



Request for Proposals  
Interrupting Implicit Racial Bias in School Discipline and Student Well-being

**The School District of Pittsburgh**  
***Request for Proposals***  
**Interrupting Implicit Racial Bias**  
**in School Discipline and Student Well-being**

*Program details outlined in this RFP are subject to change.*

***Issued: April 12, 2021***

***Optional Proposer Meeting: April 20, 2:30 – 3:30 pm***

***Submissions Due: May 7, 2021 at 5 pm***



## Request for Proposals Interrupting Implicit Racial Bias in School Discipline and Student Well-being

# Interrupting Implicit Racial Bias in School Discipline and Student Well-being

## Request for Proposals (RFP)

Pittsburgh Public Schools is currently seeking proposals for one or more contractors to support our efforts to interrupt implicit racial bias in school discipline and student well-being. Specifically, the District is seeking a firm to add capacity and offer expertise through developing and supporting the delivery of professional development that builds upon racial consciousness development and addresses the District's disproportionate disciplinary data. Additionally, we seek to explore issues of systemic racism, as well as explicit and implicit bias. This experience should lead to an unpacking of systems that reinforce white supremacy, and the identification of culturally responsive practices, supports, and interventions, towards changing adult responses to student behaviors.

### Proposal Submission and Deadline

All proposals must be submitted electronically to Christine Cray at [ccray1@pghschools.org](mailto:ccray1@pghschools.org) by **5:00PM EST on Friday, May 7, 2021**, with "Interrupting Implicit Racial Bias" as the subject line. Proposals, including any/all attachments and cover letter, should be submitted as a single PDF document.

Proposals should be submitted in accordance with the proposal outline detailed in this RFP.

Pittsburgh Public Schools reserves the right to reject any and all proposals, waive irregularities, and to select the proposal that is determined to be the most advantageous to the school district.

Late proposals will not be accepted. Proposals submitted via hard copy or fax will not be accepted.

### Optional Proposer Meeting

Prospective proposers are strongly encouraged to attend a meeting, to be held on Tuesday, April 20 from 2:30 – 3:30 pm, to hear more from the District with respect to the background and goals for this project, and to ask relevant questions. The meeting will be recorded. Email Christine Cray at [ccray1@pghschools.org](mailto:ccray1@pghschools.org) by 5 pm on Monday, April 19 to RSVP and receive the link to the meeting. The recording will be available on April 20 and requests for the recording will be accepted through 9 am on May 6.



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### Questions

All inquiries regarding this RFP must be made in writing to Christine Cray at [ccray1@pghschools.org](mailto:ccray1@pghschools.org). Any verbal outreach will be directed to submit inquiries in writing via email.

### About Pittsburgh Public Schools

As the largest of 43 school districts in Allegheny County and second largest in Pennsylvania, Pittsburgh Public Schools (PPS) serves approximately 23,000 students in Kindergarten through Grade 12, in 54 schools. In addition, Early Childhood programs serve over 1,500 three and four year-olds in classrooms across the city. Pittsburgh Public Schools has a vision that all students will graduate high school college, career, and life ready; prepared to complete a two-or four-year college degree or workforce certification. To help us achieve this vision, the District announced its 2017-2022 Strategic Plan: Expect Great Things, which sets forth four strategic themes and 19 initiatives to reach four long-term outcomes:

- Increase proficiency in literacy for all students.
- Increase proficiency in math for all students.
- Ensure all students are equipped with skills to succeed in college, career, and life.
- Eliminate racial disparity in achievement levels of African American students.



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### Project Purpose

In September 2006, PPS signed an agreement with the Advocates for African-American Students that included 94 action steps to reduce the achievement gap, provide instructional support and create an equitable environment for the District's African-American and other underserved students. In 2012, the District and Pennsylvania Human Relations Commission (PHRC) agreed to an additional two years of monitoring. The current MOU, which further solidified the District's commitment to equity in education, requires PPS to provide a detailed implementation plan.

On Track to Equity serves as that plan, and is designed to achieve the fourth long-term outcome identified in the District's Strategic Plan, Expect Great Things: Eliminate Racial Disparity in Achievement Levels of African American Students. The 97-page plan details 27 key action steps the District is taking toward this goal, each grouped under one of seven focus areas outlined in the MOU between PPS and the PHRC. As a starting point, this plan illustrates the District's commitment to moving beyond compliance with the MOU to demonstrate our commitment to the continued monitoring of our progress and supporting the work of the Equity Advisory Panel (EAP).

The provider identified through this Request for Proposals would support Action Step 18 of this plan, included in Appendix A.

You can read more and view the full On Track to Equity plan at <https://www.pghschools.org/Page/5211>.

Despite the initial 2006 agreement, and a focus on racial equity throughout the District, there is still an urgent need to address racial disproportionality within discipline. During the 2018-19 school year, African American students received 4-10 day suspensions 3.3 times more often than white students. African American male students received 4-10 day suspensions 2.1 times more often than White male students, and African American female students received 4-10 day suspensions 7 times more often than White female students.

