



Frequently Asked Questions About the Strategic Plan

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GENERAL QUESTIONS ABOUT THE STRATEGIC PLAN

- ***What is the strategic plan?***

The strategic plan is a guiding document that organizes the District's PDE compliance responsibilities, shared goals, and priority initiatives in one place. It includes initiatives that are already underway, as well as initiatives that we know we will need to plan, design, and begin to implement in the coming six years. The Strategic Plan helps the District set in motion key strategies that are essential to reaching the District's Mission and Shared Goals—both of which focus entirely on increasing the life prospects of the students whom we serve.

- ***What is meant by "compliance responsibilities"?***

Pittsburgh Public Schools, like all school districts in the Commonwealth of Pennsylvania, must respond to requirements of:

- the PA Public School Code, which includes things like: academic standards, graduation requirements, governance responsibilities, Empowerment Status for troubled districts, etc.
- Federal requirements for the Elementary and Secondary Education Act, also known as the No Child Left Behind Act, for academic performance in reading and mathematics, graduation rates;
- PA and Federal regulatory requirements for areas such as New Teacher Induction, Professional Education, Technology, Special and Gifted Education, Student Services—i.e., Guidance, Health Services, Social Services, Student Privacy, Student Code of Conduct etc;
- Performance Standards for business related areas, such as Generally Accepted Accounting Principles, etc.

Across all categories, these requirements include providing an assurance that we are using the proper methods, procedures, standards, and reporting mechanisms these various entities require from us and that we are organizing our work in away that they can easily observe and monitor.

- ***What else does the strategic plan contain?***

The strategic plan also contains:

- Board of Education goals
- The District's reform agenda—*Excellence for All*
- Local stakeholder requirements, such as improved customer service and communications. The Conciliation Agreement resulting from a suit filed in 1992 by the Advocates for African American Students in Pittsburgh Public Schools. The Conciliation Agreement focuses on improving equity across the District, with a particular emphasis on the areas of student achievement and discipline referrals.
- Strategies and activities, and the person(s) accountable for implementing the work.

- ***What is the "Conciliation Agreement"?***

In 1992 Advocates for African American Students in Pittsburgh Public Schools filed a complaint with the Pennsylvania Human Relations Commission against the District in regard to the achievement, discipline and program identification of African American students. This complaint was settled in 2006 through the signing of the Conciliation Agreement. The Conciliation Agreement is a legal agreement. Under this agreement, the

PA Human Relations Commission will oversee District progress in addressing the need to improve equity in the school system, including reducing current racial disparities in achievement and reducing the disproportionate number of behavioral referrals by race. Per the legal agreement, the PA Human Relations Commission and a seven-member Equity Advisory Panel monitors the District's compliance with the agreement; reviews, analyzes, summarizes written reports and data provided by the District; and recommends research-based strategies, methods, and programs. The Conciliation Agreement focuses on improving equity across the District, with a particular emphasis on the areas of student achievement and discipline referrals.

- ***How is the strategic plan developed?***

The Superintendent of Schools convenes the strategic planning process and charges the Chief of Staff and External Affairs to facilitate the process. Working with his Executive Cabinet, the Chief of Staff draws together all compliance requirements, Board Goals, *Excellence for All*, and the Conciliation Agreement into a written draft strategic plan using the required planning template provided by the PA Department of Education (PDE).

This draft is then shared with a Steering Committee convened by the Superintendent in direct response to PDE requirements for stakeholder involvement. Stakeholder groups include the following: students, parents, school directors, teachers, school administrators, other school personnel, business and other community representatives. Teachers shall choose teachers' representatives, and administrative representatives shall be chosen by the administrative personnel, and school director representatives shall be chosen by the board of the school district.

Steering Committee members must reflect the diverse characteristics of the stakeholders served by the District. During this year's planning effort, 80 Steering Committee Members participated in this process. Steering Members are chosen, also, for the role they play as conveners and leaders for the stakeholder group they represent.

The Steering Committee reacts to the draft plan and District progress data, and provides input on additional local stakeholder requirements they would like to see as strategies and action steps in the plan. The draft is revised to reflect this input. Steering Members then review the revisions and eventually recommend a draft plan go forward for a 30-day public comment period, as required by the PDE.

