this privacy chain.

Instructional Cabinet

The Instructional Cabinet members are:

ITLs

The following staff members are ITL's for the 2023-2024 school year:

- Counselors: TBD
- ITL (6-8): Ms. Wasielewski
- ITL (9-12) TBD
- Site Leaders
- RBTs (6-8) and (9-12)
- Security

Keys

All staff members will receive keys to their classrooms and workspaces. Keys must always be kept secure and **should never be given to a student for any reason.**

Faculty Meetings

Faculty meetings occur on the first Wednesday once per month from 2:20-3:20 (excluding when there are school district holidays and during September). These meetings are mandatory for all staff members.

The faculty meetings for the 2023-2024 school year are listed below:

September 6, 2023	October 4, 2023	November 1, 2023
December 6, 2023	January 3, 2024	February 7, 2024
March 6, 2024	April 3, 2024	May 1, 2024
		June 5, 2024

Meeting Protocols/Procedures/Leads

Counselors are the single point of contact with families and all external and school-based agencies (HSAO, Pressley, Dr. Lutka) including mental health and probation (in addition to administration).

- Exceptions to this rule are as follows: Teachers are the point contact families for matters that are directly related to academic progress, IEPs, and educational paperwork.
 - All teacher communication must be documented in IEPWriter.
- Teams may decide to assign additional points of contact.
- If the team agrees that it would be beneficial for additional team members to initiate communication with families or agencies on behalf of a specific student, a written communication plan will be developed with counselor participation.
- If Educational Assistants/CI's, Team Leads, and RBT's are engaged in parent communication via such a plan, this communication should occur with the involvement of a teacher or counselor to ensure that proper documentation occurs.
- Counselors are the main point of contact for the CISP program.
 - For students that participate in the CISP and carry a class card, teachers will sign the sheet and record comments for all academic periods.
 - Educational assistants may sign the sheet for lunch only and field trips or other activities for which teachers may not be present.
 - If your team counselor is unavailable, contact another counselor. If parent/agency communication (not related to academics) is deemed necessary by the team and the primary counselor is not available, contact another counselor for support. If no counselors are available, access administration.
 - Trips out of the building with students should be preplanned with team approval and parent/guardian permission must be obtained by a teacher, counselor, or administrator. Counselors must be notified if students are being taken out of the building as there may be appointments scheduled that other members of the team are not aware of that cannot be missed.
 - Counselors should be notified if a parent/guardian comes in to the school for a scheduled or unscheduled visit.

Child Study Team (CST) Meetings

The purpose of the CST is to evaluate and design appropriate programming for students experiencing learning, health, and/or behavioral difficulties.

- The CST meets bi-monthly, and the OCA counselor will attend all meetings.
- Each CST will comprise OCA staff at all levels and/or PSE, school-based service providers, and other representatives from child-serving systems.
- **Human Services Administration Organization (HSAO)**
 - Universal Referral for Family Links and HSAO
 - When a student and family agree that HSAO service coordination should be initiated, this form must be completed. It then must be brought to the following **Child Study Team meeting**. At that time, HSAO will contact the family and schedule the initial meeting within two days.

CORE Team Meetings

- Led by the teacher/IEP case manager.
- This is a review of behavioral data and interventions and to determine next steps to address behavior if applicable.

Community School Based Behavioral Health (CSBBH) Meetings

A comprehensive approach to supporting youth and families with services that are accessible, integrated, comprehensive, and coordinated through a single team/service that provides full clinical interventions and responsibility without fragmentation.

IEP Meetings

The IEP case manager is the point person for IEP meetings. An IEP meeting should be documented with an invitation to the parent/guardian. A revision/update should be documented in the IEP.