With funding from a School Safety and Security Grant Initiative, Pittsburgh Public Schools is seeking an organization to add capacity and offer expertise towards the development and delivery of professional development through a train-the-trainer model. The professional development experience will be grounded in racial consciousness development in support of a decrease in the incidence of racial disproportionality in behavioral referrals, suspensions and arrests and an increase in culturally responsive practices, supports and interventions. Specifically, participation should equip these individuals with experiences and knowledge to acquire a depth of knowledge about implicit bias, racial bias, modeling of multiple and varied actionable solutions, and facilitation skills for delivering this content to others. The theory of action in Appendix B represents how the District is envisioning this approach.



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This work is complemented by and aligned with other action items from the On Track to Equity plan, namely those listed below:

- Action Step 2: Equity Affiliates
- Action Step 3: Professional Learning for Culturally Relevant Pedagogy
- Action Step 11: Student, Family and Community Engagement and Empowerment
- Action Step 16: Culturally Responsive Practices to Healing Violence and Trauma (ABPsi)
- Action Step 20: Targeted Support for Historically Underserved Students

Please see Appendix C for additional information regarding relevant data.

Please see Appendix D for the Reimagine School Safety in Pittsburgh Public Schools resolution approved by the Board of Directors on September 23, 2020.



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### Scope of Services

The successful contractor will ultimately benefit students across the District, especially African American students, by facilitating the development and delivery of a professional development experience, though racial consciousness development, for up to 50 Pittsburgh Public Schools staff members who will then serve as facilitators and leaders within and across the District. The following services are critical to meeting the District's objectives:

1. Work with identified District staff to merge existing District expertise and context with additional knowledge, specifically in the areas of implicit and explicit racial bias at the intersections of gender and disability, to arrive at a robust and comprehensive professional development agenda that includes the topics of implicit racial bias; racial anxiety; stereotype threat; anti-racism; racial uplift; cultural responsiveness; disproportionate discipline; abolishing the school-to-prison pipeline; discipline disparities at the intersection of race, gender and special needs; and individual and institutional strategies, through an assets-based lens, with the objectives that PPS staff will
  - i. demonstrate awareness of how perceptions of race, gender and IEP status contribute to disproportionate discipline
  - ii. apply actionable solutions aimed at overcoming disparities, and
  - iii. identify and implement culturally responsive interventions and supports at the individual and institutional level.

Participation in this experience should build participant awareness of school discipline policies and practices that lead to disparities with a lens of race and at the intersection of gender and special needs identification; as well as at the intersection of culture and academic history; highlight how skewed perceptions of race, gender and IEP status impact perceptions of student behavior and contribute to disparities; highlight how systemic racism operates that leads to biases and discrimination; uplift meaningful and actionable solutions aimed at overcoming disparities in school discipline; and promote improved decision-making by leading individuals to question their objectivity (Bennet, 2010; Wright, 2016).

2. Facilitate and support framework development to ensure that this content is appropriately integrated in to existing district practices and systems, e.g. the Courageous Conversations About Race™ protocol, PBIS, restorative practice, culturally responsive pedagogy, etc. and aligned to the context and realities of Pittsburgh and Pittsburgh Public Schools, e.g. a District with a majority white teacher workforce and



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majority African American student population., and a city with significant and persistent racial disparities in the areas of health, income, employment, and education<sup>1</sup>.

3. Plan and build the architecture of a professional development experience designed to develop participant knowledge and lead to individual and systemic changes in mindset and practices, specifically with respect to staff interactions with students and adult responses to student behavior.
4. Support the delivery of professional development by building capacity of District staff who will become in-house facilitators and leaders of this work.
5. Provide coaching to District staff on facilitation and delivery of professional development, to ensure that they are equipped to lead successful and engaging sessions with colleagues.

### Proposal Submission

All proposals must be submitted electronically to Christine Cray at [ccray1@pghschools.org](mailto:ccray1@pghschools.org) by 5:00PM EST on **May 7, 2021** with “Interrupting Implicit Racial Bias” as the subject line. Late proposals will not be accepted. Proposals, including any/all attachments and cover letter, should be submitted as a single PDF document not to exceed 25 pages. Proposals submitted via hard copy or fax will not be accepted.

The courtesy of the submission of an ‘intent to submit a proposal’, sent via e-mail to Christine Cray at [ccray1@pghschools.org](mailto:ccray1@pghschools.org), is appreciated so that the review committee can appropriately schedule proposal reviews to meet the target timeline. Proposers are not required to send an ‘intent to submit’.

Proposals should be submitted in accordance with the proposal outline detailed in this RFP. The District reserves the right to select a proposal in its entirety or some portions thereof. Furthermore, the District reserves the right to reject any and all proposals and to waive irregularities. Responses should be organized so that the specific request for information each begin on a new page.

### Cost of RFP and Associated Responses

This RFP does not commit the District to paying any expenses incurred by any firm in the submission or presentation of a proposal, or in making the necessary studies for the preparation of a proposal. All such costs and expenses shall be borne by each firm.