Public comment includes: posting the draft on the website and making it available in District Central Offices, publicizing the public comment period in local media, encouraging Steering Members to circulate the draft widely, and listening sessions with parents and students. At the conclusion of the public comment period, results are reviewed and infused in a Revised Final Draft Plan.

A Board of Education representative serves as part of the Steering Committee. The Board of Education also receives copies of each draft of the plan, as well as a formal presentation of the Draft Plan at its November Education Committee meeting. Board comments are infused, along with the results of the public comment period, into the Revised Final Draft Plan. The Strategic Plan must be approved by the Board of Education through a formal legislative vote, which typically occurs in November every six years.

- ***How often is the Strategic Plan written?***

The PDE requires a new Strategic Plan every six years.

QUESTIONS ABOUT HOW THE PLAN IS MONITORED AT THE DISTRICT AND SCHOOL LEVELS

- *How is the Strategic Plan monitored?*

The PDE requires a Mid-point progress report at the three year mark. In addition, the Board of Education holds the Superintendent accountable for achieving District goals and sets performance requirements with him each year.

The Superintendent holds his Executive Cabinet Members—which includes the Deputy Superintendent—accountable for ensuring progress is made in each of the departments they oversee in Central Office, as well as in the schools.

- *How does the Strategic Plan get translated to the school level?*

Each school files its own strategic plan with the various School Management Executive Directors. These Executive Directors work with the principals to ensure strategies pertaining to academic achievement, professional development, safe and welcoming schools, student behavior and support, use of data to improve instruction, culturally relevant pedagogy, parent engagement, communications, and customer service become embedded in the school plans.

- *How are schools held accountable for monitoring the implementation of their plans?*

School Management Executive Directors lead Teaching and Learning Teams through each school at least once a month in order to help schools reflect on their progress and to ensure school principals and staff are getting the type of help they need as soon as they need it so that student results will continuously improve. Teaching and Learning Teams use observation protocols with common, shared indicators, and dialogue with principals and school staff at the end of each Learning Walk.

In addition, principals are evaluated according to a performance rubric that includes a component related to how well the school plan has been implemented. This rubric also assesses the principal for his/her skill in developing a culture of teaching and learning in the school and improving student achievement results.

Both the Teaching and Learning Teams and the Principals' Performance Rubric are described in later sections of this document.

Finally, schools are evaluated on student achievement results each year through the NCLB Accountability Plan filed by the PDE with the U.S. Department of Education.

QUESTIONS ABOUT CURRICULUM AND PROFESSIONAL DEVELOPMENT

- *Who will be on the Teaching and Learning Teams?*

Teaching and Learning Teams are led by School Management Executive Directors. These teams include members from the following offices: Curriculum; Professional Development via Coaches; Student Services; Research, Assessment, and Accountability; Special Education; Technology. Team membership is customized to meet the specific needs of the school. Teaching and Learning Teams use protocol instruments for gathering observations as they walk the school and for sharing those observations with the Principal and School staff as they debrief together on site.

Teams review the school-level strategic plan to determine whether or not the school is where it thought it would be and to help provide support and technical assistance in any area where the school is not making sufficient progress with its students. The purpose of the Teaching and Learning Teams is to provide greater, more targeted assistance to schools in the context where teachers, principals, and other school staff actually work so that practical application can begin right away and results for students can be supported more effectively.

- ***What tool will be used for principal evaluation?***

Principals will be evaluated by the rubric developed for the Pittsburgh Urban Leadership System of Excellence (PULSE) program. Information about PULSE can be seen under the Deputy Superintendent's section of the District's website (www.pps.k12.pa.us) under "Academic Overview" on the left-hand side of the page.

This rubric is based on the Interstate School Leaders Licensure (ISLLC) standards—a set of standards developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration to help strengthen preparations in school leadership. There are seven standards in the PULSE rubric:

Standard 1: The Vision of Learning: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: The Culture of Teaching and Learning: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: The Management of Learning: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Relationships with the Broader Community to Foster Learning: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Integrity, Fairness and Ethics in Learning: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: The Political, Social, Economic, Legal, and Cultural Context of Learning: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Leadership for Learning: A School Administrator is an educational leader who promotes the success of all students by engaging school staff in shared decision making at the school level and by sharing and expanding leadership skills at the district, community, state and national levels.