OCA Enrollment

The goals of enrollment at Oliver Citywide Academy (OCA) include the following:

An engaged, communicative, and student/caregiver—focused team experience
A streamlined, efficient, and transparent process

CRITERIA FOR ENROLLMENT

<u>Grade Levels</u>	6 th Grade – 12 th grade / 12 th grade+ (ages 18—21)
<u>Disability</u>	OCA welcomes students with ANY disability category
<u>Type of Support</u>	Student must need some level of Emotional Support
<u>Level of Support</u>	Full time *OCA welcomes students who are currently and/or who are planning to attend CTE programming, who are or will be transitioning back to his/her home school, etc.
<u>Status in System</u>	Student must be active at his/her home school in eschoolPlus to be enrolled at OCA
Participants:	<ul style="list-style-type: none"> • Parent(s) / guardian (s) / caregiver (s) • Student (if applicable) • OCA Principal / Vice Principal • OCA Program Officer • OCA Case Manager • OCA Counselor • OCA Transition Counselor (if applicable) • OCA School Nurse (if applicable) • Related Services (if applicable) • Agencies (if applicable) • Home School staff (if applicable)
Scheduled By:	OCA Site Counselor(s)

New student enrollment meeting will consist of the following:

<u>Topic</u>	<u>Responsibility</u>
Welcome and description of program at OCA	Principal and Case Manager
Introduction of student / student history	Parent(s)/Guardian(s)/Caregiver(s) Student Home School staff
Mental health history / services / needs	Site Counselor / Agencies (if applicable)
IEP Review (including revisions)	Case Manager Related Services

Transportation	Case Manager / Site Counselor
Plan for future paperwork (if applicable)	Case Manager / Program Officer
Technology needs	Case Manager / Site Counselor
Acquisition / agreement of releases of information	Site Counselor
Anticipated start date	Principal / Site Counselor
Schedule next meeting date (if applicable)	Case Manager

STEPS TO ENROLL AT OCA—for Sending School

- OCA Enrollment Team will review a Referral
- Member of OCA Enrollment Team will contact referral source with any additional questions/information needed / etc.
- OCA Enrollment Team will inform the referral source of the status of student enrollment.
- OCA Site Counselor will schedule Enrollment Meeting with the team.

ENROLLMENT MEETING

OCA TEAM MEMBER RESPONSIBILITIES

Enrollment Team (Principal, Program Officer, School Psychologist, & Enrollment Counselor)	<ul style="list-style-type: none"> • Review referral • Determine if additional information is needed • Determine grade—level counselor • Determine case manager
Principal	<ul style="list-style-type: none"> • Receive and review referral (as part of Enrollment Team), assist in determining if referral is complete • Attend enrollment meeting
Enrollment Counselor	<ul style="list-style-type: none"> • Receive and review referral (as part of Enrollment Team), assist in determining if referral is complete • Upload student information into Teams Enrollment folder (create new folder per student) • Send Welcome email to alert all team members of incoming enrollment (USE FORM EMAIL) • Schedule staffing meeting (prior to enrollment meeting) with case manager, grade-level teachers, grade-level counselor, and coaches (via Teams Invite) • Assign staff in IEPWriter
Program Officer	<ul style="list-style-type: none"> • Receive and review referral (as part of Enrollment Team), assist in determining if referral is complete • Complete Intake Sheet and upload into student's Teams Enrollment Folder • Attend enrollment meeting
School Psychologist	<ul style="list-style-type: none"> • Receive and review referral (as part of Enrollment Team)

	<ul style="list-style-type: none"> • Provide next steps in regard to re-evaluation (if applicable) • Attend enrollment meeting <i>if necessary</i>
Case Manager	<ul style="list-style-type: none"> • Review student's Teams Enrollment folder, upload paperwork into IEPWriter (if necessary), and email Support@pghschools.org with compliance dates (if necessary) • Review Intake Sheet and prepare IEP revisions for enrollment meeting • Create IEP Invite in IEPWriter and send to all team members for enrollment meeting; finalize IEP Invite after sending it • Attend enrollment meeting • Finalize IEP revisions after meeting
Related Services	<ul style="list-style-type: none"> • Review Intake Sheet and prepare IEP revisions for enrollment meeting • Attend enrollment meeting
Site Counselor	<ul style="list-style-type: none"> • Schedule enrollment meeting (including Teams invite); invite all members of student's team • Schedule internal staffing (after enrollment) to update team • Attend enrollment meeting • Obtain releases of information and assist with obtaining signatures on paperwork (if necessary)
SDSS	<ul style="list-style-type: none"> • Will change the student's school in eSchools after the process is complete

If a student is accepted:

- Enrollment Team assigns Site Counselor and Case Manager
- Psychologist reviews paperwork for any additional needs, interprets scores
- PO prepares intake sheet detailing next steps in terms of paperwork, uploads to student's enrollment file
- Enrollment Counselor prepares student's enrollment file in Teams
- The enrollment Counselor sends Welcome Email (form email!!) to the student's team (Site Counselor, Case Manager, School Nurse, Related Services (if applicable), with CC to the Principal, PO, BCBA and School Psychologist, School Nurse, Related Services (if applicable))

Ideas for Welcome Email:

- Student Name, Grade, DOB
- Prior school
- Items of Note
- Date of Internal Staffing
- Date of enrollment
- Grade Level Teams

Technology Platform

Learning Management system, for example Schoology and Microsoft TEAMS should be utilized by all teachers. Teachers can use this learning platform in a number of ways to enhance the learning experience for all students and students are able to access them from any computer with an Internet connection. All teachers are expected to create a site for every class and the minimum expectations are below. This information should be at or near the top of the page.

- Daily Plan
- Homework-when it was assigned and when it is due
- Large projects-when it was assigned and when it is due
- Upcoming tests and quizzes-dates

Nurse

A Certified Registered Nurse Practitioner to work with our students. Each year the nurse will put together a Confidential Medical List that highlights all of the notable medical issues of our students. Staff members are required to view this list and make note of any students that may be in their class. It is the staff member's responsibility to know what special accommodation emergency procedures need to be followed for each student on the list.

Observations

Throughout the school year teachers will be formally and informally observed by school administrators and curriculum supervisors. Evidence collected during these observations will be uploaded into the new teacher and non-teaching professional system.

Formal Observation Process Overview (process should be completed within 3-5 days)

- Completion of the Pre-Observation Conference Tool by the teacher.
- Pre-observation Conference (if observation is announced): Observer and teacher meet to discuss the lesson to be observed, unless both the observer and teacher agree that an in-person meeting is not necessary. The focus of the conference is to elicit evidence for, but not limited to, the Power Components in Domains 1 and 4. Pre-observation conferences should not exceed 30 minutes. Completion of the Pre-Observation Conference Tool will need to be done by the teacher before this conference.
- Formal Classroom Observation: The observer collects evidence focused on components in Domain 2 and Domain 3.
- Evidence Submission: The observer shares evidence with the teacher evidence collected during the observation. The teacher is invited to clarify the evidence.
- Teacher Self-assessment of the Lesson: The teacher reviews the evidence collected during the observation and completes a self-assessment of the lesson. The teacher may clarify evidence captured by the observer. Prior to the post-conference, the teacher shares his/her self-assessment with the observer.
- Observer Preliminary Assessment of the Lesson: After the observer reviews the teacher's self-assessment, he/she completes the preliminary assessment of the lesson. The observer completes the assessment for the components where the observer and teacher agree, or where the observer identified a higher level of performance. The observer may leave components blank where there is a difference. These components should be a focus within the post-observation conference. The preliminary assessment is shared with the teacher prior to the post-observation conference.
- Post-observation Conference: The observer and teacher discuss the observation, focusing on areas of strength and areas of growth, as well as addressing the components of difference (as described above) as needed. Post-observation conferences should not exceed 40 minutes.

- **Assessment of the Lesson:** The observer provides the teacher with Form A-1. If the observer and teacher cannot come to consensus on the assessment of teaching, The decision rests with the observer. Within seven days of receiving Form A-1, the teacher may submit an addendum which becomes part of the official record of that observation.

Informal Observation Process Overview (process should be completed within 1-2 days)
 Informal observations do not require a pre-observation conference or a post-observation conference. This type of observation is meant to provide a quick snapshot of the teacher’s practice. These observations typically last between 10-20 minutes. Please see the chart below for the distinction between formal and informal observations.

Formal Observation	Informal Observation
Full cycle with post-conference (may contain a pre-conference)	Not a full cycle
Focuses on all observable components	May not focus on all observable components, may focus specifically on a few components
Typically lasts between 40-80 minutes	Typically lasts for 10-20 minutes

Parent Communication

Ongoing parent communication is very important to the overall success of each student. All parents need to be made aware of your telephone extension and your email address. **Parents calls/meetings must be documented in IEP Writer.**

Counselors should be notified if a parent/guardian comes into the school for a scheduled or unscheduled visit.