### Right to Clarification and Additional Research

The District reserves the right to obtain clarification of any point in a firm’s proposal or to obtain additional information necessary to properly evaluate a particular proposal. Failure of a firm to respond to such a request for additional information or clarification could result in rejection of the proposal. The District may obtain information from any legal source for the clarification of any proposal or for information on any firm including,

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<sup>1</sup> <https://www.socialwork.pitt.edu/news/new-gender-equity-report-released-pitt-researchers>



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but not limited to, police files, insurance files, agency files, credit bureaus, and/or professional organizations. The District shall not be required to inform the firm of any intent to perform additional research in this respect or of any information thereby received.

**Evaluation Criteria and Selection Process**

An evaluation committee will review proposals. The role of the evaluation committee is to evaluate the proposals submitted and make a recommendation of award. The contract will be awarded to the qualified bidder whose proposal is most advantageous to the District. The evaluation criteria specified below will be considered but will not be the sole factor used to determine the successful bidder. Thus, while the points in the evaluation criteria indicate their relative importance, the total scores will not necessarily be determinative of the award. Rather, the total scores will guide the District in making an intelligent award based upon the evaluation criteria. The District anticipates using the following criteria:

| <b>Evaluation Criteria</b>          | <b>Weight</b> |
|-------------------------------------|---------------|
| Presentation                        | 5%            |
| Experience and Qualifications       | 20%           |
| Project Approach and Implementation | 50%           |
| Cost                                | 25%           |

**Timeline**

The Pittsburgh Public Schools is requesting proposals from experienced and qualified firms to provide the services described herein. Selection of the firm will be made based upon proposals submitted. There may also be presentations or interviews (conducted remotely). A timetable for the selection process is provided below:

|                                      |                      |
|--------------------------------------|----------------------|
| RFP Issued                           | April 12, 2021       |
| Proposals Due                        | May 7, 2021          |
| Presentations/Interviews (if needed) | Friday, May 14, 2021 |
| Notification to Proposers            | by May 21, 2021      |
| Approval by the Board of Directors   | May 26, 2021         |



## Proposal Outline

1. **Cover Letter:** Provide the name, mailing address, e-mail address, and telephone number of the firm submitting the proposal. The cover letter must be signed by an authorized officer of the organization.
2. **Table of Contents:** Clearly identify material contained in the proposal by section and page number.
3. **Introduction:** Provide an overview of the firm and its qualifications as they relate to this RFP. Briefly describe the firm's relevant experience for the past three years that best characterize the firm's capabilities, specifically in the areas of developing relevant content, facilitation of professional development, and coordinating with school districts to co-construct sessions. Additionally, share relevant qualifications with respect to implicit bias, race and equity, disproportionate discipline, and culturally responsive interventions for mid-sized or large urban public school districts with a predominantly African American student population. If available, share longitudinal evidence of impact and outcomes from prior work.
4. **References:** Provide references for three to five clients with successful, similarly scoped services (i.e. development and facilitation of professional development and equity in discipline), including the name of the organization, contact name, telephone, and e-mail address. Please provide references for similar clients e.g. school Districts with a majority white teacher workforce and majority African American student population
5. **Equal Employment Opportunity and Firm Information:**
  - Describe your firm's equal employment opportunity policies and programs.
  - Has your firm or any of its employees, or anyone acting on its behalf, ever been convicted of any crime or offense arising directly or indirectly from the conduct of your firm's business or have any of your firm's officers, directors or persons exercising substantial policy discretion ever been convicted of any crime or offense involving financial misconduct or fraud? If so, please describe any such convictions and surrounding circumstances in detail.
  - Has your firm, or any of its employees, or anyone acting on its behalf, been indicted or otherwise charged in connection with any criminal matter rising directly or indirectly from the conduct of your firm's business which is still pending or have any of your firm's officers, directors or persons exercising substantial policy discretion been indicted or otherwise charged in connection with any criminal matter involving financial misconduct or fraud which is still pending? If so, please describe any such indictments and surrounding circumstances in detail.
  - Please describe (i) any material financial relationships that your firm or any firm employee has with any financial advisory firms, investment banks or law firms or other persons or entities that may create a conflict of interest in acting as a contractor with the District; (ii) any family relationship that any employee of your firm has with any public servant that may create a conflict of interest, or the appearance of a conflict of interest in acting as a contractor with the District and (iii) any other matter that your firm believes may create a conflict of interest or the appearance of a conflict of interest in

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acting as a contractor with the District. Please describe any procedures your firm either has adopted, or would adopt, to assure the District that a conflict of interest would not exist for your firm in the future.