- ***What are the criteria for admission into the PELA principal program? Where can one review the PELA curriculum?***

Criteria for admission includes an application and selection process, as well as the following qualifications:

- PA teaching certificate (or eligibility for a PA teaching certificate) and/or principal certification (or eligibility) with a minimum of 5 years teaching experience or other job-related experience.
 - Candidates without administrative certification must complete administrative certification during the program
- Excellent leadership qualities, communication skills (oral and written) and interpersonal skills are required.
- a deep commitment to urban education and improving student achievement.
- demonstrated efficient organizational and management skills and be a self-critical, reflective practitioner.
- demonstrated in-depth knowledge of the challenges facing urban school leaders as a research-practitioner and a desire to make a difference in an urban context.
- technology competency.
- knowledge of research-based best instructional practices and urban school reform is required.
- an overall 3.00 GPA in undergraduate and/or graduate courses.

The PELA curriculum and details about the program can be viewed on the District's Professional Development Department section of the District's website, which is www.pps.k12.pa.us

- ***What is "Coaching Cycle Implementation"?***

The PPS Curriculum Coaching Model is a model of professional development in which coaches and teachers work together to improve teaching, in an effort to promote student achievement, help teachers learn to improve their teaching practices.

The cycle has three phases which are awareness and study, learning and application. It is during the learning phase that teachers work most intensely with the coach. By dividing staff into three groups, the coach is only working intensely with one of the groups at a time.

- ***Has the Professional development that has been taking place been evaluated by the district? How are we evaluating whether professional development is translating into stronger teacher practices?***

Yes. Professional development is a major component of *Excellence for All (EFA)* and is a part of the annual *EFA* evaluation done by RAND, Mathematica, and other notable external evaluators. Professional development has been demonstrated to have a direct effect on improving learning outcomes for students. Because teachers are major contributors to the curriculum writing effort, they benefit directly from access to the expert consultants and evaluation data that affect this work.

QUESTIONS ABOUT ASSESSMENT AND STUDENT ACHIEVEMENT

- ***What is the vision for student assessments? What form will they be in? How/when will they be administered?***

A core element of the District's plan is the use of diagnostic assessments to advance each student's academic achievement in a timely manner. 4Sight test results are completed 3 to 4 times per year in Reading and Mathematics for grades 3-11. Beginning in 2008-09, results for individual students will be

mailed to parents for 4Sight tests taken in the second semester. Teachers and administrators use the results for instructional planning.

The District also uses benchmark tests based on the curriculum as well as the DIBELS, which tests reading skills for beginning readers and is used in K-3. There is a District calendar for assessments by grade available online under the Academics tab appearing across the top of the District's web page.

- ***What is an Rtl model?***

The PDE has defined Rtl as a comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavior risk. Rtl allows educators to identify and address academic and behavioral difficulties prior to student failure.

- **Rtl is a(n):**

- General education led effort implemented within the General Education system, coordinated with all other services including special education, Title I, ESL, Migrant Education, etc.
 - System to provide instructional intervention immediately upon student need
 - Alternative approach to the diagnosis of Specific Learning Disability.
 - Process that determines if the child responds to scientific RB intervention as part of the evaluation procedures

- **Rtl is NOT a(n):**

- Pre-referral system
 - Individual teacher
 - Classroom
 - Special education program
 - Added period of reading instruction
 - Separate, stand-alone initiative
 - Rtl is based upon the following multi-tiered intervention strategy approach:
 - Tier 1: Benchmark
 - School-wide (not Title I SWP) interventions available to **ALL** students including standards-aligned concepts and competencies, and instruction.
 - Tier 2: Strategic
 - Academic and behavioral strategies, methodologies and practices designed **for students not making expected progress** in the standards-aligned system. These students are at risk for academic failure.
 - Tier 3: Intensive Interventions
 - Academic and behavioral strategies, methodologies and practices designed **for students significantly lagging behind established grade-level benchmarks** in the standards-aligned system.

