



CITY CHARTER HIGH SCHOOL

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CHARTER SCHOOL APPLICATION

SUBMITTED TO PITTSBURGH PUBLIC SCHOOLS

By EDSYS, Inc.

THURSDAY, NOVEMBER 15, 2001

Executive Summary

This charter school application articulates a proposal for a model 21st century high school that dramatically alters traditional learning environments. The school design is based on educational best practices, industry and academic partnerships, organizational innovations and technological advances. The mission of City Charter High School will be to graduate young adults who are prepared academically, technically, personally and socially to participate and succeed in post-secondary education and/or employment in technology-related fields. The school differs from traditional comprehensive public high schools in its academic program, workforce orientation and organizational structure.

Academically, the school will offer a rigorous program with students taking four years of Mathematics, Science, English Language Arts, Social Studies and World Languages. Traditional content areas will be grouped into four clusters - Scientific Literacy (Mathematics and Sciences), Cultural Literacy (Reading, Writing, Listening, Speaking, Arts and Humanities, Social Studies, World Languages), Work-skills Literacy (Career Education, Applied, Computer, Multimedia and Networking Technologies) and Wellness Literacy (Health, Safety and Physical Education). Clustering the curriculum provides opportunities for interdisciplinary instruction. An extended school day and year will support project-based learning. Exemplary instructional materials will be chosen based on their interdisciplinary and project-based orientation. Each student and staff member will have a laptop computer and access to resources from both home and school. Instruction will be student-centered, thrusting the teacher into the role of facilitator and assessor. Annual standardized assessments will require students to articulate their understanding and mastery of a topic both orally and in writing.

The **workforce orientation** of the school is unique. City Charter High School will partner with local companies, universities and community organizations to implement a program of study that provides students with workplace internships. Students will participate in industry certification programs, become proficient with information technology and take courses at local colleges/universities. WorkKeys, an industry validated assessment system, will be used to help students identify skills needed for the workplace. Each student will have a plan of study that aligns his or her academic experience with career opportunities.

Finally, the school will become a model for **innovative organizational structures** such as extended days, year-round schooling, student and teacher continuity, new funding mechanisms to support school-based research and industry partnerships. Also, City Charter High School will have an expert/apprentice teacher support model and a staff development program that insures long-term stability and teacher excellence. Lastly, the school will be housed in a physical plant that reflects the 21st century world of work.

TERMS AND DEFINITIONS

Academic Plan: The plan that describes a student's educational program – core subjects, research projects and academic assessments.

Act 22 of 1997: Pennsylvania Charter School Law.

Apprentice Teacher: A teacher with one to three years teaching experience.

Blackboard: Enterprise software that creates a comprehensive online teaching, reporting and administrative environment. Teachers, students, parents and administrators can access assignments, review grades and communicate with each other using the World Wide Web (WWW).

Board of Trustees: The governing body of City Charter High School.

Career Plan: The plan that describes a student's work-skills, career options and internship program.

Chief Administrative Officer: The person responsible for the day-to-day operations of City Charter High School.

EDSYS, Inc.: A newly incorporated non-profit organization in the Commonwealth of Pennsylvania. Its mission is to provide public school delivery systems, grounded in educational best practices that take full advantage of information technologies.

Education Manager: The persons responsible for overseeing curriculum articulation and implementation; coordination of staff development and student services; and LEA representation for City Charter High School.

Education Team: The group of teachers and staff associated with a particular group of students. The Education Team will stay with the same group of students from 9th through 12th grade.

External Task Groups: A group of experts that the Board of Trustees convenes for a specific task. For example, the Board may create an External Task Group to implement a capital campaign for a new building.

Great Books: Anthologies of short works of philosophy, political science, sociology, psychology and fiction both classic and modern compiled by the Great Books Foundation.

Internal Advisory Board: The group made up of parents, students and staff that will advise the Chief Administrative Officer on school operations.

Internship Manager/Career Counselor: The person responsible for managing the internship program and for providing career counseling to students.

Knowledge Backpack (KnowPac): A backpack containing a graphing calculator and a laptop with Internet access, library resources, additional reference materials and Microsoft Office applications will be provided to every student.

LAN/MAN/WAN: The data networks – Local Area Network, Metropolitan Area Network and Wide Area Network – that allow staff and students to take advantage of school and online resources.

Master Teacher: A teacher who in addition to his/her normal duties, has agreed to mentor an Apprentice Teacher and work with the Education Manager on curriculum articulation and development.

Professional Development Plan: Every staff member will create his/her own personal professional development plan. The plan will describe all professional development activities that the teacher will participate in the coming year as well as all Act 48 compliance workshops, classes and in-services.

Research Teacher/Librarian: The teacher responsible for teaching the Research Seminar. The Research Teacher/Librarian will also oversee the purchase of all needed research and library materials.

Shared Inquiry Process: This is the unifying pedagogical process at City Charter High School. Shared Inquiry includes interpretive reading and writing activities, identifying problems and ideas, drawing conclusions, supporting an argument with reason and evidence and communicating ideas effectively. The Great Books Foundation will train all staff in this process.

Staff Teacher: A veteran teacher whose responsibility at the school is to teach his/her classes, provide input into curriculum development and sponsor school clubs and activities.

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I. SCHOOL DESIGN

1. MISSION STATEMENT

City Charter High School, a non-profit, non-sectarian new school, will graduate young adults who are prepared academically, technically, personally and socially to participate and succeed in post-secondary education and/or employment in technology-related fields.

2. GOALS AND OBJECTIVES

Goal: Student Achievement

Graduates will demonstrate the academic skills necessary to be both culturally and scientifically literate. These skills include the abilities to communicate orally, communicate through writing, perform complex tasks, model real-world problem solving, conduct research and manage extended projects. This goal will be measured by demonstrating yearly improvement in grades, in norm and criterion-referenced exams as well as successful completion of projects and portfolio pieces as measured through a Shared Inquiry process.

Goal: Workforce Skills

Students will have clearly articulated academic and career plans that focus on the connection between school and post-secondary careers. Graduates will demonstrate proficiency at the workforce competencies and interpersonal skills necessary to succeed. These skills include basic academic competencies that are aligned with employment profiles as well as punctuality, appropriate work attire, time management, ability to work in teams, responsibility for outcomes and flexibility in thinking and behaviors. This goal will be measured by demonstrating yearly improvement in attendance, WorkKeys (© ACT) assessments and reviews by employers who provide student internships.

Goal: Model School

City Charter High School will demonstrate a scalable, sustainable and replicable model for a 21st century urban high school that is aligned with a technology-driven economy. This model will include innovative academic programs and organizational structures, dynamic partnerships, new funding mechanisms to support school-based research, a physical plant conducive to workforce development and a staff development program that insures long-term stability and teacher excellence. This goal will be measured through implementation of the proposed charter, the dissemination of school activities into the community and improved school performance.

3. EDUCATIONAL PROGRAM

3A. BACKGROUND

Traditional high schools are organized around an agrarian calendar using a factory model of production. They are teacher-centered, focus on skills development, teach a broad number of curriculum topics and rarely use assessments that address complex or integrated problems. They are organized for larger group passive instruction and seldom create a community of active learners.

A typical high school is in session 180 days a year with a two and a half-month summer vacation. Due to the long vacation and students having different teachers every year, there is little continuity for students. Teachers spend most of September and October determining the skills and needs of their students while reviewing previously taught material. Class sizes range from 30 to 35 students. There are seven periods a day and each period is 45 minutes long. Due to the large number of students, the short period of time and the repetitive nature of the curriculum, the standard pedagogy is one of lecture, skills focus and broad topic presentations.

In all math classes that I visited, the sequence of activities was the same. First, answers were given for the previous day's assignment. The more difficult problems were worked on by the teacher or the students at the chalkboard. A brief explanation, sometimes none at all, was given of the new material, and the problems assigned for the next day. The remainder of the class was devoted to working on homework while the teacher moved around the room answering questions. The most noticeable thing about math classes was the repetition of this routine.

Wayne Welch. "Science Education in Urbanville: A Case Study." In *Case Studies in Science Education*, edited by R. Stake and J. Easley. Pg. 6 Urbana, Ill: University of Illinois, 1978.

A typical classroom teacher will work five periods out of seven. During a 6th period the teacher will have a duty – monitoring the hall, working in the cafeteria, covering other classes. During a 7th period teachers have 45 minutes for planning, grading, calling parents and counseling students. Teachers are provided with a textbook, resource materials and a curriculum guide. Every classroom has a blackboard. Some classrooms have overhead projectors and computers.

Formative assessments are teacher-created and take the form of quizzes and tests. A multiple-choice final exam created by the teacher or department is common. It

is unlikely that there will be a norm-referenced or criterion-referenced examination at the end of the year.

Possibly, once during their high school experience, students will take a state or district assessment. Often these tests are meant to provide school-wide data on basic skills. **As described, traditional high schools are aligned with the workplace of the early 20th century – the factory.**

How People Learn: Bridging Research and Practice, published in 1999 by the National Academy of Sciences, reviewed best practices in education and identified a number of key elements necessary to create a successful learning environment. The book recommends a classroom culture that is focused on the learner rather than the teacher, that is knowledge centered (depth over breadth) and that is informed through formative assessment. Most important the book suggests the need to foster an environment that actively creates and supports all its learners – students and teachers.

Layered on top of recommendations about learning environments is a growing awareness that the world of work has dramatically changed and that students need new skills in order to participate in this new workforce. Recommendations for workforce development suggest that it is time to develop new models for education delivery.

For most of this century, as this nation took its goods and know-how to the world, America did not have to worry about competition from abroad. At home, the technology of mass production emphasized discipline to the assembly line. Today, the demands on business and workers are different. Firms must meet world-class standards and so must workers. Employers seek adaptability and the ability to learn and work in teams.

A SCANS Report for America 2000

The SCANS report carries even greater weight in our local economy. Pittsburgh has changed drastically since leading the world in steel production (1900 - 1980). One need only look at the shores of the Monongahela River to see that Information Technology companies, medical research facilities, entertainment and shopping malls have replaced the steel mills.

The SCANS report suggests that a new set of competencies and skills are necessary to succeed in the 21st century workplace. These competencies and skills will also serve students in post-secondary education.

COMPETENCIES - effective workers can productively use:

Resources - allocating time, money, materials, space, and staff;

Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

Systems - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION - competence requires:

Basic Skills - reading, writing, arithmetic and mathematics, speaking, and listening;

Thinking Skills - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;

Personal Qualities - individual responsibility, self-esteem, sociability, self-management, and integrity.

WHAT WORK REQUIRES OF SCHOOLS: A SCANS REPORT FOR AMERICA 2000
THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR, JUNE 1991

New concepts of schooling and organizational structure must start from basic 21st century assumptions of time, place, technology and production if they hope to empower our young men and women to be successful in post-secondary education and the modern workplace. Through this application, Richard Wertheimer, Mario Zinga, a diverse Planning Team and a prestigious Advisory Group are proposing a model 21st century high school that dramatically alters the traditional learning environment. This application is being submitted by EDSYS, Inc., a non-profit educational organization incorporated in the Commonwealth of Pennsylvania.

3B. COURSE OF STUDY

The Course-of-Study at City Charter High School will provide a rigorous academic curriculum as well as a comprehensive grounding in work-skills. The schedule, calendar, curriculum, staffing and organizational structure of the school provide an institutional effort that focuses on student success.

The educational program is built on a clustering of the Pennsylvania Chapter 4 academic standards. This clustering allows for flexibility in scheduling and staffing as well as providing a common sense approach to interdisciplinary project-based learning. Although educators commonly talk about interdisciplinary learning or the value of student projects, the schedule seldom reflects the importance of these concepts. Through clustering and flexible scheduling, City Charter High School intends to institutionalize interdisciplinary and project-based learning.

Curriculum Clusters	PA Chapter 4 Academic Subjects
Cultural Literacy	Reading, Writing, Speaking and Listening
	Social Studies – Civics and Government, Geography, Economics, History
	Arts and Humanities
	World Languages
Scientific Literacy	Mathematics
	Science and Technology
	Environment and Ecology
	Family and Consumer Science (Financial and Resources Management)
Wellness Literacy	Health, Safety and Physical Education, Family and Consumer Science (Food Science and Nutrition, Child Development)
Work-skills Literacy	Career Education and Work
	Basic Computer Literacy
	Applied Technology Computer Technology Multimedia Technology Network Technology

3B-1. CULTURAL LITERACY

Students will take four years of Reading, Writing, Speaking, Listening, Social Studies, Arts and Humanities and World Languages in the **Cultural Literacy** cluster.

The goals, processes and skills that apply to each of these traditional content areas are common for all of them. It is both inefficient and disjointed to teach English and Social Studies in isolation. Therefore, the English and Social Studies teachers at the school will develop and teach the curriculum together in a 2.3-hour block of time.

Academic standards in Reading, Writing, Speaking and Listening, Social Studies, and The Arts and Humanities will be achieved through an interdisciplinary project-based learning model using the Great Books curriculum. The goal is to take reading, writing, speaking and listening beyond the traditional English classroom and to use selections and activities from other disciplines to teach and meet the standards for the disciplines that make up this cluster – in other words, to truly integrate content and skills and to present reading and writing as foundations anchoring the whole curriculum.

The goal of Great Books programs is to instill in adults and children the habits of mind that characterize a self-reliant thinker, reader, and learner. Great Books programs are predicated on the idea that everyone can read and understand excellent literature—literature that has the capacity to engage the whole person, the imagination as well as the intellect.

Shared Inquiry is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This search is inherently active; it involves taking what the author has given us and trying to grasp its full meaning, to interpret or reach an understanding of the text in light of our experience and using sound reasoning.

<http://greatbooks.org/junior/philosophy/sharing.html>

The Great Books Foundation has developed the curriculum chosen for the Cultural Literacy cluster. Presently, this curriculum includes the following:

- Junior Great Books (Grade 9);
- Introduction to Great Books (Grade 10, 11, 12);
- Reader's Guide to The Great Gatsby (Grade 11); and
- The Will of the People: Readings in American Democracy (Grade 9).

On the following page is the list of anthologies with titles and authors for the 9th, 10th, 11th, and 12th grade series. A review of the anthologies suggests that the readings are interdisciplinary and multicultural in nature – covering literature, arts, humanities, politics, economics, philosophy, sociology and history. These create a rich basis for our curriculum.

EDSYS, Inc. has forged two key partnerships to further develop the school's Cultural Literacy curriculum. There is prospective funding from the Richard King Mellon Foundation for this curriculum development.

Through a partnership with the **Great Books Foundation**, the school will develop additional materials (student skills books, writing response books, vocabulary workbooks, post discussion journals) to compliment the existing teachers' handbook. Together City Charter High School, the Great Books Foundation and the Senator John Heinz Pittsburgh Regional History Center will develop new anthologies expanding the selections to reflect American diversity. The new anthologies will also include additional genres (fiction, nonfiction, plays, biographies, poetry, short stories and information pieces). Lastly the partnership will develop the teacher resource materials needed for each anthology and at each grade level.

Through a partnership with the **Senator John Heinz Pittsburgh Regional History Center**, City Charter High School will develop a Cultural Literacy curriculum with a strong foundation in local history. Because the History Center is associated with the Smithsonian Institution, the school will have access to a wide selection of resources as the partners develop the national and global perspectives that will compliment the local starting point. City Charter High School will be a partner in this development and will also act as the piloting agent for the curriculum. The curriculum will be a prototype and will generalize to any theme and topic.

At the end of four years, the Great Books Foundation and the Pittsburgh Regional History Center will have a comprehensive model curriculum that they can use with other schools. City Charter High School will have a robust model curriculum that it field-tested and helped develop.

Once the charter is granted, the school will obtain funding and hire a project manager to co-ordinate the work among City Charter High School, the Great Books Foundation and the Pittsburgh Regional History Center. This individual will work with school faculty, the Education Manager and our partners to develop the curriculum. The project manager will also coordinate the professional development and evaluation associated with this new Cultural Literacy curriculum.

Series 9 – Junior Great Books (9th Grade)

MIRIAM
ZOO ISLAND
AT THE PITT-RIVERS
NEW AFRICAN (from SARAH PHILLIPS)
SPONONO
BOBBY'S ROOM
A BIRD IN THE HOUSE
THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE
THE LITTLE COUSINS
THE IDEALIST
THE TIME MACHINE

Truman Capote
Tomás Rivera
Penelope Lively
Andrea Lee
Alan Paton
Douglas Dunn
Margaret Laurence
Robert Louis Stevenson
Peter Taylor
Frank O'Connor
H. G. Wells

Introduction to Great Books - First Series (10th Grade)

WHY WAR?
THE MELIAN DIALOGUE
THE SOCIAL ME
ROTHSCHILD'S FIDDLE
CONCERNING THE DIVISION OF LABOR
CHELKASH
HOW AN ARISTOCRACY MAY BE CREATED BY INDUSTRY
OBSERVATION AND EXPERIMENT
EVERYTHING THAT RISES MUST CONVERGE
AN ESSAY IN AESTHETICS
AN OUTPOST OF PROGRESS
ON STUDYING

Sigmund Freud
Thucydides
William James
Anton Chekhov
Adam Smith
Maxim Gorky
Alexis de Tocqueville
Claude Bernard
Flannery O'Connor
Roger Fry
Joseph Conrad
José Ortega y Gasset

Introduction to Great Books - Second Series (11th Grade)

POLITICS
OF COMMONWEALTH
BARN BURNING
OF CIVIL GOVERNMENT
IN EXILE
THE DECLARATION OF INDEPENDENCE EQUALITY
SORROW-ACRE
WHY AMERICANS ARE OFTEN SO RESTLESS
AFTER THE BALL
HABIT
THE OVERCOAT

Aristotle
Thomas Hobbes
William Faulkner
John Locke
Anton Chekhov
Isaiah Berlin
Isak Dinesen
Alexis de Tocqueville
Leo Tolstoy
William James
Nikolai Gogol

Introduction to Great Books - Third Series (12th Grade)

ON HAPPINESS
HABITS AND WILL
HAPPINESS
CRITO
ON LIBERTY
CONSCIENCE
A HUNGER ARTIST
OF THE LIMITS OF GOVERNMENT
ANTIGONE
WHY GREAT REVOLUTIONS WILL BECOME RARE
A ROOM OF ONE'S OWN
IN DREAMS BEGIN RESPONSIBILITIES

Aristotle
John Dewey
Mary Lavin
Plato
John Stuart Mill
Immanuel Kant
Franz Kafka
John Locke
Sophocles
Alexis de Tocqueville
Virginia Woolf
Delmore Schwartz

The Will of the People: Readings in American Democracy (9th Grade)

THE DECLARATION OF INDEPENDENCE (July 4, 1776)	
THE FEDERALIST PAPERS	
THE FEDERALIST #10	<i>James Madison</i>
THE FEDERALIST #51	<i>James Madison and Alexander Hamilton</i>
THE FEDERALIST #78	<i>Alexander Hamilton</i>
CONSTITUTION OF THE UNITED STATES OF AMERICA FAREWELL ADDRESS	<i>George Washington</i>
DECLARATION OF SENTIMENTS AND RESOLUTIONS, SENECA FALLS CONVENTION	
EMANCIPATION PROCLAMATION	<i>Abraham Lincoln</i>
GETTYSBURG ADDRESS	<i>Abraham Lincoln</i>
SECOND INAUGURAL ADDRESS	<i>Abraham Lincoln</i>
ADDRESS TO THE FIRST ANNUAL MEETING OF THE AMERICAN EQUAL RIGHTS ASSOCIATION	<i>Sojourner Truth</i>
THE UNITED STATES OF AMERICA V. SUSAN B. ANTHONY, CIRCUIT COURT, NORTHERN DISTRICT OF NEW YORK	
LET AMERICA BE AMERICA AGAIN	<i>Langston Hughes</i>
LETTER FROM BIRMINGHAM JAIL	<i>Martin Luther King Jr.</i>

The process for integrating Reading, Writing, Speaking, Listening, Social Studies, and The Arts and Humanities in the **Cultural Literacy** cluster can be considered a thematic project-based approach to learning.

- Teacher chooses a topic.
- Students read books (and other resource materials such as biographies, journals, newspaper accounts) that provide perspectives on the selected topic.
- The readings lead students on a journey that begins locally, and expands beyond the city and state to a national and international perspective.
- Students use multiple disciplines for the journey – civics, sociology, economics, geography, history, politics, the arts and literature.
- At the end of the journey, student products will tell a story of the journey – including conjectures, conclusions and data gathered along the way.
- The assessment will include artifacts from the student's process, the product and a final presentation.

City Charter High School, the Great Books Foundation and the Senator John Heinz Pittsburgh History Center will develop this interdisciplinary model curriculum over the next four years.