6. **Project Understanding:** Based on what you know or have researched about Pittsburgh Public Schools, please provide an explanation and interpretation of the District's needs to achieve the desired outcomes. Describe your understanding of this project's goals and needed services. What is your interpretation of our needs?
7. **Contractor Personnel and Qualifications:** Identify all personnel who will be assigned to this contract. List names, titles, years of experience, brief summary of their work experience, areas of expertise and certifications, length of service with your firm, reporting relationships, location, and any other qualifications relevant to the District's project. Specifically, identify the project manager who will be the District's single point of contact of the contract, and the individual(s) who would deliver services.
8. **Approach and Coordination:** Describe the services your firm proposes to meet the requirements identified in the scope of services. At a minimum, provide a detailed description of:
  - The approach that you propose for this project, to deliver on the scope of services outlined above.
  - The techniques proposed to accomplish the scope of services outlined. Please describe how these techniques would be utilized either in-person or virtually.
  - How you would ensure that participants (both those being developed as leaders, and those participating in District-led sessions as attendees) will develop multiple, varied actionable solutions aimed at overcoming disparities, that can be enacted immediately by individual participants across a variety of role groups.
  - How you would ensure that session content and experiences would address various role groups, including considerations for differentiating for various role groups of participants.
  - All tools and resources necessary, specifically identifying those provided by your firm and those that would be required of the District. Please identify all possible ADA-compliant accommodations available for these tools and resources.
  - A proposed plan to accomplish the specific scope of services and objectives outlined above, specifically addressing the development of session content, the integration with existing District practices and systems, the creation of a professional development experience, and support and coaching for the delivery of impactful sessions. Please address how participants would be engaged in multiple, differentiated follow-up support activities structured to build internal capacity.
  - A detailed list of information/data that would be needed from the District.
  - The plan for communication/engagement between the firm and District for the duration of the contract.
  - Additional information as desired by bidder.

9. **Budget and Budget Narrative:** Identify the total cost of providing the scope of services, and itemize all costs related directly or indirectly to each component of the project, e.g. materials, cost per session, etc. Costs should include, but not be limited to, hourly or daily rates of assigned personnel, travel and per diem costs (if applicable), and cost of materials. It is expected that general, overhead, and administrative costs are included in the hourly or daily rates for labor. It will be assumed that all contingencies and/or anticipated escalations are included. In addition to the numerical budget, please also provide a description of the assumptions underlying the proposed costs. Each line item in the budget should have a descriptive sentence/paragraph in the budget narrative. The grant award funding this project has an established maximum hourly rate for contractors. Please provide the overall hourly rate for the entirety of this project as one figure, e.g. \$XX.XX per hour.
- a. This work is being funded in full by a grant from the Pennsylvania Commission on Crime and Delinquency (PCCD). The total grant award is \$146,961. The District anticipates utilizing a portion of that total amount to support this work outside of payment to a contractor, e.g. the purchase of materials and supplies, and/or payment to staff for participation outside of their regular work hours. **Proposals at or above \$140,000 total are unlikely to be feasible for the District to consider. The District may need to request modifications to proposals to ensure that we remain within budget.**
  - b. Per our grant agreement, the contractor's hourly rate is expected not to exceed \$81.25 per hour. This rate is inclusive of Proposals that exceed that rate would require compelling justification and approval by PCCD.

## General Terms and Conditions

1. **Contract:** Proposer agrees that, if approved, they shall enter into a written contract with the District prior to rendering any services. In the event that the Proposer fails to enter into such contract, the Proposer's approval for an award will be revoked by the District. The contract may include the terms and conditions contained herein and any additional terms and conditions agreed upon by the parties. Proposer may submit a copy of its form of contract for review and consideration by the District Solicitor.
2. **Term of Contract:** The term of the contract shall be effective upon Board approval, on or around June 1, 2021 until February 28, 2022. The actual term may vary depending on the proposal and nature of services provided.
3. **Standards of Performance:** Proposer shall retain and utilize sufficient staff to devote a reasonable amount of time, attention, knowledge, and professional ability, as necessary, to perform all services effectively, efficiently, and consistent with the best interest of the District and to the satisfaction of the Project Manager. **Proposer shall use effective engagement strategies to facilitate services in the most cost-effective manner consistent with the best interests of the District.**
4. **Clearances:** Proposer and its employees who may have direct contact with children during the discharge of responsibilities under this contract shall obtain, at their own expense, and submit all employment history reviews and criminal background reports required by 24 P.S. § 1-111 and 1- 111.1, as amended, and child abuse clearances required by 23 Pa.C.S. §6344, as amended. All required reports and clearances must be submitted to the District contact person prior to performing any services under this contract. No payments shall be authorized unless all required reports and clearances have been received. Contractor acknowledges and agrees that it is further responsible for ensuring that the District is notified within seventy-two (72) hours if the Contractor or any of its employees providing services under this Agreement are arrested of any crime set forth in Section 111(e) or (f.1) of the Pennsylvania School Code.
5. **Non-appropriation:** Expenditures not appropriated by the District in its current fiscal year budget are deemed to be contingent liabilities only and are subject to appropriation in subsequent fiscal year budgets. In the event that sufficient funds are not appropriated in a subsequent fiscal year by the Board for performance under the contract, the Board shall notify the Proposer and the Contract shall terminate on the last day of the fiscal period for which funds were appropriated.
6. **Favored Nation:** Proposer shall furnish services to the District at a rate no greater than that charged to other public sector entities. If Proposer overcharges, in addition to all other remedies, the District is entitled to a refund in the amount of the overcharge. The District has the right to offset any overcharge against any amounts due to the Proposer under this or any other agreement between the Proposer and the District, and the right to declare the Proposer in default under the contract.

