

EDSYS, INC.

EDUCATION DELIVERY SYSTEMS

BOARD OF TRUSTEES MEETING

WEDNESDAY, July 21, 2021

- I. Consent Agenda
 1. Approve June 16, 2021 Meeting Minutes
 2. Enrollment
 3. Metrics
 4. June 2021 Financials

- II. Reports
 1. CEO's/Principal's Report
 - a. New Student Recruitment & Enrollment
 - b. COVID Modified Elective Requirements and 9th Grade Promotion Units
 - c. Initial 2021-2022 School Year Planning Considerations

 2. Board Committee Updates
 - a. Governance

- III. New Business
 1. Approval of 2021-2022 Student Handbook (*vote required*)
 2. Fund Balance Board Resolution (*vote required*)

- IV. Executive Session
 1. Adjudications

- V. Next Board Meeting- September 15, 2021
 1. New Student Orientation (4th Session)~ July 26th
 2. Last Day for Administration~ July 30th
 3. First Day of New School Year for Teachers~ August 24th
 4. First Day of New School Year for Students~ August 31st

Minutes of a Regular Meeting of
THE BOARD OF TRUSTEES OF
EDSYS, INC

Time and Place

A meeting of the Board of Trustees of EDSYS, Inc., a Pennsylvania nonprofit corporation, was held remotely via Zoom on Wednesday, June 16, 2021 at 5:30 p.m. due to operating a modified educational model resulting from the COVID-19 pandemic.

The following Board of Trustees members were present and a quorum was established:

Doug Anderson
Melissa Curry
Gerry Dudley
Larry Hailsham
David Lehman
Valerie Njie
Tracey Armant Reed
Cindy Tananis

Also present were:

Jordan L. Strassburger, Esq., Solicitor

David Lehman chaired the meeting.

Consent Agenda

The Consent Agenda for the May 19, 2021 Board of Trustees Meeting included the following items:

- Approve May 19, 2021 Board Meeting Minutes.
- Metrics
- Enrollment
- Financials

Valerie Njie moved to approve the minutes. Cindy Tananis seconded the motion. The motion to approve the minutes was unanimously approved.

CEO/Principal Report

Dara Ware Allen presented the CEO's/Principal's Report highlighting the following topics:

Dr. Allen stated that Mr. Lyon will be leaving City High to accept a new position as the Principal of North Hills Middle School. She thanked him all that he under took while at City High and bid him best wishes in his new position. David and the Board also commended Mr. Lyons on his work at City High and new role.

She provided an update on the following topics: enrollment and outreach. She then shared information about internal and external activities.

Dara Ware Allen then presented additional information on the proposed four day school week as a follow up to the May meeting. PDE has extended the emergency instructional planning guidelines through the end of the 2021/2022 school year. Dr. Allen recommended that the 4 day model be submitted as City High's emergency instructional plan. This also allows for an emergency virtual back up plan for snow days and in the event of a pandemic outbreak at the school to allow virtual instruction for snow days. Kathy also provided a legal opinion regarding City High's options regarding the model.

Board Committee Updates

Racial Equity and Social Justice

- The board will need to identify replacements for Mr. Lyons and Tracey Reed as Committee Chairs.
- Mr. Lyons reported that Mr. Barga had the opportunity to present and updated the highlights of the next steps.
 - There are three focus areas:
 - Board Training ~ side by side with staff
 - Board participation in Cuesef (Center for Urban Education Summer Educator Forum) offered by Pitt and other professional development opportunities.
 -

Governance

- The new parent representative has been identified. Michelle Betts was presented to the Board for a one year term as the Parent Representative.

Valarie Njie motioned to accept Michelle Betts as the new Parent Representative. Larry Hailsham seconded the motion. . The motion carried unanimously.

Adoption of 2021~2022 Budget

Dr. Allen reviewed highlights of the Budget. The budget presented is a balanced budget based on the projection of 540 students.

Valarie Njie motioned to adopt the budget as it is written. Larry Hailsham seconded the motion. The motion was unanimously approved.

Executive Session

- Tracey Reed motioned to go into executive session. Cindy Tananis seconded the motion. The motion to go into Executive session was unanimously approved.
- Cindy Tananis motioned to come out of executive session. Larry Hailsham seconded the motion. The motion carried unanimously.

Adjudications

- Following review and consideration of the foregoing Findings of Fact and Conclusions of Law, and consideration of the Recommendations of the Administration and the Board Officer, it is the final decision of the Board of Trustees of City Charter High School that A.M. be deemed expelled for a total of 20 days.
- Following review and consideration of the foregoing Findings of Fact and Conclusions of Law, and consideration of the Recommendations of the Administration and the Board Officer, it is the final decision of the Board of Trustees of City Charter High School that R.A. shall be deemed expelled for a total of 20 days.

Valarie Njie motioned to approve the adjudication as concerning A.M. as written. Larry Hailsham seconded the motion. The motion to accept the adjudication as written was unanimously approved.

Larry Hailsham motioned to approve the adjudication as concerning R.A. as written. Doug Anderson seconded the motion. The motion to accept the adjudication as written was unanimously approved.

Adjournment

Cindy Tananis made a motion to adjourn, it was seconded by Valerie Njie and carried unanimously.

The next regular Board of Trustees meeting is scheduled for Wednesday, July 21, 2021 following a special Board Workshop on June 28, 2021.

Submitted by,

Theresa Dillon – Secretary

Minutes of a Special Meeting of

THE BOARD OF TRUSTEES OF

EDSYS, INC

Time and Place

A special meeting of the Board of Trustees of EDSYS, Inc., a Pennsylvania nonprofit corporation, was held remotely via Zoom on Wednesday, July 7, 2021 at 5:30 p.m. due to operating a modified educational model resulting from the COVID-19 pandemic.

The following Board of Trustees members were present and a quorum was established:

Doug Anderson
Gerry Dudley
Larry Hailsham
David Lehman
Valerie Njie
Cindy Tananis

Also present were:

Kathy Clark, Esq.

David Lehman chaired the meeting.

Emergency Instructional Plan Update

Dara Ware Allen shared the proposed Emergency Instructional Plan for the 2021/2022 school year at City Charter High School which is an in person 4-day full-time model with a weekly flexible day.

She also shared the potential benefits and drawbacks. She shared the indicators of success which will be tracked and reported on during the year to be determined benchmark times within the year.

The Board asked numerous questions regarding the potential impact on students, hopes, concerns and possibilities of the four day model.

A motion was made by Larry Hailsham and seconded by Valerie Njie to approve City High's updated Emergency Instructional Plan. The motion unanimously passed.

Adjournment

Valerie Njie made a motion to adjourn, it was seconded by Cindy Tananis and carried unanimously.

The next regular Board of Trustees meeting is scheduled for Wednesday, July 21, 2021.

Submitted by,

CITY CHARTER HIGH SCHOOL STUDENT ENROLLMENT REPORT

June 2021

ENROLLMENT TO DATE		2020/2021	2019/2020
Regular Education		389	77.64%
Special Education		112	22.36%
		501	

CATEGORY (Race by Gender)	2020/2021	2019/2020	
White Male	16.97%	17.94%	
White Female	14.97%	15.51%	
Black Male	22.75%	21.31%	
Black Female	30.34%	31.96%	
Hispanic Male	0.80%	0.56%	
Hispanic Female	0.60%	0.37%	
Multi-Racial Male	6.19%	5.98%	
Multi-Racial Female	5.79%	5.61%	
Asian Male	0.80%	0.56%	
Asian Female	0.40%	0.19%	
American Indian	0.40%	0.00%	
Other	0.00%	0.00%	
		501	535

CATEGORY (Race by Grade)	9th	10th	11th	12th	Total
Black	13.37%	16.37%	15.97%	7.39%	53.09%
White	5.99%	9.18%	9.18%	7.58%	31.94%
Multi-Racial	2.40%	3.59%	3.79%	2.20%	11.98%
Hispanic	0.80%	0.60%	0.00%	0.00%	1.40%
Asian	0.20%	0.40%	0.40%	0.20%	1.20%
American Indian	0.40%	0.00%	0.00%	0.00%	0.40%

CATEGORY (Social Economic Status)	9th	10th	11th	12th	Total
Free	15.57%	18.76%	18.76%	8.58%	61.68%
Reduced	0.80%	1.60%	1.60%	0.20%	4.19%
Paid	6.59%	9.78%	8.98%	8.78%	34.13%

Grade	Enrollment Comparison			%Difference
	2020/2021	2019/2020		
12th Male	38	51		-25.5%
12th Female	49	67		-26.9%
Total	87	118		-26.3%
11th Male	72	44		63.6%
11th Female	75	51		47.1%
Total	147	95		54.7%
10th Male	77	77		0.0%
10th Female	74	83		-10.8%
Total	151	160		-5.6%
9th Male	52	79		-34.2%
9th Female	64	83		-22.9%
Total	116	162		-28.4%
Total	501	535		-6.4%

School Districts	2020/2021	2019/2020	%Difference
Aliquippa SD	1	0	0.001996
Ambridge	1	0	0.001996
Baldwin	3	0	0.005988
Bethel Park	2	0	0.003992
Brentwood	2	0	0.003992
Carlinton	2	0	0.003992
Chartiers Valley	1	0	0.001996
Clairton City	0	0	0
Duquesne City	1	0	0.001996
Gateway	3	0	0.005988
Fox Chapel	0	0	0
Keystone Oaks	1	0	0.001996
McKeesport	7	0	0.013972
Montour SD	1	0	0.001996
New Castle SD	0	0	0
New Kensington	1	0	0.001996
North Hills	1	0	0.001996
Northgate	2	0	0.003992
Penn Hills	13	0	0.025948
PPS	384	0	0.766467
Quaker Valley	1	0	0.001996
Shaler	1	0	0.001996
South Park	1	0	0.001996
Steel Valley	11	0	0.021956
Sto-Rox	15	0	0.02994
Washington	1	0	0.001996
West Mifflin	1	0	0.001996
Wilkinsburg	21	0	0.041916
Woodland Hills	23	0	0.045908
Total	501	100.00%	



Student Enrollment

Grade Level	Current Year/Prior Year	Notes
9 th	116/162	Current Enrollment Significantly Lower than Prior Year
10 th	151/160	Current Enrollment Comparable to Prior Year
11 th	147/95	Current Enrollment Significantly Higher than Prior Year
12 th	87/118	Current Enrollment Significantly Lower than Prior Year Current School-wide Enrollment Lower than Prior Year School-Wide Total: 501 current students/535 prior year

Personnel Management

Measure	Current Year/Prior Year	Notes
Administrative Turnover	1/0	Mr. Lyons resigned.
Faculty Turnover	2/0	Our Math Electives Teacher and IRP/Grad Project TA resigned. We had notice from our TA of her upcoming move out of state.
Staff Turnover	0/0	
Open Positions	3/2	School Safety Officer; Math/Science TA; Math Electives Teacher. There are additional planned vacancies (7) at the end of the year that are being posted this month.
Promotions	0/0	We continue to have a number of promotions that are in the pipeline that will be forthcoming by the end of the year.
Leaves	0/1	

School Management and Leadership

Measure	Current Year*/Prior Year	Notes
Average Daily Membership	508.79/496.00	
Applications: New 9 th grade (2025)	181/202 / 134/161	New 9 th grade applications have surpassed last year's numbers and as of June 30 th , all seats are nearly full, exceeding our projected monthly recruitment goals.
Suspensions > 1 day	3*/0	
Expulsions	3/2	
Faculty Observations	13/N/A	
Student Attendance %	92.80%/91.33%	
Faculty/Staff Attendance %	98.46%/98.13%	

Note: Through the end of March 2020 to present, we operated modified learning models due to the impact of the COVID-19 pandemic.

Fiscal Health (As of June 30, 2021)

Measure	Description
Bank Balance	\$5.129 million
P/L Comparison: 20-21 to 19-20 YTD	Income: \$11.706 to \$12.348 million Expense: \$11.203 to \$11.680 million

Compliance and Reporting

Measure	Description	Notes
Year-end PIMS Reports	Special Education and Graduation Reports	
Safe Schools Report	Annual Safe Schools Report	



Initiatives/Grants

Initiative	Purpose	Fiscal Impact	Notes
Grant (Division of Federal Programs)	ESSER I (Elementary & Secondary School Emergency Relief) COVID-19 Grant	\$217,488	Awarded! Grant period extends until 9/30/21.
Grant (Division of Federal Programs)	ESSER II (Elementary & Secondary School Emergency Relief) COVID-19 Grant	\$966,036	Still developing our application; the grant period extends until 2023.
PACSP (Federal Grant through PCPCS)	Expanding Opportunities Through Quality Charter Schools Program (CSP)	\$1.2M multi-year grant opportunity	Awarded on 5-10-21 for \$1.5 M for 3 years.

Strategic Planning

Program	Date/Notes	Program	Date/Notes
Revamped marketing approaches for increasing student recruitment: -new website w/search engine optimization -digital online ads -new director of enrollment position (hired in August) -Re-envisioned spring/summer campaign including a series of commitment/ orientation events: Virtual Open House and In-Person Open House held in March. -Individual tours resumed in March and have been booked consistently.	Initial acceleration phase: April-June 2020 Fall/Spring phase: 20-21 Campaign underway Current phase: All 180 class of 2025 seats are filled; City High has a waitlist in July for the first time in recent years.	New School Year Planning	Emergency Instructional Time Template is approved by Board.
		Alternative Schedule Messaging	Develop communications and strategy plan.
		Middle States Accreditation	Extension until May 2023; our accreditation status will not lapse in the interim.
		PPS Annual Monitoring Visit	In-person visit held on June 3 rd .
		PPS Charter Renewal	Renewal letter to be submitted to initiate renewal process, which will conclude in the spring of 2022

Edsys, Inc.

Education Delivery Systems

City High
A NEW Pittsburgh charter
high school



CITY CHARTER HIGH SCHOOL

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Financial Report as of June 30, 2021

Presented on July 21, 2021
By the Finance Committee

Education Delivery Systems Financial Report
as of June 30, 2021

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Comments on Financial Statements

General Note: Due to City High transitioning to virtual learning during COVID-19, for the first and second trimester of the 20/21 school year, certain revenues and expenses were impacted. All revenues and expenses related to the Lunch Program were reduced, as well as some maintenance costs, transportation costs, wellness costs, and Student Activities costs.

Note #

1. **Page five and seven - Foundation Grants**

In July 2019, City Charter High received a \$50,000 grant from Philadelphia Management Company. The grant is unclear as to restrictions and intended use. Consistent with prior years, City High intends to use these funds for scholarships awarded to Class of 2020 graduates.

\$36,500 in scholarships were paid through June 2021 for the 16 2020 graduates who have verified their college enrollment. Two awardees never verified college enrollment. Also, money was returned in two cases where the students did not complete the year.

Note: The grant funds not used for scholarships for Class of 2020 graduates remain in Restricted Cash on the Balance Sheet.

City High received final approval for a \$64,000 grant from Partner4Work for fiscal 20/21. The funds are to be reimbursed to City High as costs are incurred toward training for undergraduate students in accordance with the grant. ~\$19,000 in costs have been incurred and are awaiting reimbursement through June 2021.

In addition, in December 2019 City High received a \$10,000 grant from Claude Worthington Benedum Foundation. The grant is restricted to fund a teacher training and symposium, which has been postponed and will take place in fiscal 21/22.

Pennsylvania Charter Schools Program Grant - On September 30, 2020, the Pennsylvania Coalition of Public Charter Schools (PCPCS) was awarded an Expanding Opportunities Through Quality Charter School Programs Grant from the US Department of Education. The grant award will total \$30 million over a grant period of 5 years (2021-2025). The funds are to be used to help expand opportunities for students to attend excellent public charter schools and exceed state academic standards. **City High applied for and received approval for funding under this grant.**

City High received approval for ~\$900K for Year 1 (October 2021 thru September 2022) and \$200K each in Years 2 and 3 of the grant.

2. **Page five and seven - Tuition - Regular and Special Education**

Overall, monthly tuition payments received from Pittsburgh Public Schools (PPS) had been trending higher each year since 07/08. This was due primarily to increased and more stable student enrollment each year from the PPS and, more recently, increased tuition rates to help offset the lack of retirement reimbursements from the PDE. Tuition rates were projected to remain consistent with the final 19/20 rates in the 20/21 Budget.

Note 1: Student enrollment rebounded in fiscal 18/19, and was almost back to historical trends prior to the Covid-19 pandemic. The pandemic has caused another dip in enrollment, particularly in the incoming Freshman Class.

Student enrollment assumptions in the 20/21 budget are based on 19/20 actual enrollment.

Note 2: At the close of fiscal 20/21, student enrollment is anticipated to be slightly below the 19/20 enrollment trends. The new 9th grade class did not reach anticipated levels as the average 9th grade membership is 116 as compared to the expected ~135.

As of June 2021, average student enrollment is down 27 students as compared to June 2020 (508 vs 535 students) - primarily due to Freshman Class (See above).

We have monitored enrollment numbers closely during the 20/21 year to determine their effect on expected tuition revenue. It should be noted that after late January of each school year, enrollment numbers will only decline, as no new students are added after that time.