A key element of this integrated curriculum is the need for a common language and learning process. The Shared Inquiry process – developed by the Great Books Foundation – will be the common language and learning process used at City Charter High School. The process deconstructs the readings and research to give students access to primary sources. Below are the steps included in the Shared Inquiry process.

- Introductory Activities. This step includes vocabulary building, contextual analysis and anticipatory questions meant to help orient students to the reading selection.
- First Reading. This first reading may be done out loud giving students the opportunity to hear new unfamiliar words and to hear the tone and mood of the selection.
- First Writing Activity. Students will describe issues and questions raised from reading or hearing the selection for the first time.
- Reflection. This is a preliminary discussion after the first reading and writing activity.
- Second Reading and Taking Notes. This step helps students draw connections as they read and become more aware of the interpretive issues in the selection.
- Interpreting Words. Combing the selection for critical, unfamiliar vocabulary and learning word meaning and etymology is key to understanding the selection. Writing a set of interpretive questions follows this vocabulary activity.
- Preparing for a Shared Inquiry Discussion. Students, through a writing activity that analyzes the given text and collects evidence on a set of preliminary questions, get ready for the discussion.
- Shared Inquiry Discussion. Listening to the teacher's questions and the students' answers and evidence are key to participating in the discussion.
- Writing Activity After the Discussion. The purpose of the writing is to give students the opportunity to assimilate new ideas and to measure them against their own experiences and opinions. This writing activity should also help students formulate further insight into the selection. The writing activity is an integral part of the student's ongoing, personal interaction with the text.

The creation of an interdisciplinary curriculum based on the Great Books and the Pittsburgh Regional History Center expertise, as well as the use of a common process for shared inquiry, provides a powerful and robust model for learning. It addresses state and national standards as well as best practices in the professional literature.

City Charter High School is committed to providing World Language instruction for all its students. The school views the teaching of World Languages as an opportunity to expand knowledge of other cultures as well as develop students' linguistic capabilities. This will be accomplished through the use of both computer-based instruction and oral coaching. World Language instruction will be incorporated into the Cultural Literacy cluster. Time, curriculum and pedagogical models will be developed using state guidelines, local experts and curricular products. See Oscar Huber's letter in Appendix C.

3B-2. SCIENTIFIC LITERACY

Students will spend four years studying Mathematics and Science in the **Scientific Literacy** cluster. Mathematics and Science will be integrated using projects, labs and problem-solving contexts where appropriate. Both Mathematics and Science will use technology such as Vernier scientific probeware, graphing calculators, spreadsheets and the Internet to perform experiments and to collect data. When appropriate, Science and Mathematics units will be taught jointly. The Great Books Shared Inquiry process will be used to guide and assess student learning in Mathematics and Science.

Mathematics will use the four-year Interactive Mathematics Project (IMP) curriculum published by Key Curriculum Press (Appendix C). It is relevant for this model high school because:

- It is problem-centered;
- It integrates probability, statistical reasoning and discrete mathematics;
- It expands the content scope of high school mathematics;
- It focuses on developing understanding;
- It includes long-term, open-ended investigations;
- It can serve students of varied mathematical backgrounds in heterogeneous classrooms; and
- It is mathematically rigorous and provides students with a strong mathematics background no matter what a student's career goals are.

IMP is consistent with both the NCTM and Pennsylvania Department of Education mathematics standards.

Shaped by ten years of field testing, IMP is a full curriculum for college preparatory mathematics, created with backing from the National Science Foundation in response to a growing awareness of the need for mathematics instruction reform.

The curriculum meets the needs of both college-bound students and those headed directly into the workforce, preparing them to use problem-solving skills both in school and on the job.

Departing radically from the traditional subject-by-subject mathematics curriculum, IMP employs an integrated approach that includes important topics that are not taught in a traditional curriculum—topics such as probability, statistical reasoning, and discrete mathematics.

Its problem-centered approach helps students learn to think creatively and critically, and teaches them to draw simultaneously from many areas of mathematics to solve real-life problems. IMP fortifies students with a host of other life-enriching skills, ranging from working in groups to expressing ideas orally and in writing.

Results show this revolutionary approach pays off. IMP improves the mathematics proficiency of a broad range of students and encourages many students to take more mathematics than they would originally planned. And their SAT scores prove to be equal to or better than those of their peers in traditional programs!

http://www.keypress.com/catalog/products/textbooks/Prod_IMP.html

The school's science curriculum will address national, Pennsylvania and school district standards. City Charter High School will use National Science Foundation (NSF) funded materials to address the standards with respect to content and abilities to conduct scientific inquiry.

The selected textbooks are integrated Science texts. They will provide for interdisciplinary opportunities with the Mathematics curriculum. At the 9th and 10th grade levels, the school will use: *Science in a Technical World* (NSF funded and developed by the American Chemical Society). This is an integrated Science course that addresses selected standards in Biology, Chemistry, Physics and Earth Science. In the 11th grade the school will use: *Science and Sustainability* (NSF funded and developed by Science Education for Public Understanding Program). This integrated course focuses on problems – feeding the world's population, using earth's resources – that face the world today. This yearlong course uses a multicultural approach to learning. At the 12th grade level, students will select their Science course from those offered at one of our two-year or four-year educational partner institutions. This will allow students to select the science emphasis best suited to their post-secondary plans.

City Charter High School will partner with Oglebay Institute to enhance the 11th grade environmental curriculum with hands-on field experiences (Appendix C and H).

The school will use the Great Books series – Readings in Science: Biology (Appendix C) – and any of the new Science anthologies developed through our partnership with the Great Books Foundation to address the understanding of scientific inquiry as the term is defined by the National Science Education Standards. These national standards mirror the Pennsylvania Chapter 4 Standards in Science and Technology and the standards in Environment and Ecology.

The Financial and Resource Management portion of Family and Consumer Science will be taught in this cluster. These skills and concepts will be integrated into the Mathematics and Science programs.

3B-3. RESEARCH SEMINAR

Each student will take a thirteen-week **Research Seminar** during the year. A librarian will teach the necessary skills and facilitate the research project. The research seminar will truly be an integrated and interdisciplinary activity where students take the skills and knowledge learned in the other content areas and apply them to a research project. There will be three components to the Research Seminar. One is research skills development. The second is the opportunity to work with a team of students to design, research and execute a project. The third component is to ground the research in a topic from the student's work in Cultural, Scientific, Work-skills or Wellness Literacy.

Students will work with both the librarian and their Literacy teachers to determine the research topic and the strategies for locating information. Their KnowPac will provide students with access to digital reference materials, the Internet, tools such as Microsoft Office products, the Blackboard software, a wireless environment in school and dial-up access from home. Students will literally carry a "library" in their KnowPac.

The project will require students to work in teams in order to study the depth of the topic, conduct the necessary research, organize the information and complete the project. Some students will do historical research. Others may do a literature search while others may interview people in the field. Some students will need to work with the librarian to manage the project. All of these components are part of the project and will need to be organized and developed into a final product.

City Charter High School takes an integrated interdisciplinary approach to all learning. The Research Seminar will be grounded in the themes and topics that

students are studying in their Mathematics, Science, Reading, Social Studies, World Language, Technology and Wellness classes. This will insure that skills and concepts learned in these content areas are used and expanded during the Research Seminar.

3B-4. WELLNESS LITERACY

Mainly due to modern technological developments (e.g. cars, elevators, computers, television) within almost all cultures, both children and adults have become less physically active. In some cultures, inactivity and the resultant obesity and diseases have reached 'crisis proportions'. ... New scientific studies indicate that fitness may contribute more to a long healthy life than any other factor. Moderate regular activity reduces the likelihood of high blood pressure, heart disease, colon cancer and depression.

C. Koop 1999

City Charter High School believes that successful students are those who are healthy both intellectually and physically. Now more than ever, students in their K-12 years must begin habits of wellness that will promote a life of physical activity and good health.

Results and Recommendations of the World Summit on Physical Education

The goals of Physical Education in schools are: 1) lay the foundations for life-long active living; 2) develop and enhance the health and well being of the students; 3) to offer enjoyment, fun and social interaction; and 4) to help to prevent/reduce future health problems. Currently, most schools in most countries around the world cannot meet these goals because the time in the curriculum and the resources for teaching of quality Physical Education are inadequate.

-The basic reason is the ignorance of the importance of physical activity for young people. This, in turn, is largely due to the fact that policy and decision makers, teachers, other professionals, parents and various other concerned groups, have no adequate knowledge of the need for physical activity and its benefits for the present and future health and well-being of young people.

-Schools can and should: 1) allow each child and young person to take part in a structured Physical Education curriculum and in physical activity sessions of moderate to vigorous levels regularly, several times each week, and 2) offer a range of physical activities outside the school system, i.e. in the community with the support of parents, peers, community leaders and local sport and social organizations.

World Summit on Physical Education

http://www.icsspe.org/summit/results_eng.htm

To achieve a comprehensive and fulfilling wellness program, City Charter High School will teach Health, Safety, Physical Education, Food Science and Nutrition and Child Development in a non-traditional manner.

- Health, safety, physical education, nutrition and child development will be grouped into a Wellness Literacy cluster. These courses will be taught in an integrated manner with a single goal – life-long health and wellness.
- Annually, students will receive 63 days (2.3-hours per day) of instruction in these topics. This instruction includes classroom work, field trips, and participation in programs at the Downtown YMCA of Pittsburgh. The school will contract and partner with the Downtown YMCA to provide both on-site and off-campus services, instruction and support.
- Students will receive an annual membership to the Downtown YMCA of Pittsburgh. Students will attend classes at the Downtown YMCA during the school day. To fulfill the Physical Education requirement, students will initially receive a fitness evaluation. This will be followed with a physical fitness program (aerobics, yoga, weight training), a sports program (participation in racquetball, volleyball, martial arts, swimming or basketball) and a safety program (Red Cross First Aid and CPR certification)

or Life Saving certification). Student may use their membership during non-school hours.

City Charter High School will work closely with the Downtown YMCA of Pittsburgh to develop this integrated and holistic approach to wellness.

Finally, it is imperative that the school address issues of adolescence in a proactive and holistic manner. High school students are grappling with multiple issues of identity, peer relationships and social interactions. Best practices from both the education and mental health literature suggest programming that addresses these issues in a preventative manner. Programming in Wellness Literacy will include crisis intervention, conflict resolution, anger management, peer mediation, etc.

The school must have a location where students can go for counseling and health services. Towards this end the school intends to work with a local health care provider (such as a hospital and/or community mental health organization) to develop an in-school Wellness Center. The center will offer counseling, crisis intervention and referral services. The Wellness Center will develop programming and policies that address both the students' and parents' concerns while attempting to create a positive climate of support. Once granted a charter, City Charter High School will develop a grant proposal with a health care provider to create a school wellness center. Our goal is to incorporate the Wellness Center into the Wellness Literacy curriculum where appropriate.

Wellness Literacy is key to the education of the whole child. City Charter High School's wellness program is comprehensive, taking full advantage of appropriate community resources. Its goal is to create habits of health and wellness that last a lifetime.

3B-5. WORK-SKILLS LITERACY

City Charter High School is focused on **Work-skills Literacy**. Towards that end, students will receive a background in technology-related fields. This will provide a skill set that is easily transferred to any career. The school will create the work-skills curricula in collaboration with its partners. All students will participate in basic computer literacy classes, Microsoft certification classes, advanced technology classes and workplace internships.

All 9th graders will take three courses in their Work-skills Literacy cluster. The first course will be in basic computer literacy. Students will be expected to obtain a Microsoft Office Certification in this course. The second course will be an exploration of Information Technologies using the IT Pathways model created by the Education Development Corporation. The third course is an investigation of

career options using the ACT Discover software and WorkKeys Job Profiles (Appendix C).

In the 10th grade, students will continue their basic computer literacy course obtaining additional Microsoft Certifications. They will continue their Information Technology exploration course using the Carnegie Mellon University InfoLink Program. This course will develop skills in web design, databases, geographic information systems and computer programming.

The InfoLink Program of Southwestern Pennsylvania is a unique initiative that links low-income youth, businesses, public school districts, and community revitalization efforts through a new learning system that emphasizes information technology and professional development. Housed at Carnegie Mellon University in Pittsburgh, Pennsylvania, InfoLink is an intense summer-long technology-training program for underprivileged, urban high school juniors and seniors. Over the course of 14 weeks, the students are given the opportunity to learn an advanced set of softwares, participate in technology-integrated group projects, and also apply their new skills in paid internships with local high technology and technology using firms.

The end result is that the participating students graduate from the program with valuable job skills, experience working in team or group environments, exposure to professional environments and income, and a better understanding of the information technology field as well as their own capabilities and potential for growth. Local businesses are infused with timely, skilled workers. Community organizations receive needed technology-based products and systems they could not otherwise afford via the students' team projects. And the coordinating high schools create new opportunities for their students through this unique learning experience.

<http://www.ois.heinz.cmu.edu/infolink/infofinalb.html>

Students will continue their career investigation with workforce skills preparation, visits to technology programs at local colleges and universities and job shadowing opportunities at high-tech companies. The goal of the 9th and 10th grade career investigation classes is to prepare students for an onsite job internship in 11th and 12th grades.

In the 11th grade students will focus on an Information Technology workforce strand. Students may select from the following strands:

- | | |
|-------------------------------|--|
| <u>Applied Technologies:</u> | Computer Programming, Geographic Information Systems, and Database Design and Management |
| <u>Computer Technologies:</u> | Computer Repair, Operating Systems and Systems Administration |

Multimedia Technologies: Computer Aided Design, Digital Imaging and Web Design

Networking Technologies: Wiring, LAN/MAN/WAN Design and Management and System Security

The **Applied Technologies** curriculum will be developed through a partnership with Carnegie Technical Education - CTE. The program provides courses in computer programming, database management and web design. Students in this strand will provide in-house support and expertise for school projects, research activities and customized automation processes such as archiving and desktop configurations.

Carnegie Technology Education (CTE) courses are created and maintained by teams of Carnegie Mellon faculty and CTE course design experts. The courses are delivered using a state-of-the-art, web-based system that not only provides course content "any time and any place" but also supports homework, testing, feedback, grading and general student-teacher communication. CTE prepares partner faculty in both the content of the courses and the use of the delivery system. CTE Mentors then support faculty throughout their teaching experience, providing both technical and methodological advice. Partners also proctor tests that certify students' identity and competence. This division of labor matches responsibility to capability: CTE applies Carnegie Mellon's unique expertise to the creation and upkeep of curriculum, while partners apply their knowledge of how best to teach, advise and support their particular student populations.

***The Certificate in Computer Programming** requires five courses encompassing skills in web design, object-oriented programming, user interface design and evaluation, data structures and programming in C++, Java, and Visual Basic. This certificate often leads to positions titled "computer programmer."*

Carnegie Technology Education

The **Computer Technologies** curriculum will be developed through partnerships with Dell, Microsoft and the Pittsburgh Technical Institute. Students will be trained in multiple operating systems as well as hardware/software design and repair. Students in this strand will provide in-house warranty and technical support maintaining school servers and repairing school hardware.

The **Multimedia Technologies** curriculum will be developed through a partnership with the Pittsburgh Technical Institute and Commercel Studios. The curriculum will include web design, graphic arts using Photoshop (or similar software), Computer Aided Design and other introduction to design courses. The Pittsburgh Technical Institute will be contracted to teach a number of these classes at the school. Students in this strand will provide in-house support for school publications, conference materials, promotional literature and portfolio development.

The **Networking Technologies** curriculum will be developed through a partnership with Marconi and Stargate.net. This curriculum will focus on data wiring, design and management of networks, network security and providing first level client support. Classes will be offered both at the school and at partner institutions. Students in this strand will provide in-house maintenance and support for the school's Local Area Network and its users.

11th graders, in their Work-skills Literacy class, will work in a selected Information Technology strand. They will also have an onsite internship at a local company or community organization.

12th graders, in their Work-skills Literacy class, will continue to work in their area of focus in Information Technology. Courses can be taken at City Charter High School or at one of our academic partners – Carnegie Mellon University, Robert Morris College, Point Park College or the Pittsburgh Technical Institute. Students will have an internship at a local company or organization.

Internships are part of every student's school experience. Preparation for the internship program is built into every student's schedule beginning in 9th grade. The internship preparation begins as a school-based program involving career investigations and field trips. This preparation is expanded in 10th grade to include site visits and field trips, job shadowing, mentoring or actual work experience based on the student's readiness. In 11th and 12th grade students will have onsite internships at local companies or community organizations.

9th and 10th grade students that are ready to participate in an in-house internship may choose that option as part of their career investigation and internship preparation.

Through a partnership with YouthWorks, the Three Rivers Workforce Investment Board and Communities in Schools, City Charter High School will offer job placement and year-round work opportunities for students.

YouthWorks has agreed to place an office in the school and fund 50% of a Career/Internship Counselor at each grade level (Appendix G).

The YouthWorks initiative targets eligible youth between the ages of 14 and 25. It provides a series of employment experiences for youth by starting a young person out in the nonprofit and public sectors. Once youth have displayed basic job skills and a positive work attitude, they are offered the opportunity to attend YouthWorks Job Readiness Training and compete for a placement in the private sector.

<http://www.youthworksinc.org/pages/About.htm>

The "Three Rivers Workforce Investment Board has allocated sixty-thousand (\$60,000) in current funds to begin the outreach to employers and expects the commitment of funds over the next several years to accomplish an internship program." Three Rivers Workforce and City Charter High School will work together on this internship program making it available to its students (Appendix G).

Communities in Schools has agreed to partner with the school to provide expertise at taking advantage of community resources. Communities in Schools will train the school's career counselors and provide them with skills to access community resources, especially in the area of employment opportunities (Appendix G).

3C. TEACHING METHODS

The school's instructional model is built on a number of key components:

- A team of 10 - 11 teachers will work with approximately 156 students at each grade level. Class size will be a maximum of 26 students.
- The team of teachers will stay with the same students through graduation. The benefits of this are continuity from year to year, consistency for students and thorough curriculum expertise for teachers. Due to the program's staffing continuity, teachers will be more directly accountable for their students' achievement.
- Every teacher has 2.3-hours per day to plan lessons, work with students individually and participate in professional development activities (Appendix A).
- Mathematics and Science will be taught back-to-back in a 2.3-hour block. Scientific Literacy teachers will work together on interdisciplinary units when

- appropriate, do directed teaching when needed or split the classes into smaller working groups when that is appropriate (Appendix E).
- Reading, Writing, Listening, Speaking and Social Studies will be taught in a 2.3-hour block. Cultural Literacy teachers will work together on interdisciplinary units and projects (Appendix E).
 - Health, Safety and Physical Education will be taught in a 2.3-hour block. School staff will work with local providers to insure that these areas are presented in an integrated fashion and are incorporated into the educational philosophy of the school.
 - The Work-skills courses will be taught during a 2.3-hour block. Work-skills teachers will work together on interdisciplinary units and projects.
 - Instruction in all courses will be flexible. Teachers will use a combination of lecture, discussion, small groups and individual learning.
 - A work experience Internship course will be part of every student's schedule. In grades 9 and 10 the course will focus on preparing for the world of work. In grades 11 and 12 students will participate in onsite internships at local companies. This internship will be scheduled at the end of the school day to facilitate work site placement (Appendix A).
 - The librarian will teach the Research Seminar. Students will be required to produce a long-term research project during the Seminar. This annual project will be part of their portfolio. Students will be expected to present and defend their research and project work in a Shared Inquiry discussion, which the student will organize and conduct.

The block scheduling and the clustering of content subjects provide instructional flexibility. Teachers can design activities that use real-world resources and demand extended time periods. Key elements of City Charter High School's instructional program are project-based learning and the Shared Inquiry process. The professional literature on project-based learning suggests that:

- Projects are complex tasks based on challenging questions or problems that involve students in design, problem solving, decision making, or investigative activities;
- Projects give students the opportunity to work relatively autonomously over extended periods of time; and
- Projects culminate in realistic products or presentations.

A project-based approach fits very well with the Great Books curriculum, the Interactive Mathematics Project and an inquiry-based science curriculum.

The Shared Inquiry process is the centerpiece of City Charter High School's instructional model. It will provide a common language and process for all students and staff in all courses. The following information is taken from the Great Books literature.