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7. **Document Retention:** Proposer shall furnish the District with such information as may be requested relative to the progress, execution, and costs of the project implementation. Proposer shall maintain all records, correspondence, receipts, vouchers, subcontractor agreements, memoranda, and other data relating to the services under the contract. All records referenced above shall be retained for three years after completion of the Scope of Services.
8. **Insurance:** Proposer shall procure and maintain insurance for all operations under the contract. All insurers shall be licensed by the Commonwealth of Pennsylvania. Proposer will provide an appropriate certificate of insurance upon the signing of the contract reflecting these limits with a carrier licensed and authorized to do business in the Commonwealth of Pennsylvania naming the School District of Pittsburgh as an additional insured. Minimum insurance requirements are:

Provider shall maintain a minimum of \$1,000,000.00 of General Liability insurance coverage and additional insurance coverage as follows:

**a. Workers Compensation and Employers Liability:**

1. Workers Compensation: Statutory Limits
2. Employers Liability: \$100,000 Each Accident - Bodily Injury by Accident; \$100,000 Each Employee - Bodily Injury by Disease; and \$500,000 Policy Limit – Bodily Injury or Disease.
3. Other States coverage and Endorsement.

**b. Umbrella Liability:** \$1,000,000 per occurrence combined single limit for bodily injury (including death), property damage liability, professional liability, automobile liability and Employer's Liability excess of the underlying primary policies.

**c. Additional Insured Status:** The District will be added as an additional insured for the General Liability and Umbrella Liability policies under a Blanket Additional Insured Endorsement on the referenced policies.

**9. Termination:**

- a. **Termination for Convenience:** The District reserves the right to terminate the contract upon 30 calendar days written notice if, at any time, the District deems the services being provided are no longer in its best interests.
- b. **Suspension of Services:** The District reserves the right to suspend the contract, in whole or part, upon five (5) calendar days written notice. Proposer shall promptly resume performance of services upon written notice from the District and upon such equitable extension of time as may be mutually agreed upon in writing by the Project Manager and Proposer. Responsibility for any additional costs or expenses actually incurred by Proposer as a result of suspension of the services shall be determined by mutual agreement of parties.

- c. **Termination for Default:** Events of default include, but are not limited to, the following:
1. Any material misrepresentation by Proposer in the securing of the contract or performance of services.
  2. Breach of any agreement, representation, or assurance made by Proposer in the contract.
  3. Failure of Proposer to perform in accordance with or comply with the terms and conditions of the contract, including, but not limited to, the following:
    - a. Any action or failure to act which involves the safety and/or welfare of the District students or staff;
    - b. Failure to provide any portion of the services herein at the agreed upon time for performance and in the agreed upon manner;
    - c. Failure to perform the services with sufficient personnel and materials;
    - d. Failure to perform the services as a result of insolvency, bankruptcy or assignment for the benefit of creditors;
    - e. Failure to perform the services in a manner satisfactory to the District;
    - f. Failure to re-perform previously incomplete and/or unsatisfactory services within a reasonable time period;
    - g. Failure to comply with any term of the contract, including but not limited to, the provisions concerning non-discrimination, and any other acts specifically and expressly stated in the contract.
  4. Default by Proposer under any other agreement Proposer may have with the District.
  5. Assignment by Proposer for the benefit of creditors or consent by Proposer of any petition or proceeding under any bankruptcy, insolvency, or similar law.
- d. **Remedies:** The District may invoke any or all remedies available at law or in equity. Specific remedies may be set forth in the final contract.
- e. **Turnover of Documents and Records:** After termination or expiration of the contract, Proposer shall turn over, within three days of request, all materials, supplies, equipment owned or purchased by the District, completed or partially completed work analyses, data, computer disks, documents and any other information related to the Scope of Services and any associated District work.
10. **Confidential Information, Dissemination of Information, Survival:**
- a. **Confidential Information:** While preparing for and/or delivering services, Proposer will have access to or receive confidential information that is not generally known to others. Proposer agrees not to use or disclose any confidential information or any records, reports or documents prepared as a result of the contract without prior written consent of the Board or its designee.

The proposer agrees to execute any additional confidentiality agreements that may be necessary for performance under this Agreement.

- b. **Dissemination of Information:** Proposer shall not issue publicity news releases or grant press interviews, without prior notice and approval of the District through the Office of Public Information. Proposer shall immediately give notice to the District and its Solicitor if presented with a Right to Know Law request for documents, records, and data or work products
- c. **Survival:** The provisions of this paragraph shall survive the termination or expiration of the contract.