Also of note is that special education enrollment (and incremental special education tuition rates) is higher than historically projected in the past budgets. The budgets anticipated that 15% of total student enrollment would be special education students, while the actual special education enrollment was approximately 22% in fiscal 18/19. This created a large positive variance in actual Tuition - Special Education Revenue as compared to the budgets.

Beginning in fiscal 19/20, and continuing in fiscal 20/21, budget has anticipated a 21% special education enrollment rate.

Note 3: Pittsburgh Public pays tuition for the first 4 months of the school year based on estimated enrollment from the previous year. In November of each year, PPS reconciles to the actual enrollment and adjusts their payments accordingly. Therefore, the effects of the lower enrollment on fiscal 20/21 tuition revenue began to show in the November and December financial statements. However, PPS underpaid for special education students in November and December 2020. This, coupled with an increase in the PPS tuition rate for special education students of ~\$3,000 (retroactive to the beginning of the school year) resulted in a large payment from PPS for tuition in January 2021 of ~\$1.5 million. See Cash Flows on Page 9.

3. **Page five and seven- Revenue from State Sources**

Amounts represent reimbursements received each year from the state for a portion of City Charter High's costs related to that fiscal year, in accordance with state regulations. Costs eligible for partial reimbursement currently include special education, facility rent, and school nurse expenses.

Note from Fiscal 13/14: The 11/12 Pennsylvania State budget eliminated the reimbursement for Social Security/Medicare expenses incurred by Pennsylvania public schools. No reimbursement has been included in subsequent budgets.

Note from Fiscal 14/15: The 14/15 Pennsylvania State Budget eliminated the reimbursement for the 50% of PSERS Retirement expenses incurred by charter schools.

No reimbursement has been budgeted in subsequent fiscal years.

The Lease Reimbursement from PDE is currently in arrears for two years (14/15 and 16/17). City High received the 17/18 Lease Reimbursement of ~\$46K in February 2019 (~\$20K short of the 18/19 budget). It is not clear as to whether the school will ever receive the 14/15 and 16/17 reimbursements (~\$60K each). Also, Lease Reimbursement for 19/20 was budgeted, applied for, and approved by the PDE. ~\$38K was received in December 2020.

The Ready to Learn Grant for 19/20 was applied for in November 2019 (\$28,823). It was approved and funded in December 2019, and was fully spent in the 19/20 year.

The Ready to Learn Grant for 20/21 was applied for in October 2020 (\$28,823). It was approved and funded in October 2020, and has been fully spent. The grant has been closed.

The PASmart Grant was new for fiscal 19/20 and was targeted for K-12 Computer Science and STEM Education in Pennsylvania schools. City High applied for, and was approved for \$35,000 in funding. All funds were received and expended in accordance with the grant stipulations in fiscal 19/20. A final report has been filed and the grant has been closed.

City High applied and was awarded a Covid-19 Health and Safety Grant for Reopening Schools from the Pennsylvania Commission on Crime and Delinquency (PCCD). The grant award is for \$89,873.00. The funds were to be spent or committed between 7/3/2020 and 10/30/2020. City High has spent the entire amount under the grant, and a final fiscal report has been filed and accepted. The grant funds were received in November 2020. The grant is closed.

In December, 2020 City High applied for the Elementary and Secondary School Emergency Relief Fund (ESSER) in the amount of \$217,488. These funds can be spent anytime between March 2020 and September 2021, regardless of when the grant is applied for and approved. The application was approved by the PDE in February 2021 and funding began in April 2021. In January 2021, City High was notified that it has been awarded a second Elementary and Secondary School Emergency Relief Fund Grant (ESSER II) in the amount of \$966,036. This grant begins in the 20-21 school year and extends into 21-22 and 22-23. City High has not yet applied for the ESSER II grant funds.

City High has also been awarded a Safe Schools Grant in 20-21 for \$24,815.10. The grant is awaiting final approval and will ultimately be funded upon City High's completion of expenditures in accordance with the grant budget, and submission of the expenditures to the Safe Schools Department.

Finally, in February 2021, City High's application was approved for a \$5,000 Special Education Covid Mitigation Impact Grant. Funds can be expended thru September 2021.

4. **Page five and seven - Title I, II, and V, Lunch/Milk Subsidies, and ERATE**

Amounts represent federal funds received or accrued and applied toward the specific programs in the applicable fiscal years.

NOTE 1: Title V funding has been suspended for the last five fiscal years.

NOTE 2:

The application for Title I, II, and IV (new in 17/18) funding of approximately \$320K for fiscal 20/21 was filed in September 2020, has been approved, and funding began in November 2020.

YTD in fiscal 20/21, City High has received remaining payments from the 19/20 Title I grant in the amount of ~\$77K. All grant funds have been received and spent. The final report was submitted to the PDE in August 2020. The grant has been closed.

Funding of the 20/21 grant began in November 2020.

5. **Page five and seven - Other Financing Sources**

Amount represents monthly interest earned on MMAX account with Huntington Bank and, beginning in March 2013, certificates of deposit placed with Huntington Bank and, later, PNC Bank (See Note below).

Interest earned on the MMAX accounts at Huntington was approximately .03% in June '21, as interest rates have dropped severely in reaction to COVID-19.

NOTE from Fiscal 14/15: In fiscal 12/13, City High transferred the majority of its cash to Huntington Bank, leaving a small balance under the FDIC Insured limit of \$250K, in the PNC Account. During fiscal 13/14, the PNC account was utilized as a segregated account to pay the premiums, administrative costs, and monthly claims of City High's self-funded medical benefit plan placed with Highmark. Since fiscal 14/15, the PNC account was with a balance of ~\$49,000. The account was closed in November 2017 with the funds transferred to the Huntington Bank Operating Account. All other PNC accounts were closed as of June 30, 2013.

In addition, City High invested \$1,000,000 into one year Certificates of Deposit placed first with Huntington Bank, and later with PNC Bank in \$250,000 increments. The CD's were first opened in March 2013, and have matured and been reinvested for various terms over the years.

In May 2020, the funds were reinvested through PNC Bank in four 3 month \$250,000 FDIC insured CD's, earning interest at rates ranging from .15% to .2% (See COVID-19 effect on interest rates above). These CD's matured in August 2020, and were reinvested into 4 new 3 month \$250,000 CD's in January 2021, earning interest between .05% and .02%. The funds from the CD's were reinvested again in June 2021 into 2 new 3 month \$250,000 CD's, and 2 new 6 month \$250,000 CD's.

The interest of ~\$25,000 on the matured one year CD's was paid to City High in May 2020.

6. **Page five and seven - Miscellaneous Receipts**

Amount represents all miscellaneous monies received by City Charter High, such as donations for the Robotics, Drama, Mentoring/Career Readiness Programs, School Recycling Program, etc...Other receipts are primarily from students to cover their portion of costs for participation in various school sponsored educational and recreational activities, as well as student payments for MOS certifications, and loss or damage to school property. The SAGE and Robotics Programs actively fundraise and solicit donations/grants to help defray the costs of various local and national competitions. Amounts received are included in Misc. Receipts.

The Robotics Program received \$10,500 in unrestricted grants in 19/20 and 20/21.

The transportation costs for fiscal 18/19 of ~\$39K were billed to the four school districts in January 2020. The unpaid balance is a portion of the A/R - Other on the Balance Sheet and is included in miscellaneous receipts on the Profit/Loss Statement in 19/20.

In fiscal 19/20, miscellaneous receipts also includes ~\$10K of forfeitures from the 401(k) Plan that have been used to fund current employer match and nonelective contributions.

In fiscal 20/21, the miscellaneous receipts represent refunds of ~\$10K in deposits for field trips and activities that were cancelled due to Covid-19, an insurance renewal credit from UPMC of ~\$21K, and a refund of unused monies remaining in an educational trust of ~\$18K. The insurance credit and the educational trust refund were not budgeted in fiscal 20/21.

7. **Page five and seven - Personnel Services**

Salaries for existing positions are budgeted to remain flat for fiscal 20/21 as there were no raises for the fiscal 20/21 year. An across the board salary increase of 3% was given in fiscal 19/20. The 20/21 budget does include the addition of a newly established position - Director of Enrollment.

However, the Director of Enrollment was hired from the existing Ed Leader staff, with no replacement at the Ed Leader position, resulting in a savings of ~\$70,000 in salary and benefits vs budget.

Benefits are budgeted at 49.1% of salaries for fiscal 20/21 based on the prior year's actual experience and projected benefit costs in fiscal 20/21, primarily City High's required increase in its annual PSERS contribution for employees, currently at 34.51% of salary.

NOTE: In an attempt to offset rising benefit costs, in fiscal 15/16 City High converted to a high deductible medical benefit plan, and an associated HRA. The premium payments are ~\$40K/mo. compared to ~\$55K/mo. in prior years under the traditional plan. Under the high deductible plan, City High pays 85% of the employee deductible costs incurred. City High has continued to offer the high deductible plan thru fiscal 20/21. There was no increase in premiums from fiscal 19/20.

The total benefit expense in 20/21 should be higher than prior year due to the increased salary percentage as mandated by the PDE for PSERS contributions (34.51% in 20/21 vs. 34.29% in 19/20). **However, beginning in 17/18, City High has implemented an alternative retirement plan (ARP) open to newly hired employees only.** Under the ARP, City High will match the employee's pre-tax contribution, up to 7%, as well as provide a non-elective contribution to each employee of 5%, for a maximum annual contribution of 12% per employee (as compared to 34.51% under PSERS). Currently there are 33 employees participating in the ARP rather than PSERS (representing over one-third of the workforce). City High has been tracking the savings on an annual basis.

****In fiscal 17/18, 18/19, and 19/20, the ARP generated ~\$85,000, \$165,000, and \$300,000 in savings, respectively, for a three-year total savings to City High of ~\$550,000.****

In fiscal 20/21, the ARP generated ~ \$400,000 in savings, bringing the four-year total savings to ~\$950,000.

Please Note YTD Benefit Expense is lower in fiscal 20/21 than 19/20 due to the savings of the 401(k) Plan vs the PSERS Plan.**

In addition, the estimated accrual for Attendance and Benefit Bonuses are carried as a liability on City High's balance sheet for the entire fiscal year. The liabilities for these bonuses are estimated based on prior year payouts. The 19/20 bonuses were paid in the August 15, 2020 payroll. The accrual for 20/21 is based on the actual bonuses paid for 19/20 and will continue to be carried on the balance sheet in fiscal 20/21, revalued for the June 30, 2021 audit, and paid out in August 2021.

Note that upon return to in person instruction in February, several staff members elected to take an advance on their attendance bonus to help pay for commuting expense. The total amount of advance is immaterial and has been deducted from the Attendance Incentive Accrual as of 2/28/21.

8. **Page five and seven - Other Professional Services and Other Purchased Services**

Costs for Other Professional Services will continue to trend higher for 20/21, as expenses are incurred.

Projection due to tuition payments to approved private schools for certain special education students related to 20/21, as well as other special education costs, and higher anticipated ESL costs. In addition, City High is paying for contracted services for adjunct teachers, cyber school and alternative school for certain students, and Point Park tuition fees for students that were previously offered free of charge. In fiscal 16/17, City High also began offering a "College in High School" class through CCAC.

In addition, City High has begun new targeted advertising and marketing campaigns in order to continue to attract new students, as enrollment decreased in 17/18 for the first time in school history. As a result, advertising costs will trend higher in fiscal 20/21 than previous years.

In addition, there will be costs associated with operating during the Covid-19 pandemic that are just now being identified and realized. These will be tracked and disclosed as incurred.

Finally, attorney fees are higher in 20/21 than 19/20 due to the retirement of the school's previous solicitor and the subsequent hiring of a new firm with higher billing rates.

Special education expenses were expected to be higher in 20/21 than 19/20 due to higher private school tuition and other specialized services, primarily because of an increase in students requiring these services. **Special education enrollment, as a percentage of total student enrollment, has risen from ~15% to ~22% over the last several fiscal years.**

Note that Special Education expenses @ June 30, 2020 reflect an accrual of ~\$106K for costs related to 18/19 and prior for 4010 students that were yet been billed by the PDE, as well as ~\$65K for 4010 students for 19/20, also not yet billed by the PDE. This also represents the \$171K and \$65K in Accrued Liabilities on the 6/30/20 and 6/30/21 Balance Sheets, respectively. The 18/19 and prior costs were subsequently billed and paid in July 2020. As a result of the virtual learning environment, Special Education Costs, including related transportation, have not been as high as budgeted, nor as high as fiscal 19/20.

9. **Page six and eight - Rental - Land & Buildings**

In addition to the increased rent for the new leased facility, City High began paying for certain utilities that were included in the lease payment in the old facility, including steam heat, water and sewage, and electricity. Utilities costs are budgeted based on actual costs in 18/19. Utilities are actually trending lower than prior years due to efforts by the Maintenance team to reduce steam usage (cutting cost of steam by ~1/3 in 17/18). The Utilities budget was decreased for fiscal 19/20 to reflect this, and decreased again for 20/21 based on actual 19/20 costs.

In November 2019, the lease payment increased by \$ ~2,083 per month (to \$117,267), in accordance with the lease agreement. This increase is included in the 20/21 budget.

In June 2017, City High signed an Amendment to the existing lease in order to lease additional space for the build-out of a new Fitness Center for students. Annual rent increased by \$50,000 (\$4,167/month) beginning in September 2017. This increase was included in the 20/21 budget. In addition, the lease term was extended by five years, to August 2027.

No lease escalation was billed or paid in fiscal 19/20. Lease escalation related to fiscal 19/20 of ~\$35K was billed and paid in August 2020.

July rent was prepaid in both June 2021 and June 2020.

10. **Page six and eight - Depreciation Expense**

Change in depreciation expense from 18/19 is due to additional depreciation for the leasehold improvements and equipment for the Fitness Center, new laptops purchased for incoming 9th grade class, new classroom furniture, and an upgraded firewall system in 18/19, offset by newly retired assets (primarily computer equipment) for which depreciation is no longer applicable.

11. **Page two - Accounts Receivable and Grants Receivable**

See comments under Note #1 above regarding Grants Receivable. The amount at June 30, 2020 and June 30, 2021 represents amount due under the Partner4Work Grant.

City High traditionally began invoicing for tuition for each new school year in October.

This allowed a few months for enrollment to stabilize and eliminated the need for numerous billing adjustments. The suburban school districts were invoiced for August thru October 20XX at that time. However, in 16/17, City High began billing in accordance with new State regulations. According to these regulations, City High must first bill each school district by the 5th of each month, allowing 30 days for the school district to make payment. If payment is not received in 30 days, City High may then apply to the PDE for tuition redirection for nonpaying school districts. In fiscal 18/19 City High began billing the school districts in October and applied for the first tuition redirection in early November. This application was returned for corrections. The PDE website was then closed for applications in December. The January 2019 application was also returned for corrections. The next application was submitted and returned in May 2019. Funding of ~\$278K was ultimately received in October 2019.

This effectively means that tuition redirection was not received from the PDE for nonpaying school districts for all of fiscal 18/19, resulting in extremely high A/R @ 6/30/19.

July tuition was billed with the final reconciliations for the various school districts in September 2019, with payment of tuition redirection of ~\$278K finally paid in October 2019.

A similar scenario occurred in fiscal 19/20 and 20/21, primarily due to the Covid-19 pandemic. City High had not received any tuition redirection from the PDE since March 2020, which represented billings through January 2020. This results in an extremely high A/R again @ 6/30/20. Over one year of tuition redirection was outstanding from the PDE as of 2/28/21. City High has completed the reconciliations for fiscal 19/20. They were submitted to the PDE in late January 2021, with payment of ~\$263K received in March 2021.

It should be noted that some of the school districts that were previously paid through tuition redirection have begun making payments on their own to City High. This has resulted in the A/R not being as high as might be expected at 6/30/21, given the lack of redirection payments for the 20/21 school year. It should be noted that an additional tuition redirection payment of ~\$138,000 for 2 school districts was received from the PDE in June 2021.

12. **Page two and two(a) - Fixed Assets and Debt**

Beginning in fiscal 10/11 through fiscal 19/20, operating funds have been used to purchase computers for the new freshman class. The computers are capitalized as fixed assets (see Page 2) and are being depreciated over 4 years beginning 9/1/20.

Additionally, in 17/18, a new Fitness Center was completed, with the cost to City High capped at \$200,000. As of February 2018, the Fitness Center, including the new elevator access, has been completed and in use, the costs have been capitalized and depreciated over the new extended lease term of ten years. The equipment purchased for the Fitness Center has been capitalized as Furniture and Fixtures, and depreciated over 5 years. Note that the Fitness Center and equipment were placed in service in late October 2017. Depreciation commenced effective 11/1/2017.

Depreciation related to the new elevator commenced on 2/1/2018, when it was placed in service.

All capital leases have been paid off and City High has no long-term or short-term debt outstanding.

Note that the refurbished computers originally purchased for the new 9th grade class in August 2020 were ultimately sent back to the vendor in early January 2021, and replaced with newer computers, more suitable to the virtual learning environment. The vendor has agreed to provide reimbursement of the original computers at 50% of original purchase price, exclusive of batteries. The overall loss on the transaction is ~\$37,000, and is included in the June 2021 financial statements. The resulting reimbursement of \$15,760 was received in May 2021.