The Shared Inquiry Process

- *Introduction: Introductory activities orient students to the selection/concept/chapter. They include: Focusing on words students are not likely to know, but are central to understanding the story/idea/chapter; Supplying contextual information; Supplying information on location and historical timeframe; Supplying information on cultural background; and Answering a number of prereading questions to prepare students to consider the text in a thoughtful way.*
- *First Reading: Because the selections/concepts/chapters are rich in ideas and vocabulary, students will read the selections more than once. Students need to become well acquainted with the facts so that they can support their ideas as they work on interpreting the issues.*
- *Reflecting on the Selection/Concept/Chapter Between Readings: Students will voice their initial reaction to the selection/concept/chapter and write out a series of questions that the reading brought up. Sharing these questions allows students to clear up misreadings, get help with vocabulary and set the selection/concept/chapter more firmly in their minds. Forming questions, based on their responses, gives students a starting point for interpretive thinking when they read the selection/concept/chapter a second time and take notes.*
- *Second Reading and Taking Notes: To help students take notes, they will be given an Interpretive Note Source. This is a topic or focus for what to take notes on. Students will be coached in different note taking strategies for fiction and nonfiction selections.*
- *Raising Interpretive Issues Through Vocabulary and Textual Analysis: Using Interpretive Words activities, students concentrate on making connections between the vocabulary of a selection and its overall meaning/concept. Students will learn how specific words contribute to understanding the issues of a story/concept as well as how an author's word choice can provide nuance and depth of character and viewpoint. In Textual Analysis, students discuss a single passage line by line raising questions about its meaning. This extends the work students have done in the Interpretive Words activities. The leader/teacher selects the passage for Textual Analysis.*
- *Shared Inquiry Discussion: The Shared Inquiry Discussion is a process that begins with a problem and moves towards a solution by shifting, relating and ordering a flow of ideas. By thinking reflectively about a problem in discussion, students learn to give consideration to the ideas of others, weigh the merits of opposing arguments and modify their initial opinions if the evidence demands it.*

The Great Books Foundation

City Charter High School assumes that it will take time to transition students from their traditional school experience to a new student-as-independent learner and student-as-worker environment, therefore:

- In 9th grade, students will be given a structured experience with fixed schedules, guidance and support in their classes. Teachers will guide students to reflect on the process of learning and to develop time management skills. Students will begin to learn and use the Shared Inquiry process. They will be anchored in the language and mechanics of the process.
- In 10th grade, students will remain in a structured environment, although an increased effort will be made to develop independent learning skills. This will be done through independent research, cooperative learning, study-guides, study-groups and teacher-student conferences using Shared Inquiry.
- In 11th grade, students will be given increased opportunities to learn in a self-paced, self-directed manner especially in the Information Technology classes. The role of the teacher will begin to change to that of mentor, tutor and assessor.
- In 12th grade, students will take Work-skills and science classes at a post-secondary institution such as the Pittsburgh Technical Institute or at local colleges/universities. This will allow students to experience post-secondary educational environments while having the support provided by the school.

Every student of City Charter High School will have an Academic Plan that outlines his/her academic work and a Career Plan that outlines his/her technical courses and internship program. These plans will be updated and revised annually with student, parent and staff participating. These plans should lead to a post-secondary plan of action, informed by assessments, that is aligned with the student's skills, interests and school experience.

As with any 21st century enterprise, **technology** will be used to provide resources and efficiency. Every student and staff member will receive a Knowledge Backpack – KnowPac – containing a graphing calculator and a laptop for school and home use. The laptop will provide wireless access to curriculum resources and the Internet at school and will be set up for dial-up access to these resources from home. The laptop will be loaded with reference tools, curriculum applications and productivity tools. Student work will be archived on school file servers and there will be online access to portfolios. Access to libraries and databases will be electronic. Administrative functions, when possible, will be automated.

The KnowPac will be the property of the student during his/her stay at the school. In order to handle theft or loss, each laptop must be insured. Computers will be insured either through the parents' homeowners insurance or the purchase of insurance, for the KnowPac, from the school.

Every student will receive an email account and web space on the school servers for school-related activities (communication with staff, research and portfolio development). Students and staff will use the Blackboard software package to access class assignments, readings, schedules, to hand in homework, review grades, participate in online discussions and at times take tests. The goal is to work in a paperless environment and provide 24-hour access to information for staff, students and parents. Acceptable use policies and guidelines for students, parents and staff that are consistent with school and workplace will be developed.

The school will have a high bandwidth infrastructure to provide a seamless work/learning environment. The school will work with its corporate and academic partners to create this environment. These partners include Marconi, Stargate.net, Carnegie Mellon University and CommerSel Studios.

3D. CALENDAR AND SCHEDULE

City Charter High School is modeled on the workplace of the 21st century. Its schedule and calendar are built on the following assumptions:

- School will be year-round. The calendar is divided into trimesters. Each trimester is followed by a four-week vacation (Appendix A). Students will attend school for 190 days.
- Students will have an 8-hour day (8:00 AM to 4:00 PM). Students will have 6.5-hours of instruction and 1.5-hours for breaks, lunch and activities (Appendix A).
- Staff will have an 8.5-hour day (7:45 AM to 4:15 PM). Each teacher has 2.3-hours per day for planning, professional development and working individually with colleagues and/or students.

Year One (2002 – 2003) Student School Calendar		
	Dates	Number of Days
Trimester 1	Wednesday, September 4 – Friday, December 6, 2002 (inclusive)	64 days
Vacation 1	Monday, December 9, 2002 – January 3, 2003 (inclusive)	
Trimester 2	Monday, January 6, 2003 – Friday, April 4, 2003 (inclusive)	63 days
Vacation 2	Monday, April 7, 2003 – Friday, May 2, 2003 (inclusive)	
Trimester 3	Monday, May 5, 2003 – Friday, August 1, 2003 (inclusive)	63 days
Vacation 3	Monday, August 4 – Monday, September 1, 2003 (inclusive)	

A Sample Student's Day			
Time	Course	Instruction Time	Breaks
Block 1 8:00 - 9:05	Scientific Literacy	65 minutes	
9:05 - 9:10	Break		5 minutes
9:10 - 10:15	Scientific Literacy	65 minutes	
10:15 - 10:20	Break		5 minutes
Block 2 10:20 - 11:25	Cultural Literacy	65 minutes	
11:25 - 12:30	Activities Period/Lunch Clubs/Committees: Newspaper, Public Service, Chess, Ping Pong, Fundraising, Field Trips, Travel, Debate, Government, Music, School Store, Activities Board		65 minutes
Block 2 (continued) 12:30 - 1:35	Cultural Literacy	65 minutes	
1:35 - 1:40	Break		5 minutes
Block 3 1:40 - 2:45	Research Seminar	65 minutes	
2:45 - 2:55	Break		10 minutes
2:55 - 4:00	Research Seminar	65 minutes	
Total Hours per Day		6.5	1.5
Total Hours per Year		1,228.5	283.5

The total instructional time – Cultural Literacy, Scientific Literacy, Work-skills Literacy - is over 1,200 hours; this is approximately 20% more than the minimum required by the Pennsylvania Department of Education (Appendix A).

3E. STUDENTS WITH SPECIAL NEEDS

City Charter High School assumes that it will have a demographic make-up similar to the Pittsburgh Public Schools. Current demographic data suggests that the charter school will have special education students in a similar ratio to the Pittsburgh Public Schools.

City Charter High School will have open enrollment. Prospective students will fill out an application and be interviewed. The purpose of the application procedure is to communicate clearly the nature of the school and its emphasis to both student and parent. Everyone concerned must be completely aware of the school, its mission, programs, expectations and activities. This orientation process is most important if the school hopes to consistently provide education that focuses on work force development and to create an academic plan that will insure that students succeed.

City Charter High School will admit children with disabilities on the same basis as children who are not disabled. The school will promote the rights and responsibilities as set forth in the Individuals with Disabilities Education Act that guarantees a free appropriate public education.

At each grade level there will be a Special Education certified teacher. The Education Manager will be City Charter High School's Local Education Agency (LEA) representative. The Education Manager will be responsible to make certain all compliance regarding Special Education is met.

The school, through its representative, will supervise and manage the provision of services to special education students who attend the school. City Charter High School will schedule all meetings, conferences, evaluations, hearings, etc. regarding the identification, evaluation and development of special education services and programs. The school will have the appropriate staff attend and participate in such meetings, conferences, evaluations and hearings.

Parents of a child with a disability may examine all records relating to their child at their request and notified and invited to participate in meetings with respect to the identification, evaluation and educational placement of their child.

IDENTIFICATION, EVALUATION AND DELIVERY OF SERVICES FOR NEW STUDENTS

- City Charter High School will identify an Instructional Support Team (IST). The LEA, as represented by the Education Manager, will co-ordinate the Instructional Support Team. The school, through its Instructional Support Team, will facilitate the identification of any student eligible for special education services and programs. Anyone can begin the identification and recommendation process. At any time, parents can request an evaluation to determine eligibility for special education services.
- The Instructional Support Team will attempt to support all students in the regular classroom. If after having exhausted all options, a student is not achieving in his/her studies, the IST will recommend that a student be evaluated for eligibility.
- The Education Manager will secure parent permission to evaluate (Evaluation Report and Psychological).
- A multi-disciplinary team (administrator, parents, student, teachers and counselors) will complete the Evaluation Report (ER). The Education Manager will coordinate this process.
- The ER will make recommendations and conclusions regarding eligibility and programming.
- The Education Manager will schedule a meeting with the student's parents/guardians and school staff to either agree or disagree with the recommendations and conclusions made in the ER.
- If it is recommended that the student receive Special Education services, the Education Manager will convene an Individual Education Plan (IEP) team (current teachers, parents/guardians, student and counselor) to review the recommendations made in the ER. The LEA representative from the student's home district will be invited to be part of the IEP team.
- The IEP team will develop an Individual Education Plan for each eligible student with a disability. The IEP team will recommend placement in the regular charter school program providing the necessary supplemental aids and services.
- A Notice of Recommended Educational Placement is issued to parents/guardians and once approved the program is implemented.

In compliance with 34 CFR 300.125, City Charter High School will establish written policies and procedures to ensure that all children with disabilities that are enrolled and who are in need of special education and related services, are identified, located and evaluated. The written policy will include: public awareness activities sufficient to inform parents of children applying to or enrolled in the school of special education services and programs and how to request these services and programs; and systemic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled at the

school. Compiling these policies will be the responsibility of the Education Manager and the Special Education teachers.

CONTINUING SERVICES FOR STUDENTS ALREADY IDENTIFIED AND ELIGIBLE

- City Charter High School, through the Education Manager, its LEA representative, will work with the Pittsburgh Public Schools and any other school district sending students to the charter high school, to obtain all records for students already identified, eligible and receiving Special Education services. Requests for records will be in writing.
- For incoming students already receiving services, all existing Individual Education Plans will be reviewed prior to the beginning of the school year.
- During August/September 2002, these existing Individual Education Plans will be reviewed and revised as needed by the IEP team - current teachers, parents/guardians, student, counselor and Education Manager. The LEA from the student's home district will be invited to be part of the IEP team.
- A Notice of Recommended Educational Placement is issued to parents/guardians and once approved the program is implemented.

DUE PROCESS

Parents may request an impartial due process hearing concerning the identification, evaluation or educational placement of, or the provision of a free appropriate public education to, a student who is eligible or who is thought to be eligible if the parents disagree with the school's identification, evaluation or placement of their child. When disputes arise regarding the identification, evaluation, placement or provision of a free appropriate public education, a mediation process shall be available to resolve the dispute. The school will provide all of the procedural safeguards to the students with disabilities who attend the school as set forth in the Individuals with Disabilities Education Act.

4. SCHOOL ACCOUNTABILITY

City Charter High School expects to be held accountable for high student achievement as well as efficient operations. Both formative and summative evaluation will be critical to assist in the improvement of school operations. Evaluation data will be used by the school to monitor and adjust its programming to meet student needs. Towards this end, the school will put a comprehensive evaluation plan into place.

4A. SCHOOL EVALUATION

The school, through grants, will hire an independent evaluator to assess and analyze student achievement, school climate, parent satisfaction, staff growth and industry/academic partnerships. The evaluator will present one interim report to the Board of Trustees mid-year. This formative report will focus on achievement of the school's objectives as stated in this charter.

Every year, an evaluation report will also be produced. This evaluation will be shared with the school community (parents, staff, students) and the Pittsburgh Public Schools. These evaluations will be critical to the ongoing operation of the school. The evaluation will become part of the public record. It is assumed that the school will contract with the independent evaluator on an ongoing basis.

The evaluation will be packaged with the required Annual Report to the Pittsburgh Public Schools and to the Pennsylvania Department of Education.

4B. STAFF EVALUATION

School staff (administrators, support staff and teachers) will be evaluated on an ongoing basis. Each staff member will meet with the school's Chief Administrative Officer in the beginning of the school year and present a Professional Development Plan for the year. The plan will include both personal and professional goals, professional development needs and a means for evaluation. Staff will have two formative evaluations during the year (1st and 2nd trimester) and a summative evaluation at the end of the year. Staff will be expected to maintain a record of their own achievement (professional portfolio).

Teaching staff evaluations will be cross-referenced with student achievement data to determine the degree of success at reaching the proposed learning outcomes. Since teaching staff will stay with the same students for the duration of their high school experience, accountability is built inherently into the system. This creates a high-stakes partnership between education teams and students that will result in a much higher degree of accountability and achievement. Thus, a key responsibility of the Chief Administrative Officer and his/her administrative staff will be to monitor each education team closely. The Chief Administrative Officer will provide support for any issue that arises due to the long-term relationships within the educational teams and between the teams and the students.

Administrative accountability will be based on general school performance measures both qualitative and quantitative in nature. City Charter High School Board of Trustees will evaluate the Chief Administrative Officer annually.

4C. ACCOUNTABILITY TO PARENTS

Parents are concerned both about their children's achievement and the quality of the school they attend. City Charter High School will develop a comprehensive approach to open communication between school and parent.

Student Reporting

- Trimester report cards that reflect student grades
- Any time access to student progress, course requirements and assignments via the WWW and Blackboard
- Annual reports that outline portfolio work, New Standards Reference Exams, Pennsylvania System of School Assessment results, norm and criterion-referenced test results and WorkKeys results

School Reporting

- Annual report on the school evaluation
- Annual review and revision of both Academic and Career Plans
- Results from Parent satisfaction survey

Parent Involvement

- Parent representation on the school's Internal Advisory Board
- Invitation to all school large group functions
- Invitation to all guest speaker sessions

Only the parent or student using the student's KnowPac at home can access online information. Access will be password restricted and not available to anyone but school staff, parent and student.

4D. FINANCIAL ACCOUNTABILITY

The school will develop internal business practices that conform to school district, state, federal and industry standards. Maher Duessel, Certified Public Accountants, has agreed to set up the school's accounting and financial procedures as well as perform yearly audits. The annual budget will be reviewed by Maher Duessel and presented to the school's Board of Trustees for approval in accordance with Commonwealth of Pennsylvania requirements (Appendix L).

4E. MEASURING STUDENT DEVELOPMENT

The assessment of student learning provides feedback for a number of purposes. It provides students, parents, employers and colleges/universities with information on a student's progress in a particular area of study and also provides a way to compare the quality of work among students. At the classroom level, assessment provides teachers with feedback pertaining to the degree to which the curriculum and instruction are successful at reaching desired learning outcomes. Assessment provides students and parents with feedback on achievement and performance when reviewing and modifying the Academic and Career Plans. Finally, assessment provides administrators, partners and the charter granting school district with information regarding program effectiveness. City Charter High School will use a number of different assessments to gather data for each of these purposes. All students, including eligible Special Education students, will participate in state and school district mandated assessments with accommodations as recommended by the IEP team.

ASSESSMENTS

GRADES: Students will receive a letter grade for each class they take. The letter grade will be based on teacher-made tests, projects, assignments, portfolios and participation. At the end of every trimester students will receive a report card. The report card will detail all assignments and projects grades for that trimester. By the time they graduate, students will have a comprehensive record for employers and colleges. To better understand letter grades on teacher-made tests, class means and standard deviations will be provided via Blackboard. This data will provide ongoing feedback to students, parents and teachers.

PORTFOLIOS: Students will participate in an annual portfolio review. The portfolio will contain annual research projects, journals from work experiences, writing examples and items chosen by the student that reflect personal growth. These will be assessed using a teacher-developed rubric and will be part of the student's grade as well as permanent record. Portfolio grades will be reported annually at the end of the third trimester.

ATTENDANCE. Attendance and punctuality are keys to both academic and vocational success. Attendance and punctuality will be recorded and graphed to provide a profile of student motivation and responsibility. Parents will receive school-wide attendance data in order to situate their child's attendance in a larger context.

NEW STANDARDS REFERENCE EXAMINATIONS: This criterion-referenced examination is given in 10th grade in English and Mathematics. The data from this instrument will be used for program evaluation as well as an assessment of individual student learning. Results will be provided to students and parents as soon as they are available.

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT: This norm-referenced examination is administered in 9th and 11th grades and will be used for program evaluation. Results will be provided to students and parents as soon as they are available. If a student is unable to participate in the Pennsylvania System of School Assessment, the Pennsylvania Alternate System of School Assessment will be used.

NORM AND CRITERION-REFERENCED TESTS: City Charter High School will use a set of instruments from American College Testing that are packaged in their Educational Planning and Assessment System (EPAS). This is a longitudinal planning and assessment system that is outcome-oriented. The system is designed to measure transition-based indicators, which help show how well prepared students are to handle major changes in their lives. In 9th grade the school will use the EXPLORE Assessment in English, Mathematics, Reading and Science Reasoning for diagnostic purposes and to set a baseline. In 10th grade, the school will use the PLAN Assessment in English, Mathematics, Reading and Science Reasoning. In 11th grade the school will use the ACT Assessment.

The EPAS assessments are correlated and will allow the school to graph student growth over the four years (Appendix D).

WORKKEYS: This standardized instrument, also published by the American College Testing, is part of the EPAS system. It measures and documents workplace skills that are critical to job success. City Charter High School will use a subset of the available tests: Listening, Locating Information, Observation and Teamwork. The instrument will be administered in 10th grade and then again in 12th grade. Results will be provided to students and parents as soon as they are available (Appendix D).

Below is a tentative assessment schedule.

Content Area	9th Grade	10th Grade	11th Grade	12th Grade
Reading	EXPLORE (Sept.)	NEW STANDARDS (May) PLAN (Sept.)	PSSA (April) ACT (June)	
Writing	EXPLORE (Sept.) PSSA (Oct.)	PLAN (Sept.)	PSSA (Feb.) ACT (June)	
Mathematics	EXPLORE (Sept.)	NEW STANDARDS (May) PLAN (Sept.)	PSSA (April) ACT (June)	
Science Reasoning	EXPLORE (Sept.)	PLAN (Sept.)	ACT (June)	
Work Skills - Listening - Locating Information - Observation - Teamwork		WORKKEYS (Oct.)		WORKKEYS (April)

In 9th grade, students will take the Interest Inventory that is part of the ACT Discover software. This inventory will help parents, students and staff design a student's Career Plan.

Upon graduation, each student will have a permanent record that includes annual norm-referenced data, yearly grades, a four-year portfolio, standards-based evaluation and attendance records.

5. SCHOOL COMMUNITY

5A. COMMUNITY SUPPORT

City Charter High School will be open to any student living in the city of Pittsburgh. Therefore, City Charter High School defines community to include the parents, students, colleges/universities, libraries, employers and taxpayers in the city of Pittsburgh.

EDSYS, Inc. visited churches, community centers and neighborhoods and spoke to parents about their interest in City Charter High School. Every single parent interviewed (over 50 individuals) indicated they wanted educational options for their children going into high school. They saw the internship, partnerships,

technology, interdisciplinary curriculum and extended learning opportunities as desirable options. Included with this application is a list of signatures of city of Pittsburgh parents who are supportive of City Charter High School and will consider the school when they are making decisions about what high school their child should attend (Appendix M).

EDSYS, Inc. realizes that a marketing campaign (community/parent awareness and student recruitment) will be critical to the success of City Charter High School. In order to learn how to create a successful campaign EDSYS, Inc. contracted with CAMPOS Marketing Research to conduct a preliminary marketing study. The study suggests that parents and students alike believe that technology-related careers are the leading job opportunities now and in the future. Both groups desire schools that have a strong academic program. Both groups desire a school that provides social and personal growth opportunities. Both groups want a survey of career opportunities and a variety of technology applications. Students do not want to make a career choice in 8th grade. Finally, parents and students make decisions about schools based on many factors. (A more detailed summary of the CAMPOS study can be found in Chapter V, Section 1A.)

In addition, Dewey and Kaye, Inc. was contracted to conduct a second market survey. The purpose of the study was to determine the perceived need and response to the proposed technology-related charter school among post-secondary educational institutions, local colleges/universities and information technology companies. EDSYS, Inc. was interested in building coalitions and partnerships with these groups. EDSYS, Inc. wanted these groups to help plan the proposed charter school. Dewey and Kaye interviewed the following groups:

- Carlow College
- Point Park College
- Chatham College
- Duquesne University
- Robert Morris College
- University of Pittsburgh School of Information Sciences
- Electronic Information Network
- Pittsburgh Technical Institute
- Wall 2 Wall
- Dymun & Co.
- Freemarkets
- Marconi
- ALCOA Corporation
- Art Institute of Pittsburgh
- Stargate.net

All interviewees seemed to be excited about the school's concept and were in agreement that the school is an initiative from which the region could benefit. Nearly all interviewees expressed an interest in assisting with curriculum design, internships and possible guest teaching experiences. Interviewees appeared willing to partner with the school once the nature of that partnership was articulated.