#### 11. Intellectual Property:

- a. **Copyright:** The District reserves copyright in all written and electronic materials developed by the District or Provider on behalf of the District as part of this Agreement. District materials may not be copied or otherwise reproduced without the express written permission of the District. Contractor shall retain all right, title, and interest in and to its pre-existing property, including without limitation, all artwork, illustrations, graphic designs, data, files, designs, concepts, copyrights, trademarks, and other intellectual property, previously developed and created by Contractor.
- b. **Trademark and Trade Name:** This Agreement does not give Provider any ownership rights or interest in District trade names or trademarks.
- c. **Use of Name:** Provider shall request permission from the District prior to using the District trade names or trademarks in any report or publication unless otherwise provided for in this Agreement.
- d. **Ownership:** No work product, report, or other materials produced under the contract may be used by the Proposer in any other matter without the express written consent of the District through the Solicitor and the use of the name of the District of Pittsburgh in any other matter may not be used for reporting or promotional purposes without identical consent. All of the foregoing items shall be promptly delivered to the Board upon demand at any time and at expiration or termination of the contract. If any of the aforementioned items are lost or destroyed while in the Proposer's possession, they will be replaced or restored at Proposer's expense.



## APPENDIX A. Action Step 18: Implicit Bias Training

### ACTION STEP 18 BLUEPRINT AND ACTION PLAN: IMPLICIT BIAS TRAINING MOU ITEMS: VI.a, VI.c

#### BRIEF DESCRIPTION

This training is for safe and responsive schools for central and school administrators, Board members, social workers, guidance counselors, school police and school security guards in support of a decrease in the incidence of racial disproportionality in behavioral referrals and suspensions and an increase in culturally responsive interventions and supports (aligned to Equity in Discipline).

#### CURRENT STATE

In its "Review of the Pittsburgh Public Schools," the Council of the Great City Schools (CGCS) stated that "suspension rates and patterns in the district indicate that students of color are suspended at disproportionately high rates. This is also true of students with disabilities and ELLs. No one in the District is held accountable for these rates. African American students with IEPs are 2.28 times more likely than students in other racial/ethnic groups to receive a 1–5 day out-of-school suspension (OSS)."

While the overall suspension rate in PPS is on the decline, the disparity that CGCS noted between which students get suspended persists. In 2014–15, the 1–3 day OSS rate for Black students was 24%, compared to 8% for White students. In 2015–16, the rate for White students remained relatively unchanged, while Black student suspension rate showed only a slight decrease to 21%. PPS school police arrest records reveal an even wider disparity between Black and White students.

In its analysis of arrest data from 2013–14 through 2016–17, PublicSource reported that Black students accounted for 80% of school police arrests, while White students accounted for only 8% of arrests. Statistics like these lie at the foundation of the PA Department of Education's development of an Equity and Inclusion Toolkit, which calls upon districts to offer resources (i.e., professional development, curricula, etc.) that would increase educator knowledge regarding issues like implicit and structural bias, cultural competency, and educational equity.

Answering the Department's call, the district's working group to reduce exclusionary discipline has recommended that the administration provide training regarding implicit biases that lead to racial disproportionality in school discipline.

#### DESIRED STATE

Implicit Bias Training for central and school administrators, Board members, social workers, guidance counselors, school police and school security guards would ultimately lead to a decrease in the incidence of racial disproportionality in behavioral referrals, suspensions and arrests and an increase in culturally responsive interventions and supports.



## APPENDIX B. Theory of Action

If we build understanding of District staff in systemic racism, explicit and implicit bias, and systems that reinforce white supremacy; critically and authentically consider how these factors lead to exclusionary discipline of Black students at a disproportionate rate; and develop new knowledge of culturally responsive practices, supports, and interventions ..

Then we will see a shift in how school staff interact with and respond to students overall, and especially in situations leading up to and during a possible behavioral referral ..

Which will lead to an overall decrease in the number of referrals, suspensions and arrests across the District and a marked decrease in the incidence of racial disproportionality in behavioral referrals, suspensions and arrests and an increase in culturally responsive interventions and supports.

Along with this, we must identify and address implicit and explicit policies and practices at the classroom, school, and District level that perpetuate and reinforce disproportionate disciplinary outcomes, and be positioned to monitor for the expected changes.

This work must sit upon a strong foundation of racial consciousness development, and be situated within positive and supportive school and classroom environments where students are engaged and valued.



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**APPENDIX C. Relevant Data**

Published District Dashboards

The District publishes key data points online at <https://www.pghschools.org/Page/5071> for exploration and review.

This includes a dashboard containing suspension data <https://www.pghschools.org/Page/5070>.

Below is a summary of 2018-19 suspension data.

|                    | <b>2018-2019</b>           |                      |                               |
|--------------------|----------------------------|----------------------|-------------------------------|
| <b>Grade Bands</b> | <b>1-3 Day Suspensions</b> |                      |                               |
| <b>Race/Gender</b> | <b>Number of Students</b>  | <b>Ever-Enrolled</b> | <b>Percentage of Students</b> |
| <b>6 to 8</b>      | <b>880</b>                 | <b>5,478</b>         | <b>16.1%</b>                  |
| African American   | 671                        | 3,014                | 22.3%                         |
| Female             | 323                        | 1,524                | 21.2%                         |
| Male               | 348                        | 1,490                | 23.4%                         |
| Other              | 77                         | 799                  | 9.6%                          |
| Female             | 33                         | 385                  | 8.6%                          |
| Male               | 44                         | 414                  | 10.6%                         |
| White              | 132                        | 1,665                | 7.9%                          |
| Female             | 49                         | 810                  | 6.0%                          |
| Male               | 83                         | 855                  | 9.7%                          |
| <b>9 to 12</b>     | <b>1062</b>                | <b>7,443</b>         | <b>14.3%</b>                  |
| African American   | 784                        | 3,948                | 19.9%                         |
| Female             | 370                        | 1,984                | 18.6%                         |
| Male               | 414                        | 1,964                | 21.1%                         |
| Other              | 103                        | 1,016                | 10.1%                         |
| Female             | 51                         | 492                  | 10.4%                         |
| Male               | 52                         | 524                  | 9.9%                          |
| White              | 175                        | 2,479                | 7.1%                          |
| Female             | 62                         | 1,211                | 5.1%                          |
| Male               | 113                        | 1,268                | 8.9%                          |