13. **Page six and eight - Student Transportation**

In 07/08 through 18/19 City High helped to subsidize the student trips to Costa Rica, New York, and Niagara Falls utilizing interest earned on the CD and MMAX accounts, as well as operating funds. In fiscal 19/20, City High planned again help to subsidize these trips and the budget reflects these costs, however all Spring 2020 and Spring 2021 trips were cancelled due to Covid-19.

NOTE: The amount of student contributions and fundraising associated with the Costa Rica and Niagara Falls trips for 18/19 was repaid from the Student Activities Account to the City High Operating Account in November, after the completion of the fiscal 18/19 audit. Student payments toward the cancelled 19/20 trips (including New York City in 19/20) that had accumulated in the Student Activities Account, were either refunded to the students or rolled over (See Below).

Other student transportation costs include daily transportation of special education students to approved private schools. This cost began to trend higher in the second half of 17/18, and has continued to trend higher in 18/19 and 19/20, as City High has additional students enrolled in private schools (transporting ~10 students either to private schools or to City High prior to Covid-19).

Until in-person instruction was reinstated on a full time basis (March/April 2021), transportation costs were minimal.

Note that all trips in 19/20 were cancelled due to COVID-19. Students were refunded their deposits for the Costa Rica trip, net of airfare vouchers that were issued to them from American Airlines. Students were also refunded for the New York City trip and the Niagara Falls trip, except in the case where deposits were rolled over for future trips or toward Senior Fees. No student trips at all were taken during fiscal 20/21, and no deposits were collected.

14. **Page six and eight - Other Purchased Services**

Other Purchased Services (except for Advertising) should be comparable to 19/20, and include janitorial costs, extermination and pest control, cleaning of linens and uniforms for cafeteria staff, and other miscellaneous services. Amount is lower than prior year due to the timing of insurance premiums and transportation payments, as well as the virtual environment for staff and students. In addition, monthly cleaning costs have decreased due to the cleaning company providing twice a week cleaning services rather than daily (when staff and certain students were only in the building once a week in the virtual learning environment for Trimester 1 and early Trimester 2).

15. **Page two - Prepaid Expenses**

Prepaid expenses at 6/30/21 and 6/30/20 represent advance deposits for software support and maintenance contracts for fiscal 21/22 and 20/21, respectively. In addition, the July rent and

EDSYS, INC.
Comparative Balance Sheets
As of June 30, 2021 and 2020

	Internal June 30, 21	As Audited June 30, 20
ASSETS		
Current Assets		
Checking/Savings		
1000 - CHECKING AND SAVINGS		
1010 - PNC and Huntington Banks		
1011 - Huntington Bank - Restricted	33,406.79	79,921.58
1010 - Huntington Bank - Unrestricted	4,095,781.02	3,271,580.14
1012 - PNC Investments CD's	1,000,000.00	1,000,000.00
Total 1010 - PNC and Huntington Bank	5,129,187.81	4,351,501.72
1100 - Petty Cash Account	200.00	200.00
Total 1000 - CHECKING AND SAVINGS	5,129,387.81	4,351,701.72
Accounts Receivable		
1200 - Accounts Receivable Curr	451,901.62	803,520.57
11. 1220 - Grants Receivable	19,028.75	33,274.60
1300 - Accounts Receivable Other	23,298.50	76,545.45
Total Accounts Receivable	494,228.87	913,340.62
Other Current Assets		
15. 1400 - Prepaid Expenses	233,103.80	233,026.61
1500 - Construction-in-Progress	0.00	0.00
Total Other Current Assets	233,103.80	233,026.61
Total Current Assets	5,856,720.48	5,498,068.95
Fixed Assets		
12. 1700 - Fixed Assets	2,913,999.26	2,785,057.54
1800 - Less Accumulated Drepreciation	(2,324,156.86)	(2,211,226.12)
Net Fixed Assets	589,842.40	573,831.42
TOTAL ASSETS	6,446,562.88	6,071,900.37

EDSYS, INC.
 COMPARATIVE BALANCE SHEETS
 As of June 30, 2021 and 2020

	June 30, 21	June 30, 20
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 - ACCOUNTS PAYABLE	2,147.84	9,283.94
Total Accounts Payable	2,147.84	9,283.94
Other Current Liabilities		
2200 - Accrued Liabilities	119,940.50	235,872.66
2390 - Payroll Liabilities	27,913.01	31,273.35
8. 2450 - Attendance Incentive	133,600.00	136,400.00
2460 - Benefits Incentive	24,000.00	24,000.00
2500 - Student Card Deposits	12,596.85	13,924.01
2600 - Deferred Revenue	-	0.00
Total Other Current Liabilities	318,050.36	441,470.02
Total Current Liabilities	320,198.20	450,753.96
Equity		
3900 - Net Assets - Unrestricted	5,592,142.05	4,829,347.70
Board Designated - Lease Payments	0.00	58,333.00
Board Designated - Retirement Contributions	0.00	0.00
Temporarily Restricted	24,000.00	60,500.00
Opening Balance Equity	6,968.96	6,968.96
Net Income (Loss)	503,253.67	665,996.75
Total Equity	6,126,364.68	5,621,146.41
TOTAL LIABILITIES & EQUITY	6,446,562.88	6,071,900.37

EDSYS, Inc.
A/R Aging Summary
As of June 30, 2021

	<u>Current</u>	<u>1 - 30</u>	<u>31 - 60</u>	<u>61 - 90</u>	<u>> 90</u>	<u>TOTAL</u>
Aliquippa School District			3,554.69		1,768.95	5,323.64
Ambridge Area School District			2,961.46			2,961.46
Baldwin-Whitehall						0.00
Bethel Park School District					-436.73	-436.73
Brentwood Borough	-1,189.44					-1,189.44
Carlynton School District					-5,026.54	-5,026.54
Charleroi School District						0.00
Chartiers Valley School District			9,346.18		-52.30	9,293.88
Clairton City School District					11,813.73	11,813.73
Duquesne School District			6,191.66			6,191.66
East Allegheny School District					1,936.66	1,936.66
Fox Chapel School District						0.00
Gateway School District			21,370.92		1,186.75	22,557.67
Hampton School District						0.00
Keystone Oaks School District			3,366.34			3,366.34
McKeesport Area School District			22,644.00			22,644.00
Montour			5,253.29			5,253.29
New Castle School District					24,700.68	24,700.68
New Kensington-Arnold						0.00
North Allegheny School District						0.00
Northgate School District			16,873.47		12,052.47	28,925.94
North Hills School District			4,404.69			4,404.69
Penn Hills School District			66,169.61		47,556.66	113,726.27
Pittsburgh Public Schools	52,405.32					52,405.32
Quaker Valley School District						0.00
Riverview School District						0.00
Shaler Area School District			3,783.37		18,092.47	21,875.84
South Park School District			2,070.69			2,070.69
Steel Valley			69,336.24		-22,501.36	46,834.88
Sto-Rox			65,257.45			65,257.45
Washington School District						0.00
West Allegheny School District					5,746.73	5,746.73
West Mifflin School District		-1,012.91				-1,012.91
Wilkinsburg Borough						0.00
Woodland Hills					2,276.42	2,276.42
	<u>51,215.88</u>	<u>-1,012.91</u>	<u>302,584.06</u>	<u>0.00</u>	<u>99,114.59</u>	<u>451,901.62</u>

EDSYS, Inc.
A/P Aging Summary
As of June 30, 2021

	Current	1 - 30	31 - 60	61 - 90	> 90	TOTAL
HD Supplies Facilities Maintenance	56.51					56.51
L.M. Colker Company	120.52					120.52
Office Depot	1,000.92					1,000.92
Reinhart Food Service, LLC	476.00					476.00
US Foods, Inc.	493.89					493.89
	<u>2,147.84</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,147.84</u>

EDSYS, INC.
Profit/Loss With Previous Year Comparison
July 2020 through June 2021

	<u>Jul '20-Jun '21</u>	<u>Jul '19-Jun '20</u>	<u>Difference</u>	
Income				
6000 - REVENUE/LOCAL SOURCES				
1.	Foundation Grants	19,058.75	106,562.74	(87,503.99)
2.	Tuition - Regular	8,014,510.87	8,611,029.10	(596,518.23)
2.	Tuition - Special Education	2,823,612.99	2,775,998.54	47,614.45
	School Lunch Proceeds	11,977.50	51,152.50	(39,175.00)
	School Store Proceeds	1,415.00	11,951.50	(10,536.50)
	Dell/Lenovo Reimbursements	0.00	0.00	0.00
	Total 6000 - REVENUE/LOCAL SOURCES	<u>10,870,575.11</u>	<u>11,556,694.38</u>	<u>(686,119.27)</u>
3. 7000 - REV FROM STATE SOURCES				
	Special Ed Reimbursement	139,056.86	130,456.27	8,600.59
	Lease Reimbursements	38,004.98	0.00	38,004.98
	Covid-19 Health and Safety Grant	89,873.00	0.00	89,873.00
	PAsmart Grant	0.00	26,764.72	(26,764.72)
	Nurse Reimbursement	10,083.30	9,918.60	164.70
	Ready to Learn Block Grant	28,823.00	28,823.00	0.00
	Total 7000 - REV FROM STATE SOURCES	<u>305,841.14</u>	<u>195,962.59</u>	<u>109,878.55</u>
4. 8000 - REV FROM FEDERAL SOURCES				
	ERATE Revenue	1,367.42	9,859.18	(8,491.76)
	Title I, II, and IV Revenue	324,514.61	341,500.99	(16,986.38)
	ESSER I and SECIM Grants	116,046.36	0.00	116,046.36
	Lunch/Milk Subsidies	13,033.62	117,217.18	(104,183.56)
	Total 8000 - REV FROM FEDERAL SOURCES	<u>454,962.01</u>	<u>468,577.35</u>	<u>(13,615.34)</u>
9000 - OTHER FINANCING SOURCES				
5.	Other Financing Sources	3,382.41	55,031.77	(51,649.36)
6.	Miscellaneous Receipts	72,222.77	71,825.14	397.63
	Total 9000 - OTHER FINANCING SOURCES	<u>75,605.18</u>	<u>126,856.91</u>	<u>(51,251.73)</u>
	Total Income	<u>11,706,983.44</u>	<u>12,348,091.23</u>	<u>(641,107.79)</u>
	Gross Profit	<u>11,706,983.44</u>	<u>12,348,091.23</u>	<u>(641,107.79)</u>
Expense				
7. 100/200 - PERSONNEL SERVICES				
	Salaries	5,318,628.36	5,312,960.82	5,667.54
	Benefits	2,569,401.43	2,681,698.23	(112,296.80)
	Total 100/200 - PERSONNEL SERVICES	<u>7,888,029.79</u>	<u>7,994,659.05</u>	<u>(106,629.26)</u>
300 - PURCHASED PROFESSIONAL SERVICES				
	Technology	78,667.55	66,218.05	12,449.50
	Special Education	191,250.37	411,882.52	(220,632.15)
8.	Other	355,117.38	386,291.64	(31,174.26)
	Total 300 - PURCHASED PROFESSIONAL	<u>625,035.30</u>	<u>864,392.21</u>	<u>(239,356.91)</u>

EDSYS, INC.
Profit/Loss With Previous Year Comparison
July 2020 through June 2021

	<u>Jul '20-Jun '21</u>	<u>Jul '19-Jun '20</u>	<u>Difference</u>
Expense			
400 - PURCHASED PROPERTY SERVICES			
Repair & Maint - Bldgs & Tech	4,565.73	9,211.47	(4,645.74)
9. Utilities	124,279.41	162,972.48	(38,693.07)
9. Rental - Land & Bldgs	1,441,946.13	1,398,866.68	43,079.45
Rental - Equipment	86,196.98	142,976.40	(56,779.42)
Total 400 - PURCHASED PROPERTY SERV.	<u>1,656,988.25</u>	<u>1,714,027.03</u>	<u>(57,038.78)</u>
500 - OTHER PURCHASED SERVICES			
13. Student Transportation	88,663.03	217,277.52	(128,614.49)
Insurance	67,719.33	61,359.77	6,359.56
8. Communications & Advertising	128,745.58	61,356.45	67,389.13
14. Other Purchased Services	116,550.16	131,383.68	(14,833.52)
Total 500 - OTHER PURCHASED SERVICES	<u>401,678.10</u>	<u>471,377.42</u>	<u>(69,699.32)</u>
600 - SUPPLIES			
17. General Supplies	165,456.55	154,875.41	10,581.14
Lunches, School Store, Refreshments	27,363.00	114,651.43	(87,288.43)
Books, Periodicals, Software	69,599.76	62,102.94	7,496.82
Total 600 - SUPPLIES	<u>262,419.31</u>	<u>331,629.78</u>	<u>(69,210.47)</u>
700 - PROPERTY			
16. Technical Equipment	48,494.37	43,300.77	5,193.60
10. Depreciation Expense	246,327.88	255,715.02	(9,387.14)
Loss on Disposal of Assets	36,412.77	0.00	36,412.77
Total 700 - PROPERTY	<u>331,235.02</u>	<u>299,015.79</u>	<u>32,219.23</u>
800 - OTHER			
Dues and Fees	844.00	5,028.60	(4,184.60)
Student Awards	37,500.00	0.00	37,500.00
Total 800 - OTHER	<u>38,344.00</u>	<u>5,028.60</u>	<u>33,315.40</u>
Total Expense	<u>11,203,729.77</u>	<u>11,680,129.88</u>	<u>(476,400.11)</u>
Net Income (Loss)	<u><u>503,253.67</u></u>	<u><u>667,961.35</u></u>	<u><u>(164,707.68)</u></u>

EDSYS, INC.
Profit/Loss With Budget Comparison
 July 2020 through June 2021

	<u>Jul '20-Jun '21</u>	<u>Fiscal 20/21 Budget</u>	<u>YTD Remaining</u>	
Income				
6000 - REVENUE/LOCAL SOURCES				
1.	Foundation Grants	19,058.75	64,000.00	44,941.25
2.	Tuition - Regular	8,014,510.87	9,003,420.00	988,909.13
2.	Tuition - Special Education	2,823,612.99	2,459,306.00	(364,306.99)
	School Lunch Proceeds	11,977.50	75,000.00	63,022.50
	School Store Proceeds	1,415.00	15,000.00	13,585.00
	Dell/Lenovo Reimbursements	0.00	0.00	0.00
	Total 6000 - REVENUE/LOCAL SOURCES	10,870,575.11	11,616,726.00	746,150.89
3. 7000 - REV FROM STATE SOURCES				
	Special Ed Reimbursement	139,056.86	100,000.00	(39,056.86)
	Lease Reimbursements	38,004.98	45,000.00	6,995.02
	Covid-19 Health and Safety Grant	89,873.00	0.00	(89,873.00)
	PASmart Grant	0.00	0.00	
	Nurse Reimbursement	10,083.30	10,000.00	(83.30)
	Ready to Learn Block Grant	28,823.00	30,000.00	1,177.00
	Total 7000 - REV FROM STATE SOURCES	305,841.14	185,000.00	(120,841.14)
4. 8000 - REV FROM FEDERAL SOURCES				
	ERATE Revenue	1,367.42	10,000.00	8,632.58
	Title I, II, and IV Revenue	324,514.61	300,000.00	(24,514.61)
	ESSER I and SECIM Grants	116,046.36	0.00	(116,046.36)
	Lunch/Milk Subsidies	13,033.62	170,000.00	156,966.38
	Total 8000 - REV FROM FEDERAL SOURCES	454,962.01	480,000.00	25,037.99
9000 - OTHER FINANCING SOURCES				
5.	Other Financing Sources	3,382.41	20,000.00	16,617.59
6.	Miscellaneous Receipts	72,222.77	50,000.00	(22,222.77)
	Total 9000 - OTHER FINANCING SOURCES	75,605.18	70,000.00	(5,605.18)
	Total Income	11,706,983.44	12,351,726.00	644,742.56
	Gross Profit	11,706,983.44	12,351,726.00	644,742.56
Expense				
7. 100/200 - PERSONNEL SERVICES				
	Salaries	5,318,628.36	5,675,700.00	357,071.64
	Benefits	2,569,401.43	2,713,368.00	143,966.57
	Total 100/200 - PERSONNEL SERVICES	7,888,029.79	8,389,068.00	501,038.21
300 - PURCHASED PROFESSIONAL SERVICES				
	Technology	78,667.55	60,000.00	(18,667.55)
	Special Education	191,250.37	310,000.00	118,749.63
8.	Other	355,117.38	280,000.00	(75,117.38)
	Total 300 - PURCHASED PROFESSIONAL	625,035.30	650,000.00	24,964.70