Subsequent to the Dewey and Kaye interviews, City Charter High School has pursued partnerships with several of the academic groups interviewed. In terms of support from universities, colleges and post-secondary institutions, the school has partnership agreements with Carnegie Mellon University, Point Park College, Robert Morris College, the University of Pittsburgh School of Information Sciences and the Pittsburgh Technical Institute (Appendix H). The school will work with its academic partners to develop curriculum and align its programming in order to prepare students for success in post-secondary education.

City Charter High School has also developed a number of partnerships with industry leaders in the Information Technology field. Marconi, Stargate.net, CommerSel Studios and The PNC Financial Services Group have agreed to work with the school (Appendix H). These partnerships will lead to aligned curriculum, as well as quality mentor relationships, job shadowing and internships for students. The goal of these partnerships is to prepare students to participate in the technology-related industries located in the Pittsburgh region.

The school is partnering with YouthWorks, the Three Rivers Workforce Investment Board and Communities in Schools to provide students with job readiness skills, access to community resources and internships. To facilitate this effort, the school will work with these organizations to set up an office in the school (Appendix H).

During this planning process, City Charter High School's founders put together a diverse and talented Advisory Board (see III. Founding Management Team, Section 1C) that provided guidance in creating this application. The Board represents academic, corporate, community, education and workforce entities in the city of Pittsburgh. The Advisory Board believes the constituencies it represents will benefit from a school that keeps Pittsburgh students involved and active in the area after their high school years.

In total, this charter school proposal is strongly supported by parents, teachers, community members, public and corporate organizations and their leaders. In our market research study, parents unanimously rated technology careers as being the fastest growing employment area. They felt that all students needed skills pertaining to technology use as well as becoming prepared for the workplace or college. Their enthusiasm for this school's framework indicates that the school will be well received in the community.

5B. ONGOING COMMUNITY SUPPORT

The school has three formal methods for maintaining community support. First, the Board of Trustees provides much needed diversity and members will act as ambassadors for the school. Second, the Internal Advisory Board will have four parents and four students as members who will provide a community perspective to the school. Finally, the Board of Trustees will engage community-based task forces when needed to address specific issues.

The school will also collect data on parents' concerns through an annual parent satisfaction survey. The survey will be developed by an independent evaluator, which the school will contract. A report using survey findings will be presented to the Board of Trustees. The Board will use the report in its strategic planning process.

The Chief Administrative Officer will act as the school's community liaison. It is imperative that the Chief Administrative Officer markets the school through the Internet, the school's newspaper, local conferences and day-to-day public relations.

5C. PROCEDURES TO REVIEW PARENT COMPLAINTS

If a parent makes a complaint about the operation of the school, that complaint will be recorded and the Chief Administrative Officer (or his/her designee) will contact the parent the same day the complaint is received. The parent will be invited to the school to meet with the Chief Administrative Officer and discuss the complaint. After the contact, a report describing the agreed upon solution will be filed. There will be a second contact to verify that the complaint has been successfully resolved. **It is imperative that the Chief Administrative Officer is accountable for resolving the complaint and representing the school as a consumer-oriented institution.**

The Chief Administrative Officer has the final say pertaining to student discipline and resolution of conflict. All complaints and their resolution will be documented and provided to the Board of Trustees. These will be part of the documentation taken into account during the Chief Administrative Officer's annual review.

6. EXTRACURRICULAR ACTIVITIES

6A. PROGRAM OF EXTRACURRICULAR ACTIVITIES

The CAMPOS study pertaining to school marketing indicated that the social/cultural aspect of high school is very important. Students and parents want schools to balance both academic and social learning. The academic focus of City Charter High School and the extended school day will allow many extracurricular activities to be incorporated into the schedule and calendar. School publications – yearbook, newspaper, webpages, anthologies, literary magazines, technical manuals, newspaper/magazine layouts and design – will be integrated into the Activities Period.

To facilitate school activities, lunch is combined with an Activities Period in a 65-minute block. The school will have activities that help to develop a sense of school spirit and camaraderie. These activities/clubs include, but are not limited to; Bowling, Entertainment, Newspaper, Public Service, Chess, Ping Pong, Fundraising, Field Trips, Travel, Debate, Government, Music, School Store, Performing Arts, Visual Arts and Activities Board.

Each staff member will advise one of the groups during the Activities Period.

Interscholastic sports will not be available at the school. Students wishing to participate in interscholastic sports will be able to take advantage of these activities at their local feeder school according to the rules set forth in the charter school law.

However, the school will offer a comprehensive intramural sports program through its physical education programming at the Downtown YMCA of Pittsburgh and encourage ALL students to participate.

6B. AGREEMENT WITH LOCAL SCHOOL DISTRICT

Upon being granted a charter, City Charter High School will develop an agreement with the Pittsburgh Public Schools for student participation in extracurricular activities and interscholastic sports that the charter school does not provide.

II. NEEDS ASSESSMENT

1. STATEMENT OF NEED

1A. INDUSTRY PERSPECTIVE

Emerging companies in Pittsburgh and western Pennsylvania need new workers who can problem solve, work collaboratively, are responsible and are flexible regarding new tasks and new knowledge. The goal of the proposed charter school is to prepare high school students for success in technology-related careers either as a new worker or in post-secondary education.

The Dewey & Kaye market research study indicates that corporate and academic institutions are most receptive to the City Charter High School concept. They view the proposed school as an entrepreneurial attempt to align education and student preparation with the world of work.

A constant stream of reports, white papers and news articles document the need in western Pennsylvania for well-prepared Information Technology workers.

The Nordenburg Report, entitled Working Together to Connect Workers to Jobs of the Future: Critical Steps for Regional Success, stated that an assessment of Southwestern Pennsylvania's workforce development and delivery systems revealed many positive features. Important among these were a tradition of industrious employees, a community of regionally committed employers, a rich array of training providers and a concerned and increasingly creative state government. However, the existing system also had its limitations. Too often, employers struggled to find the qualified workers they need and too many of the region's young people felt they must go elsewhere to find meaningful and rewarding work.

Based on the self-assessment and the benchmarking that was carried out by the Oversight Committee, it was clear that our region could not afford to maintain the status quo. We had to modernize and improve our workforce development efforts if we are to compete effectively in satisfying the needs of existing, expanding and newly attracted businesses. The recommendations in the report were designed to ensure that we preserve our place as a leader among the regions of the world and as an attractive home for our own people.

http://www.accdpel.org/pdf/WTC_econ.pdf

Industry needs well-prepared workers. Whether from high school or post-secondary two/four year educational institutions, students need to be ready for modern technology-infused work environments. The proposed charter school will expand the choices students have to prepare for technology-related careers.

1B. REGIONAL PERSPECTIVE

In today's ever changing and globally competitive business environments, all companies need workers with proven skills. In order for the western Pennsylvania region to continue to be viable it needs to grow its economy.

You can work and stay in Pittsburgh

Demand for computer systems analysts, engineers, scientists, support specialists and instructors is expected to increase much faster than average job growth as technology becomes more sophisticated and pervasive in the workplace and at home. Abetting this growth will be falling prices for hardware and software, which should further boost the use of computer data processing and networking by the private sector.

*The title **computer scientist** can be applied to a wide range of computer professionals who work as theorists, researchers or inventors. They may design computers and the software that runs them and develop new technologies and applications.*

***Systems analysts** solve computer problems and typically help organizations get the most out of their investment in equipment and people. This may include planning or developing new systems or expanding existing systems.*

***Computer engineers** work with the hardware and software aspects of system design and development. Hardware engineers usually need a bachelor's degree in computer engineering or electrical engineering, while software engineers are more likely to hold degrees in computer science or in software engineering.*

Systems analysts, programmer analysts and database administrators are generally required to have at least a bachelor's degree in computer science, information science or management information systems.

Continuous study is necessary to keep skills up to date because technological advances come so rapidly in the computer field. Those with advanced degrees in those disciplines or an MBA with a concentration in information systems should enjoy very favorable employment prospects. Even graduates without a computer science degree who have taken courses in the field should find jobs since employers often look for people who can combine technical skills with interpersonal and business skills. While a bachelor's degree is a prerequisite for many jobs, some positions require only a two-year degree available through community colleges or technical institutes. Relevant work experience is also important.

A number of occupations are projected to grow sharply in the region in coming years. Tuesday, February 20, 2001 By Jim McKay, Post-Gazette Staff Writer

The proposed charter high school will prepare students to enter the Pittsburgh and western Pennsylvania expanding high tech economy.

1C. STUDENT PERSPECTIVE

EDSYS, Inc. believes that high school should be a gateway to a fulfilling, productive and independent life. Successful schools empower students, making them independent learners and give graduates a sense of controlling their destiny. To accomplish this, high school students need help identifying a career focus and developing the skills necessary to participate in that work field. They need to develop 21st century workplace competencies and experience the work environment if they are going to successfully transition from school to work.

New York, NY -- As millions of young people shadow working professionals as part of the Fourth Annual Groundhog Job Shadow Day on February 2, there is a new consensus of research that indicates School-to-Work activities, such as job shadowing, which involve business/education partnerships, do make a difference for students. This is according to a report just published by the Institute on Education and the Economy (IEE) at Teachers College, Columbia University. The report, entitled *School-to-Work: Making a Difference in Education*, analyzed the wealth of studies that focus on the evaluation of School-to-Work (STW) initiatives. The report is the most comprehensive compilation of research examining the effects of recent STW efforts and serves as a status report on indicators of the success of STW initiatives.

**Institute on Education and the Economy
Columbia University
February, 2001 School to Work
Katherine Hughes**

Experience suggests that transitions can be difficult for students. The transitions from elementary to middle school, middle school to high school and high school to post-secondary work or study are filled with pitfalls. Students need to develop skills that allow for flexibility and growth during transitions. For secondary students, the transition to post-secondary education can be daunting. To address these issues, EDSYS, Inc. believes that students need access to college/university campuses and college level classes before they begin to attend such institutions. Students may be academically ready for college but developmentally they need help transitioning to a more self-directed form of learning.

We have drawn three major conclusions:

- *All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full, and satisfying life.*
- *The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global.*
- *The nation's schools must be transformed into high-performance organizations in their own right.*

WHAT WORK REQUIRES OF SCHOOLS: A SCANS REPORT FOR AMERICA 2000

The proposed charter school will offer 12th graders a self-directed learning environment, internships in industry and access to college level courses through its partners.

1D. PARENT PERSPECTIVE

The CAMPOS market research study indicated that parents want choices when it comes to selecting a high school. As early as 5th grade, parents begin to contemplate what high school their child will attend. The parents surveyed felt the Pittsburgh magnet program was ideal, in that it provided parents with quality public school educational alternatives. Many of the parents interviewed were not happy with their child's present feeder school. They were disappointed at both the difficulty of getting into the magnet programs and the fact that there were not more "magnet-type" alternatives in the city. They felt the charter school concept was similar to a magnet school. It allows students and parents to choose a high school based on its academic, career and extracurricular programming. Parents want more alternatives especially ones that are free and open to the public.

Parents stated that high school is a critical time to build the academic and personal skills their children will need for post-secondary school and work. They want programs that will prepare their children in Mathematics, Science, Reading and Writing. They also want their children to experience work-related areas while in high school. Parents see technology as a required tool in their children's education, because all jobs and higher education require technology skills. Parents chose technology-related careers as the hottest growing area of employment.

City Charter High School will offer parents the option to send their children to a school with a rigorous academic and career-oriented program. It will provide students with a well-rounded curriculum in Cultural, Scientific, Wellness and Work-skills literacy. City Charter High School will give students opportunities to investigate career choices and intern at local high-tech companies as part of their school schedule. It will also provide students with a powerful technological resource – the Knowledge Backpack (KnowPac).

Parents expressed the need for a high school to offer students extracurricular, social and interpersonal opportunities to learn and develop as a well-rounded person. City Charter High School has a 65-minute lunch/activities period built into the day for this purpose. Students will have the opportunity to participate in a club or activity every day of the school year. Since this occurs during the school day, it will not affect the time the student arrives home (a major concern for the parents interviewed).

Finally, parents feel disconnected from their children's schools. Parents want communication and an open-door policy for visitation. To address this, parents will be part of the governance of City Charter High School. One parent will be on the Board of Trustees and four parents will sit on the Internal Advisory Board. The Internal Advisory board will make suggestions on procedures pertaining to dress code, school calendar, school code of conduct and school marketing. This will create an environment of active participation and engagement.

1E. TEACHER PERSPECTIVE

One of the key elements of high performance schools is an engaged and talented faculty. However, poor working conditions (e.g. inadequate professional development, a demanding and unreasonable schedule and little input into the operation of the school) often wear down faculties.

City Charter High School has created a staffing model that allows teachers to participate in curriculum development. Through the interdisciplinary approach and the Shared Inquiry process, teachers will work collaboratively with students and staff. Teachers will mentor students rather than lecture. Teachers will work to develop interdisciplinary units rather than single content assignments. Also, teachers will work with the same students through graduation. This will give teachers the opportunity to support a student as he or she grows academically. Through block scheduling teachers will be able to use multiple models for student grouping and instruction to support and guide students. The Work-skills teachers will work with industry and academic partners to develop the curriculum.

Schools both benefit and suffer from their dependence on individual teachers who are experts in their fields. These exemplary professionals excel in content, pedagogy and creativity. The problem arises when the expert teacher chooses to retire, move to another school or leaves for one reason or another. Schools presently have no mechanism (time or resources) to replicate or scale these expert teachers into a larger staff. To do this, schools would have to commit an extended amount of time to staff development and that is not possible in the present organizational structure and building culture.

City Charter High School has three teacher designations: Master Teacher, Staff Teacher and Apprentice Teacher. Master Teachers are the lifeblood of successful school programs. Master Teachers have special responsibilities and compensation. They will be responsible for teaching classes and developing curriculum. They will also be responsible for mentoring an Apprentice Teacher.

The proposed charter school will assign new teachers to apprentice with a Master Teacher in content, pedagogy, management and curriculum for 3 - 6 years. The

Master Teacher will spend a portion of his/her staff development time working with the Apprentice Teacher on curriculum, instruction, assessment or management issues. The goal is to create another "Master Teacher" by the end of six years.

Staff Teachers are veteran teachers. Their responsibility at the school will be to teach their classes, work on curriculum development and sponsor school activities. They will participate in professional development activities and have input into curriculum development. Staff Teachers may be considered for the position of Master Teacher, after presentation of 1) a portfolio of lessons, curriculum, assessment, student work, professional development and any evidence that documents their skills and talents and 2) a commitment to mentoring an Apprentice Teacher.

Apprentice Teachers are new teachers who work with Master Teachers to develop their skills. Their apprenticeship could last three to six years. Once they achieve a level of competency demonstrated through a portfolio of lessons, satisfactory evaluations, contributions to student achievement and participation in school culture, they will be promoted to Staff Teacher.

Each teacher has 2.3-hours per day to dedicate to improving his/her lessons and teaching. Master Teachers will use this time to work with the Apprentice Teachers. Through this Master/Apprentice model, the school hopes to grow and maintain its own talented pool of teachers. Staff Teachers will use this time to refine their lessons and pedagogy. The Chief Administrative Officer, with support from the Education Managers, will evaluate and promote staff in accordance with school policy.

1F. COLLEGE/UNIVERSITY PERSPECTIVE

In conversations with local post-secondary schools, colleges and universities, administrators repeatedly stated that they would like to encourage Pittsburgh Public Schools students to attend their schools. They also stated that Pittsburgh students struggle at these institutions. When asked to articulate the cause of this struggle, they answered that students have the talent and potential to succeed, but lack the work skills, interpersonal skills and management skills to navigate higher education. Students struggle with the independence in higher education and students find time management to be a challenge. Point Park College, Robert Morris College, Carnegie Mellon University and the Pittsburgh Technical Institute would like to work with City Charter High School to develop those skills that would increase the probability of Pittsburgh students succeeding at their institutions. They see the proposed charter high school as a gateway for students who want to enter their schools. These post-secondary schools, colleges and universities have

agreed to allow City Charter High School students to take courses at their schools prior to high school graduation.

Educational research colleges and universities develop new tools, products and services that need to be field-tested with real-world clients. These research centers need to engage high school teachers and students in this development process.

In particular, the Office of Technology for Education at Carnegie Mellon University is partnering with City Charter High School and will pilot programs in the school that are successful at the university level and appropriate for the 9th-12th grade environment. The school will offer these research universities a test-bed for their work and products. City Charter High School will offer its teachers and students the option to engage with university researchers as they work to refine their products for the education market.

A second college/university need pertains to the pre-service education of future teachers and administrators. Universities need to place student teachers in schools that provide access to advanced instructional technologies, block scheduling, project-based learning and workforce development. City Charter High School will provide local schools of education the opportunity to place student teachers in a unique and technology-focused school.

The Office of Mid-Career Programs at the H. John Heinz III School of Public Policy and Management at Carnegie Mellon University has agreed to place some of its education leadership students, enrolled in the high school principal certification program, at City Charter High School for their practicum course. Also, City Charter High School will offer the Instructional Technology Certification Program at the Heinz School access to its staff development model. Point Park College will partner with the charter school to place its student teachers at the school for their practicum course. The University of Pittsburgh School for Information Sciences will place future school librarians at the school for their practicum course. Ultimately, City Charter High School hopes to hire the best and brightest of these student teachers.

1G. WHY A CHARTER?

Act 22 of 1997 provides charter schools the autonomy to create and deliver a new educational program and holds them accountable for the success of the proposed program. Act 22 gives granting school districts the power to evaluate an existing charter school and either extend or deny its charter.

City Charter High School is proposing a very different **model** for a modern high school. Due to the many innovative aspects – rigorous curricula, focus on process

through Shared Inquiry and project-based learning, student-directed learning in the upper grades, expanded role of industry and academic partners, technology infusion, comprehensive assessments, unique staff development and extended school time – it must have the **autonomy** to develop these ideas unencumbered from traditional educational barriers. In order to create this new model, authority for implementation must rest with the governing board of the proposed charter. At present, Act 22 is the only vehicle for obtaining this needed **authority**.

School districts across the region are re-examining their high school curricula and organizational structures. Although schools such as the one proposed here exist around the country (e.g. High Tech High in San Diego, Tech High in Philadelphia, The New Technology High School in Napa, CA), there is no example of such a school in western Pennsylvania. There is little experience and few examples locally of new models of high schools designed for the 21st century. In the Pittsburgh Public Schools there are no internal structures or procedures for creating such a new entity. Act 22 offers these structures and procedures.

The level of autonomy and accountability that is offered by the charter school law is compelling. Although during the development of this application, EDSYS, Inc. has had numerous conversations with the school district and the Pittsburgh Federation of Teachers, it believes the charter school option is the only one that provides the autonomy for the type of innovation proposed.

2. SCHOOL DEMOGRAPHICS

2A. ENROLLMENT

The school will have a capacity of 624 students. EDSYS, Inc. assumes that in any given year there will be an 8-10% vacancy rate. In addition, EDSYS, Inc. has estimated an 8-10% attrition rate from year-to-year.

Year	Capacity	Projected Enrollment	Grades
2002-2003	156	144	9 th
2003-2004	312	276	9 th , 10 th
2004-2005	468	408	9 th , 10 th , 11 th
2005-2006	624	540	9 th , 10 th , 11 th , 12 th
2006-2007	624	540	9 th , 10 th , 11 th , 12 th

Given the unique work-skills focus, the rigorous academic program and the expanded use of technology, EDSYS, Inc. believes that it will be able to fill the school to capacity with students who are residents of Pittsburgh.

2B. SCHOOL LOCATION

The school will be located in downtown Pittsburgh. EDSYS, Inc. chose this location for a number of reasons.

1. The school will be close to emerging companies in technology-related fields.
2. The school will be centrally located.
3. The school will be located close to all major bus routes. (Pittsburgh public transportation brings the majority of neighborhood bus, trolley and subway routes into downtown. Downtown is the major transfer hub for buses, trolleys and subway trains.)
4. The school will be close to facilities such as colleges, universities, libraries, museums, gymnasiums, fitness centers and technology-related companies in order to facilitate curriculum delivery, partnerships and internships.

EDSYS, Inc. has a tentative agreement for the school to be located at the **New Clark Building, 717 Liberty Avenue, Pittsburgh, PA 15222.**

2C. STUDENT POPULATION

City Charter High School will have an open enrollment for students who are residents of Pittsburgh. The school will attempt to have a balanced student body. City Charter High School will hire a marketing firm to develop an advertising campaign to market the school prior to opening. The data produced by the study done by CAMPOS will form the basis for the marketing campaign. The goal of the campaign will be to recruit a diverse student body that wants to study and work in a technology-related field.