## Request for Proposals

### Interrupting Implicit Racial Bias in School Discipline and Student Well-being

| 2018-2019                          |                    |               |                        |            |  |
|------------------------------------|--------------------|---------------|------------------------|------------|--|
| District-Wide 4-10 Day Suspensions |                    |               |                        |            |  |
| Race/Gender                        | Number of Students | Ever-Enrolled | Percentage of Students | Risk Index | Risk Index Description   |
| All                                | 322                | 23,488        | 1.4%                   |            |  |
| African American All               | 244                | 12,205        | 2.0%                   | 3.3        | African American students receive 4-10 day suspensions 3.3 times more often than White students.             |
| African American Male              | 116                | 6,201         | 1.9%                   | 2.1        | African American male students receive 4-10 day suspensions 2.1 times more often than White male students.   |
| African American Female            | 128                | 6,004         | 2.1%                   | 7          | African American female students receive 4-10 day suspensions 7 times more often than White female students. |
| White All                          | 47                 | 7,458         | 0.6%                   | 1          |  |
| White Male                         | 35                 | 3,842         | 0.9%                   | 1          |  |
| White Female                       | 12                 | 3,616         | 0.3%                   | 1          |  |

| 2018-2019                        |                    |               |                        |
|----------------------------------|--------------------|---------------|------------------------|
| Grade Bands 4-10 Day Suspensions |                    |               |                        |
| Race/Gender                      | Number of Students | Ever-Enrolled | Percentage of Students |
| <b>K to 2</b>                    | <b>1</b>           | <b>6023</b>   | <b>0.0%</b>            |
| African American                 | 1                  | 3137          | 0.0%                   |
| Male                             | 1                  | 1643          | 0.1%                   |
| <b>3 to 5</b>                    | <b>6</b>           | <b>5544</b>   | <b>0.1%</b>            |
| African American                 | 5                  | 2979          | 0.2%                   |
| Female                           | 2                  | 1419          | 0.1%                   |
| Male                             | 3                  | 1560          | 0.2%                   |
| White                            | 1                  | 1581          | 0.1%                   |
| Male                             | 1                  | 848           | 0.1%                   |
| <b>6 to 8</b>                    | <b>63</b>          | <b>5478</b>   | <b>1.2%</b>            |
| African American                 | 46                 | 3014          | 1.5%                   |
| Female                           | 28                 | 1524          | 1.8%                   |
| Male                             | 18                 | 1490          | 1.2%                   |
| Other                            | 9                  | 799           | 1.1%                   |
| Female                           | 5                  | 385           | 1.3%                   |
| Male                             | 4                  | 414           | 1.0%                   |
| White                            | 8                  | 1665          | 0.5%                   |
| Female                           | 1                  | 810           | 0.1%                   |
| Male                             | 7                  | 855           | 0.8%                   |



Pittsburgh Public Schools

Request for Proposals  
 Interrupting Implicit Racial Bias in School Discipline and Student Well-being

|                  | 2018-2019            |               |                        |
|------------------|----------------------|---------------|------------------------|
| Grade Bands      | 4-10 Day Suspensions |               |                        |
| Race/Gender      | Number of Students   | Ever-Enrolled | Percentage of Students |
| <b>9 to 12</b>   | <b>252</b>           | <b>7443</b>   | <b>3.4%</b>            |
| African American | 192                  | 3948          | 4.9%                   |
| Female           | 98                   | 1984          | 4.9%                   |
| Male             | 94                   | 1964          | 4.8%                   |
| Other            | 22                   | 1016          | 2.2%                   |
| Female           | 13                   | 492           | 2.6%                   |
| Male             | 9                    | 524           | 1.7%                   |
| White            | 38                   | 2479          | 1.5%                   |
| Female           | 11                   | 1211          | 0.9%                   |
| Male             | 27                   | 1268          | 2.1%                   |

## APPENDIX D. Reimagine Schools Safety in Pittsburgh Public Schools Resolution

### Reimagine School Safety in Pittsburgh Public Schools

#### RESOLUTION

WHEREAS, as one of the largest educational institutions in the state of Pennsylvania, Pittsburgh Public Schools (PPS) plays an integral role in shaping the lives of our youth, and thus our future community; and

WHEREAS, the City of Pittsburgh on December 11, 2019, and Allegheny County on May 5, 2020, designated racism as a public health crisis; and