EDSYS, INC.
Profit/Loss With Budget Comparison
July 2020 through June 2021

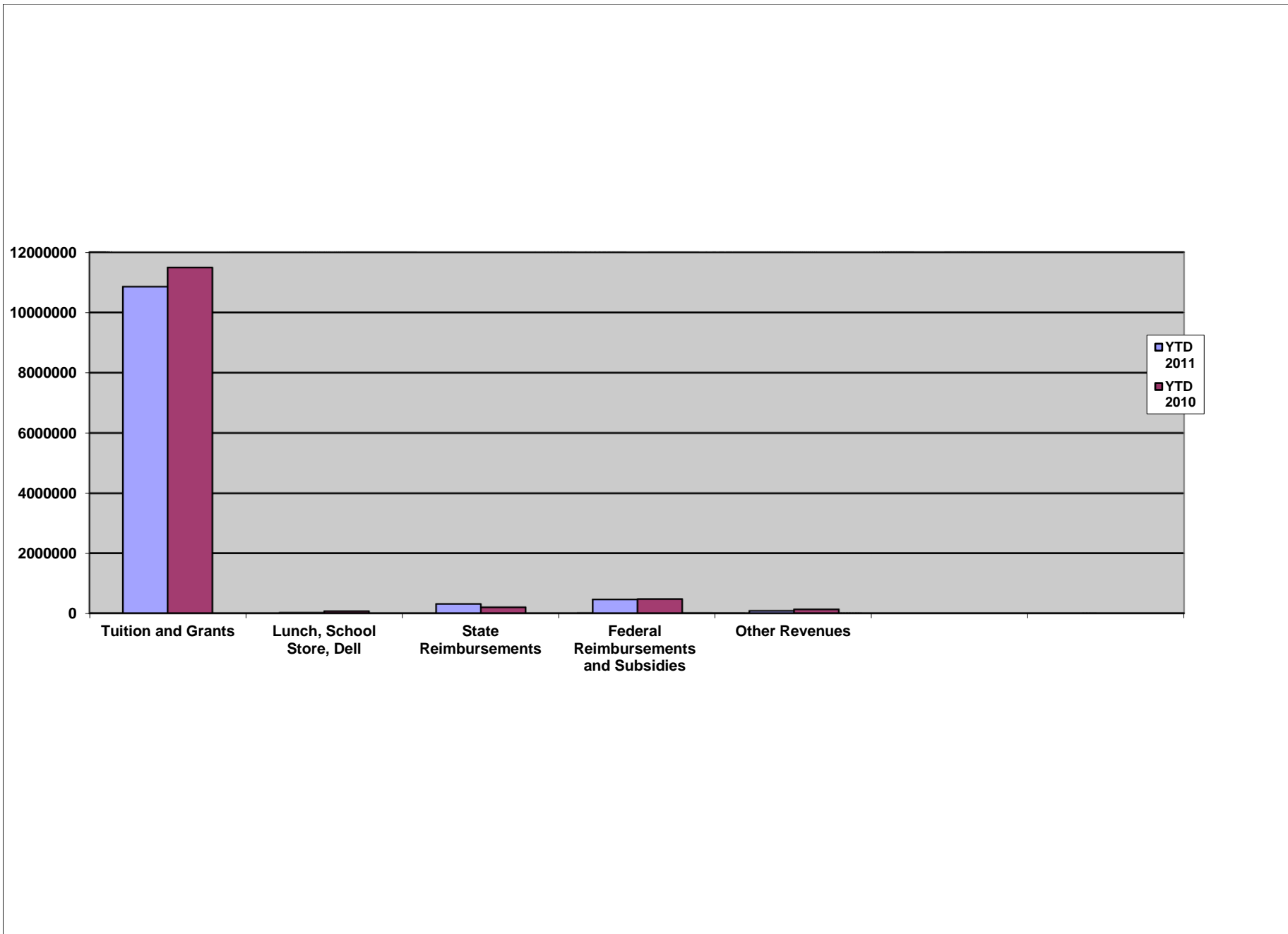
	<u>Jul '20-Jun '21</u>	<u>Fiscal 20/21 Budget</u>	<u>YTD Remaining</u>	
Expense				
400 - PURCHASED PROPERTY SERVICES				
	Repair & Maint - Bldgs & Tech	4,565.73	4,500.00	(65.73)
9.	Utilities	124,279.41	200,000.00	75,720.59
9.	Rental - Land & Bldgs	1,441,946.13	1,437,192.00	(4,754.13)
	Rental - Equipment	86,196.98	85,000.00	(1,196.98)
	Total 400 - PURCHASED PROPERTY SERV.	1,656,988.25	1,726,692.00	69,703.75
500 - OTHER PURCHASED SERVICES				
13.	Student Transportation	88,663.03	290,000.00	201,336.97
	Insurance	67,719.33	65,000.00	(2,719.33)
	Communications & Advertising	128,745.58	155,000.00	26,254.42
14.	Other Purchased Services	116,550.16	140,000.00	23,449.84
	Total 500 - OTHER PURCHASED SERVICES	401,678.10	650,000.00	248,321.90
600 - SUPPLIES				
17.	General Supplies	165,456.55	176,000.00	10,543.45
	Lunches, School Store, Refreshments	27,363.00	170,000.00	142,637.00
	Books, Periodicals, Software	69,599.76	65,000.00	(4,599.76)
	Total 600 - SUPPLIES	262,419.31	411,000.00	148,580.69
700 - PROPERTY				
16.	Technical Equipment	48,494.37	40,000.00	(8,494.37)
10.	Depreciation Expense	246,327.88	242,200.00	(4,127.88)
	Loss on Disposal of Assets	36,412.77	0.00	(36,412.77)
	Total 700 - PROPERTY	331,235.02	282,200.00	(49,035.02)
800 - OTHER				
	Dues and Fees	844.00	2,500.00	1,656.00
	Student Awards	37,500.00	50,000.00	12,500.00
	Total 800 - OTHER	38,344.00	52,500.00	14,156.00
	Total Expense	11,203,729.77	12,161,460.00	957,730.23
	Net Income (Loss)	503,253.67	190,266.00	(223,114.67)
	Carryforward from 19/20	4,300,000.00		
	Carryforward to 21/22	4,490,266.00		

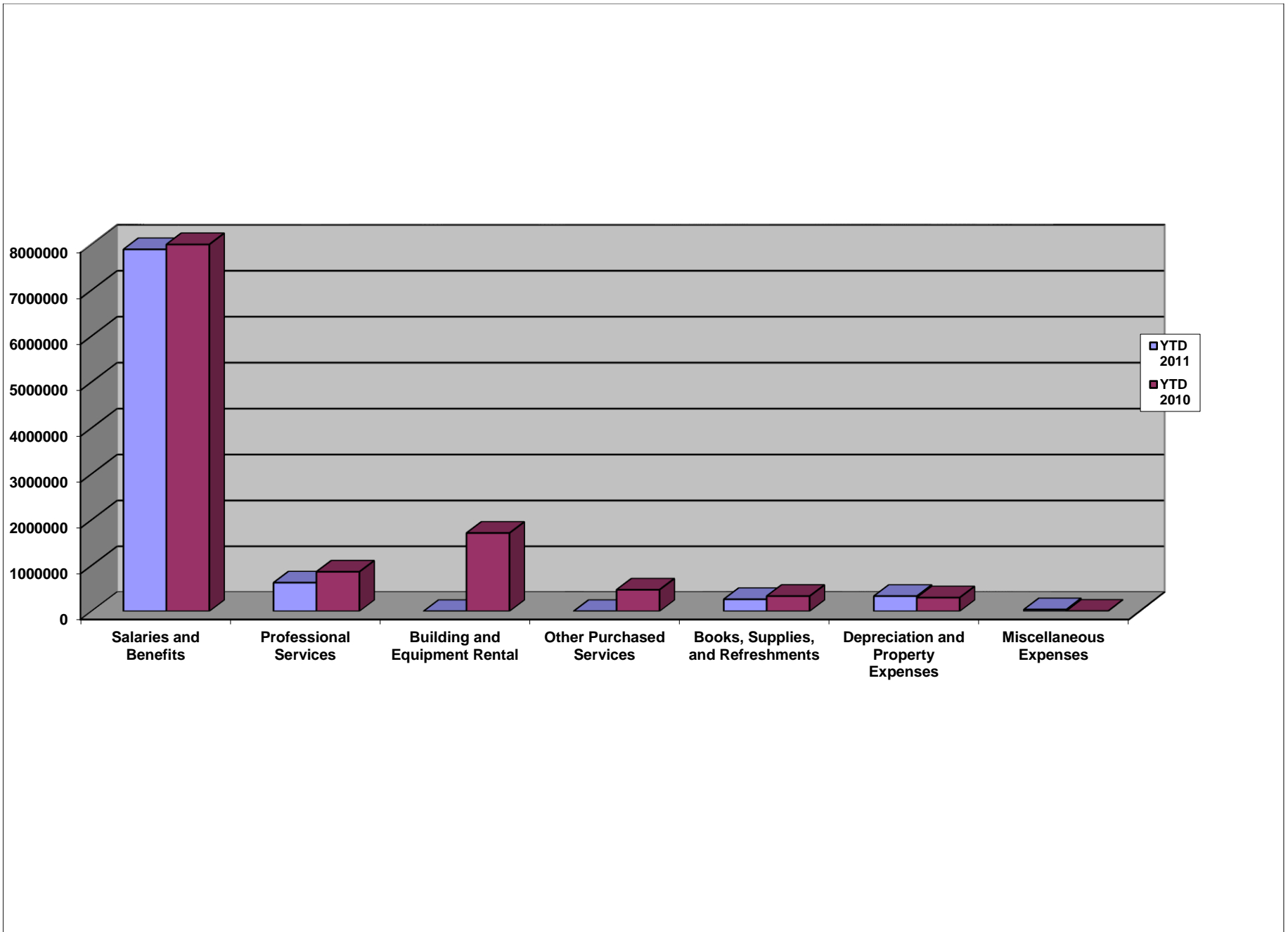
EDSYS, INC.
Cash Flow Forecast
July 2020 through June 2021

	<u>Cash In</u>	<u>Cash Out</u>	<u>Net In/(Out)</u>	<u>Balance</u>
Beginning Balance 07-01-20	4,351,701.72 A	0.00 A	4,351,701.72 A	4,351,701.72
July 2020	996,498.64 A	993,844.61 A	2,654.03 A	4,354,355.75
August 2020	854,764.40 A	838,215.89 A	16,548.51 A	4,370,904.26
September 2020	904,895.17 A	804,859.06 A	100,036.11 A	4,470,940.37
October 2020	1,115,078.68 A	1,416,975.12 A	(301,896.44) A	4,169,043.93
November 2020	888,132.26 A	851,364.41 A	36,767.85 A	4,205,811.78
December 2020	593,198.02 A	729,477.38 A	(136,279.36) A	4,069,532.42
January 2021	1,715,265.62 A	965,007.81 A	750,257.81 A	4,819,790.23
February 2021	970,328.96 A	746,438.15 A	223,890.81 A	5,043,681.04
March 2021	1,050,657.45 A	843,121.99 A	207,535.46 A	5,251,216.50
April 2021	763,623.33 A	994,257.95 A	(230,634.62) A	5,020,581.88
May 2021	982,969.78 A	942,620.80 A	40,348.98 A	5,060,930.86
June 2021	<u>1,372,561.59 A</u>	<u>1,304,104.64 A</u>	<u>68,456.95 A</u>	<u>5,129,387.81</u>
Ending Balance	<u>12,207,973.90</u> *	<u>11,430,287.81</u>	<u>777,686.09</u>	<u>5,129,387.81</u>
Budget 20-21	12,351,726.00 *	12,161,460.00	190,266.00	4,490,266.00 **

A = Actual
E = Estimate

* Excludes Beg. Cash Balance
** Represents Ending Cash Balance as Budgeted





As of:	Balance Sheet		Tuition Receivable	Accounts Payable
	Cash Balance	Current Ratio*		
June 30, 2021	\$5,129,388	\$18 to \$1	\$451,902	\$2,148
June 30, 2020	\$4,351,702	\$12 to \$1	\$803,521	\$9,284

*Current Ratio = Current Assets/Current Liabilities

	Tuition Receivable Aging Schedule				
	Total	Current	>30	>60	>90
June 30, 2021	\$451,902	\$50,203	\$302,584	\$0	\$99,115
June 30, 2020	\$803,521	\$213,875	\$449,389	\$0	\$140,257

For the Year Ended June:	Income Statement			
	Total Revenue	Total Expense	Revenue Per Student*	Expense Per Student*
2021	\$11,706,983	\$11,203,730	\$23,045.24	\$22,054.59
20/21 Budget	\$12,351,726	\$12,161,460	\$22,873.57	\$22,521.22
% of Budget	94.78%	92.12%	100.75%	97.93%
2020	\$12,348,091	\$11,680,130	\$23,080.54	\$21,832.02

Comments:

Revenue is much lower in 20/21 than 19/20 due to lower enrollment numbers (especially new Freshmen) and lower food service revenue due to the virtual learning environment. Other factors affecting the comparison of YTD revenue through June 2021 are the PMC grant in 19/20 of \$50,000 and the PAsmart Grant of ~\$27,000, neither of which are received in fiscal 20/21, as well as lower interest income. Offsetting this are receipt of the PCCD Covid-19 grant of ~\$90K in 20/21, receipt of the lease reimbursement of \$38K from PDE, and receipt of ESSER and SECIM funding in 20/21.

YTD Expenses in 20/21 are much lower than 19/20 due to lower transportation, food service, supplies, utilities, PSERS costs, and special education costs. Offsetting this is rent escalation of ~\$35K paid in August 2020, higher advertising and student awards costs, and loss on disposal of assets.

See below for benefit expense discussion.

***Average Student Enrollment** assumed as follows:

20/21 Budget: 540 students

June 2021	508 students	(YTD Average)
June 2020	535 students	(YTD Average)

Concerns:

Total Revenue is lower YTD in fiscal 20/21 than 19/20 due to the lower tuition revenue as a result of lower enrollment to begin the 20/21 school year. Average enrollment is down 27 students at this point in the 20/21 school year as compared to the same time in the 19/20 school year. (508 vs 535). This is primarily due to the new Freshman Class. The fiscal 20/21 budget was built based on average enrollment of 540 students. The effect of lower enrollment is partially offset by higher annual tuition rates than budgeted, especially the PPS Special Education Tuition rate (\$3,000 higher than budgeted). In addition, there continues to be a loss of interest earnings due to decrease in interest rates (Covid-19 related).

Note that City High realized a total savings of ~\$950,000 in fiscal 17/18 thru 20/21, by implementing the new 401K plan for new hires effective 7/1/17.

As of 6/30/21, 33 employees are participating in the 401K plan rather than PSERS. This represents over 30% of the workforce. Savings will continue to grow each fiscal year as employee turnover occurs, new hires join the 401K plan rather than PSERS, and the PSERS rate increases.

City Charter High School
List of Depository Institutions
As of June 30, 2021

MMAX Account: (Placed Through Huntington Bank)

Issuer Name	FDIC #	City, State	Amount
Bankwell Bank	57368	New Canaan, CT	\$249,000.00
First Heritage Bank	4636	Centralia, KS	\$227,626.81
Frontier Bank	15545	Omaha, NE	\$249,000.00
JPMorgan Chase Bank N.A.	628	Columbus, OH	\$249,000.00
Malvern Bank, NA	27861	Paoli, PA	\$249,000.00
Midland States Bank	1040	Effingham, IL	\$249,000.00
Ocean Bank	24156	Miami, FL	\$249,000.00
Signature Bank	57053	New York, NY	\$249,000.00
SpiritBank	4048	Tulsa, OK	\$249,000.00
TFC National Bank	28330	Sioux Falls, SD	\$249,000.00
Texas Partners Bank	58581	San Antonio, TX	\$249,000.00
The Bank of Castile	13292	Castile, NY	\$249,000.00
The Bank of Delmarva	8810	Seaford, DE	\$249,000.00
The Brenham National Bank	3113	Brenham, TX	\$249,000.00
The Camden National Bank	4255	Camden, ME	\$249,000.00
Total Portfolio (Interest - .03%)			<u><u>\$3,713,626.81</u></u>

Certificates of Deposit: (Placed Through PNC Investments, Inc.)

Issuer Name/Cusip No.	Effective Date	Maturity Date	Interest Rate	Amount
Ballston National Bank/New York/058723AG2	6/16/2021	9/16/2021	0.03%	\$250,000.00
Guilford Savings Bank/Guilford,CT/401834BN5	6/22/2021	9/21/2021	0.03%	\$250,000.00
Bank of India/New York/06279KQ66	6/15/2021	12/15/2021	0.05%	\$250,000.00
Goldman Sachs Bank/USA/38149MWT6	6/11/2021	12/16/2021	0.05%	\$250,000.00
Total Portfolio				<u><u>\$1,000,000.00</u></u>

NOTE: Each Certificate of Deposit issued under a specific Cusip Number is a separate and distinct entity with respect to FDIC insurance coverage, regardless of issuing bank.