For more information on Rtl, please visit:

http://www.pde.state.pa.us/k12/lib/k12/how_title_i_fits_into_the_rti_process.ppt

- ***Where can one review 4Sight assessment data? How often is this assessment done?***

4Sight test results are used by teachers and administrators for diagnostic purposes in order to provide each student with the necessary supports and strategies to advance student achievement. Teachers and administrators can review individual student results for their school after each 4Sight test. 4Sight test results are completed 3 to 4 times per year in Reading and Mathematics for grades 3-11. Beginning in 2008-09, results for individual students will be mailed to parents for 4Sight tests taken in the second semester.

QUESTIONS ABOUT RACIAL DISPARITIES

- *How is the District responding to current racial disparities?*

There are several priority initiatives underway:

- **Culturally Relevant Arts Education:** This initiative, supported generously by The Heinz Endowments, provides an array of rich, culturally relevant arts experiences to three schools that will elect to be part of this effort. Artists will work with teachers and students to infuse these experiences in the classroom in an effort to significantly improve student achievement outcomes and significantly reduce racial disparities in achievement. This work is based on relevant research showing the increased effect such strategies have had in improving outcomes for minority students.
- **Culturally Relevant Positive Behavior Intervention Support:** This work is currently being designed and infused into the District's PBIS current model. By training school staff and principals on how to interpret culturally relevant signals children give you and how to work with children to help them learn to switch behaviors to suit different discourse environments requiring different rules, we wish to see significant reductions in the current disproportion of office referral rates for African American students. This work is based on leading theorists, such as Walter Ong, and has been proven effective in other urban environments.
- **Culturally Relevant Pedagogy:** This initiative is infused in all principal training and has become increasingly infused in teacher training throughout PPS. The District has hired a dedicated staff person to ensure all school staff receive comprehensive support and training in this model.
- **Culturally Relevant Curriculum:** Cultural Relevance is a consistent criterion on all curriculum writing and textbook/material adoptions for the District. In addition, the District currently is developing a rigorous African American History course at the high school level, and continues to explore the possibility of an Advanced Placement African American History Course with the College Board.
- **Hiring of Staff:** The District maintains a firm commitment to ensuring diversity of staff in all schools and Central Offices.
- **Provision of Role Models:** The District continues to work with all providers and all school staff to ensure diversity in gender, race, and socio-economic status among all school presenters, guest speakers, student mentors, field trip experiences, after-school/extended year experiences, work placements, career exploration opportunities, and enrichment experiences. Parent representatives and volunteers also are chosen to ensure significant diversity.
- **Formation of an Achievement Gap Task Force:** The District is in the process of forming this Task Force in order to examine this issue, identify strong research proven effective models around the country that can be emulated to address the gap, and provide recommendations for Pittsburgh Public Schools.

- **Monitoring for Equity:** The PA Human Relations Commission and a seven-member Equity Advisory Panel monitors the District's compliance with the agreement; reviews, analyzes, summarizes written reports and data provided by the District; and recommend research-based strategies, methods, and programs. The Conciliation Agreement focuses on improving equity across the District, with a particular emphasis on the areas of student achievement and discipline referrals.

QUESTIONS ABOUT GIFTED AND SPECIAL EDUCATION

- *What is the "Gifted pilot Program"?*

The gifted pilot began this fall. The Board of Directors voted to have the pilot program implemented in Pittsburgh Colfax, Pittsburgh Dilworth, Pittsburgh Fort Pitt, Pittsburgh Grandview, and Pittsburgh Northview. The purpose of the pilot is to build expertise in the identification of students for gifted support, to challenge students who demonstrate proficient and advanced skills, to boost the rigor of curricula, to provide staff with professional development on gifted support, and to provide gifted support in the home school everyday, rather than a one day a week program at the Gifted Center.

In the summer of 2008, the gifted coordinator and a gifted resource teacher for each pilot school was appointed. The gifted resource teachers have been provided professional development on the characteristics of gifted, best practices, and the principles and foundations of gifted education. The intent is that for the second semester, gifted education will be delivered in the pilot schools and that students in the pilot schools will not attend the gifted center. The purpose is to address the disconnect between education in the home school and the gifted center; to implement a GIEP 5 days a week instead of 1; and to provide a continuum of educational services in the home school.