City Charter High School will accept students on a first come, first served basis. The enrollment process will communicate to parents and students the goals and assumptions of the school. The main criteria for success at the school is a willingness and motivation by the student to work hard, take ownership of his/her learning and want a career in a technology-related field.

3. DISTRICT RELATIONS

3A. NOTIFYING THE DISTRICT

Background: The Pittsburgh Public Schools has been aware of this charter school planning effort from its inception. In December 2000, Richard Wertheimer met with Dr. Paula Butterfield, assistant superintendent of the Pittsburgh Public Schools and began describing the work he and Mario Zinga were doing with regard to planning a charter high school.

In January 2001, the Pittsburgh Tribune Review featured an article on Pennsylvania Charter School Planning Grant Recipients. Wertheimer was quoted and so was Pat Crawford, Public Relations Director, for the Pittsburgh Public Schools.

During February, March, April and July 2001, Wertheimer and Zinga met with Dr. Butterfield monthly to update her on their planning process. Wertheimer and Zinga had proposed partnering with the school district in developing this new high school. This invitation included a cost-sharing plan that would allow the proposed school to rent space from the district, purchase Special Education services and purchase Food and Financial services. This cost sharing could reduce the district's per pupil cost to City Charter High School. Also, the option of the Pittsburgh Public Schools entering into a contract with the new school was discussed. The contract would have to give the City Charter High School and its Board of Trustees the autonomy and responsibility they needed to develop and implement a new model high school.

Dr. Butterfield asked Wertheimer and Zinga to prepare a presentation for a small group of Pittsburgh Public Schools policy makers that she would convene to help her think through the district's role in the proposed new school. Also, Dr. Butterfield was invited to be on the Advisory Board to help plan the new school, but the invitation was declined.

In April 2001, Wertheimer and Zinga attended a meeting with Bill Strickland, Peter Benzing and Valerie Njie at the Bidwell Training Center. In late March, the Pittsburgh Public Schools had announced at a press conference a joint project with the Bidwell Training Center to create a new high school. The discussion with Strickland, Benzing and Njie focused on common ground between the Bidwell-Pittsburgh Public Schools joint project and the proposed charter school. Both groups agreed that they should share information, participate in planning and not overlap on focus. Peter Benzing and Valerie Njie are on City Charter High School's Advisory Board and the Planning Team.

In May 2001, Wertheimer and Zinga met with John Tarka, Sherman Shrager, George Gensure and Sylvia Wilson from the Pittsburgh Federation of Teachers (PFT) to present the concept of the proposed school. After much conversation, the Union representatives asked Wertheimer and Zinga to present the school concept in more detail in early June. At that point the PFT would look into the possibilities of opening such a school within the existing organization without the need for a charter. Wertheimer and Zinga were clear that autonomy and accountability for the school must be maintained.

In June 2001, Wertheimer and Zinga met with the PFT and presented the school concept. The PFT was very interested in the concept if it was accomplished from within the school district, but not as a charter school. They stated they would be willing to work with us to develop the concept as a magnet school. They were not able to address how autonomy issues could be resolved.

In August 2001, Dr. Butterfield talked to Mario Zinga and indicated that it would not be possible for the school district to consider either partnering or contracting with the proposed high school at this time.

After the August discussion with Dr. Butterfield, it was clear that the only option available was to apply for a charter.

City Charter High School will continue to pursue the option of a partnership with the Pittsburgh Public Schools where appropriate. It is the goal of the school to be seen as one of many educational alternatives that the school district offers its students.

Notification

In compliance with Act 22, an **Annual Report** will be submitted to the Pittsburgh Public Schools. The school will use the Annual Report for Charter Schools in Pennsylvania as a template for the report. The Annual Report will include, but not be limited to; identification of all City Charter High School staff with their respective responsibilities; staff data (certifications, staff development information); student data, attendance, test scores, demographic information; operational information (Board of Trustees reports, policy documents, strategic planning, parent satisfaction survey data, school-wide survey data); outreach efforts, budget details and narratives as well as all required Special Education information. In compliance with Act 22, the Annual Report will be submitted to the Pittsburgh Public Schools and the State of Pennsylvania no later than August 1 of each year.

III. FOUNDING MANAGEMENT TEAM

1. GROUP SUBMITTING CHARTER APPLICATION

This City Charter High School application is being submitted by EDSYS, Inc. on behalf of Richard Wertheimer, Mario Zinga, the Planning Team and the Advisory Board. EDSYS, Inc. is a non-profit, non-sectarian organization whose mission is education delivery (Appendix F). Wertheimer and Zinga co-direct EDSYS, Inc.

1A. FOUNDING COALITION

Richard Wertheimer and Mario Zinga developed the City Charter High School concept. Both are educators in the Pittsburgh Public Schools. They decided to develop this school because they believe that traditional high schools are not meeting the needs of students who are interested in post-secondary education in technology-related majors. They also believe that traditional high schools do not address the workforce need for well-trained and prepared workers. Their backgrounds as teachers, supervisors, project managers, technology leaders and grant writers led them to develop the concept of a high school focused on work-skills and technology-related careers. When the charter for the school is granted, both Wertheimer and Zinga will work at the school.

Richard Wertheimer is a public school educator whose expertise is in mathematics, technology, school reform, and curriculum and staff development. Most recently, as Coordinator of Instructional Technology, he managed the instructional component of the Pittsburgh Public Schools \$25 million Technology Plan (1998 - 2001). He was a principal investigator and education project manager on the National Science Foundation funded project, Common Knowledge: Pittsburgh (1993 - 1998). He was the secondary mathematics supervisor for the Pittsburgh Public Schools from 1988 to 1993. He taught mathematics at Brashear, Peabody and Upper St. Clair High Schools from 1975 to 1988 (Appendix P).

Mario Zinga is a public school educator whose expertise is in writing, French, Italian, technology and gifted education. His most recent professional responsibility was as co-author and manager of a \$1.5 million staff development program funded through grants from the Heinz Endowments and the Pennsylvania Link to Learn program (1998 - 2001). Prior to this, he developed the Common Knowledge: Pittsburgh project, a five-year, \$5 million K-12 testbed grant from the National Science Foundation (1993 - 1998). He taught at East Hills Elementary School and the Pittsburgh Elementary Gifted Center from 1985 to 1993 (Appendix P).

1B. PLANNING TEAM

Wertheimer and Zinga have invited a diverse planning team to help design the proposed school. Individuals on the planning team represent educators, private sector leaders, superintendents, principals and community leaders. This team met once a month, beginning in February 2001, to design the curriculum and structure of the school. Members of the planning team will continue to work with the charter school either as consultants, industry partners or as teachers at the school.

Workskills Literacy		
Applied Technologies Computer Technologies Multimedia Technologies Network Technologies	Peter Benzing	Bidwell Training Center
	Craig Gunn	InfoLink – Carnegie Mellon University
	Brad Jones	NOVA Chemicals
	Fiore Londino	Marconi
	Dawn Lovic	Pittsburgh Technology Council
	Jon Rosenson	Stargate.net
	Mary Sapienza	Pittsburgh Technology Institute
Internships	Robin Braun	YouthWorks
Cultural Literary and Scientific Literary		
Information Science/Library	Mary K. Biagini	University of Pittsburgh – School of Information Sciences
	Bev McKee	Pittsburgh Public Schools
Mathematics	Richard Wertheimer	Pittsburgh Public Schools
Science	Steve Populo	Pittsburgh Public Schools
Social Studies	Mary Poehlmann	Pittsburgh Public Schools
Special Education	Pat Seibel	Pittsburgh Public Schools
Reading/Writing	Mario Zinga	Pittsburgh Public Schools
School Organization		
Organizational Structure	Stan Herman	Education Policy and Issues Center
	Valerie Njie	Bidwell Training Center

1C. ADVISORY BOARD

In addition to the Planning Team, an Advisory Board was convened to provide guidance and support for the charter school application. The Advisory Board met on June 6, 2001 to review and comment on the application.

	Affiliation	Representative
Corporate Organizations	CommerSel Studios	CW Kreimer
	Marconi	Fiore Londino
	PNC Bank	Anuj Dhanda
	Pittsburgh Technology Council	Jeanne Berdik
	Stargate.net, Inc.	Jonathan Rosenson
	Community Organizations	Kingsley Association
Bidwell Training Center, Inc.		Valerie Njie
3 Rivers Workforce Investment Board		David Malone
YouthWorks		Richard Garland
County Government	Allegheny County Government	Yvonne Cook
Foundations	Community Loan Fund	Mark Peterson
	Grable Foundation	Chip Burke
	Heinz Endowments	Gerry Balbier
Post-Secondary Educational Institutions	Pittsburgh Technical Institute	J. R. McCartan
Public School Educators	Carnegie Mellon University	Harry Faulk
	Education Policy and Initiatives Center	Stan Herman
Teachers' Union	United Teachers of Dade (AFT)	Tom Gammon
Colleges and Universities	Carnegie Mellon University	Indira Nair
	CMU - InfoLink Program	Craig Gunn
	CMU - Technology for Education	Joel Smith
	Robert Morris College	Winston Erevelles
	University of Pittsburgh – Learning Research and Development Center	Janet Schofield
	University of Pittsburgh – School of Information Sciences	Mary K. Biagini
	Pittsburgh Supercomputing Center	Ralph Roskies

1D. PARTNERS

Key to the success of the school, are a number of corporate, academic and community partners who have agreed to help the school with design, resources and development. Each has provided a letter of support that delineates the nature of the partnership (Appendix H).

CARNEGIE-MELLON UNIVERSITY (InfoLink Program, Office of Mid-Career Planning, Office of Technology for Education) has agreed to partner with the school, to implement the InfoLink program in 10th grade, to use the school for beta-testing 9th-12th academic software, to provide consulting regarding instructional technology and to implement the Blackboard software.

COMMERSEL STUDIOS INC. has agreed to partner with the school and to provide consulting and web space for the initial marketing campaign. Also, once the school is operational, CommerSel will provide student internships and use the school as a site to beta-test educational software products.

COMMUNITIES IN SCHOOLS has agreed to partner with the school to develop a training program for the Career Counselor and Internship Manager. This training program will provide consulting and support to school staff engaged in community linkages.

COMMUNITY LOAN FUND has agreed to partner with the school. The group will provide consulting and support services around grant development and facility acquisition. The Community Loan Fund has agreed to help raise the \$1.5 million needed to begin the implementation and to establish an ongoing research component at the school.

THE GRABLE FOUNDATION has agreed to partner with the school to provide financial support as well as educational resources. The Foundation has agreed to help raise the \$1.5 million needed to begin the implementation and to establish an ongoing research component at the school.

GREAT BOOKS FOUNDATION has agreed to partner with the school to develop a comprehensive high school curriculum that uses the Shared Inquiry process for delivery. The Foundation will also work with the school to develop a staff development model for training teachers in the Shared Inquiry process. In addition, the Foundation will work with the school to develop a series of Great Books discussions for adults in the community.

THE HEINZ ENDOWMENTS have agreed to partner with the school to provide financial support as well as educational resources. The Endowments have agreed to help raise the \$1.5 million needed to begin the implementation and to establish and ongoing research component at the school.

HISTORICAL SOCIETY OF WESTERN PENNSYLVANIA through the Pittsburgh Regional History Center will partner with City Charter High School to develop the Social Studies curriculum.

eiNETWORK will partner with City Charter High School to develop a connectivity infrastructure and to determine the resources needed to make the KnowPac a *"library in a backpack."*

MANCHESTER CRAFTSMEN'S GUILD has agreed to partner with the school to provide opportunities for arts and academic enrichment. Staff artists may work with curriculum development teachers to help design interdisciplinary learning modules.

MARCONI has agreed to partner with the school to help develop the schools LAN/MAN/WAN, its Networking curriculum and to place student interns. Also, the Human Resource Department has agreed to help draft the staff hiring guidelines and the performance evaluation policy.

NOVA CHEMICALS has agreed to partner with the school to provide internships for students.

OGLEBAY INSTITUTE will partner with City Charter High School to develop a hands on ecology program for its Science Literacy cluster.

PITTSBURGH TECHNICAL INSTITUTE has agreed to partner with the school to develop the Computer Applications curriculum and to allow students to take courses at the Institute in the 11th and 12th grade.

PITTSBURGH TECHNOLOGY COUNCIL has agreed to partner with City Charter High School. The Council's Technology Literacy Initiative will be used at the school to help students identify skills needed for the workplace. The Council will work with the school to identify internship placements.

THE PNC FINANCIAL SERVICES GROUP has agreed to partner with the school to provide consulting on financial, real estate, personnel and organizational issues as well as to place student interns.

POINT PARK COLLEGE has agreed to partner with the school to develop curriculum and a gateway into the college's Information Technology programs and to place student teachers at the school.

RICHARD KING MELLON FOUNDATION has agreed to work with the school to secure a facility and to identify local resources that can help with curriculum development. The Foundation has also agreed to help raise the funds needed for the implementation phase and for curriculum development.

ROBERT MORRIS COLLEGE has agreed to partner with the school to develop curriculum in the Information Technology/manufacturing area and to allow City Charter High School students to participate in the PRIME manufacturing program.

STARGATE.NET, INC. has agreed to partner with the school to help provide high bandwidth Internet access, help design the Networking curriculum and host student interns.

THREE RIVERS WORKFORCE INVESTMENT BOARD has agreed to partner with the school to develop an internship program that will provide students with workforce experiences. This effort is valued at \$60,000 annually.

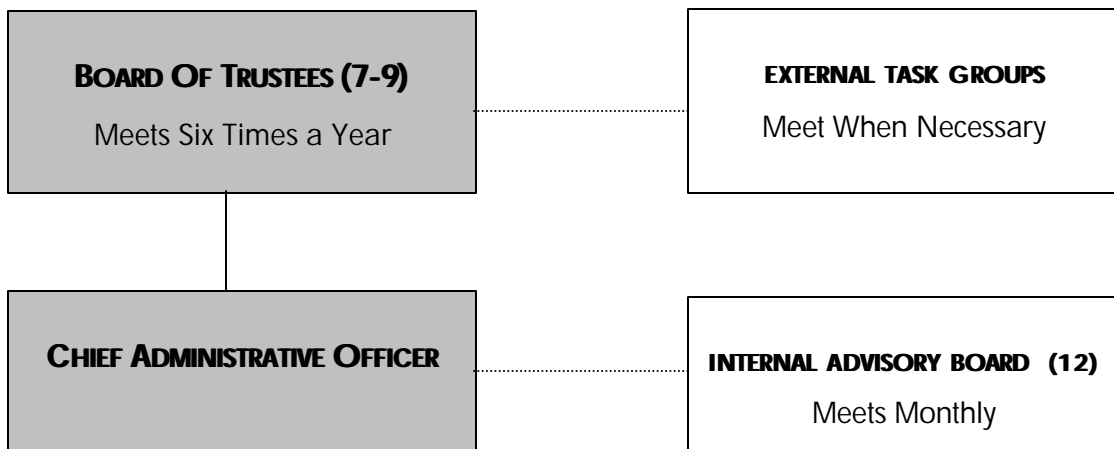
UNIVERSITY of PITTSBURGH (School of Information Sciences) has agreed to partner with the school to develop a state-of-the-art information science (library) system, to provide professional development for school staff and to place interns and student teachers at the school.

YOUTHWORKS has agreed to partner with the school to help develop the Workplace Internship program. This effort is valued at \$25,000 annually.

2. SCHOOL GOVERNANCE

2A. MANAGEMENT ORGANIZATION

The governance of City Charter High School will be entrusted to a Board of Trustees. The Board of Trustees will participate in formal Board orientation and training using an outside consultant. The Board of Trustees will hire a Chief Administrative Officer who will be completely responsible for the school's operation. An internal advisory board will provide feedback and guidance to the Chief Administrative Officer pertaining to the day-to-day operation of the school. External advisors and task forces for fundraising, capitol campaigns, job searches and special needs will be created on an as needed basis. These external groups will report to the Board of Trustees.



2B. BOARD OF TRUSTEES

City Charter High School will have a seven to nine member Board of Trustees. Board membership will provide expertise in the key areas of responsibility:

1. Maintaining the Mission, Goals, By-Laws and Policies of City Charter High School
2. Hiring and Evaluating Chief Administrative Officer
3. Budget Approval
4. School Evaluation
5. Capital Campaigns

The Board will have diverse representation drawn from college/university educators, parents, K-12 educators, lawyers, accountants, business experts, technology leaders and industry/workforce representatives. Once the Board of Trustees is selected, it will elect a president, vice-president, secretary and treasurer. The Board president will chair board meetings. The Chief Administrative Officer will be a non-voting member of the board.

EDSYS, Inc. will be the legal organization of record for the school. The Board of Trustees will register the name - City Charter High School, Incorporated. The Board of Trustees will seek and hire a Chief Administrative Officer to begin implementation of the school.

The Board of Trustees will meet six times a year. The calendar with the dates of all Board meetings, for a particular school year, will be mailed to parents and advertised publicly at the start of the school year. All Board meeting will comply with the Pennsylvania Sunshine Law and when appropriate, be open to the public. Meetings on personnel and litigation may be closed to the public according to the Sunshine Law. Board actions and minutes will be posted on the school website following the legislative meeting.

The Board President and the Chief Administrative Officer will set the agenda for the board meetings. Items to be voted on will be sent to board members one week prior to the meeting. An affirmative, majority vote duly recorded, showing how each Board member voted, shall be used in order to take action on the following subjects:

1. Maintaining the Mission, Goals, By-Laws and Policies of the School

- Perform three-year review and updates of mission, goals, by-laws and policies
- Review and approve Annual Report to the school district and the Pennsylvania Department of Education

2. Personnel

- Seek, hire and evaluate the Chief Administrative Officer
- Develop procedures for appointing, evaluating and dismissing staff
- Determine salaries or compensation of staff

3. Budget

- Approve annual budget
- Create or increasing indebtedness
- Designate depositories for school funds

4. Evaluation

- Analyze student achievement data

- Analyze school climate survey
- Evaluate Chief Administrative Officer's performance

5. Capital Campaigns

- Locate, purchase or sell land or building
- Fundraise for infrastructure costs

Board of Trustees members will serve an initial one to three year term (in order to stagger board turnover). Once the board is fully subscribed, subsequent terms will be for three years. Board members may seek re-nomination after their initial term. If a board member decides to leave or is at the end of his/her term, the Board of Trustees Nominating Committee (chaired by the board president and consisting of the Chief Administrative Officer and a three member external task force) will nominate two candidates for the opening. The Nominating Committee will present two names for each vacancy to the Board of Trustees. The Board of Trustees, through a majority vote, will add a new member from this list of candidates.

The following are the initial Board of Trustees for City Charter High School. These individuals have agreed to serve on the Board. Letters from each of these individuals are included in Appendix K.

Constituency Represented	Board Member	Affiliation
Academic	Mary Kay Biagini	Associate Dean, University of Pittsburgh School of Information Sciences
Industry	Fiore Londino	V.P. Talent Management, Marconi
K-12 Education and Public Policy	Stan Herman	Superintendent, Woodland Hills School District (Retired), Education Policy & Issues Center
Legal	Mark Sternberger	Lawyer
Parent	Valerie Njie	Parent
Corporate CEO		
Financial		
Founder	Richard Wertheimer	City Charter High School
Founder	Mario Zinga	City Charter High School

2C. MAINTAINING CONTINUITY

In order to begin the proposed charter school and to insure continuity with this application, the founders of the school – Richard Wertheimer and Mario Zinga – will occupy two seats on the Board of Trustees. During their term on the board, the school may employ them.

2D. CHIEF ADMINISTRATIVE OFFICER

The Board of Trustees will conduct a search, negotiate a contract, hire and evaluate the Chief Administrative Officer (CAO). The CAO will report directly to the Board of Trustees. He/she will be hired on a three-year contract with annual Board of Trustee reviews. At the end of three years, the Board may renew the

Chief Administrative Officer's contract or hire a new CAO. Renewal will be based on pre-negotiated performance criteria.

The Chief Administrative Officer of the school is the person solely responsible for the operation of the school. The CAO must be an educator with Pennsylvania Principal, Supervisory or Superintendent's Certification.

The following guidelines pertain to the Chief Administrative Officer's job responsibilities.

1. Curriculum, Instruction and Assessment

- Curriculum selection and alignment
- Assessment selection and alignment
- Support for Instruction: A key responsibility of the CAO and his/her administrative staff will be to monitor each education team. The Chief Administrative Officer will provide support for any issues that arise due to the long-term relationships within the educational teams and between the teams and the students.