Senior Retreat Agenda

RETREAT DAY 1	RETREAT DAY 2	RETREAT DAY 3	RETREAT DAY 4	RETREAT DAY 5
June 29	June 30	July 8th	July 9th	July 14th
<p>Theme: Reflection and Data Review</p> <p>Morning: 8:15-10:00 Reflection on the loop (Strengths, Weaknesses, Solutions) Part 1: Academics, Instruction, Students Part 2: Team Dynamic, Collaboration, Meetings, Structure</p> <p>10:00-10:15 BREAK</p> <p>10:15-11:30 Team 2021 Looping Data</p> <p>11:30-12:00 LUNCH</p> <p>Afternoon: 12:05-1:00 Senior Data with Catherine Nelson</p> <p>1:00-1:15 BREAK</p> <p>Afternoon Theme: Starting Over-Team 2025</p> <p>1:00-1:30 Focus Areas for Team 2025</p> <p>1:30-2:00 Who do we want to be as a team?</p> <p>2:00-3:00 Defining new student relationships</p> <p>3:00-3:30 Team Organization: Documents and Spreadsheets, Team Meeting Schedule</p>	<p>Theme: Starting Over-Team 2025, continued</p> <p>Morning: 8:15-9:00 Back to some Normalcy</p> <p>9:00-9:15 9th Grade Trimester Schedule and Events</p> <p>9:15-10:15 What skills and abilities do we want our students to be known for? (Team 2025 Student Profile?)</p> <p>10:15-10:35 BREAK</p> <p>10:35-11:30 Consistency, Non-negotiables, Team Common Language</p> <p>11:30-12:30 LUNCH</p> <p>Afternoon: 12:30-1:30 Consistency with policies (Headphones, Technology, Homework, Dress Code, Workforce)</p> <p>1:30-2:15 Grading and Gradebooks, Portal</p> <p>2:15-2:30 BREAK</p> <p>2:30-3:30 Sabbatical Assignments and Observations</p> <p>Technology Swap, out with the old and in with the new!</p>	<p>Theme: Our Students-Building our Team 2025 Family</p> <p>Morning: 8:15-9:30 Where do our students come from? What should we know about them? (DATA)</p> <p>9:30-10:15 Advisory</p> <p>10:15-10:30 BREAK</p> <p>10:30-10:45 Club List</p> <p>10:45-11:30 Planners or Work Trackers and Homework</p> <p>11:30-12:00 Triage vs. Study Club</p> <p>12:00-1:00 LUNCH</p> <p>Afternoon: 1:00-2:15 Special Education with special guest, Hanna</p> <p>2:15-2:30 BREAK</p> <p>2:30-3:00 Team Roles</p> <p>3:00-3:30 Leftovers from the AM session</p>	<p>Theme: Continuing to build a solid team!</p> <p>Morning: 8:15-9:30 Wellness</p> <ul style="list-style-type: none"> ★ Attendance ★ Truancy ★ Screenings ★ Setting Boundaries through Case Studies <p>9:30-10:30 Debrief Retreat Assignments</p> <p>10:30-10:45 BREAK</p> <p>10:45-11:30 Parent and Student Communication</p> <p>11:30-12:30 LUNCH</p> <p>Afternoon: 12:30-2:00 English Language Learners with special guest, Watson-Smith</p> <ul style="list-style-type: none"> ★ ELL Lesson Planning ★ Talking Points <p>2:00-2:15 BREAK</p> <p>2:15-2:30 Clubs</p> <p>2:30-3:30 Team Goals and Debrief Retreat Assignments (if needed)</p>	<p>Theme: Student Support and Leftovers</p> <p>Bring COFFEE and energy because we have a longer morning. We can do this Team!!!</p> <p>Morning: 8:15-9:45 ELL and Special Ed MTIP Active Reading and Vocabulary Reading Program</p> <p>9:45-10:00 Break</p> <p>10-10:30 Team Morale Follow-up</p> <p>10:30-11:00 Workforce</p> <p>11:00-11:30 Policies (continued from Day 2, late work, plagiarism, technology)</p> <p>11:30-12:30</p> <ul style="list-style-type: none"> ● Reviewing team documents ● Handbook Policy ● Advisory updates ● Team goals ● Grading clarity ● Parking Lot (visit and drive away)

Team Roles -- In progress of creating based on all other teams at City High

Day 5:

- Reviewing team docs - all on the virtual classroom?
 - Behavior Log - same as the SOCs, right?
 - Parent Communication Log
 - [Meeting Agenda Doc](#) - do we like this set up?
 - Revisit non negotiables on a monthly basis
 - Discuss consistency at the team level monthly
 - Tardy/attendance
 - WATS (tri 2 and 3)
 - Tech violations
 - Advisory
 - Rosters by team
 - LS Summary and 504 plans
 - Positivity (in terms of students? What is this document?)
 - Coverage
 - Study Club
 - Workforce (link)
 - Retention
 -

- Handbook policies
 - Late work
 - Technology
 - Plagiarism
- Advisory
 - Decision about computers? Team policy is....
 - Groups update
 - Will we rotate around different rooms or revisit this idea trimester 2?

- Team Goals, not set but ideas are on the easel
- Grading - need clarity
 - NE/50% vs. NTI footnote
 - Use footnotes when possible (yes?)
- Club descriptions to Burns :)

Parking Lot

- p/t conferences
- Handbook policies
- Trips
- Portal for parents
- City High Water Bottles
- Covid Guidance/virtual days
 - Computers, wifi, chargers
- Floor manager - hallway positions for trimester 1

- Triage - revisit tri 2
- Calendar of events for tri 1
 - STAR
 - COWS/computers/forms/etc
 - P/T conference
 - Trip?
 - Pictures
 - Bus passes
 - Activities fair
 - Fundraiser
 - Evals
 - IDs
 - Enrollment cut off
- Day 1 schedule
- Pittsburgh Promise (role in 10th grade?)



ARP ESSER Health and Safety Plan Guidance & Template

Section 2001(i)(1) of the American Rescue Plan (ARP) Act requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop and make publicly available on the LEA's website a *Safe Return to In-Person Instruction and Continuity of Services Plan*, hereinafter referred to as a *Health and Safety Plan*.

Based on ARP requirements, 90 percent of ARP ESSER funds will be distributed to school districts and charter schools based on their relative share of Title I-A funding in FY 2020-2021. **Given Federally required timelines, LEAs eligible to apply for and receive this portion of the ARP ESSER funding must submit a Health and Safety Plan that meets ARP Act requirements to the Pennsylvania Department of Education (PDE) by Friday, July 30, 2021, regardless of when the LEA submits its ARP ESSER application.**

Each LEA must create a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non-instructional school activities during the period of the LEA's ARP ESSER grant. The Health and Safety Plan should be tailored to the unique needs of each LEA and its schools and must take into account public comment related to the development of, and subsequent revisions to, the Health and Safety Plan.

The ARP Act and U.S. Department of Education rules require Health and Safety plans include the following components:

1. How the LEA will, to the greatest extent practicable, implement prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services;
3. How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC:
 - a. Universal and correct wearing of [masks](#);

- b. Modifying facilities to allow for [physical distancing](#) (e.g., use of cohorts/podding);
- c. [Handwashing and respiratory etiquette](#);
- d. [Cleaning](#) and maintaining healthy facilities, including improving [ventilation](#);
- e. [Contact tracing](#) in combination with [isolation](#) and [quarantine](#), in collaboration with State and local health departments;
- f. [Diagnostic](#) and screening testing;
- g. Efforts to provide COVID-19 [vaccinations to school communities](#);
- h. Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- i. Coordination with state and local health officials.

The LEA's Health and Safety Plan must be approved by its governing body and posted on the LEA's publicly available website by July 30, 2021.* The ARP Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Each LEA will upload in the eGrants system its updated Health and Safety Plan and webpage URL where the plan is located on the LEA's publicly available website.

The ARP Act requires LEAs to review their Health and Safety Plans at least every six months during the period of the LEA's ARP ESSER grant. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. LEAs may use the template to revise their current Health and Safety Plans to meet ARP requirements and ensure all stakeholders are fully informed of the LEA's plan to safely resume instructional and non-instructional school activities, including in-person learning, for the current school year. An LEA may use a different plan template or format provided it includes all the elements required by the ARP Act, as listed above.

* The July 30 deadline applies only to school districts and charter schools that received federal Title I-A funds in FY 2020-2021 and intend to apply for and receive ARP ESSER funding.

Additional Resources

LEAs are advised to review the following resources when developing their Health and Safety Plans:

- [CDC K-12 School Operational Strategy](#)
- [PDE Resources for School Communities During COVID-19](#)
- [PDE Roadmap for Education Leaders](#)
- [PDE Accelerated Learning Thorough an Integrated System of Support](#)
- [PA Department of Health - COVID-19 in Pennsylvania](#)

Health and Safety Plan Summary: City Charter High School

Initial Effective Date: July 15, 2020
Date of Last Review: July 15, 2020*
Date of Last Revision: July 21, 2021

- 1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?**

City High has had the benefit of implementing four different emergency instructional plans as result of the COVID pandemic. These plans were informed and adjusted as CDC/PDE guidance was adjusted during the year and as we learned from our implementation efforts as well as student learning/performance and teacher instructional data. We have to date been able to follow all of the CDC/PDE school operational guidelines (e.g. social distancing, masking, screening protocols, cleaning/disinfection standards, etc.). The following table outlines our 4 different models:

Trimester 3 (19-20)	Trimester 1 (20-21)	Trimester 2 (20-21)	Trimester 3 (20-21)
<p>4-day model: Asynchronous model, whereby students access daily videos recorded by each of their teachers</p> <p>5th day is an extra day for submitting assignments, which are marked late.</p> <p>Students can join office hours with teachers and log in with Advisor for attendance.</p>	<p>5-day model: Half-day virtual live-streamed synchronous classes with required independent work.</p> <p>Weekly voluntary academic and wellness student support day (in-person).</p>	<p>4-day model: Full-day virtual live-streamed synchronous classes</p> <p>January 26th, the most struggling learners are invited for in-person support.</p> <p>March 2nd, students are separated into two hybrid groups: group 1 comes in-person on Tuesday/Thursday and group 2 attends on Wednesday/ Friday.</p>	<p>4-day model: Students are either attending in-person 4 days per week or attending virtually 4 days per week.</p> <p>While Allegheny County is in substantial, in-person students will have the option of remaining virtual until the County moves to moderate.</p>

We will continue to align our re-opening and instructional model to align with CDC/PDE guidelines for the 21-22 school year. We will open fully for all students to attend school in-person and will provide a virtual option only in the event of a future COVID outbreak according to PDE’s case threshold for school closure. All students and staff will be required to continue wearing masks as we are will not be able to maintain a minimum of 3 feet distancing throughout the day with all of our 550+ student body in person. Electronic temperature screenings will still take place upon entry and we will maintain two separate entrances to minimize congestion at a single entrance. Students will be required to review screening questions daily to assess whether they exhibit symptoms consistent with COVID that would prevent them from coming to school. Students who exhibit symptoms will be required to stay home until they obtain a COVID rapid test generating a negative test result. Our School Nurse in conjunction with Administration maintains a COVID symptom spreadsheet that tracks symptoms, contacts, test results, and return dates that informs her management of student exclusions ad re-entries into the school environment.

2. How will the LEA ensure continuity of services, including but not limited to services to address the students’ academic needs, and students’ and staff members’ social, emotional, mental health, and other needs, which may include student health and food services?

City High ensure continuity of services by re-opening fully in-person in the fall. City High will operate fully in-person with a year-round 4-day model including a weekly flexible 5th day. This will allow us to resume school-wide in-person instruction while helping to ease the transition of our virtual students (approximately half of our current student body), who will have been out of the building for 18 months when the 21-22 school year begins. Our proposed model for the upcoming school year will enable us to maintain all of the core elements of our school that contribute to our success at growing individual students as learners while enhancing a holistic approach to serving students. Students will have the opportunity to participate in counseling appointments, service learning and volunteer work, receive 1:1 academic or wellness support, or work. A 4-day in-person model also will enable teachers more opportunity to collaboratively plan lessons in our team teaching model, plan and participate in professional development/learning, provide 1:1 assistance to students who need further academic support all while being able to refuel.

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement	Strategies, Policies, and Procedures
a. Universal and correct wearing of masks ;	All City High students will continue to be required to wear cloth masks at all times while in the building. Students must wear a mask that covers the nose, mouth and chin.

ARP ESSER Requirement	Strategies, Policies, and Procedures
<p>b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);</p>	<p>All students and staff will be required to continue wearing masks as we are will not be able to maintain a minimum of 3 feet distancing throughout the day with all of our 550+ student body attending school in person. For meals in our cafeteria, we have two adjacent dining areas, where plexiglas has been installed to separate students at tables while eating lunch to minimize potential spread while students remove their masks to eat lunch.</p>
<p>c. Hand washing and respiratory etiquette;</p>	<p>City High has published and emphasized expectations with students and staff regarding the benefits and necessity of hand washing. Signage is placed throughout the building including in the bathrooms regarding these expectations.</p>
<p>d. Cleaning and maintaining healthy facilities, including improving ventilation;</p>	<p>In addition to our regular daily cleaning of the building, an electrostatic cleaning of the entire building will occur on Mondays.</p> <p>In the evening hot spot areas such as door handles, etc. will be wiped down.</p> <p>We have purchased an electrostatic cleaning machine so we have flexibility to provide the electrostatic cleaning during the day to specific unoccupied areas that may have been contaminated by a student or staff members who becomes ill while in the building.</p> <p>Cleaning materials are readily accessible to staff and students throughout many facets of the building. New touchless hand sanitizer stations are installed in multiple locations within the building as well as sanitizer being placed in each of our classrooms and staff offices. Students and staff are also expected to wipe down their desks with disinfectant wipes/ disinfectant with papers upon entry to and/or exit from class.</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>In addition to our updated air filters that were replaced for designated vents on each of our floors, we have purchased CDC recommended mobile air filters to assure an additional level of ventilation for smaller office spaces that are used to meet with students or for staff meetings.</p> <p>Lastly, we are hiring a Maintenance Assistant to increase our capacity for maintaining CDC cleaning protocols necessary for operating in-person school-wide.</p>
<p>e. Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments;</p>	<p>Students will be required to review screening questions daily to assess whether they exhibit symptoms consistent with COVID that would prevent them from coming to school. Students who exhibit symptoms will be required to stay home until they obtain a COVID rapid test generating a negative test result. The affected student and family of the student are notified that they must quarantine for 10 days if they do not get a COVID test and receive a negative test result. Our School Nurse in conjunction with Administration maintains a COVID symptom spreadsheet that tracks symptoms, contacts, test results, and return dates that informs her management of student exclusions and re-entries into the school environment.</p> <p>Students who begin to experience symptoms at school are immediately referred to the nurse. They are screened for symptoms and isolated in a designated room within the nurse's office. The student's parent/guardian is called to make them aware of the protocol for COVID testing and quarantining. Permission is then requested for the student to receive an early dismissal. The information is then entered into the COVID symptom spreadsheet for tracking as noted above.</p>
<p>f. Diagnostic and screening testing;</p>	<p>Students who exhibit symptoms will be required to stay home until they obtain a COVID rapid test</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	generating a negative test result. Please know that City High is exploring opportunities to make testing accessible on-site through a reputable medical/pharmaceutical partner and/or COVID home tests.
g. Efforts to provide vaccinations to school communities ;	City High will continue to make sure its students and families are aware of vaccination locations and opportunities. This is shared through our NOTIFY system that communicates messages via text, call, and email. Additionally, we have a resources page on our website.
h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and	All students are required to wear masks but City High makes accommodations for students with disabilities, where relevant, regarding mitigation protocols. To date, all of our students who have a disability and have attended school in-person has been able to wear a mask.
i. Coordination with state and local health officials.	City High participates in bi-monthly Zoom calls with our local Intermediate Unit (Allegheny Intermediate Unit 3), whereby we receive a PowerPoint of COVID statistics from the Allegheny County Health Department (ACHD). We also have direct contact information for the Chief of Epidemiology and the email address for reporting individual COVID cases. An ACHD responds with follow-up protocols we are to follow for such cases. PDE also posts weekly updates of statewide transmission rates per county, which is directly linked to ACHD's website.

*-Health and safety updates were also incorporated in City High's Emergency Instructional Time Templates, which were approved by City High's Board of Trustees and PDE each of our trimesters during the 20-21 academic calendar year.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **City Charter High School** reviewed and approved the Health and Safety Plan on **(INSERT DATE: 7/21/21)**.

The plan was approved by a vote of:

Yes
 No

Affirmed on: **(INSERT DATE: MONTH, DAY, YEAR)**

By:

(Signature of Board President)*

(Print Name of Board President)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.



City Charter High School - Student Handbook

www.cityhigh.org/student/handbook

This Handbook is reviewed and approved annually
by the City Charter High School Board of Trustees

City Charter High School
201 Stanwix Street, Suite 100
Pittsburgh, Pennsylvania 15222
412-690-2489

*Your future is uncharted territory;
City High provides the map.*

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SINCE 2002 CITY CHARTER HIGH SCHOOL HAS
PREPARED GRADUATES FOR SUCCESS

High School at Life Speed!