Parent/School/Community Council (PSCC) Meetings

The purpose of PSCC is to provide ongoing communication between the school and parents, guardians and community groups regarding issues that are important to the success of our students. The council meets monthly and meetings are open to all those who are interested in attending, including teachers. This year’s PSCC dates are listed below and will be virtual:

Date	Time
Thursday, September 14, 2023	5:30-6:30pm
Thursday, October 12, 2023	5:30-6:30pm
Thursday, November 19, 2023	5:30-6:30pm
Thursday, December 14, 2023	5:30-6:30pm
Thursday, January 11, 2024	5:30-6:30pm
Thursday, February 8, 2024	5:30-6:30pm
Thursday, March 14, 2024	5:30-6:30pm
Thursday, April 11, 2024	9:00-10:00am
Thursday, May TBD	TBD

Professional Education Program (PEP)

There is no greater factor in determining a student's achievement than the quality of instruction they receive. For teachers to continuously improve their practice, time must be available to engage in authentic learning and reflect with colleagues. The PEP program is a personalized professional development program designed by the teacher for the teacher. Teachers are expected to work on areas of their professional practice that will impact student learning most. Feedback from formal and informal observations, as well as supported growth project goals will help shape the direction of PEP for everyone.

Positive Behavior Intervention Support (PBIS)

PBIS is the application of evidence-based strategies and systems to assist schools to decrease problem behavior, increase academic performance, increase safety and establish positive school cultures. PBIS is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. PBIS focuses on general and specific behavioral expectations, focuses on what we want our students to do and focuses on rewarding students for desired behavior. An effective PBIS plan allows a school to:

- Increase instructional time
- Create a positive school climate
- Create more positive interactions between staff and students
- Decrease disruptive and unsafe behaviors
- Decrease time spent disciplining students

By integrating academic and behavioral instruction and providing consistent rewards and consequences for behavior, teachers are able to spend less time "disciplining" and more time teaching. Students spend less time out of the classroom and more time engaged in instruction. The most up to date PBIS plan can be found in our Principal's Lounge Schoology group.

- Oliver Citywide Academy (OCA) utilizes a school-wide behavior management and data collection system to teach and reinforce socially competent behavior and monitor student progress. OCA's school-wide behavior management systems includes a token economy and a level system.
- The specific components of a token economy include (1) the identification of measurable and observable target behaviors (2) the administering of tokens, which function as generalized conditioned reinforcers, and (3) the exchange of tokens by the participant for a variety of backup reinforcers (Cooper, Heron, & Heward, 2007).
- Target behaviors at OCA include **Task, Area, Language, Interaction, and Direction**, often referenced by the acronym TALID. Students are given points instead of physical tokens that are routinely exchanged at the school store for items or privileges based on individual student preferences.
- Data is collected every 15 minutes for target behaviors (TALID). Each behavior expectation is scored as 'yes' or 'no' based on definitions in the TALID behavior expectation with the potential to earn 5 points every 15 minutes. Points are totaled per category at the end of the day and entered in an electronic data system for analysis. For example, in the point sheet below, the student earned 22 out of 23 Task points for the day, or 96% of Task points (see Figure 1). Students can also earn bonus points for positive behaviors that are not specific to TALID or as acknowledgement of exceptional behavior. Bonus points are added to a student's overall school bank account used to make transactions at the school store.
- **Figure 1: OCA TALID Point Sheet**