The recommendation for this pilot was a result of a task force convened at the request of the Superintendent in response to a study from the Council of Great City Schools, which challenged the District to provide a gifted program that better met the needs of the gifted students, and addressed the disparity of students of color and low socio economic status between the composition of the district and the gifted program. The Task Force also assisted the District in responding to legislated requirements under which the District must abide per its status as a Commonwealth District—requirements that include providing more effective and efficient special education and reducing racial disparities in achievement. The task force consisted of parents, community members, university members, students, and district personnel.

QUESTIONS ABOUT NEW SCHOOL DESIGNS

- *When will the IB 6-12 School Open?*

IB 6-12 opens in the fall of 2009 as a whole school magnet program that utilizes the International Baccalaureate Middle Years (MYP, grades 6–10) and Diploma (DP, grades 11–12) Programmes across the grade levels. This world renowned program, in which academically successful and highly motivated students may pursue the full IB Diploma in grades 11 and 12 or individual certificates in areas of their greatest strength, will provide yet another option for students in the City of Pittsburgh who are looking for a secondary school

- *When will the Science and Technology High School open?*

Opening in 2009, the Academy will be centrally located at the Frick building in the Oakland neighborhood.

Applications are now being accepted for only 250 available spaces in grades six through nine. Applications are currently being accepted through the District's annual magnet registration process, which runs through December 12, 2008. For more information about the school, please see access its website: www.pghscitech.net

- ***What is a "unique instructional delivery method" of the Accelerated Learning Academies (ALAs)?***

The Accelerated Learning Academy schools include a partnership with the America's Choice School Design, additional instructional time (extended school day and school year) and frequent monitoring of individual student progress. **The ALAs provide:**

- more time on learning – extended day, week, and/or year
- high learning expectations, rigorous coursework
- targeted support for low achievers
- interim assessments
- intensive professional development
- quality teaching
- accountability for student results
- commitment from and support for parents
- on-going parent and faculty input.

ALAs use the same core curriculum as the other schools in the District and participate in the same systems for district-wide professional development and principal accountability. ALAs use the District's assessment system, including 4Sight assessments. Among the key aspects unique to all ALAs is the additional time on learning – 45 minutes more per day and 10 more days per year. Additionally, all the ALAs utilize the America's Choice school model. The America's Choice school model was incorporated to facilitate the launch of the eight ALAs in a consistent and timely manner for the 2006-2007 school year. The enhanced program aspects provided through America's Choice at each of the eight ALAs continue to include: a structured approach for routines and rituals (classroom habits that students and teachers use to organize their day and accomplish their work), a dedicated parent engagement specialist, a Writer's Workshop and the use of data walls and data binders to monitor and accelerate academic achievement in literacy and mathematics.

For the 2007-08 school year, District students showed substantial academic progress across the board based upon the Pennsylvania System of School Assessment (PSSA). Furthermore, ALA students significantly outpaced the strong overall District gains. In fact, ALA students achieved percentage point increases in *proficiency or above* at a rate 2.5 times greater than the District overall in Reading and 1.4 times greater in Mathematics this past school year. Additionally, students in ALA's posted a 3.1 percentage point increase in *advanced* Reading and a 5.4 percentage point increase in *advanced* Mathematics over last year. ALA students also posted percentage point reductions in *below basic* 3.0 times greater than the District overall in Reading and 1.8 times greater in Mathematics.

QUESTIONS ABOUT PARENT ENGAGEMENT

- ***What are the results of the parent engagement efforts at the ALAs?***

The District is currently developing an external evaluation to assess this affect.

- ***What is the "Excellence for all Parent Steering committee"? Who is on it?***

This steering committee is comprised of parent representatives across all school levels from each region of the City and is the group the Superintendent meets with on a bi-monthly basis to encourage dialogue around the District's major initiatives. The committee itself meets each month. The EFA Steering Committee is comprised of at least one parent from each school. Principals are accountable for ensuring parent representatives from their schools are appointed to and regularly attend these monthly meetings.