Tech Savvy

3-Year Technology Curriculum
FREE laptop when you begin
 Microsoft Office &
 Adobe Certifications
 Multimedia, Web Design,
 Programming Courses
 Tech-Infused Academics
 Wireless Classrooms
 Student-Run Robotics Team
 24/7 Online Parent Portal

Career Focused

3-Year Career Curriculum
13-Week Mentored Internship
 130+ Mentored Internship partners
 Industry Speakers
 Resumé & Mock Job
 Interview classes
 Financial Literacy
 Workforce Skills training
 Professional Dress Code

College Ready

4-Year Pre-Honors/Honors Classes
 Collaborative Learning curriculum
 Full-inclusion Classrooms
 Personal Advisor/Mentor
 Post-High School Transition
 Planning Team
 For-credit College Classes
 Senior Model—seminars, lectures,
 peer study groups and
 independent work time



Among the highest
Graduation Rate
in the state



1 FREE
Laptop per Student –
WiFi Classrooms,
Full Tech Support



54 Teachers Loop
"loop" with their
teachers in
each graduating class



1:10
Teacher/Student Ratio
For More Personalized
Learning



1
On-site Fitness
Center
State-of-the-Art



A
Health & Safety Rating
-According to niche.com



Among the Highest
Pittsburgh Promise Scholarship
eligibility of all Public High
Schools in Pittsburgh

• WELCOME TO CITY HIGH •

It is my great privilege to welcome you to a new school year at City High. City Charter High School is a special place where students are cared for and known as individuals and learners. Relationships matter and City High's school model is designed to prioritize relationships and learning through looping as well as other critical cultural elements of our school. Your teachers and your grade-level principal stay with you all four years, so you get to learn their teaching styles and they get to know you as individual learners.

Learning, academic growth, and post-high school preparedness for every student are essential goals at City High so you'll see our core beliefs represented throughout your career at City High. As a result, independent learning, collaboration, connections to the real world, continuous challenge, individual responsibility, and personal academic connections form the basis of our high expectations. We expect a lot and we provide a range of supports to help you reach your full potential. While this Handbook focuses on various guidelines, rules, and norms, as you embark and grow along your journey at City High, you'll understand that it takes intention and high expectation to help our students achieve at a high level.

Again, welcome to a new school year. We will continue learning together as we are living in unprecedented times, and our relationships that tie us together will help us to persevere together. Please know that we are there for you and invested in your success.

Have a wonderful year!

Best,



Dr. Allen
CEO and Principal



• INTRODUCTION •

This Handbook has been prepared to provide information pertaining to school policies, student activities, classroom schedules and the Code Student Conduct. It is the responsibility of each of our students and their families to read these regulations and procedures and to ask questions about any area of confusion or concern.

There will be changes to this Handbook as school policies and procedures are modified and revised. Policy changes will be distributed to all students and parents/guardians prior to their implementation date and will be posted on our website. Students are responsible for keeping up with any school policy changes sent to and/or reviewed with them. The most up-to-date version of the Student Handbook can be found at the City High website:

<https://www.cityhigh.org/important-stuff#student-policy>.

We welcome you to City Charter High School—City High—and are confident that if you apply yourself, you will have a successful school year.

• VISITORS POLICY •

All visitors are required to register at the front door with security staff. (All visitors must have a valid ID to be admitted into the school.) The City High security staff will give each guest a Visitor's Pass. Visitors must remain in the office until a City High staff member can escort them to their destination. Also, the Visitor's Pass must be visible at all time.

A more detailed procedure can be found in the Rules and Regulations section of the Handbook.

If a visitor does not display the Visitor's Pass or refuses to properly identify himself/herself, or his/her purpose, the person is trespassing and City High security, and Pittsburgh Police will immediately be contacted. Any person who threatens the health, safety or welfare of a student or staff member will be permanently barred from visiting the school and attending school-sponsored events which occur on or off-site.

Parents who wish to visit classrooms must schedule those visits in advance with the school principal. Parents interested in learning more about City High can arrange a tour on Tuesday or Thursday mornings at 9:00 AM by calling the school at 412-690-2489.

Please note that due to the COVID-19 pandemic, visitors must be approved in advance. They should notify School Safety at least 24 hours in advance and submit a health self-assessment that will be reviewed to determine approval to visit.

• MISSION STATEMENT •

The mission of City Charter High School, a technology infused public school, is to graduate students who are academically, technologically, personally, and socially prepared to succeed in post-secondary education or training. Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

• NONDISCRIMINATION POLICY •

City Charter High School (“City Charter”) does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, genetic information or any other legally-protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990. City Charter’s full Non-Discrimination Policy can be found in the City Charter Student and Family Handbook on www.cityhigh.org.

• BOARD OF TRUSTEES •

1. David Lehman	President
2. William Stayduhar	Treasurer
3. Douglas Anderson	
4. Dr. Tracey Reed Armant	
5. Michele Betts	Parent Representative
6. Gerry Dudley	
7. Larry Hailsham	Alumni
8. Valerie Njie	
9. Dr. Cynthia Tananis	
Alan Shuckrow, Esq.	Solicitor
Kathryn Clark, Esq.	Solicitor
Theresa Dillon	Board Secretary

City Charter High School has a Board of Trustees (comprised of nine (9) members) that is vested with the management of the business affairs of the school. Potential Board members are nominated by a Board Nominating Committee. One position on the Board is reserved for a parent of a student currently attending City Charter High School.

Monthly meetings are held the third Wednesday of the month – September, October, November, January, February, March, May, June and July - from 5:30 PM to 7:30 PM at the school.

Responsibilities of Board members include:

- Support for staff and administrators
- Concern for students and their learning, use strategies that look at the big picture
- Leave the school better than when you started
- Fundraising
- Spending responsibly, spending aligned with mission, approving the annual budget
- Set policy, keep the focus on learning
- Advocacy through your professional network
- Keep school on mission, succession, strategic planning, data driven evaluation
- Manage discussions with respect
- Hire/Fire/Evaluate Chief Executive Officer
- Create synergy, Commit time
- Become better educated regarding board management
- Enhance the school's image

PARENT BOARD MEMBER

The parent position is a one-year term typically starting at the March or July Board meeting. The parent position on the Board is usually announced via email as well as on the school's website.

Parents interested in applying for the parent position should contact the CEO/Principal in January. Board Members must be committed to attending monthly meetings.

• SCHOOL CONTACT INFORMATION •

Main Office: 412-690-2489

Email: info@cityhigh.org
admissions@cityhigh.org
attendance@cityhigh.org

Fax: 412-690-2316

Webpage: www.cityhigh.org

SCHOOL OFFICE HOURS: TUESDAY THROUGH FRIDAY 7:30 AM TO 5:00 PM

Administration

Dara Ware Allen, Ph.D.
Chief Executive Officer/Principal
Title IX Officer
dwallen@cityhigh.org Ext 101

Angela Welch
Education Manager
& Assistant Principal
welch@cityhigh.org Ext 221

Tiana DeLaRosa
Assistant Principal
delarosa@cityhigh.org Ext 175

Brian Pohland
Assistant Principal
pohland@cityhigh.org Ext 149

Alesha Platt
Assistant Principal
platt@cityhigh.org Ext 293

Wellness

Holly Ickes
School Social Worker
ickes@cityhigh.org Ext 122

Jocelyn Zuniga
School Counselor
zuniga@cityhigh.org Ext 123

School Nurse
nurse@cityhigh.org Ext 124

Admissions

Michelle Fossum
Director of Enrollment &
Strategic Communications
fossum@cityhigh.org Ext 111

James Watson
Student Information Manager &
Registrar
watson@cityhigh.org Ext 121

• Calendar – 2021 – 2022 School Year •

City Charter High School 2021-22 School Calendar - Student

<p>First Trimester - 54 School Days</p> <p>August 2021 (1 school day)</p> <p>30 - School Building Open 31 - First Day of School * 9th Grade - 8:00am Start * 10th Grade - 9:00am Start * 11th - 12th Grade - 10:00am Start</p>	<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td></td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>15</td></tr> <tr><td></td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td></td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td></td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7		8	9	10	11	12	13	15		15	16	17	18	19	20	21		22	23	24	25	26	27	28		29	30	31					<p>February 2022 (16 school days)</p> <p>7 - School Building Open 12 - Snow Ball 17 - Family Art Night 21 - Parent-Teacher Conferences / School Building Open</p>	<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td></td><td>12</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td></td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>28</td></tr> <tr><td></td><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5		6	7	8	9	10	11	12		12	14	15	16	17	18	19		20	21	22	23	24	25	28		27	28																			
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<p>September 2021 (18 school days)</p> <p>6 - Labor Day 10 - Parent Title 1 Meeting 13 - School Building Open 27 - School Building Open</p>	<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td></td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td></td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td></td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td></td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4		5	6	7	8	9	10	11		12	13	14	15	16	17	18		19	20	21	22	23	24	25		26	27	28	29	30			<p>March 2022 (19 school days)</p> <p>7 - School Building Open 21 - School Building Open</p>	<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td></td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td></td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td></td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td></td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5		6	7	8	9	10	11	12		13	14	15	16	17	18	19		20	21	22	23	24	25	26		27	28	29	30	31																	
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<p>November 2021 (15 school days)</p> <p>8 - School Building Open 18 - Literacy Night 19 - Dismissal at 3pm - Light up Night 22 - School Building Open 25 - 26 - Thanksgiving Break - (No School, No Staff)</p>	<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td></td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td></td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td></td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td></td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6		7	8	9	10	11	12	13		14	15	16	17	18	19	20		21	22	23	24	25	26	27		28	29	30					<p>Third Trimester - 54 School Days</p> <p>May 2022 (17 school days)</p> <p>2 - School Building Open 4 - 6 - 11th Grade New York City 13 - No School for 12th Grade Only / Prom 16 - School Building Open</p>	<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td></td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td></td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td></td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td></td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7		8	9	10	11	12	13	14		15	16	17	18	19	20	21		22	23	24	25	26	27	28		29	30	31																		
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• APPLICATION POLICY •

City Charter High School complies with all Federal and State laws that pertain to school admission. The following statements are from Pennsylvania Law 24 P.S. § 13-1301 - § 13-1306.

ENTITLEMENT EDUCATION

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. This entitlement and the requirements to secure enrollment apply equally to resident students residing with their parent(s); to non-resident students living with a district resident who is supporting the child gratis and seeking enrollment under 24 Pa. Code §13-1302; to nonresident students living in a facility or institution; and to nonresident students living in a foster home. Provided that the required enrollment documentation described herein is provided, the school district or charter school must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of the school district's receipt of the required documentation. 22 Pa. Code §11.11(b)

Home Language Survey

All students seeking first time enrollment in a school shall be given a home language survey in accordance with requirement of the U. S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

Items Which May Not Be Requested

A child's right to be admitted to school may not be conditioned on the child's immigration status. A school may not inquire regarding the immigration status of a student as part of the admission process.

City Charter High School is a public school and is therefore open to all students regardless of race, ethnic background, gender, religion, and/or ability. As a school of choice, families have an opportunity to make an informed decision regarding the appropriateness of this and other high schools for a particular student.

In order to help families make the best decision, tours for current 8th grade students are available by appointment while school is in session each year. The student should accompany the parent/guardian on the tour. During the tour, families have an opportunity to visit classrooms, receive information about the curriculum and ask questions.

An Open House is also typically hosted in October or November for students in the 8th grade. Please check our website at www.cityhigh.org for updates.

• APPLICATION PROCEDURES •

Students may begin the application process in the fall of their eighth grade year. Prior to admission, students entering the 9th grade must have successfully completed 8th grade and be promoted to 9th grade.

APPLICATION PACKET

The following forms and information is required to complete the first phase of the application process to City Charter High School:

- City High Application
- Proof of residency (2 documents dated within 60 days of submission)
- Birth Certificate
- Current Immunizations

English Language Learners

Upon entry into City High all parents complete a Home Language Survey. If a student needs services related to acquisition of the English language, those services will be provided by an ESL teacher in collaboration with City High classroom teachers. Adjustments will be made in the regular classroom to accommodate the needs of the students. Translated application materials are available upon request.

Application Timeline for the 2021 – 2022 school year:

October 1, 2021 – Marks the launch of the class of 2026 application! All applications will be accepted with preference for siblings occurring through October 31st and preference for City of Pittsburgh residents November 1st through the 30th. All applications will be numbered in the order they are received. A maximum of 180 freshmen will be admitted.

December 1, 2021 – If by Wednesday, December 1, 2021, there are more than 180 applications in total, including applications of siblings, then a lottery will occur at 10:00 AM. The number of seats available in the lottery is 180 minus the number of sibling applications.

If by Wednesday, December 1, 2021 we have received fewer than 180 applications, then no lottery will occur and those students who have applied by this date will be accepted, pending the completion of required documentation and the Orientation.

December 2, 2021 – The application period continues for both Pittsburgh and residents outside of the City of Pittsburgh. Once 180 students have applied, new applications will be placed on a waiting list in the order in which they are received with City of Pittsburgh residents receiving priority.

April 29, 2022 – Accepted applicants will receive notification of Orientation dates

May 21, 2022 – Transfer Orientation for incoming 10th grade students

~~There are two (2) application review dates — March 31, 2022 AND June 30, 2022. At each date, the completed applications received, with City of Pittsburgh residents having priority and the remaining seats going to non-Pittsburgh residents, will be accepted pending completion of required documentation and the orientation.~~

June 11, 2022 – Mandatory Orientation for incoming 9th grade students

July 1, 2022 – If 180 seats have not been filled, City High will process new applications for enrollment in the order in which they are received, based on the submission date with City of Pittsburgh residents receiving priority.

Students currently in grade 9 can be admitted through the first third of Trimester 1 (September 24, 2021) and Trimester 2 (January 24, 2022).

GRADE 10 APPLICATION PROCEDURES

New students are admitted into the 10th grade at the beginning of the school year and at the beginning of second trimester.

If after February 1, 2022 a student is still on the ninth-grade waiting list, then they will be given the opportunity to move to the 10th grade waiting list for the following school year. New 10th grade applications will be added to the end of this list.

TRANSFERRING 10TH GRADE STUDENTS

In addition to the application and required documentation, transferring students should also provide a final 9th grade report and any current grades/progress reports. All transferring 10th grade students must meet eligibility guidelines and are reviewed for documentation of a minimum six (6) credits/units with course grades of C or higher.

Transferring students are admitted through the first third of Trimester 1 (September 24, 2021) and Trimester 2 (January 24, 2022).

Students are not admitted to Grades 11 and 12 according to City High's charter.

ORIENTATION

All incoming students, accompanied by a parent/guardian, must participate in an orientation session to complete the final phase of the enrollment process before the student can begin school at City High.

Orientation for incoming 9th grade students in the 2021 – 2022 school-year will be held on a Saturday in June of 2021. The orientation typically occurs the second Saturday of June. The

student's final report card must be sent upon completion of the student's 8th grade year to verify that the student has been promoted to 9th grade.

In early May, all new accepted applicants, who have completed the first phase of the application process, will be assigned a specific time for the June Orientation.

Orientation for transferring 10th grade students in the 2021-2022 school-year will be held on a Saturday in May of 2022. A final report card is required to determine eligibility for promotion to 10th grade.

RESIDENCY INFORMATION

Students must register with their school district of residence. If a student and his/her family move into a new school district, the student must register with the new school district and then inform City High of this change. Students who are not registered with a school district cannot be admitted into City High.

Families who change their residency information must inform City High. New proofs of residency must be submitted. Students cannot attend City High if the school does not have the new proofs of residency. Change of address notification forms can be found on the City High webpage and at the main office. This form must be completed and submitted with two (2) proofs of residence for the new address within five (5) days of moving to the new address.

Students residing in the City of Pittsburgh are eligible for the Pittsburgh Promise based on the criteria established by the Pittsburgh Promise.

• ACADEMIC PROGRAMS •

We graduate students prepared for their future... whether it's college or trade school, a job, an apprenticeship, or the military...



CULTURAL LITERACY Understanding the world ...

Our Cultural Literacy curriculum prepares our students to become literate and informed citizens. Units combine English reading, writing and listening skills with four years of History content, framed within social, political and economic contexts and equity-based multicultural content. Each grade level reads at least two full-length books of fiction over the course of the year. Electives include explorations of August Wilson, the musical Hamilton and Public Speaking.



SCIENTIFIC LITERACY Solving problems...

Math and Science at City High are hands-on and exploratory. Students engage in a mandatory four years of study in integrated mathematics and four years of lab-based science, culminating in an Independent Scientific Research Project. Advanced course in Calculus and Physics prepare students for college courses.

Electives include statistics, chemistry, botany, and zoology.



FINANCIAL LITERACY & TECHNOLOGY Preparing for life after high school...

Our Financial Literacy and Technology program prepares students for life after high school through three years of courses in small business, budgeting, banking, saving for cars/housing. In addition, students can choose electives in accounting, marketing, entrepreneurship, programming or participate in the student-run Robotics team and work on STEM labs.



WORK-SKILLS LITERACY Getting ready for the real world...

Work-Skills Literacy classes begins in the 9th grade where every student receives their tool to learning—a **FRE⁺ laptop** that they will use for their four years loaded with important programs they will master throughout their 4 years.

Work-skills Literacy is rich in technology applications and business, including Applied Technology, Computer Technology, and Multimedia Technology. All students become proficient and often certified in Microsoft Office and the Adobe



INFORMATION LITERACY Becoming independent learners...

Information Literacy courses prepare our students to become 21st century learners who are able to use research skills when searching for a variety of informational needs in multidisciplinary areas. All students then complete a required two-year Graduation Project, an independently researching a topic of their choice and developing an action project.



FOREIGN LANGUAGE & ART ELECTIVES Exploring new interests...