OCA TALID Point Sheet – Example

Task Area Language Interactions Directions

Name: _____ Today's date is: _____ My homework today is: _____

I'm Feeling: _____ My goal is: _____

	Subject	Interval	T	A	L	I	D	Total	TALID Bonus	Comments
1		8:15 – 8:30	Y N	Y N	Y N	Y N	Y N			
2		8:30 – 8:45	Y N	Y N	Y N	Y N	Y N			
3		8:45 – 9:00	Y N	Y N	Y N	Y N	Y N		5	
4		9:00 – 9:15	Y N	Y N	Y N	Y N	Y N			
5		9:15 – 9:30	Y N	Y N	Y N	Y N	Y N			
6		9:30 – 9:45	Y N	Y N	Y N	Y N	Y N			
7		9:45 – 10:00	Y N	Y N	Y N	Y N	Y N			
8		10:00 – 10:15	Y N	Y N	Y N	Y N	Y N			
9		10:15 – 10:30	Y N	Y N	Y N	Y N	Y N			
10		10:30 – 10:45	Y N	Y N	Y N	Y N	Y N			
11		10:45 – 11:00	Y N	Y N	Y N	Y N	Y N			
12		11:00 – 11:15	Y N	Y N	Y N	Y N	Y N			
13		11:15 – 11:30	Y N	Y N	Y N	Y N	Y N			
14		11:30 – 11:45	Y N	Y N	Y N	Y N	Y N			
15		11:45 – 12:00	Y N	Y N	Y N	Y N	Y N		2	
16		12:00 – 12:15	Y N	Y N	Y N	Y N	Y N			
17		12:15 – 12:30	Y N	Y N	Y N	Y N	Y N			
18		12:30 – 12:45	Y N	Y N	Y N	Y N	Y N			
19		12:45 – 1:00	Y N	Y N	Y N	Y N	Y N			
20		1:00 – 1:15	Y N	Y N	Y N	Y N	Y N			
21		1:15 – 1:30	Y N	Y N	Y N	Y N	Y N			
22		1:30 – 1:45	Y N	Y N	Y N	Y N	Y N		3	
23		1:45 – 2:00	Y N	Y N	Y N	Y N	Y N			
TOTAL:			22	16	16	23	23	100	10	Bank Account
Level:			Today's Total:						Total Cash + Bonus: 110	
Day:									- Cash Spent: N/A	
									*Please remember to enter in data workbook	
									New Balance: 219	

Parent/Guardian Signature: _____

Purchasing Materials for the Classroom/Activities

All classroom purchases should utilize the district purchasing process and go through the Departmental ITL and the school secretary. If an item is not available through the traditional purchasing process, the staff member may receive pre-approval through the principal to purchase the item on their own. The staff member will then submit the original receipt to the principal for reimbursement. No reimbursement will be approved for items purchased without the necessary permissions.

All purchases for an activity will also utilize the district purchasing process but will go directly to the building secretary.

RISE

RISE is the evaluation process used for all professional educators in the Pittsburgh Public Schools. RISE is both formative (helping teachers improve their practice) and summative (providing an official rating of teacher practice) in nature. The RISE process is clearly spelled out on the district website. Both teachers and administrators can add evidence during the RISE process. At the beginning of the school year teachers are either placed in the RISE formal process or the RISE Independent Growth Year (IGY). All non-tenured teachers and teachers new to the building will be placed in the RISE formal process. Each of these is explained more in-depth below:

What is the RISE Formal process?

RISE is a differentiated system of teacher evaluation that defines effective teaching across 4

Domains and 24 Components of Practice. Multiple measures over multiple instances are used to collect the facts about a teacher's practice to inform and guide continuous professional growth. As a growth-oriented model, this evaluation system is differentiated to support the developmental levels of novice and experienced teachers across four performance levels and fosters teacher learning, promoting continuous growth of professional practice.

In the Pittsburgh Public Schools, effective PreK-12 teachers are professional educators who hold high expectations for all students and the belief that effort creates ability. They know their students, content and the curriculum thoroughly and have a broad repertoire of content-specific, culturally responsive strategies and activities to use with students to meet rigorous learning goals. They are flexible given their students' learning needs and the dynamics of the classroom and use formative assessment to adapt instruction to maximize learning opportunities for all students. Effective teachers have established rituals and routines that foster a safe learning environment where effort is expected and recognized, allowing students to fully engage in instructional activities, ask questions and take part in class discussions. Effective teachers continuously work to improve their practice and knowledge of students while acting as a resource for others in their professional learning community.

Independent Growth Year (IGY)

This process will allow teachers who participate to ask for the support needed to grow their practice. This will have the additional benefit of streamlining the amount of paperwork required over a teacher's career experience with RISE.

Description of the Independent Growth Year (IGY)

- This process is an option for principals to assign to tenured teachers who have demonstrated Proficient or Distinguished performance in the most recent school year based on the EER and who have demonstrated a commitment to ongoing professional learning.
- During the IGY a summative RISE rating for the current school year is not given.
- The Independent Growth Year (IGY) allows a tenured teacher who has received a performance level of Proficient or Distinguished on the previous year's Educator Effectiveness Report (EER) to have all RISE ratings from the most recent year available carry over for use in their current year's summative evaluation. Please reference the Combined Measure business rules for more information about how prior year's data are used in the current year's evaluation.