2. Personnel

- The CAO will develop staff hiring guidelines and a staff performance evaluation. These will be presented to the Board of Trustees for approval. These policy documents will be in place before any staff is hired.
- The CAO is responsible for hiring and evaluating all school staff.
- Each staff member will meet with the school's Chief Administrative Officer in the beginning of the school year and present a Professional Development Plan for the year.

3. Business Functions

- Oversee business functions including purchasing, payroll, budgets and audits

4. Student Information

- Oversee the collection, maintenance, availability and confidentiality of student information

5. Public Relations and Marketing

- Conduct Marketing Campaign
- Manage student applications
- Manage school partnerships
- Conduct open-houses

6. School Liaison and Conflict Resolution

- The Chief Administrative Officer is the school liaison with the Board of Trustees and the Internal Advisory Board.
- It will be the Chief Administrative Officer's responsibility or a staff designee to coordinate and document all meetings of the Board of Trustees and the Internal Advisory Board.
- If a parent makes a complaint about the operation of the school, that complaint will be recorded and the CAO (or his/her designee) will contact the parent and follow through with resolving the problem. A more detailed process is outlined in Part 5. School Community, Section 5C. Procedures to Review Parent Complaints, of this application.
- The Chief Administrative Officer is responsible for documenting and reporting to the Board of Trustees all issues pertaining to Due Process. The CAO will implement all recommendations that result from Due Process rulings.

7. Reports

- Produce an internal annual report for the Board of Trustees
- Complete School Satisfaction Survey
- Produce the Annual Report to School District and the Pennsylvania Department of Education
- Produce all other state and local reports

2E. EDUCATION MANAGERS

The Education Manager is a second administrative position. The Education Manager reports to the Chief Administrative Officer. There will be two Education Managers at capacity. One Education Manager will be responsible for curriculum, instruction and assessment. The second Education Manager will be responsible for student services. In years one and two, the Education Manager will share these responsibilities with the Chief Administrative Officer and the Career Counselor. In years three and four there will be two Education Managers for these responsibilities. The Education Managers must be educators with Pennsylvania Principal, Supervisory or Superintendent's Certification. The following guidelines pertain to the Education Manager's job responsibilities:

Education Manager – Curriculum, Instruction and Assessment

1. Curriculum

- Co-ordinate all curriculum development
 - Working with partners who are working with the school to create new curriculum
 - Working with the Master Teachers and partners groups to design and implement curriculum
- Co-ordinate any textbook adoption process
- Order all needed curriculum materials
- Maintain an inventory of all curriculum materials

2. Instruction

- Work with the Master Teachers to design and implement any school-wide staff development
- Work with the Master Teachers to design and implement staff development for the Apprentice Teacher
- Co-ordinate and manage all training and staff development for office administrative staff
- Co-ordinate and manage staff development for itinerant staff, Wellness Literacy staff from contracted agencies
- Manage all Act 48 reporting and compliance

3. Assessment

- Manage all curriculum assessment
- Order all materials
- Serve as the intermediary with the Pennsylvania Department of Education for all PSSA testing
- Collect all testing materials and return to publisher for scoring
- Distribute results to teachers and students
- Work with teachers to revise Academic and Career Plans based on assessment results
- Manage the report card process
- Work with staff to create the report card for the school
- Communicate with parents about the report card
- Establish a process for distributing the report cards

Education Manager – Student Services

1. Special Education

- Represent City Charter High School - the Local Education Agency - at all Special Education meetings
- Attend all State and local school district Special Education meetings and training
- Serve as the Special Education liaison between City Charter High School and the Pittsburgh Public Schools
- Prepare a report to the Chief Administrative Officer on all Special Education meetings
- Ensure that all Special Education compliances are met
- Co-ordinate with the Special Education teachers to make certain all Individual Education Plan recommendations are met
- Co-ordinate the "Identification, Evaluation and Delivery of Services For New Special Education Students"

2. Counseling – Academic and Career Plans

- Review all Academic and Career Plans
- Work with transfer students to create their Academic and Career Plans
- Co-ordinate the annual revision process for the Academic and Career Plans
- Work with the Career Counselor/Internship Manager to secure internship placements
- Work with the Career Counselor/Internship Manager to evaluate all internship placements

3. Discipline

- Oversee all day-to-day disciplinary issues
- Receive and manages all discipline referrals
- Work with teachers and counselor to manage and resolve all non Special Education and non Due Process discipline referrals
- Work with the Chief Administrative Officer to manage and resolve any disciplinary issues that involve Special Education students and or Due Process concerns
- Manage any in-house suspensions
- Work with the Chief Administrative Officer to manage and resolve any suspensions

4. Wellness Clinic

- Act as the school liaison with the Wellness Clinic

2F. THE INTERNAL ADVISORY BOARD

The Internal Advisory Board is a twelve-member committee whose purpose is to work with the Chief Administrative Officer on issues pertaining to school operation. The Internal Advisory Board will contain four parents, four students and four staff members (one for each grade level). All Internal Advisory Board members will serve one-year terms. The CAO will chair the Internal Advisory Board and set the agenda. The Internal Advisory Board will meet monthly to address school operations. It will make suggestions on procedures pertaining to:

1. School Hours and Calendar

- School calendar and daily schedule

2. Students, Staff and Parents Code of Conduct

- Attendance standards and procedures
- Dress code
- Rights and responsibilities of students, parents and staff
- Discipline procedures

3. School Activities, Clubs, Field Trips and Community Participation

- Fund raising
- Budget needs

4. School Marketing

- Marketing campaign for the school

Parent representatives will be elected at large every September. Parents on the Internal Advisory Board must have a child at the school. A parent may serve four consecutive one-year terms. Students on the Internal Advisory Board will also be elected at large every September. Each grade will elect one Internal Advisory Board representative. A student may serve four consecutive one-year terms. Staff on the Internal Advisory Board will be elected at large every September. Each grade level Education Team will elect one Internal Advisory Board representative. A staff member may serve four consecutive one-year terms. If an Internal Advisory Board member resigns, the group he/she represented will hold a new election and name a replacement within one month of the resignation.

2G. RELATIONSHIP BETWEEN ADMINISTRATION AND TEACHERS

City Charter High School is developing multiple methods to foster communication between administration and staff.

- As a faculty, the primary method for communicating with the administration is through the Internal Advisory Board. The board has four members that are elected by the faculty. The Internal Advisory Board will meet with the Chief Administrative Officer and appropriate staff monthly.
- There will be a monthly school-wide meeting of all staff to address key issues that arise pertaining to the functioning of the school. The Chief Administrative Officer will manage these meetings.
- There will be a weekly meeting of the grade level Education Teams to discuss instructional issues. Minutes of these meetings will be communicated to the Chief Administrative Officer.
- Each teacher will meet with the Chief Administrative Officer at the beginning of the school year to develop a yearlong professional development plan.
- Each teacher will meet with the Chief Administrative Officer once during each trimester to address instructional, organizational and professional development issues.
- There will be an online discussion group for all school staff to raise important issues. These issues will be addressed in the Internal Advisory Board and through staff meetings.
- Faculty will use the Blackboard software to manage their classes. Administrators will be able to review each teacher's classes via the Blackboard software.

2H. PARENT AND STUDENT INVOLVEMENT

Parents and students will have input into the school operation in a number of ways.

- Parents can address issues through the Internal Advisory Board that meets monthly. There will be four parent representatives on the Internal Advisory Board elected at an annual parent open house.
- Students can address issues through the Internal Advisory Board that meets monthly. There will be four student representatives on the Internal Advisory Board elected at a meeting of the entire student body in September.
- Parents and students will have semi-annual meetings with counselors and staff to discuss scheduling, Academic and Career Plans and student progress.

- The school will have an open-door policy encouraging parents to make at least three random visits during the year to observe classes and talk to staff.
- Parents will participate in the students' end-of-year portfolio review.
- The school will have an annual community open house.

2I. BY-LAWS

This charter application is being submitted by EDSYS, Inc., a non-profit, non-sectarian corporation. The EDSYS, Inc. by-laws are attached in Appendix F. At present these by-laws focus on a general mission, the delivery of educational services, and a specific task – submitting a charter application. It is the intent of the three Board members of EDSYS, Inc. (Marc Sternberger, Richard Wertheimer, Mario Zinga) to revise these by-laws once a charter is granted to reflect the needs of the proposed school. Upon receiving a charter from the Pittsburgh Public Schools, the EDSYS, Inc. by-laws will be modified to reflect the governing structure described above.

IV. FINANCE AND FACILITY

1. PROJECTED BUDGET

The projected budget is predicated on a number of assumptions:

- 156 students per grade with an 8 -10% vacancy rate at any given time;
- There will be an 8-10% attrition from year-to-year;
- \$7,800 per student from the Pittsburgh Public Schools (or the annually adjusted amount per pupil compensation of the district);
- 10% of the students are special needs and funded at \$16,000 per student;
- Building rent at \$15.00 per square foot;
- \$700 per student is spent on technology (laptop finance over 4 years);
- \$500 per student is spent on curriculum materials;
- \$300 per student is spent on supplies; and
- A five-year charter from the school district.

First year costs are substantial because they pertain to basic infrastructure, start-up costs, marketing and central staff that is prorated over 144 students (156 w/12 vacancies) rather than full capacity. The school anticipates obtaining a larger number of start-up grants from local foundations (Appendix I). These grants will provide the school with adequate funds for start-up including infrastructure, materials, curriculum and staff development costs. In addition, the grants will pay for an implementation staff during the 2002 calendar year to open the school in September 2002. With the proposed grants, the school will have adequate operating funds as well as development funds to implement its program. These start-up grants are further articulated in Section IV, 1B. Fundraising.

On the following page is a preliminary five-year budget. This budget is also available using the Pennsylvania Department of Education General Fund Budget form in Appendix R.

1A. PROJECTED FOUR YEAR BUDGET

Year	2002-03	2003-04	2004-05	2005-06	2006-07
Number of Students	144	288	418	535	535
Student Vacancies	12	24	50	89	89
Revenue					
Charter Mandated Funding	\$1,010,880	\$2,246,400	\$3,260,400	\$4,173,000	\$4,173,000
Special Ed Funding	\$230,400	\$460,800	\$668,800	\$856,000	\$856,000
Title I Funding	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
Federal, State Grants, Erate	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
State Start-up Funding	\$90,000	\$90,000	\$90,000	\$90,000	
State FICA Reimbursement	\$23,382	\$38,431	\$52,201	\$70,793	\$76,559
Workforce and Wellness Grants	\$85,000	\$170,000	\$255,000	\$340,000	\$373,333
Foundation Startup Grants	\$625,000	\$300,000	\$250,000	\$200,000	\$200,000
Total Revenue	\$2,084,662	\$3,335,631	\$4,616,401	\$5,779,793	\$5,733,892
Expenditures					
Payroll Administration	4	5	7	8	8
Chief Administrative Officer	\$77,000	\$77,000	\$77,000	\$86,240	\$86,240
Education Managers	\$77,000	\$77,000	\$154,000	\$163,240	\$163,240
Office Manager	\$40,000	\$40,000	\$40,000	\$44,800	\$44,800
Admin Assistant	\$28,000	\$56,000	\$84,000	\$115,360	\$118,720
Payroll Teaching	7	14	21	28	28
Academic Core Team	\$205,000	\$410,000	\$540,000	\$789,600	\$868,000
Workforce Team	\$102,500	\$205,000	\$270,000	\$414,400	\$453,600
Phys Ed. And Foreign Lang.	\$70,000	\$102,500	\$135,000	\$187,600	\$207,200
Payroll Support	5	8	12	15	15
Career Counselors	\$50,000	\$100,000	\$150,000	\$165,200	\$184,800
Teacher Apprentice	\$32,500	\$65,000	\$97,500	\$130,000	\$130,000
Research Manager	\$70,000	\$70,000	\$102,500	\$110,900	\$110,900
Special Education	\$50,000	\$100,000	\$150,000	\$206,000	\$212,000
Security	\$28,000	\$28,000	\$28,000	\$31,360	\$31,360
Benefits at 32%	\$265,604	\$425,767	\$584,971	\$782,318	\$835,489
Bonuses and Incentives	\$20,000	\$35,000	\$50,000	\$65,000	\$65,000
Sub-Total Payroll	\$1,115,616	\$1,791,289	\$2,463,004	\$3,292,061	\$3,511,392
Other Operating Costs					
Wellness Services	\$20,000	\$30,000	\$40,000	\$50,000	\$50,000
Food Services	\$10,000	\$12,500	\$15,000	\$17,500	\$17,500
Special Ed Supplies	\$15,000	\$30,000	\$45,000	\$60,000	\$60,000
Student Activities	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
Instructional Materials	\$72,000	\$144,000	\$209,000	\$267,500	\$267,500
Technology	\$100,800	\$201,600	\$292,600	\$374,500	\$374,500
Supplies	\$43,200	\$86,400	\$125,400	\$160,500	\$160,500
Furniture and Labs	\$93,047	\$122,342	\$159,398	\$100,000	\$0
Facilities Improvements	\$120,000	\$170,000	\$190,000	\$124,633	\$0
Rent @ \$15 sq ft	\$300,000	\$525,000	\$825,000	\$1,050,000	\$1,050,000
Custodial	\$30,000	\$37,500	\$45,000	\$52,500	\$52,500
Insurance	\$25,000	\$30,000	\$35,000	\$40,000	\$40,000
Marketing, Advertising and Printing	\$50,000	\$40,000	\$32,000	\$25,600	\$15,000
Consultants					
Legal	\$10,000	\$20,000	\$30,000	\$30,000	\$30,000
Business Operations	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
Evaluation	\$50,000	\$50,000	\$50,000	\$60,000	\$30,000
Staff Development	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
Subtotal Expenses	\$969,047	\$1,544,342	\$2,153,398	\$2,487,733	\$2,222,500
Balance	\$0	\$0	\$0	\$0	\$0

1B. FUNDRAISING

Richard Wertheimer and Mario Zinga spent the calendar year 2001 designing and developing the proposed school. A number of foundations (Heinz Endowments, Grable Foundation and the Walton Family Foundation) have provided funds for the planning year. EDSYS, Inc. also received a planning grant from the Pennsylvania Department of Education.

The planning year activities included: refining the school concept, locating partners, traveling to model schools, writing the application, conducting advisory board and planning meetings and conducting a market research study of students, parents and community organizations.

In August 2001, Wertheimer and Zinga met with the Heinz Endowments, the Grable Foundation, the Richard King Mellon Foundation and the Community Loan Fund. They presented the business plan for City Charter High School and discussed a financial package of \$1,500,000 that will cover start-up costs, year-one implementation and an ongoing development budget. These foundations indicated that they would be able to provide this level of support (Appendix H).

In addition, both the Three Rivers Workforce Investment Board and YouthWorks have committed funds to develop and support the internship program. Wertheimer and Zinga will also be submitting a grant proposal to the Jewish Healthcare Foundation or similar organization to support the Wellness initiative.

1C. FINANCIAL PROCEDURES

From the start City Charter High School will have a business manager and an accounting firm who will implement industry standard financial procedures. The Maher Duessel accounting firm has agreed to work with the school in this capacity (Appendix L).

The board treasurer will deposit the funds belonging to City Charter High School in a depository approved by the Board of Trustees and will report to the Board on the amount of funds received and disbursed by him/her. All deposits of school funds will be made in the name of City Charter High School.

The school will comply with competitive purchasing procedures as stated by the Pennsylvania School Code.

All investments will be subject to the standards set forth in the Pennsylvania School Code.

An annual school financial audit shall be conducted according to the requirements of Article 24 of the School Code of 1949.

2. FACILITY

EDSYS, Inc. has worked hard to locate an appropriate building to house City Charter High School. The first alternative investigated was to lease an empty school from the Pittsburgh Board of Education. This could have been mutually advantageous decreasing the amount of financial burden to the school district. However, the Pittsburgh Public Schools indicated they were not interested in a partnership with City Charter High School. EDSYS, Inc. then reached an agreement with Insignia Oxford to develop a Request for Proposals to locate an appropriate building to meet the school's needs. The proposal was sent to real estate developers, agents and owners throughout Pittsburgh. After a great deal of research Insignia Oxford located a downtown building for the school (Appendix J).

2A. DESCRIPTION AND ADDRESS

City Charter High School intends to use a facility that mirrors 21st century work environments. It must also be able to house 624 students at capacity. This includes classrooms, offices, common spaces, a multi-purpose room as well as all other needed amenities. Since the school is going to outsource physical education, there is no need for a gymnasium.

Recommended space requirements dictate a minimum of 100 square feet per student. City Charter High School will need between 60,000 and 70,000 square feet. Since the school anticipates growing by 156 students in each of its first four years, the school needs 20,000 square feet in its first year and will need to add 15,000 square feet each year after that until it reaches capacity.

EDSYS, Inc. has agreed to a letter of understanding with Hoban Realty, owners of the Pennsylvania Culinary Institute and the **New Clark Building** at **717 Liberty Avenue, Pittsburgh, PA 15222**. The New Clark Building is a 23-story office building built in 1927 and renovated in 2000. There are 8 elevators that provide access to all 23 floors. The building has approximately 12,000 sq. ft. per floor. At capacity, the school anticipates leasing five floors (Appendix J).

The Pennsylvania Culinary Institute is housed in the building. There is a fully renovated cafeteria on the 18th floor. City Charter High School will contract with the Pennsylvania Culinary Institute to provide food service for students and staff.

The New Clark Building is located within a five-minute walk to the following facilities:

- Byham Theater
- Pittsburgh Public Theater
- Heinz Hall
- Benedum Center for Performing Arts
- Carnegie Library Center
- Downtown YMCA of Pittsburgh
- Pittsburgh Regional History Center
- Numerous downtown businesses
- Point Park College
- Robert Morris College

The building is across the street from the Wood Street Light Rail station. It is within walking distance of every major bus route. Students will take a single Port Authority bus to the school. Parking is available in a number of near by garages.

2B. SUITABLE FACILITY

EDSYS, Inc. has also contracted with Perkins Eastman Architects to design and develop building specifications for the school. Perkins Eastman Architects have developed a building program and have identified those issues that the building's owners must address to comply with school building codes.

- The school must be consistent with the Commonwealth code for school buildings.
- Fire alarm, security, electric, plumbing, phone and data wiring systems must be in place.
- Entrance and Exit requirements must be met.
- ADA requirements for access must be met.
- All building inspections must be passed.
- Room design layout must be agreed to.
- Lighting must be agreed upon.
- The building must be air-conditioned.
- There must be adequate staff and visitor parking.
- The building must be free of asbestos.

The building dates from the turn of the century, and was built in response to the code requirements in effect at that time. In order for the school to be housed in the building, current building code requirements must be met.

A preliminary walk-thru of the building revealed that the most significant code issue is the single stair that serves all floors of the building. Current codes require two stairs, and the building owners have agreed to construct this second stairway. The City of Pittsburgh Bureau of Building Inspection will be consulted soon to confirm remaining requirements. The building will be leased at fair market value and in a price range the school can afford. The school will lease two floors (24,000 square feet) in year one, three floors (36,000 square feet) in year two, four floors (48,000 square feet) in year three and five floors (60,000 square feet) in years four and five. The lease agreement will contain a number of five-year options that will provide assurances so that the school can remain at the New Clark Building into the future. Appendix J contains the architectural design work, letters from Perkins Eastman Architects, Insignia Oxford and the New Clark Building.

2C. MAINTENANCE

The lease rate is a full service rate including utilities, maintenance and custodial services. Since the landlord already provides these services to a fully functioning school – the Pennsylvania Culinary Institute – he is prepared to provide these same services to the City Charter High School as part of the lease agreement.

2D. FUTURE PLANS

The lease agreement provides for ongoing five-year leases. City Charter High School intends to use the New Clark Building as its home site indefinitely.

2E. FACILITY FINANCING PLANS

City Charter High School will work out a lease agreement with the building's owner that addresses both the rent and the costs associated with build out. The lease rates in the initial years may be higher due to build out costs. The school has a commitment from three local foundations to provide \$1.5 million in start-up and implementation costs (Appendix I). These funds will be used to address build out costs. Ongoing lease costs will be paid through the school's operating budget.

3. INSURANCE

The City Charter High School will carry a comprehensive insurance portfolio that protects all staff and students. Presently, EDSYS, Inc. carries Directors and Officers Liability Insurance.

3A. COVERAGES

Coverages will include:

Commercial General Liability

- Corporal Punishment
- Athletic Events
- Personal Injury
- Incidental Malpractice
- Environmental (Existence)

Automobile Insurance

- Hired Non-Owned
- Uninsured
- Underinsured

Workers' compensation

- Volunteer Labor

Umbrella

- Follow Form Excess
- Underlying Coverage, Limits

Property

- Boiler/Machinery
- Business Interruption (Tuition)
- EDP
- Equipment

Management Liability

- Employment Practices
- School Board Liability
- Teacher E&O
- Directors and Officers

Upon being granted the charter, the school will contract with an insurance agent to provide coverage.