10th grade students at City High take two trimesters of Spanish Language and Culture that develops vocabulary and understanding of Spanish-speaking culture. Our Fine Arts department provide elective opportunities during all four years of high school. Students can sing in the Chorus, play keyboards or guitar, or explore sculpture, digital art or painting.



WELLNESS LITERACY Creating a healthy lifestyle...

City High 9th graders take one trimester of Health and one trimester of Physical Education, which take place in our state-of-the-art fitness center. Students can also take electives in Health/Nutrition, strength and resistance training, and PLYOGA. In addition to our wellness courses, City High has adopted high nutritional standards for our delicious freshly made chef-prepared daily lunches, soups and salads

13-Week Mentored Internship Experience
A career-focused experience convinces students that what they do at City High impacts their future. So we arm them with business orientation skills, like time-management, collaboration and a professional work ethic.

And, we approach learning from every angle, which results in a well-rounded and prepared graduate.



CAREER CURRICULUM

A career-focused experience convinces students that what they do at City High impacts their future, so our students take three years of Career courses where they learn business orientation skills, like time-management, collaboration and a professional work ethic. These courses culminate in a 13

Week Mentored Internship Experience, where students spend the afternoons in a job setting linked to career goals and aspirations.



YEAR-ROUND LEARNING

In order to model the professional world of work, City Charter High School uses a unique trimester school year: three 62-class day sessions with month-long Winter, Spring and Summer breaks. Our students grow to love our well-placed breaks from class that also keep knowledge and learning fresh.



PERSONALIZED LEARNING

City High teachers “loop” with the same students over all 4 years, allowing personal connections to develop between teachers, students and families. This more personalized approach allows teachers to adapt their teaching style to each individual student, making sure they stay engaged and can achieve to the best of their ability. The City High experience culminates in our unique senior model—an opportunity for students to demonstrate their independent learning skills and readiness for life after high school.



HONORS & FULL INCLUSION CLASSROOMS

Honors exploratory options are available in 9th grade and full Honors options are available for English, History, Math and Science in grades 10-12. City High is a full inclusion high school and offers a low student to teacher ratio.



NURTURING STUDENT POTENTIAL

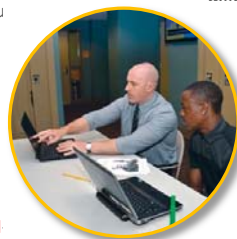
Each student has a personal Mentor/Advisor whose goal is the realization of the potential of every child on every level – intellectual, social, emotional, and physical. This may mean regular, small group discussions or one-on-one meetings to address a student’s future plans. Our mentors are there for constant contact with parents about grades and other issues that may impact learning. Additionally, City High has two full-time mental health professionals available for students.

Mr. Budziszewski, Teacher at City Charter High School

The City Paper

“Our school [is] really thoughtful in our approach,” says Budziszewski, noting the holistic approach that City High takes in addressing the needs of all stakeholders in their school system, while still keeping strong student-teacher relationships at the forefront.

Whether it be checking in with a student about their personal life, answering homework questions after school, or even delivering laptops to students in need, Budziszewski says he and his coworkers do whatever they can to ensure every student is receiving the attention they need to succeed.



WELL ROUNDED & PREPARED

Our students are prepared to get started in the world – whether it’s college, a training program, the military or the workplace. Our Post High School Planning Team works individually with students and families from grades 9-12 on college/trade school applications, career planning, interview preparation, and development of an appropriate post-high school plan for every graduating student. City High continues to be among the highest graduation rates in Pennsylvania, is also one of the top Pittsburgh Promise Eligible high schools each year.

American Eagle Outfitters Scholars of The Pittsburgh Promise

Jeremiah Davis (2020) —At Pittsburgh’s City Charter High School, Jeremiah was a member of Social Justice Club and Digital Media Club. He was also an Urban Eco steward, Promise Student Ambassador, intern at Office of Councilman LaVelle, and founder of Student Government. He attends Chatham University where he studies sustainability.

McGuinn Family Foundation Scholars of The Pittsburgh Promise

Katelin Kostelnik (2020)— Katelin attends Slippery Rock University where she studies early childhood and special education. She values education and hopes to build a strong foundation for her students so that they may flourish. At Pittsburgh’s City Charter High School she was involved in National Honor Society, Student Assembly, and Eco-stewards.

—Scholar Highlights from the Pittsburgh Promise 2020 Annual R

CURRICULUM CLUSTERS

City Charter High School staff recognizes its responsibility to provide each student with an opportunity to receive an exceptional education and to provide an atmosphere which is conducive to learning. Our students and their parents/guardians also share this responsibility.

City Charter High School models workplace and college environments. Students are provided with tools, learning activities and projects that mirror the world of work and the world of college. We have high expectations that every student can succeed at becoming a communicator, a problem solver and a collaborator.

The academic program is built on clustering of the PA 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.

Cultural Literacy – Reading, Writing, Listening and Speaking; History, Civics and Government, Geography, Economics; Arts and Humanities; Spanish.

Scientific Literacy – Mathematics; Science and Technology; Environment and Ecology.

Information Literacy – Research; Graduation Project.

Wellness Literacy – Health, Safety and Physical Education; Food Science and Nutrition.

Work-skills Literacy – Career Education; Internship; Service Learning; Basic Computer Literacy; Applied Technology; Computer Technology; Multimedia Technology; Network Technology; Financial Literacy.

COURSE REQUIREMENTS

CULTURAL LITERACY

English Language Arts (8 trimesters)

English Language Arts 9
English Language Arts 10
English Language Arts 11
English Language Arts 12

Social Studies (8 trimesters)

US History 9
US History & Government 10
World Cultures 11
Politics and Civics 12

Information Literacy (4 trimesters)

Research 9
Research 10
Graduation Project 11
Graduation Project 12

World Languages (2 trimesters)

Spanish 1 (10th grade)

SCIENTIFIC LITERACY

Mathematics (10 trimesters)

Interactive Math Program(IMP) 1 (9th)
IMP - Geometry Focus (one trimester)
Interactive Math Program(IMP) 2 (10th)
IMP - Probability and Statistics Focus

Science (8 trimesters)

Physics (9th)
Applied Biology/Chemistry (with Lab) (10th)

(one trimester)

Interactive Math Program 3 (11th)
Interactive Math Program 4 (12th)
Calculus – Honors (12th)

Biology (11th)
Scientific Research and Design (with Lab)(12th)
Physics 12 – Honors

WORKSKILLS LITERACY

Financial Literacy (3 trimesters)

Enterprise Development 9
Financial Literacy 1 (10th Grade)
Financial Literacy 2 (11th Grade)

Technology (5 trimesters)

Tech Applications 9
Web Applications 10
Advanced ADOBE and MOS

Career Readiness (4 trimesters)

Career Readiness 9
Career Readiness 10
Career Planning 11
Internship (11th or 12th Grade)

Service Learning (1 trimester)

Service Learning (12th Grade)

Pennsylvania requires all students to successfully complete Fitness and Health. Any student, who fails Fitness or Health, must make up the class or classes before graduating.

WELLNESS LITERACY

Fitness and Health (1 trimester)

Fitness 9
Health 9

All students are required to maintain a full schedule
AND carry a minimum of 6 courses per trimester through graduation.

12TH GRADE MODEL

The 12th Grade Model provides students with the type of experiences they will encounter in college or at a job placement. The 12th Grade Model has the following components:

- Lecture (10% of a student's time throughout the week)
- Seminars (40% of a student's time throughout the week)
- Study Groups (20% of a student's time throughout the week)
- Independent Work (30% of a student's time throughout the week)

LECTURE

The purpose of the Lecture is to introduce the content unit that students will be working on over several weeks. Content teachers give a Lecture each week. The Lecture gives the teacher the opportunity to set long-term goals, to situate the topic within a larger context, and to explain projects and assignments. The Lecture gives the student the opportunity to practice note-taking and to plan for upcoming projects and assignments.

SEMINAR

The Seminar is a teacher-directed learning experience. The teacher presents the lesson, gives notes and explains the topic and any related work. Often Seminars are discussions about current work in progress. A student is scheduled into two seminars a week for each of his/her classes. Seminars usually consist of no more than 15 students.

STUDY GROUP

The Study Group is a student-directed learning experience. A Study Group is made up of 2 - 4 students who are in the same academic class and who are working on the same assignment. Students are also allowed to form their own Study Groups.

INDEPENDENT WORK

Every student is assigned into the Independent Work Room (Quiet Room) to complete assignments. Study Groups and Independent Work demand a high level of maturity, planning and hard work.

Students receive a weekly Independent Learning (IL) grade and are expected to:

- report to the Quiet Room, Seminars, Lectures and Study Group rooms when scheduled
- work with teachers and staff to develop skills so that they can use their independent time and their Study Group time effectively
- use the Work Tracker to create timelines for their independent work and to schedule when to work on certain assignments, seek out a teacher, work in a Study Group
- not disturb others when working in the Quiet Room
- use all resources (Rounds and Email) effectively in order to complete coursework
- work collaboratively with other students in Study Groups
- be prepared for seminars

Students will continue to receive a Workforce grade ([see page 21](#)). Independent Learning and Workforce grades are weighted equally and are each worth 100 points per week.

ROUNDS - TEACHER

Teachers work with students one-on-one or in small groups during Rounds.

WORK TRACKER - STUDENT

Students keep track of their seminars, lectures, study groups and independent work schedules using a Work Tracker.

ACADEMIC ETHICS

Post-Secondary Colleges/Universities, Certification/Training Programs and Employers demand individuals who are honest and ethical. City High Students are expected to model a high level of ethical conduct as they complete daily school work, homework, complete tests and projects. City High defines plagiarism and cheating as copying and utilizing three or more words of another person's work as their own.

Students shall:

- Not knowingly cheat on assignments or tests.
- Not tamper with grade books or computer files.
- Not plagiarize – copying or using another's ideas, concepts, facts, and/or words as though they were their own.
- Not provide others with answers or completed assignments.
- Adhere to the school's Appropriate Use of Technology Policy.

Please refer to the Grading Procedures section of the handbook for detailed information on grading in the event that an assignment or assessment is plagiarized.

AFTER SCHOOL TUTORING

City High offers after school tutoring programs in 9th, 10th, and 11th grades. Teachers are available to help students who desire additional support with assignments. After School Tutoring meets twice each week from 3:45 PM to 4:45 PM. Students who stay for this program may not leave the building and return. Parents must sign a release allowing their child to attend the tutoring.

After School Tutoring IS NOT an extension of the instructional day. It is an optional service provided by the grade level staff, which can be revoked for inappropriate behavior.

DUAL ENROLLMENT ELECTIVE

Dual enrollment provides students in grade 12 with a college experience at CCAC or Point Park. Successfully completed courses (grade C or higher) count as an elective toward the City High graduation requirements. Qualifying City High juniors and seniors are eligible to take dual enrollment courses. Seniors may take one course during the August/December term and a second course during the January/May term, if space is available. (Students must earn a **B** grade or higher on their first course in order to take a second course.)

ELIGIBILITY FOR DUAL ENROLLMENT:

- Less than 10 unexcused absences throughout the school year of application.
- Less than 15 unexcused tardies during the school year of application.
- Minimum grade of B in Workforce Readiness during the previous two trimesters of application.
- Cumulative GPA:
 - Minimum of 2.75 to take courses at CCAC or
 - Minimum of 3.0 to take courses at Point Park University

A \$200 charge will be placed on the debt account for any student who earns less than a final grade of 'C' at CCAC or Point Park University.

GRADE-LEVEL TEAM

At City Charter High School, students will remain with the same team of teachers through graduation. This is called looping, whereby the team of teachers loop or progress through each grade with students through graduation. The Grade-Level Team will work with the student on: Academic Readiness, Workforce Readiness, Career Readiness, Behavioral Issues and Administrative Details including: Attendance, Collection of Permission Notes, Locker Access. Each student also receives a teacher Advisor through City High's Advisory program, which involves small-group mentoring throughout a student's tenure at City High.

GRADING PROCEDURES

A City Charter High School grade measures and reflects both engagement (process) and final products. We focus on engagement in an effort to encourage students to take an active role in their academics and to work hard in order to pass their courses with a grade of a C or higher. The goal of standardizing grading procedures is to ensure that students who struggle to buy-in and have yet to display the work ethic needed to achieve at high levels are not critically hampered by a single missed assignment or a "zero in the grade book".

Grade	Descriptive System	Numerical System
A	The student has achieved the learning standards at the ADVANCED level. They have demonstrated unusual depth and breadth of understanding and are performing with distinction.	90 – 100%
B	The student has achieved the learning standards at the PROFICIENT level. They are performing at a level consistent with that expected by the Pennsylvania Department of Education.	80 – 89%
C	The student has NEARLY ACHIEVED PROFICIENCY on learning standards. The student needs to improve in some of knowledge or process in order to graduate with the Seal of Proficiency.	70 – 79%
D	The student NEEDS SIGNIFICANT IMPROVEMENT before they reach proficiency on the learning standards. If they remain at this level, they will not be able to graduate.	60 – 69%
E	The student has NOT ENGAGED in the learning process.	50%

Teachers will update grades at least every two weeks. All current grades can be located on the Parent Portal in which students, parents and teachers have access.

Situational Procedures for Grading Assessments (Assessments may include class participation, essays, daily assignments, projects, written assignments, presentations, journals, problems of the week, lab reports):

- In the event that a teacher uses a single grade for an assessment and the student was actively engaged, but the assessment was not turned in, the student will receive a grade of 60% as a placeholder. The expectation is that the student needs to submit the assignment for a grade higher than 60%. The 60% will remain in the gradebook if the assessment is not submitted.
- A student will receive a 50% for an assessment if they have not engaged whatsoever. In that case, the student will have spent a great deal of time in class not working, possibly being disruptive or sleeping. Prior to giving the student a grade of a 50%, the teacher will follow these highlighted guidelines:
 - Call the parent;
 - Speak to the student's Advisor;
 - Arrange a meeting for the student to speak with administration; and/or
 - Speak with the social workers.
- Students who have been found to be cheating on any assessment will receive a grade of a 0 (zero) and will be expected to re-submit the assignment within one week for a grade of a 50%.

GRADUATION PROJECT

All students of City Charter High School will complete a “culminating project to demonstrate their ability to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.”

City Charter High School students are required to take the Research Seminar – Graduation Project class during their 11th and 12th grades to design a project that will provide students opportunities to exhibit their initiative as well as problem solving and decision-making, technology applications, and independent research as they investigate a self-selected specific area of interest. This project requires students to propose and design an independent, personalized hands-on learning experience, presented through a culminating exhibition of a quality product. Requirements – weekly progress grade and successful course completion, grad project portfolio, tangible product, oral presentation, and reflection paper.

GRADUATION STATUS REPORT

Each student will be assigned a Grade-Level Advisor as a City High student. Students and parents/guardians will meet with the Advisor during Parent Teacher conferences to review the student's academic and career plans using the Graduation Status Report.

The Graduation Status Report records and describes the student's educational program – core subjects, research projects and academic assessments as well as a student's workforce skills, career options, internship program and electives. A student's Graduation Status Report will be reviewed each year by the Advisor and the student.

HEALTH AND PHYSICAL EDUCATION

Students in grade 9 are assigned to Health during a 13-week trimester. During that time, they will have Health every day.

Students in grade 9 are assigned to Physical Education during a 13-week trimester. During that time, they will have Physical Education every day.

Students need proper attire – a City High tee shirt and shorts or sweat pants and sneakers – for the Physical Education class. Tee shirts may be purchased from the school store (\$6.50). Shorts and sweat pants may not have inappropriate writing, logos or pictures and must cover private body parts.

City High makes locks available to students. These locks are for the lockers in the Fitness area. To insure that a student's property is not taken, students are required to use the lock provided by City High. City High is not responsible for items taken from lockers that do not have locks on them. Locks borrowed from City High must be returned at the end of the trimester or the student will be charged a replacement cost of \$10.00.

Successful completion (C or better grades) of Physical Education and Health are required for graduation. This requirement also applies to transferring students.

Students will only be excused from Physical Education when a note from a physician is provided. The note must contain a legitimate and specific diagnosis and dates for which the excuse is effective.

Physical Education classes missed due to absence must be made up before the last day of the trimester in which the course was scheduled. Exceptions are only made when serious illnesses or injuries occur and a doctor's note is provided.

HONORS POLICY

City Charter High School believes that all students need to be challenged academically to reach their fullest potential. City High's academic program offers Honors Credit for core academic courses in grades 10, 11, and 12. Honors Credit is obtained by completing honors work within classes. Honors work consists of greater depth of content, extended work outside of classes, independent learning, increased individual responsibility and a willingness to persevere with challenging work.

The City High Honors program has the following attributes:

- Students participate in honors work within the regular heterogeneously grouped classrooms
- Honors Credit is given within a course for work over and above the core curriculum.
- Honors Credit is offered in English, Social Studies, Mathematics, and Science.
- Honors Credit is offered in 10th through 12th grades.

- Students enter Honors at the beginning of the trimester. Students are allowed to drop Honors any time during the first four weeks of a given trimester.
- 10th, 11th and 12th grade students must stay in Honors for the entire year-long class.