The purpose of the group is to inform the District of key parent concerns and also to act as individual ambassadors for *Excellence for All* in their own neighborhoods, communicating key initiatives and helping parents—especially our hardest-to-reach parents—understand how the school system works and how they can support their children in achieving to high standards.

- ***How will professional development for parents and school-based staff be developed to increase parent involvement in school?***

The District's Director of Family and Community Engagement is working currently with parents and community members to understand their needs and preferences for professional development. Based on this needs assessment, professional development will be designed in collaboration with expert consultants, parent leaders, and District staff. Professional development will be targeted to reach the most disenfranchised parents, as well as those parents already engaged with their school. School staff will receive training on how to better welcome parents into a school environment and on how to enable parents to navigate the school system with the tools and resources they will need. Emphasis will be placed on staff understanding how to be more customer-service oriented.

- ***What is this definition of parent involvement?***

The District has not yet developed a formal definition of parent involvement, but is currently looking to define this at both the school level and at the central office or systems level and is seeking input. The current input that has been received is weighted heavily to the individual school level. The District feels it is necessary to also have a systems view and welcomes additional input and suggestions.

QUESTIONS ABOUT PATHWAYS TO THE PROMISE AND AFTER SCHOOL/EXTENDED DAY

- ***What is Pathways to the Promise?***

Our goal is to make sure all students are "Promise-Ready" and on course to graduate and take advantage of a Pittsburgh Promise scholarship. To support this goal, we are developing *Pathways to the Promise*, a program available at all schools to better monitor and communicate student progress at important learning transitions such as 3rd grade, 6th grade, and 9th grade:

- **3rd Grade:** We will do more to communicate reading progress and ways to provide support at home. This is a time when students should be transitioning from *learning to read* to *reading to learn*. It is essential for students to be able to read at grade level by the end of the 3rd grade so that they can read to learn in grades 4 and 5.
- **6th Grade:** This is a time when students are transitioning from concrete to abstract thinking and will benefit from more reminders about the importance of good behavior. We will share information about each student's academic progress in reading and mathematics, as well as attendance and citizenship.
- **9th Grade:** We will do more to help students and families understand Grade Point Average (BPA) and attendance, both of which count towards Promise eligibility starting with the 9th grade year. *9th Grade Nation*, a program that helps ease the transition between the middle

grades and high school, will continue to expand and provide ways to keep students engaged and on course to graduate.

- ***How is the District approaching after-school and extended year opportunities? How are these evaluated?***

The District currently is in the process of examining its inventory of after school/extended day opportunities so that gaps in services can be identified and a draft plan to address these gaps can be designed. After school programs run by external organizations are responsible for obtaining their own program evaluations. These are shared upon request with the District. The District does maintain data on extended day programs run in our school buildings through the Educational Assistance Program (EAP) and reviews this information annually.