WHEREAS, the Pittsburgh Public School District ("District") has an obligation to promote the healthy development of each one of its students, which includes protecting them from the impact of systemic racism and violence to the greatest extent possible while they are at school; and

WHEREAS, the District is responsible for all interactions between students and the adults in our school buildings in order to promote a positive school climate and a community of care; and

WHEREAS, the perpetuation of the school-to-prison pipeline is incompatible with the Pittsburgh Public Schools Board of Directors goal of creating safe, healthy, and equitable schools for all PPS students; and

WHEREAS, nationally more than a quarter of a million young people are arrested or referred to law enforcement in their schools each year with increasing investments towards school policing, surveillance, suspensions and expulsions, harsh discipline, and arrests, in lieu of counseling, educational resources, and physical improvements to classrooms and school structures, leading to a 'school-to-prison pipeline'; and

WHEREAS, many of the incidents that resulted in students being introduced into the criminal justice system at such a young age could be more effectively addressed by restorative practices, diversion programs, or other community-based services; and

WHEREAS, without data transparency and accountability, it is impossible for the Pittsburgh Public School Board and Administration to monitor school safety policy and practice; and

WHEREAS, the District has a long record of disproportionately suspending, expelling, involuntarily transferring and arresting Black, Brown, and Disabled students, thereby involving them in the criminal justice system while students lose important time from the classroom; and

WHEREAS, from the 2015-16 school year through the 2019-20 school year, PPS students were arrested by School Police Officers over 2,500 times, with the vast majority, about 80% each year, being Black students even though Black students made up 52% of the enrollment in PPS\* thereby introducing them to the criminal justice system and inflicting trauma; and



## Request for Proposals Interrupting Implicit Racial Bias in School Discipline and Student Well-being

WHEREAS, even though total student arrests in PPS have decreased since the 2015-16 school year, the proportion of arrests for Black students has not decreased \*; and

WHEREAS, from the 2015-16 school year through the 2019-20 school year, an average of 37% of the total student arrests in PPS are for disorderly conduct \*, a highly discretionary offense that is subject to implicit and explicit bias; and

WHEREAS, about half of PPS arrests of Black students (54% for Black girls and 42% for Black boys) in 2019 ultimately resulted in a charge of disorderly conduct (compared with just 10% and 20% of PPS arrests of White girls and boys respectively) \*; and

WHEREAS, the PA School Code 24 P.S. 13-1301-A, et seq requires school districts, even when they employ their own police force, to notify local Law Enforcement within the territorial jurisdiction for certain offenses; and

WHEREAS, the 2020 Pittsburgh Public School District Budget allocates over \$7.2 million dollars on the Pittsburgh Public School District Safety Department; and

\*Source: PPS data, 6/10/20

**NOW, THEREFORE, BE IT RESOLVED** that the Pittsburgh Public Schools Board of Directors instruct the following actions for transparency and accountability of student interaction with police and the criminal justice system, no later than **January 1, 2021**:

1. Police data, similar to those required to be reported for the US Department of Education Office of Civil Rights (CRDC), for 2015-16 through the 2019-20 school years and future years, posted on the PPS website. This data includes the following information:
  - a. Total number of non-identifiable students arrested in each school (disaggregated by arrest charge, race, sex).
  - b. Total number of non-identifiable students referred to police in each school (disaggregated by race, age, sex).
  - c. Total number of non-identifiable students issued a summary citation in each school (disaggregated by arrest charge, race, sex, age).
2. Student demographic data matched to the Police data, for 2015-16 through the 2019-20 school years and future years, posted on the PPS website. This includes the following information:
  - a. Total number of non-identifiable students arrested in each school (disaggregated by disability-IDEA, disability-504 only, LEP).
  - b. Total number of non-identifiable students referred to police in each school (disaggregated by disability-IDEA, disability-504 only, LEP).
  - c. Total number of non-identifiable students issued a summary citation in each school (disaggregated by disability-IDEA, disability-504 only, LEP).
3. The Administration will present the above information each month to the Board in a publicly held meeting so that the Board and community may monitor referrals to police, arrests, and citations.

## Request for Proposals Interrupting Implicit Racial Bias in School Discipline and Student Well-being

**FURTHER BE IT RESOLVED** that Administration, along with the Safety and Operations Committee, convene an ad-hoc community-majority Task Force of District residents to Reimagine School Safety, no later than **November 1, 2020**, to address the following and provide a report with recommendations to the Board by **March 31, 2021**, with a public presentation of the report during a public committee meeting or workshop in **April 2021**:

1. Conduct deep listening sessions with school staff, parents, and students that have School Police Officers (SPOs) assigned to their school building in order to identify and prioritize their needs in supporting their students, school safety, and school culture and climate;
2. Conduct a full review of the School Safety Manual including the role of SPOs and SSAs, and school safety practices;
3. Define "School Safety;"
4. Evaluate the effectiveness of current school safety practices;
5. Recommend strategies for enhancing student safety and well-being through additional social/emotional supports, mental and behavioral health services, restorative practices, and other supports to meet students' developmental needs.