4. CHILD ACCOUNTING

At capacity, City Charter High School will have one full time individual dedicated to child accounting. The individual, using appropriate software that is consistent with what the Pittsburgh Public Schools uses (SASI xp or equivalent), will maintain complete student records of attendance, grades, home information, etc. This person will be responsible for generating all reports to the state and local school district. The school will have a completely automated child accounting system that provides instantaneous access to student records and aggregate data.

V. IMPLEMENTATION AND ADMINISTRATION

City Charter High School is open to any city of Pittsburgh student interested in attending a technology-rich career-oriented (Information Technology) high school. City Charter High School will attempt to have a balanced student body. During recruitment, emphasis will be placed on encouraging under-represented populations (women and African-Americans) to apply.

1. RECRUITING AND MARKETING

1A. BACKGROUND

To develop an advertisement campaign, CAMPOS Market Research was contracted to conduct a market research study of parents and students who attend the Pittsburgh Public Schools. The purpose of the study was to understand the audience for the proposed school and to begin developing strategies for a student recruitment campaign. The study profiled students in the 8th, 9th and 10th grade. It also profiled parents of students in these grades. A random sampling of students from across the city of Pittsburgh, both males and females, both African-Americans and Other Races were represented. CAMPOS conducted four focus groups – 8th grade students, 8th grade parents, 9th/10th grade students and 9th/10th grade parents. Each focus group had 10 participants that provided in-depth information pertaining to a variety of issues.

The objectives of the study were:

- To understand the decision-making process for high school selection including what options, if any, were considered and the reasons why;
- To determine awareness and perceptions of charter schools and to understand any positive and/or negative associations;
- To evaluate the likelihood of attending a charter school and to identify the key drivers for wanting to attend/not attend;
- To expose parents and students to a technology-related charter school concept and obtain their reactions in relation to:
 - Learning environment (project-based learning, integration of disciplines, "work" environment, multi-age groupings, same teachers for 4 years, etc.)
 - Potential barriers to attending (narrow career/learning focus, school location/transportation issues, 8am-4pm school day, extended school year, no interscholastic athletics, etc.)
- To profile students who exhibit the highest likelihood of attending in terms of demographics, academic information such as classes taken, activities

participated in, etc. and other information such as anticipated plan after high school (higher education or start a career), etc.

The small sample (n=20 parents and n=20 students) does not allow for generalizations or assumptions about the number of students who would apply to the school. However, the study clarified parent and student issues that the school will need to address in its advertising campaign.

The key point learned through the study was that parents and students want choices similar to those offered by magnet schools and that magnet schools are a successful model for public school education. They like the fact that magnet schools are open to all city residents and seem focused about their objectives.

1B. MARKETING

The proposed City Charter High School will be marketed like a magnet school. The advertising campaign will target parents and students who are looking for an alternative to a traditional high school. The campaign will be inclusive and directed at students from all areas of the city.

Upon being granted the charter, City Charter High School will obtain an implementation grant from a number of local foundations (Appendix I). Part of those funds will be used to hire a firm to provide publicity and a recruiting campaign. Components of an ad campaign could include a flyer to all Pittsburgh Public Schools 8th grade students. The flyer will have information about the new school, a phone number, an email address and the URL for the school's webpage. The mailing will also include a response card to request an application. The mailing will also announce three presentations for students and parents. These presentations will occur once a month in March, April and May.

To reach non-public school students, to expand awareness of the proposed charter and to help with recruiting a balanced student body, ads will be placed in both the Pittsburgh Post Gazette, the New Pittsburgh Courier and the Pittsburgh Tribune Review. Ad time will also be taken out on local television and radio stations. The school will conduct a similar recruiting campaign each year.

2. ADMISSION POLICY

The Admission policy is based on the following assumptions.

- For the 2002–2003 school year, City Charter High School will accept 156 ninth grade students.

- Each year thereafter the school will add a new 9th grade class until there is a full complement of 624 students in the school.
- All applications will be ordered by date received.
- Marketing and advertising campaigns will be used to attract a balanced and diverse student body.

City Charter High School intends to be racially diverse, complying with the state's desegregation order as it applies to the Pittsburgh Public Schools. Recruitment campaigns will be developed to help the school meet this compliance within two years of operation.

2A. ADMISSION PROCEDURES AND TIMETABLE

ENROLLMENT PROCESS

Step 1 - APPLICATION

Any student interested in applying to City Charter High School will fill out an application and mail it to the school. Application forms and information will be placed on all promotional and recruiting materials – brochures, announcements, web pages. A phone number will be set up for parents and students to call and request an application. Once operational, parents and students may come to the school to pick up applications.

For the 2002 - 2003 school year, the application period for city residents is between March 1 and June 1, 2002. All applications will be ordered using either the US Post Office envelope post-marked date or the stamped date if they were filled out at the school office or a recruiting event. All 156 seats will be filled with city residents. If there are openings, seats will be made available to city and non-city residents alike on a first-come first-served basis. An up-to-date list of applicants ordered by date will be available in the school's main office.

Step 2 - INTERVIEW

School staff will contact the first 156 applicants on the list and set up an interview for the student and his/her parents/guardians. All interviews will occur between June 3 and June 28, 2002. During the interview, the school's mission, procedures and curriculum, as well as student responsibilities will be thoroughly explained. At this point, parents and students will be invited to attend City Charter High School. The parent and

child will have one week after the interview to decide whether they want to enroll.

Step 3 - ENROLL

If a student chooses to enroll, parents, student and school staff will develop the student's Academic and Career Plans. The group will also discuss the school's guidelines and procedures for attendance, dress code and behavior goals. Parents and students must sign-off that they have been informed as to school guidelines and procedures.

After successfully completing Steps 1, 2, and 3, a student is enrolled in City Charter High School.

TRANSFER STUDENTS

City Charter High School will accept 9th and 10th grade transfer students. Students transferring into City Charter High School will use the same steps for admission as new students. The EXPLORE test will be given to all transfer students for diagnostic placement. The Academic and Career Plans for transfer students will be created. Students will be placed in the program according to their previous grade and the EXPLORE diagnostic test results.

2B. ADMISSION POLICY FURTHERS MISSION

The proposed school will have open enrollment. Prospective students will fill out an application and be interviewed. The purpose of the application procedure is to communicate clearly to both students and parents the nature of the school and its emphasis. Everyone concerned must be completely aware of the school, its programs, expectations and activities. This orientation process is most important if the school hopes to consistently provide education that focuses on workforce development and to create an academic plan that will insure that students succeed.

3. HUMAN RESOURCE INFORMATION

3A. STANDARDS FOR HIRING STAFF

The Chief Administrative Officer will be responsible for hiring school staff. Staff will be hired based on the following criteria:

- College Transcripts
- Teaching Experience

- Technology Experience
- PA Certifications
- Interview w/Chief Administrative Officer
- Interview w/Existing Staff
- Completion of a Classroom Management Scenario
- Completion of an Instructional Scenario

Every effort will be made to recruit a diverse staff with respect to race, gender, age and experience. City Charter High School has three teacher designations. First year teachers will be hired in as Apprentice Teachers. Veteran teachers will be hired in as Staff Teachers. Teachers who are qualified, interested in mentoring colleagues and overseeing curriculum articulation and development will be hired in as Master Teachers. The Chief Administrative Officer will develop a rubric to evaluate applicants. This will be part of the staff hiring guidelines and the performance evaluation policy.

3B. STAFF/STUDENT RATIO

All grade levels will have 156 students. The staffing size will be the same for grades 9, 10 and 11. In 12th grade, students will take career classes off campus at post-secondary institutions. The school will pay the tuition for these classes. Consequently, there will be no Work-skills Literacy teachers in the 12th grade. Although the school has budgeted for a physical education teacher on each Education Team, there will be no need for this teacher. The school will contract with the Downtown YMCA of Pittsburgh for physical education and health services for students. The money allocated for the teacher will be used to pay for services and student memberships at the YMCA.

Education Team for 156 Students		
1	Reading, Writing, Listening and Speaking Teacher	Culture Literacy
1	Social Studies Teacher	
.5	World Languages Teacher	
.5	Research Teacher/Librarian	
1	Mathematics Teacher	Science Literacy
1	Science Teacher	
3	Work-skills Teachers (Applied Technology, Computer Technology, Multimedia Technology, Network Technology)	Work-skills Literacy
1	Internship Manager/Career Counselor	
0.5	Health, Physical Education, Nutrition, Child Care Teacher/Provider	Wellness Literacy
1	Special Education Teacher	All Clusters
10.5 Teachers		Ratio: 15 Students/per Teacher

3C. PROFESSIONAL DEVELOPMENT

City Charter High School believes that the educational staff is the key to the success of the school. Good, motivated teachers develop exemplary lessons, use model instructional techniques and create successful learning environments for students. Traditional school settings do not provide adequate time for teachers to prepare lessons, work with peers and work at their craft. More important, traditional school settings do not provide any opportunity for expert teachers to share their craft with their colleagues.

The school's model addresses these issues directly.

- Every teacher will have 2.3-hours per day for planning, professional development, internships and peer mentoring. This is a huge commitment of time and money, because it is something that is highly valued.
- The school will have a full time Education Manager to support curriculum, instruction, assessment and discipline.

- Every teacher has an annual Act 48 Professional Development Plan. That plan will be used to evaluate teacher performance.
- Master Teachers at the school will take on the added responsibility of mentoring Apprentice Teachers over a 3-6 year period. The goal of this program is to continually replenish the teaching ranks with qualified, expert teachers. Master Teachers will be compensated for this most important responsibility.
- All teachers will use their professional development time to attend internships at local technology-related companies.
- All teachers will be trained in the Shared Inquiry process model.

3D. POLICIES – SALARIES, CONTRACTS, LEAVES, BENEFITS

All staff will receive a series of three renewable one-year contracts. (Note that staff is paid at a level rate for three years.) At the end of each year, staff will be evaluated. Contract continuations will be offered to staff that is productive and an active member of the school community. At the end of three years, staff that is retained will receive a 12% pay increase. Teachers may move up the pay scale by moving from Apprentice Teacher to Staff Teacher to Master Teacher. Any teacher moving into a new category is paid using the beginning salary for that category. The Chief Administrative Officer is responsible for hiring, evaluation and termination as well as all other personnel decisions.

Category	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chief Administrative Officer	\$77,000	\$77,000	\$77,000	\$86,240	\$86,240	\$86,240
Education Manager	\$77,000	\$77,000	\$77,000	\$86,240	\$86,240	\$86,240
Office Manager	\$40,000	\$40,000	\$40,000	\$44,800	\$44,800	\$44,800
Admin Assistant	\$28,000	\$28,000	\$28,000	\$31,360	\$31,360	\$31,360
Master Teacher	\$70,000	\$70,000	\$70,000	\$78,400	\$78,400	\$78,400
Staff Teacher	\$50,000	\$50,000	\$50,000	\$56,000	\$56,000	\$56,000
Apprentice Teacher	\$32,500	\$32,500	\$32,500	\$36,400	\$36,400	\$36,400
Internship Manager/ Career Counselor	\$50,000	\$50,000	\$50,000	\$56,000	\$56,000	\$56,000

School will be in session for 190 days. Staff will work an additional 10 days per year to develop curriculum, review assessments and attend staff development workshops. The Chief Administrative Officer, the Education Manager, the

Internship Manager/Career Counselor and office administrative staff will work 20 additional days. These administrative days will be used for marketing, generating reports, handling student applications, budget development and to maintain a year-round school.

	Days in School	Preparation and Professional Development Days	Administrative Days	Vacation Days
Students	190			70
Education Staff	190	10		60
Chief Administrative Officer	190	10	20	40
Education Manager	190	10	20	40
Internship Manager/Career Counselor	190	10	20	40
Office staff	190	10	20	40

Sick days, personal days and leaves of absence have unique ramifications in educational institutions. School is in session for 190 days and the students' education is dependent upon the teacher being in class. Substitute teachers do not lead to quality education.

Therefore City Charter High School believes that it must make every effort to have faculty in school during the 190 days it is in session. City Charter High School proposes the following tentative sickness and leave policy. The Board of Trustees will develop and approve a personnel handbook that further articulates the school's policy.

- Education staff has 60 vacation days and holidays during the year. This represents approximately four weeks off between each trimester.
- Teachers are provided with 2.3-hours per day for planning and working with colleagues. Teachers may use **one** 2.3-hour block, per every four weeks worked, for personal concerns such as doctor's appointments, family concerns, etc. This release time will have to be approved by the Chief Administrative Officer and documented.

- The school will have an incentive plan that encourages staff to work all 190 days school is in session. Each staff member will receive a \$2000 bonus they can use for educational advancement (classes), health and nutrition programs (health clubs) or books/computers/resources. The bonus will be paid if they work the full 190 days. Every day absent reduces the incentive by \$500.
- If a staff member has to take a sick day, they can take up to four sick days annually with pay. Attendance and sick day abuse will be handled through the employee evaluation procedures.
- The school will take out both short-term and long-term disability insurance for its staff members. If staff is sick for extended periods of time, they will have to produce a doctor's excuse and they will be compensated through the disability insurance policies.
- Leaves of absence such as maternity leave will be with loss of pay but with full benefits.
- Leaves for funerals and jury duty will be addressed similarly to Pittsburgh Public Schools policy.
- Personal emergencies will be handled on a case-by-case basis.
- All City Charter High School staff shall be provided the same Health Care benefits as members of the Pittsburgh Public Schools.
- City Charter High School staff will be enrolled in the Pennsylvania Public School Employee's Retirement System in the same manner as set forth in 24 PA. C. S. Section 8301 (A).

3E. PROPOSED FACULTY

Pennsylvania Act 22 requires that 75% of the professional staff at a charter school be certified. At any given time, at least 75% of City Charter High School professional staff will be certified. Our goal is to have 90% compliance with staff certification within three years.

Faculty Titles:

- Apprentice Teacher
- Chief Administrative Officer
- Education Manager
- Internship Manager/Career Counselor
- Master Teacher
- Research Teacher/Librarian
- Staff Teacher

At present, the following Pennsylvania certified teachers have agreed to work at the proposed charter school.

Mary Poehlmann: Cultural Literacy Teacher (Social Studies/History)
Richard Wertheimer: Scientific Literacy/Administration
Mario Zinga: Cultural Literacy/Administration

3F. REPORT OF CRIMINAL HISTORY

Individuals who have committed to working at the proposed charter school are currently Pittsburgh Public Schools teachers. Criminal History reports, for Poehlmann, Wertheimer and Zinga, pursuant to Section 111 of the Public School Code are included in Appendix O. All faculty will be required to submit a Criminal History Report.

3G. CLEARANCE STATEMENT

Individuals who have committed to working at the proposed charter school are currently Pittsburgh Public Schools teachers. Clearance statements, for Poehlmann, Wertheimer and Zinga, regarding child injury or abuse from the Department of Public Welfare as required by 23 PA C. S. Chapter 63 subchapter C. 2 are included in Appendix O. All faculty will be required to submit a clearance statement.

4. CODE OF CONDUCT

4A. RULES GOVERNING STUDENT AND STAFF BEHAVIOR

City Charter High School will develop a code of conduct that will be reviewed by its Internal Advisory Board and approved by the Board of Trustees. The code will be available publicly for review. The code will apply to all students and staff. Since this school is work-skills oriented, the code will be developed with our business partners. It will also be consistent with the post-secondary environments in which our students will be working or studying.

Attendance, school attire and attitude are keys to success and need to be addressed before they become issues. For this reason, the code of conduct will take a proactive approach with regards to these issues.

The code will have a number of critical components:

- I. Policies
- II. Regulations
- III. Rules of Student Conduct
- IV. Due Process for Suspension and Expulsion
- V. Rights and Responsibilities of Students, Parents, Staff and Administration
- VI. Attendance Standards and Procedures
- VII. Dress Code

In the following sections some of the above components are expanded.

4B. REFERRAL PROCESS

All student and staff discipline issues will follow a consistent chain-of-command and appropriate due process. The Board of Trustees will approve the school's Referral Process policy. Due Process begins at the earliest possible point. Documentation must be maintained from the onset. A tentative process follows.

Step 1. Referrals will be made to the appropriate Education Manager. The goal of the Education Manager is to be proactive and lessen the need for formal action. The Education Manager will gather data, contact appropriate parties and speak to the individuals involved. The Education Manager will develop a plan of action that includes taking advantage of support mechanisms including the school's Career Counselor, the school's Wellness Center, parents, teachers and appropriate community resources.

Step 2. If the issue cannot be resolved, the Education Manager will write the problem up, including all supporting documents, and present it to the Chief Administrative Officer. The Chief Administrative Officer will call in all relevant parties to discuss the issue and attempt to resolve the problem. The Chief Administrative Officer will modify the plan of action and implement it accordingly. All relevant parties should agree to and sign off on the modified plan of action.

Step 3. If the problem is still not resolved, the individual(s) involved will have the opportunity to receive a hearing in an independent forum. The school will designate a Hearing Officer for this purpose. The case will be presented and the Hearing Officer will make a determination that the school will carry out.

This Due Process policy will be further developed and approved by the Board of Trustees.

4C. STUDENT SUSPENSION AND EXPULSION

The Chief Administrative Officer or his/her designee is solely responsible for suspensions and/or expulsions. The student expulsion and suspension policy is predicated on the need to be proactive regarding student adjustment and behavior.

- If students are not engaged academically, if they are not vested in the process of education or do not feel part of the school community they will react negatively.
- If students are suffering through life crises, they will often exhibit counter-productive behaviors at school.
- If students are confused, disoriented or depressed, they often are unable to engage in the learning process.

The school needs to address these situations by intervening in a supportive manner before a crisis manifests itself. To do this the school will need to provide help through counseling and referrals rather than suspend or expel a student. Towards this end, the City Charter High School plans to partner with a local health provider (such as a community Mental Health/MR or a large provider such as University of Pittsburgh Medical Center/Highmark) to provide support and counseling for our students.

Our goal, at capacity, is to have a full time Wellness Center within the school to meet the social, emotional and physical needs of the students. The school will only remove a student if his/her behavior becomes a risk to the well being of other students and staff. At that point, the parents, teachers and student will be called in for a staffing. If the problem pertains to a life crisis, a referral will be made. If the problem is based on motivation and/or lack of responsibility and it appears that the student does not seem interested in the academic and work environment of the school, the student and parent will be counseled to consider other educational programs in Pittsburgh. All Due Process and Special Education laws and regulations will be followed during this process.

4D. ATTENDANCE PLAN

Attendance and punctuality are keys to success. This is especially true in post-secondary education and the work place. Students and staff must be at school, on time, engaged in learning. The constant distraction of people entering the school late and/or missing days cannot be tolerated.

City Charter High School will comply with the Pittsburgh Public Schools Attendance Standards as described in the Code of Student Conduct, Revised Version approved at the June 27, 2001 Legislative Meeting.

In addition, the school will expand and articulate its attendance guidelines so that they will be ready when parents and students come in for the interview process.

These draft guidelines pertain to any absences other than an extended sick leave.

- After five absences during a school year, students and parents will be asked to come in and discuss how attendance can be improved.
- After ten absences during a school year, students will be put on academic probation. This means there will be a home visit by a representative from the school and a behavioral contract, agreed to by parent, student and staff will be documented and signed.
- After fifteen absences, the student will receive one-to-one counseling and support from their Career Counselor and teachers.
- After twenty absences the student will have to make up the school year.

All communications (interviews, contacts, recommendations, action plans and contracts) with parents and students concerning attendance will be recorded and placed in the school office in a secure location.

To facilitate an orderly and efficient attendance procedure, the school will put into place an automated check-in system (ID card reader) that will allow immediate information on a student's attendance and punctuality. Attendance information will be posted daily on the school's password protected web site. This site will be available to all staff.

4E. DRESS CODE

City Charter High School will prepare students to enter a post-secondary academic institution or the world of work. In 10th grade students will visit local colleges/universities and technology companies. In 11th grade students will participate in an onsite internship and in 12th grade they will participate in an onsite internship as well as have the option of taking their technology and Science classes at one of our partner institutions. With these programs incorporated into the school schedule, the school must articulate a dress code that will allow students to work and learn in these off-campus venues.

EDSYS, Inc. has engaged with the Planning Team to begin to describe such a dress code. The following guidelines emerged from the September 2001 planning meeting. The dress code should reflect the world of work. (Marconi, StarGate.net and NOVA Chemicals all have dress codes.) Dress code guidelines

should be in place at the start of school and be available in the Staff/Student Handbook. .