QUESTIONS ABOUT BEHAVIORAL SUPPORT

- ***What is Positive Behavior Intervention Support (PBIS)?***

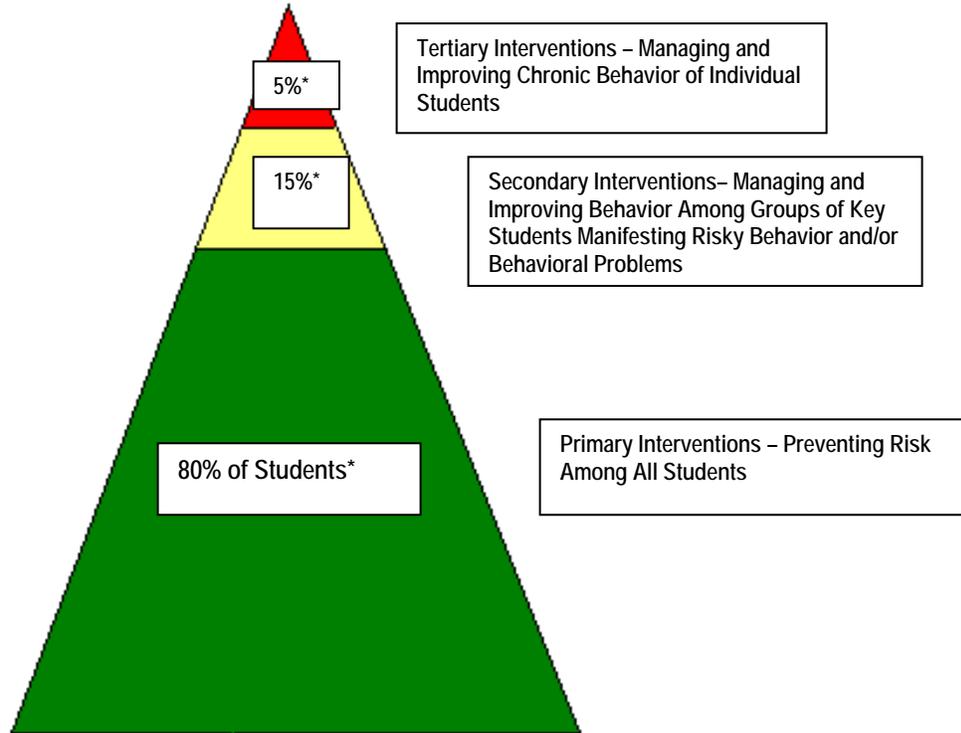
Positive Behavior Intervention Support (PBIS) is a national, research proven effective approach that emphasizes the importance school staff and students play in controlling their own behavioral choices and interactions and thus their related consequences arising from behavior. The goal of PBIS is to substantially lessen the number of discipline referrals for behavior while at the same time to increase peace and safety within classrooms. This is done through a combination of clear, shared expectations for school staff and students along with intensive professional development and shoulder-to-shoulder coaching provided to school level staff by trained, certified Behavior Specialists.

Clear, shared expectations are based on the District's Student Code of Conduct. The Student Code of Conduct does not limit itself only to a system of graduated consequences for specific infractions, it also includes the Pittsburgh Pledge—a commitment everyone involved in Pittsburgh Public Schools makes to one another:

PBIS emphasizes multiple levels of intervention that are aligned with the typical presenting behaviors and needs of students. (Basically there are three levels of intervention to the model:

- 1) ***Primary Interventions***, which focus on enhancing protective factors in schools and communities and ***are intended to prevent students from falling into risk***. Examples of primary interventions include establishing rules and routines that teach students what type of behavior is acceptable and what expectations are for them;
- 2) ***Secondary Interventions***, which involve activities to support students who are identified at risk via manifested behavior and ***are intended to prevent at-risk students from developing patterns of problematic coping with behavioral challenges and falling further into risk***. Examples of secondary interventions include mentoring, skill development, and personalized assistance such as systematic instruction in social skills for a group of students with poor or inappropriate interactions with peers and adults;
- 3) ***Tertiary Interventions***, which target students with serious problems that constitute a chronic condition and ***are intended to ameliorate the effects of chronic conditions on students that impair their daily functioning and get in the way of their learning***.

In a school setting, typically the model as it pertains to the actual student population appears as follows:



QUESTIONS ABOUT TECHNOLOGY

- *What is the E Technology plan?*

The E-Technology plan is required by the PA Department of Education of all public school districts. The purpose of the plan is to provide districts with the opportunity to align its technology with instruction and professional development in order to meet the needs of the districts and the students they serve. Technology plans are based on needs assessment data and include strategies to support creating and sustaining an appropriate technology infrastructure, professional development, and integrating technology into curriculum, instruction, and assessment. The E-Technology Plan is a basis and requirement for E-rate, a Federal program that provides millions of dollars worth of savings to school district costs for eligible technologies and services. The E-Technology Plan is required also for districts to be eligible for other technology funding, such as Classrooms for the Future (PA Funding) and Enhancing Education Through Technology (Federal Funding, Title 2, Part D).

QUESTIONS ABOUT 10 YEAR FACILITIES PLAN

- *What are the initial steps in developing a 10 Year Facilities Plan?*

The Request for Proposal to select a firm to conduct the plan will probably be released in November of 2008, and interested respondents will have approximately one month to submit their bids. The Board subsequently will review staff recommendations and will approve a firm to conduct the study over the course of the following 6 months.