The dress code at City Charter High School will be business casual – shirts with collars, Dockers-type pants, blouses and skirts and dresses. These guidelines need to be further refined to suggest colors, types of blouses, skirts and dresses. The guidelines also need to list un-acceptable clothing.

5. TRANSPORTATION

City Charter High School will provide its students with information, instructions and experience with public transportation. The reason for this service is two fold. One, there will be times when City High is in session and the Pittsburgh Public Schools are closed. For example, City Charter High School will be in session during the month of July, the Pittsburgh Public Schools have summer vacation. Two, in 11th and 12th grade the internships will be at a local high-tech company. Students will be expected to get to the internship site on their own and public transportation will probably be the most efficient means of getting to the intended site. Also, in 12th grade, students will take classes at partnering institutions. Students will have to get to these classes on their own and public transportation will probably be the most efficient means.

5A. TRANSPORTATION WITHIN LOCAL SCHOOL DISTRICT

The Pittsburgh Public Schools is legally obligated to provide charter school students with the same transportation it provides for all students in the district. High school students are provided with transportation if they are more than two miles from the school they attend. These students are provided with school bus transportation or receive bus passes for public transportation. Students who live within two miles of the school must provide their own transportation. The same rules will apply for City Charter High School students. City Charter High School will be located on a major public busway and therefore will be accessible to all city residents.

5B. TRANSPORTATION FOR EXTENDED SCHOOL YEAR

There will be occasions, the month of July for example, when City Charter High School will be in session and the Pittsburgh Public Schools will be closed. Students will be responsible for using public transportation to get to and from the school during these occasions.

5C. TRANSPORTATION FOR NON-CITY OF PITTSBURGH STUDENTS

Students, from outside the city of Pittsburgh, follow the same busing rules as their home district. If there is busing, then they will receive it. Otherwise, they will have to use public transportation.

6. FOOD SERVICE

6A. FOOD SERVICE PLAN

City Charter High School will make available a nutritious lunch to all students, either at full cost, reduced cost or no cost, depending on financial eligibility. The school will use the Pennsylvania Culinary Institute cafeteria located on the 18th floor of the New Clark Building. A sample menu is included in Appendix J. Students can bring their own lunch and buy a drink if they choose. Lunch is part of the 65 minute Activities Period. Lunch, doing homework, exercising, attending a club, getting help with studies and attending committee meetings are all part of the Activities Period.

6B. FREE AND REDUCED LUNCH

Free and reduced lunch is based on financial eligibility. Students will be given an opportunity to participate in this federal program.

7. TIMETABLE

Year One for the City Charter High School, 2002

February	March	April
<ul style="list-style-type: none"> - Charter Granted - Commence Capital Campaign and Fundraising - Sign Agreement on Building - Begin Monthly Board of Trustees Meetings - Hire Chief Administrative Officer - Hire Education Manager - Develop Staff Hiring Guidelines and Performance Evaluation Policy - Begin Marketing Campaign 	<ul style="list-style-type: none"> - Curriculum Development - Building Renovations - Interview Perspective Staff - Mailing to all 8th Grade Pittsburgh Public Schools Students - Develop Webpage for Application Information - First Large Group Recruitment Presentation 	<ul style="list-style-type: none"> - Continue to Hire New Staff - Curriculum Development - Second Large Group Recruitment Presentation - Purchase All Needed Insurances - Determine Furniture Requirements
May	June	July
<ul style="list-style-type: none"> - Hire Administrative Staff – Office, Maintenance - Staff Development - Third Large Group Recruitment Presentation - Finalize Curriculum - Develop Student/Staff Handbook - Order Technology - Order Furniture 	<ul style="list-style-type: none"> - Order Supplies, Textbooks - Finish Curriculum Development - Set-up Student/Parent Interviews - Conduct Interviews - Finalize List of Enrolled Students 	<ul style="list-style-type: none"> - Hire Evaluator - Staff Training in Shared Inquiry - Interview Non-Pittsburgh Students if There are Openings - Finalize Enrollment
August	September	
<ul style="list-style-type: none"> - Install Technology - Set-up School - Continue Faculty and Staff Team Building 	<ul style="list-style-type: none"> - SCHOOL OPENS 	

8. SAFETY

8A. INSPECTIONS, LICENSING, COMPLIANCE

The building where the school is located will be inspected by city building inspectors as well as the fire marshal to guarantee its compliance with state code before it is opened. The school, all staff and students will be well-versed regarding evacuation procedures. The landlord as well as the school office will keep copies of up-to-date licenses and inspections.

9. SCHOOL HEALTH SERVICES

9A. HEALTH SERVICES

Health and wellness are incorporated into the school curriculum and schedule. These are part of the Wellness Literacy cluster.

City Charter High School proposes to contract out with a local health care provider for health and wellness services. A contract with a local health care provider will include a requirement for Health and Nutrition classes and for onsite management of a wellness center.

Physical Education is also part of the Wellness Literacy cluster. Physical Education will also be contracted out to the Downtown YMCA of Pittsburgh. The contract with the YMCA will include a requirement for classes and for onsite management of the program by the provider. All students will receive a membership to the YMCA, giving them access to the gymnasium, racket-ball and squash courts, onsite classes and other amenities available at the provider's facility.

APPENDICES

APPENDIX A:

CALENDAR

SCHEDULE – STUDENT AND TEACHER

INSTRUCTION TIME

Student/Teacher Schedule

Read down to view the schedule from the student's perspective and read horizontally for the teacher's perspective.

	Student Schedule		
	Team A - 48 Students Trimester 1	Team B - 48 Students Trimester 1	Team C - 48 Students Trimester 1
Block 1 8:00 - 10:25	Scientific Literacy	Cultural Literacy	Wellness Literacy
Block 2 10:25 - 11:30	Cultural Literacy	Scientific Literacy	Work-skills Literacy
11:30 - 12:30	Activities Period Lunch, Clubs, Meetings, Exercise, Homework		
Block 2 (continued) 12:30 - 1:40	Cultural Literacy	Scientific Literacy	Work-skills Literacy
Block 3 1:40 - 4:00	Work-skills Literacy (Internship)	Work-skills Literacy	Cultural Literacy (Research Seminar)
	Team A - 48 students Trimester 2	Team B - 48 students Trimester 2	Team C - 48 students Trimester 2
Block 1 8:00 - 10:25	Cultural Literacy	Wellness Literacy	Scientific Literacy
Block 2 10:25 - 11:30	Scientific Literacy	Cultural Literacy (Research Seminar)	Work-skills Literacy
11:30 - 12:30	Activities Period Lunch, Clubs, Committees, Exercise, Homework		
Block 2 (continued) 12:30 - 1:40	Scientific Literacy	Cultural Literacy (Research Seminar)	Work-skills Literacy
Block 3 1:40 - 4:00	Work-skills Literacy	Work-skills Literacy (Internship)	Cultural Literacy
	Team A - 48 students Trimester 3	Team B - 48 students Trimester 3	Team C - 48 students Trimester 3
Block 1 8:00 - 10:25	Cultural Literacy (Research Seminar)	Work-skills Literacy	Scientific Literacy
Block 2 10:25 - 11:30	Work-skills Literacy	Scientific Literacy	Cultural Literacy
11:30 - 12:30	Activities Period Lunch, Clubs, Meetings, Exercise, Homework		
Block 2 (continued) 12:30 - 1:40	Work-skills Literacy	Scientific Literacy	Cultural Literacy
Block 3 1:40 - 4:00	Wellness Literacy	Cultural Literacy	Work-skills Literacy (Internship)

Instructional Time

Scientific Literacy	130 minutes x 126 days = 273 hours	
Cultural Literacy	130 minutes x 126 days = 273 hours	
Wellness Literacy	130 minutes x 63 days = 136.5 hours	
Work-skills Literacy	130 minutes x 126 days = 273 hours	
Internship	130 minutes x 63 days = 136.5 hours	
Research	130 minutes x 63 days = 136.5 hours	
Total Hours	PA Requirement 990 hours	City Charter HS 1228.5 hours

APPENDIX B: JUNIOR GREAT BOOKS AND THE PENNSYLVANIA SYSTEM OF SCHOOL
ASSESSMENT OF READING AND WRITING

APPENDIX C: CURRICULUM MATERIALS

WORLD LANGUAGE LETTER

READER'S GUIDE TO THE GREAT GATSBY

INTERACTIVE MATHEMATICS PROGRAM

OGLEBAY INSTITUTE CURRICULUM MATERIALS

SCIENCE IN A TECHNICAL WORLD

THE NATURE OF LIFE: READINGS IN BIOLOGY

SCIENCE AND SUSTAINABILITY

DISCOVER – AN ACT PROGRAM FOR CAREER PLANNING

BLACKBOARD

APPENDIX D: EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM (EPAS)

LETTER FROM ACT REPRESENTATIVE

EXPLORE

PLAN

APPENDIX E: LETTERS FROM PROSPECTIVE TEACHERS

MARY POEHLMANN

RICHARD WERTHEIMER

MARIO ZINGA

APPENDIX F: EDSYS, INC. BY-LAWS

LETTER FROM MARC STERNBERGER

APPENDIX G: MARKET RESEARCH – INDUSTRY AND ACADEMIA

APPENDIX H: PARTNERSHIPS AND LETTERS OF SUPPORT

CARNEGIE MELLON UNIVERSITY

H. John Heinz III School of Public Policy and Management
InfoLink
Office of Technology for Education

COMMERSEL STUDIOS

COMMUNITIES IN SCHOOLS

DOWNTOWN YMCA OF PITTSBURGH

EINETWORK

THE GREAT BOOKS FOUNDATION

MANCHESTER CRAFTSMEN'S GUILD

MARCONI

NOVA CHEMICALS

OGLEBAY INSTITUTE

PITTSBURGH TECHNICAL INSTITUTE

PITTSBURGH TECHNOLOGY COUNCIL

THE PNC FINANCIAL SERVICES GROUP

POINT PARK COLLEGE

ROBERT MORRIS COLLEGE

SENATOR JOHN HEINZ PITTSBURGH REGIONAL HISTORY CENTER

STARGATE.NET

THREE RIVERS WORKFORCE INVESTMENT BOARD

UNIVERSITY OF PITTSBURGH

School of Library Sciences

YOUTHWORKS

APPENDIX I: LETTERS FROM LOCAL FOUNDATIONS

COMMUNITY LOAN FUND OF SOUTHWESTERN PENNSYLVANIA

THE GRABLE FOUNDATION

THE HEINZ ENDOWMENTS

RICHARD KING MELLON FOUNDATION

APPENDIX J: FACILITY FOR CITY CHARTER HIGH SCHOOL

LETTER FROM CB RICHARD ELLIS REPRESENTING THE NEW CLARK BUILDING

LETTER FROM INSIGNIA OXFORD

LETTER FROM PERKINS EASTMAN ARCHITECTS PC

DRAFT SPACE PROGRAM FOR YEARS ONE, TWO, THREE AND FOUR

SAMPLE MENU FROM PENNSYLVANIA CULINARY INSTITUTE CAFÉ 18 - NEW CLARK BUILDING

APPENDIX K: LETTERS FROM PROSPECTIVE BOARD OF TRUSTEES

MARY K. BIAGINI

FIORE C. LONDINO

STANLEY HERMAN

VALERIE NJE

APPENDIX L: MAHER DUESSEL – CERTIFIED PUBLIC ACCOUNTANTS LETTER

APPENDIX M: PARENT SIGNATURES

APPENDIX N: STUDENT LETTERS

SAGE VELASQUEZ

JOSHALYNN WELLS

APPENDIX O: CRIMINAL HISTORY REPORTS AND CLEARANCE STATEMENTS

APPENDIX P: VITAS – RICHARD WERTHEIMER, MARIO ZINGA

APPENDIX Q: CORRELATIONS

PITTSBURGH PUBLIC SCHOOLS REVIEW FORM AND THIS APPLICATION
ACT 22 AND THIS APPLICATION

Correlation with Pittsburgh Public Schools Review Form

Application Criteria by Section	Page and Section IN APPLICATION
Section 1 – Description of Applicant	
1. Who is seeking to submit a charter school application and what is the name of the proposed charter school?	Letter of Application, Pages 4, 49
Section 2 – Mission of the Charter School	
1. What are the vision, mission and purpose of the charter school?	Executive Summary, Page 1
2. Is the charter school non-sectarian, non-profit?	Page 1
3. Does the charter school provide expanded educational opportunities within the school district?	Page 1, Pages 4-25, Pages 38, 44, 45, 48
Section 3 – Marketing Data	
1. Is there demonstrated, sustainable support for the charter school plan by teachers, parents, other community members and students as evidenced by the public hearing?	Planning Group, Page 50 Advisory Board, Page 51 Partners, Page 52 Appendices E, H, I, K, M, N
2. Are there signatures of parents attesting to a commitment to enroll their children in the proposed charter school and is there evidence of enrollment by race?	Appendix M

Correlation with Pittsburgh Public Schools Review Form (continued)

Section 4 – Admission Policy and Criteria	
1. Does the admission policy and criteria comply with the admissions requirements listed in the charter school legislation for Pennsylvania?	Pages 75, 76
2. What grade and age levels will the school serve?	Page 45
3. Is there evidence that the charter school will develop a plan to come into compliance with the desegregation order for the School District of Pittsburgh within two years of operation?	Pages 46, 73, 75
Section 5 – Governance Structure	
1. How will the charter school be governed?	Pages 55 - 63
2. How will members of the Board of Trustees be appointed or elected?	Pages 56, 57
3. How will parents and community members be involved with the governance of the school?	Pages 56, 58, 64, 65
Section 6 – Staff, Parents, Community Involvement	
1. Is there demonstrated, sustainable support for the charter school plan by teachers, parents, other community members and students?	Page 36, Pages 38 - 44 Appendices E, H, I, K, L, M, N
2. How will the charter school ensure ongoing parental involvement?	Pages 30, 41, 58, 63, 64
3. Are procedures established for the review of complaints of parents regarding the operation of the charter school?	Page 36, 59
4. Is there evidence that parents and community organizations have been involved in the planning process of the charter school?	Planning Group, Page 50 Advisory Board, Page 51 Partners, Page 52 Appendices E, H, I, K, M, N

Correlation with Pittsburgh Public Schools Review Form (continued)

Section 7 – The Education Program	
1. What are the education goals of the charter school? What are the education goals for each benchmark level (grades 3, 5, 8, 12)?	Executive Summary, Page 1, Pages 4 - 26
2. Does curriculum for the educational program of the charter school demonstrate the ability to improve pupil learning? Increase learning opportunities for all students? Encourage the use of innovative and different teaching methods? Provide bias free instruction?	Pages 4 - 26
3. Does the education program provide comprehensive learning experiences to students through support and planning?	Page ii, Pages 4 – 26, Page 62
4. What curriculum will be offered to students and how will curricular materials be selected?	Executive Summary, Pages 4 – 26, Pages 42, 58, 60, 62
5. Does the educational program create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site?	Pages 19, 42, 43, 44, 60, 61, 64
6. Does the charter school provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system?	Pages 5 – 19, Pages 44, 45
7. What is the proposed school calendar? Length of school day and school year?	Pages 23 - 25, Appendix A
8. What is the proposed faculty and paraprofessional development plan for the staff of the charter school?	Pages 59, 60, 61, 78
9. What is the extent to which the proposed charter school will serve as a model for the other public schools in the School District of Pittsburgh?	Executive Summary, Page 1, Pages 4 – 26, Pages 44, 45

Correlation with Pittsburgh Public Schools Review Form (continued)

10. Are there extracurricular activities for students provided by the charter school?	Page 37
11. Are there agreements with the School District for student participation in extracurricular activities within the District for activities, which the charter school does not provide?	Page 37
12. Is there evidence of the number of certified and non-certified staff and the qualifications of any non-certified staff?	Pages 77, 81
Section 8 – Accountability, Student Assessment and Evaluation	
1. Does the charter school demonstrate the ability to hold accountability for measurable academic standards?	Page 29, Pages 58 - 61
2. Does the charter school agree to use the accountability system of the School District of Pittsburgh, (District standards of learning, benchmark performance standards, expectations for student learning, school improvement planning and employee performance appraisal system)?	
3. If the charter school does not agree to use the District employee performance evaluation system, is an effective, alternative system identified?	Pages 28 - 31, Pages 59, 64
4. Does the charter school agree to use the assessments in the assessment system of the School District of Pittsburgh?	Pages 31 - 33
5. Will the charter school submit an annual report to the School District describing the extent to which the school is meeting its goals?	Pages 29, 48
6. Does the charter school agree to participate in the School District's STARS student information system?	Pages 62, 73

Correlation with Pittsburgh Public Schools Review Form (continued)

Section 9 – Fiscal Operations	
1. Is there a three-year financial plan for the charter school and are provisions in place for auditing the school by a certified public accounting firm?	Pages 65, 66 Appendix L
2. Does the three-year financial plan follow the guidelines for budget development of the Commonwealth of Pennsylvania?	Pages 65, 66, Appendix R
3. Does the budget narrative state the minimum number of students needed for the school to remain financially viable?	Page 45
4. Does the charter school specify the length of its contract?	Letter of Application, Page 65
Section 10 – Facilities and Transportation	
1. Is there an adequate description of the facility (ies) to be used by the charter school?	Page 46, Pages 69 – 71, Appendix J
2. Are the ownership and leasing arrangements of the physical plant specified?	Pages 69 – 71, Appendix J
3. Are best estimates (based on student enrollment projections) of transportation related to extended school day and school year costs specified in the application and in the budget?	Pages 70, 86, 87
Section 11 – Liability, Insurance and Risk Management	
1. Are there provisions for health, retirement, automobile liability, general liability, property, trustee and employee liability, performance surety and tort liability insurance?	Pages 71, 72, 81

Correlation with Pittsburgh Public Schools Review Form (continued)

Section 12 – Staff Conditions and Work	
1. Has a criminal history record check been conducted on all staff who will have contact with students?	Page 82, Appendix O
2. Has an official clearance statement regarding child injury or abuse been secured from the Department of Public Welfare?	Page 82, Appendix O
Section 13 – Management	
1. Is a person designated to run the charter school?	Page 82, Appendix E
2. How will the administrative work of the charter school be accomplished?	Pages 58 - 62
Section 14 – Student Discipline Policy and Expulsion Criteria	
1. What procedures will be used for the suspension and expulsion of students?	Pages 82 - 84
2. What are the discipline policies and procedures of the charter school?	Page 62, Pages 82 - 86
3. Does the charter school make a commitment for compulsory attendance for the students for a one-year period?	Page 84

Correlation with Act 22

Act 22	APPLICATION
1. The identification of the charter applicant.	Letter of Application, Pages 4, 49
2. The name of the proposed charter school.	Cover, Executive Summary
3. The grade or age levels served by the school.	Page 45
4. The proposed governance structure of the charter school, including a description and method for the appointment or election of the board of trustees.	Pages 55 - 63
5. The mission and education goals of the charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational goals. Charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students.	Executive Summary, Page 1, Pages 4 – 26, Pages 31 – 33 Appendix D
6. The admission policy and criteria for evaluating student admission, which shall comply with the requirements of the charter, school law.	Pages 73 - 76
7. The procedures that will be used regarding the suspension or expulsion of pupils.	Pages 82 - 84
8. The information on the manner in which community groups will be involved in the charter school planning process.	Planning Group, Page 50 Advisory Board, Page 51 Partners, Page 52 Appendices E, H, I, K, M, N
9. The financial plan for the charter school and the provisions that will be made for auditing the school under provisions of section 437 of the Public School Code.	Pages 28 – 31, Pages 65 – 68, Appendix L

Correlation with Act 22 (continued)

Act 22	Application
10. The procedures that shall be established to review complaints of parents regarding the operation of the charter school.	Page 36
11. A description of and an address for the physical facility in which the charter school will be located.	Pages 69 – 71, Appendix J
12. The proposed school calendar for the charter school, including the length of the school day and school year.	Pages 23, 25 Appendix A
13. The proposed faculty and a professional development plan for the faculty of a charter school.	Pages 77 - 82
14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district. No school district of residence shall prohibit a student of a charter school from participating in any extracurricular activity of that school district of residence: provided that the student is able to fulfill all of the requirements of participation in such activity and the charter school does not provide the same extracurricular activity.	Page 37
15. A report of criminal history record, pursuant to section 111 of the Public School Code, for all individuals seeking the charter who shall have direct contact with students.	Page 82 Appendix O
16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Chapter 63, Subchapter C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.	Page 82, Appendix O
17. How the charter school, employees and the board of trustees will be insured.	Pages 71, 72

APPENDIX R: PENNSYLVANIA DEPARTMENT OF EDUCATION GENERAL FUND BUDGET FORMS

APPENDIX S: FEDERAL GRANT APPLICATION ADDENDUM TO COMMONWEALTH OF
PENNSYLVANIA CHARTER SCHOOL APPLICATION