9th grade offers an Honors-prep program. 9th grade courses will provide interested students “honors type” assignments. Students have an option of including or not including those assignments in their class grade. The goal of the Honors-prep program is to encourage students to participate in more challenging academic work.

12TH GRADE CALCULUS AND PHYSICS

To qualify for 12th grade Calculus and Physics, students must have an A or an A- in IMP 11 Honors and at least a B in another 11th grade Honors course (Biology, History, or English). If a student has a B or lower in IMP 11 Honors or a B- or lower in another 11th grade Honors course (Biology, History, English), then he/she can qualify for Calculus and Physics only with consent from his/her 11th grade Math and Science teachers if there are additional seats in the class, up to a maximum of 16.

Students taking Honors will have the Honors designation on their report card and transcripts.

Students completing Honors receive 25% additional quality points in the calculation of their QPA.

INTERNSHIP

City High students are required to complete an internship to graduate. Students are matched with host organizations and mentors according to a student’s career profiles and surveys. The internship consists of at least 100-130 hours during a single trimester. The student must earn a minimum grade of C to pass the Internship course. Daily, students report to their host organization for the duration of the afternoon. Students are not allowed to report to their Internship site when they are absent from school. Students must sign out with the Internship Manager at City High before they travel to their Internship site. As Internship is a graduation requirement, students who fail their Internship, fail their course as a graduation requirement and therefore must return to City High in the fall after 12th grade ends to repeat the Internship.

ONLINE PORTAL AND TEACHER GRADE BOOKS

At City High, there is a single web portal point of access to all the key information students and parents need: classes, homework, grades, attendance, progress reports, activity schedules, lunch menus, school news, and communication between the school, teachers, students and parents. Teachers at City High manage the activities and assignments within their classroom using an electronic grade book. The Teacher Grade Book provides teachers the necessary features for recording grades and attendance.

City Charter High School does not send progress reports or attendance reports as the information is available on the Parent Portal. For help with passwords and PORTAL accounts contact Mr. Watson at 412-690-2489 or through email - jwatson@cityhigh.org.

PHYSICAL EDUCATION ELECTIVE

The Physical Education elective for students in grade 11 will meet every day; for students in Grade 12 the elective meets twice each week. Proper attire is required – tee shirt, shorts or sweat pants and sneakers. Tee shirts, shorts and sweat pants may not have inappropriate writing, logos or pictures and must cover private body parts. Students are required to purchase the tee shirt from City High (\$6.50). Shorts/sweat-pants may not have inappropriate writing, logos or pictures and sneakers are required. Students must use a lock on their locker. City High is responsible for items taken from lockers that do not have locks on them.

Students may borrow a lock from City High during the trimester they are scheduled into Physical Education. At the end of the trimester, if the student does not return the lock, a replacement fee of \$10.00 will be assessed on the Student Activities Account. Students are required to pay all outstanding debts before they can purchase a ticket for any City High sponsored activity or participate in the graduation ceremony.

SERVICE LEARNING ELECTIVE

City High seniors can select the Service Learning elective for the opportunity to serve a community organization. Service Learning consists of a minimum of 44 hours over the course of one trimester. Students complete 4 hours of active service each week. Service learning hours must be completed according to the student's schedule. Final grades are determined by total numbers of hours completed. Service Learning is an elective credit on the transcript. During the COVID-19 pandemic, the service learning elective will be on hold in the fall.

TEXTBOOKS, SUPPLIES

Students will be provided with books in various classes. The book issued to the student is the one he/she must return. Allowance is made for normal use, but any damage or loss will be the responsibility of the student. If a book is lost or damaged, it will be the student's responsibility to pay for it. This applies to all school equipment such as lockers, computers, science supplies, etc.

WORKFORCE PREPARATION

Students at City Charter High School are expected to demonstrate proficiency in skills that are necessary to succeed in the workplace.

The workforce grade reflects the student's ability to engage within the classroom, school and eventually the workplace. Students begin each week with a score of 90% (A) and gain points for positive behaviors as well as lose points for negative behaviors in the areas of responsibility, work ethic and demeanor. **Students gain privileges within our school community by maintaining passing workforce grades and may lose privileges for not maintaining a passing grade.** The Workforce grade is calculated into a student's QPA.

REPORT CARD

Report cards are issued and mailed at the end of every trimester. Example of the official City Charter High School Report Card:

City High

"High School at Life-Speed"

Student Name
Grade: 09
Advisor: Mr. Henry

Trimester 2 Report Card
School Year: 2017-18

Class of: 2021
PA ID# 1231231234
April 06, 2018

Courses	T1 Grade	T2 Grade	T3 Grade	Final Grade	Teacher
Elective - Intro to Music 9	A			A	B Sable
English Language Arts 9	B				C Rucker
Enterprise Development 9		B		B	J Voit
Health 9		B		B	H Burns
Information Literacy 9		B		B	M Fossum
Interactive Math Program 1	B				K Mancuso
Interactive Math Program-Prob Stat Focus		A		A	T Deangelis
Physics 9 - Introduction	B				K Turk
Technology Applications 9	A	A		A	S Shaner
United States History 9	B				H O'Connor
Workforce 9 - Advisory	B	C			B Henry

Cumulative GPA
Weighted: 3.50 **Unweighted: 3.50**
(GPA includes ONLY CCHS courses from all years with FINAL grades)

School Attendance Record

	Trimester 1	Trimester 2	Trimester 3	Total
School Absences	1.00	3.00	0.00	4.00
School Tardies	2.00	2.00	0.00	4.00
School Days	62.00	60.00	0.00	122.00

Units Earned to Date: 4

See the reverse side for details on promotion to 10th grade

Trimester 1	Trimester 2	Trimester 3	Final GPA
3.27*	3.39*	*	3.50*

*Weighted GPA

Grading Key

Grade	Description	Criteria
A	Advanced	Demonstrates unusual depth and breadth of understanding and is performing with distinction
B	Proficient	Performs at a proficient level in this academic area
C	Nearly Proficient	Needs improvement in this academic area
D	Needs	Needs significant improvement to reach the learning standard
DAI	Failed Due To	Failed course due to excessive number of absences
E	Not Engaged	Not engaged in the learning process

201 Stanwix Street Pittsburgh, PA 15222 412-690-2489

• PROMOTION REQUIREMENTS •

9TH TO 10TH GRADE PROMOTION

<u>Courses</u>	<u>Units</u>
English Language Arts 9	1.0 Unit
Social Studies 9	1.0 Unit
IMP 1 (Mathematics 9 th Grade)	1.0 Unit
IMP – Stats Focus	0.5 Units
Physics 9	1.0 Unit
Tech Apps 9	1.0 Unit
Information Literacy 9	1.0 Unit
Enterprise Development	0.5 Units
Career	0.5 Units
Fitness	0.5 Units
Health	0.5 Units
Elective	0.5 Units
 Total Units:	 9.0

10th Grade Status: The student completes 6.5 Units or more and is promoted to 10th grade. (6.5, 7.0, 7.5, 8.0, 8.5, 9.0 Units). Note: A COVID adjustment during the 20-21 school year will allow 9th grade students in the class of 2024 to complete 5.5 Units to be promoted to the 10th grade. Probationary status will be provided to class of 2024 students who earn 4 Units.

Probationary Status: 9.5 Status See below (5.0, 5.5, 6.0 Units)

9th Grade Status: The student completes 4.5 Units or less and is retained in 9th grade. (4.5, 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, 0.5, 0 Units).

Probationary Status - 9.5 Status

The student completes 5.0 to 6.0 Units and is retained in 9th grade, but moves on to the 10th grade with his/her class. To fully obtain 10th Grade Status, the student must successfully complete, with a C grade or higher, at least 4 classes in the first trimester of 10th grade. The classes that qualify for the 4 are: Career, English, Financial Literacy, IMP-Math, IMP-Geometry, Information Literacy, Science, Social Studies, Spanish, Web Apps. Note: For the class of 2024, probationary status will be provided to students who earn 4 Units.

If a student does not successfully complete at least 4 classes, in the first trimester of 10th grade, he/she will be returned to 9th grade at the beginning of the second trimester.

Note: The number of Units a student has earned is listed at the bottom of a student's report card.

MAKING UP CLASSES AND GRADUATING ON TIME

If a student fails any of the following classes, he/she must make up these classes. Make-up classes are scheduled during the elective periods in 11th and 12th grades.

English Language Arts 10
English Language Arts 11
English Language Arts 12

Social Studies 10
Social Studies 11
Social Studies 12

Interactive Math Program 2 (Mathematics 10th Grade)
Interactive Math Program 3 (Mathematics 11th Grade)
Interactive Math Program 4 (Mathematics 12th Grade) **OR** Calculus (12th Grade)

Science and Sustainability 10
Biology 11
Science Research and Design 12 **OR** Physics 12

Financial Literacy 2
(The make-up course for Financial Literacy 2 is an independent course in 12th grade.)

Graduation Project 12

Fitness 9
Health 9

If a student fails more than 5 classes between 10th and 12th grades, then he/she will not be able to graduate with their cohort. Students who have not completed the graduation requirements will not be able to participate in the graduation ceremony.

Students must successfully complete all graduation requirements to participate in the graduation ceremony.

• GRADUATION REQUIREMENTS •

CITY CHARTER HIGH SCHOOL'S COURSE REQUIREMENTS

9th Grade

English, History, Math, Geometry, Science, Career, Information Literacy 9, Tech, Financial Lit, Fitness, Health, Elective

10th Grade

English, History, Math, Probability, Science, Career, Information Literacy 10, Tech, Financial Lit, Spanish, Elective

11th Grade

English, History, Math, Science, Career, Graduation Project 11, Tech, Financial Lit, Six Electives

12th Grade

English, History, Math, Science, Graduation Project 12, Internship, Service-Learning Project, Six Electives

1. SUCCESSFUL COMPLETION OF REQUIRED COURSES
2. SUCCESSFUL COMPLETION OF THE INTERNSHIP AND THE GRADUATION PROJECT

NOTE: ALL DEBTS MUST BE PAID IN FULL FOR THE STUDENT TO PARTICIPATE IN THE GRADUATION CEREMONY

Graduation Information from PA Chapter 4 - Academic Standards and Assessments

§ 4.24. High school Graduation Requirements

(a) *Approval.* High school graduation requirements and revisions to them shall be approved by a school entity's governing board by September 2, 2014, and a copy of the requirements shall be published and distributed to students, parents and guardians.

(b) *Requirements through the 2015-2016 school year.* Each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall specify requirements for graduation. Requirements through the 2015-2016 school year must include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards and a demonstration of proficiency in English Language Arts and Mathematics on either the State assessments administered in grade 11 or 12 or local assessments aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

(i) *Transcripts.* Beginning in the 2016-2017 school year, the performance level demonstrated in each of the academic standards in subsections (c)—(e) shall be included on student transcripts. The information presented on a transcript must include the highest performance level demonstrated by a student on the associated Keystone Exam, validated local assessment or project-based assessment at the time the transcript is produced.

§ 4.51b. Keystone Exams

(c) Keystone Exams shall be administered, reviewed and scored so that scores for candidates for graduation are provided to schools ...

(d) A student shall be permitted to retake any Keystone Exam, or Keystone Exam module, in which the student did not score proficient or above at the next available testing date ...

(g) Performance levels for Keystone Exams shall be set at the advanced, proficient, basic and below basic levels.

ELECTIVES REQUIRED FOR GRADUATION

Students need **9** electives to meet their electives graduation requirement. (From 10th grade, students may carry forward one elective.) The remaining 8 electives are taken in 11th and 12th grade. Note: A COVID adjustment during the 20-21 school year will allow students (classes of 2023 and 2022) to pass 7 electives to meet their electives graduation requirement.

GRADE 12 GRADUATION

In order to graduate from City High students must successfully complete with a C grade or higher:

- courses requirements
- the Graduation Project
- the Internship

Outstanding debts must be paid in full before a student may participate in any activity, including the graduation ceremony.

Seniors are required to purchase a Senior Packet which includes a cap and gown, yearbook, senior T-shirt and the senior breakfast. Senior packets options are available with or without a prom ticket.

Graduation tickets are distributed by family, not by student. Families with multiple students on a grade level team will receive one allocation of tickets for graduation.

COURSE RECOVERY PROGRAM

If at the end of 12th grade a student has successfully completed, with a C grade or higher, the Graduation Project and the Internship but is short 1 or 2 classes, then the student can participate in City High's Course Recovery Program. The Course Recovery Program allows students to take two correspondence courses. The Course Recovery Program is approximately six weeks. It begins the Monday after graduation and finishes the end of that school year. Students must attend one-and-a-half hours of tutoring at City High for each online course they are taking. Once all course work is successfully completed, City High will issue a City High diploma.

If at the end of 12th grade a student:

- Is short 3 or more classes and/or
- Has failed his/her Graduation Project and/or
- Has failed his/her Internship

then the student may return to City High to complete coursework in the following school year.

Students who successfully complete the graduation requirements the following year are permitted to attend the graduation ceremony with that cohort.

• SABBATICAL POLICY •

There are opportunities in the region or across the country that are consistent with City Charter High School's educational program. Examples of such programs include, but are not limited to, the Pennsylvania Governor's Schools, NASA Space Camp, the Pittsburgh Public Theater's Shakespeare program and the Student Conservation Association National Parks programs. Because outside programs often occur during the City Charter High School calendar, students may apply for a sabbatical to participate in qualifying programs. Ninety-five percent (95%) of the qualifying program must be academically rigorous and provide the opportunity for the student to research, study, or learn the facets of a subject area that are provided by the curriculum at City Charter High School. Students who will miss finals are required to complete culminating projects in each course or a grade of zero (0) will be entered for each exam.

Qualifying programs MAY not (1) Provide the student with compensation such as a paid internship or employment; (2) Be a camp, athletic training, tourist or sightseeing program; (3) Require the student miss more than **4 weeks** of City High instruction.

REQUIREMENTS

Students interested in applying for a sabbatical must meet the following requirements:

- Cumulative minimum GPA of 3.0 AND B grade or higher during the previous AND current trimesters in all courses including Workforce Readiness
- 95% attendance (Present AND On Time)
- No disciplinary referrals in the previous AND current trimesters
- Must be submitted to the Transition Office at least six (6) weeks prior to the start of the sabbatical.

SABBATICAL APPLICATION PROCESS

- Meet with Advisor to review requirements
- Submit completed sabbatical application to the Transition Office (at least 6 weeks prior to start date of the program)
- Administration will evaluate each student's sabbatical application
- Transition Office will inform the student, parents and Advisor of the final decision

UPON RETURN FROM THE SABBATICAL

Within one week of returning (or during the first week of the next trimester), student must complete 3 – 5 PowerPoint slides for the grade level television. Which (1) summarizes the program. (2) highlights the most memorable experience, and (3) explains why other kids should do this program in the future

DEPOSITS SHOULD NOT BE PAID UNTIL THE SABBATICAL IS APPROVED.
SABBATICALS WILL NOT BE GRANTED TO COMPLETE THE GRADUATION PROJECT.
STUDENTS ARE ONLY GRANTED ONE SABBATICAL EACH SCHOOL YEAR.

Please note that the CEO/Principal may consider extenuating circumstances in providing final approval of sabbatical leaves.

Sabbatical Application is on **Page 128**

• Athletic Participation Policy •

City Charter High School students may play one sport season per year at their home school. Schedule adjustments are made to student's last course of the day to allow them to have an early dismissal during the trimester they are scheduled for a sport. Students cannot have an early dismissal for more than one trimester without having units/credits to make up. This is why students are only permitted to play one sport with their home school in an academic calendar year. The following rules apply:

- Students must submit an Athletic Intent Form to Administration by June 30th. Submission of late forms may prohibit students from being placed on the appropriate grade level team for participation in their desired sport.
- Eligible students must have consistent and regular attendance (no more than 7 absences) and a minimum grade of C in all courses the trimester before playing the sport. Students are required to maintain passing grades and consistent attendance throughout the season.
- During the trimester of their sport:
 - Students in grades 9 and 10 are assigned to Tech Apps and will be required to meet with the instructor and complete several independent assignments;
 - Students in grades 11 are assigned to a Fitness elective;
 - Students in grade 12 are given a schedule of six (6) courses which does not include sections meeting during the last block.
 - Eleventh and Twelfth grade athletes cannot play a sport during the trimester they are scheduled for an internship
- Eligible students will be granted early dismissals at 2:30 p.m. during the trimester of their season. Students are NOT exempt from coursework and are required to complete all assignments, projects and exams within three (3) days. Exams must be made up during lunch or advisory or after-school.
- Early dismissals over two trimesters are not permitted and will not be granted for conditioning, pre and post season activities. However, eligible students may receive up to three (3) excused absences for preliminary activities associated with their sport (try-outs, team picture, uniform fitting, etc.) in the trimester preceding their sport season.
- Grades will be checked every three weeks. Failing grades, declining attendance and/or behavior will be reported to the coach immediately. City High reserves the right to suspend early dismissals for participation in the athletic program if grades decline.

- At the end of the season, ninth and tenth grade students will join their Technology class, students in grades 11 will join a physical education elective, and students in grade 12 will remain in the Quiet Room. This also applies to students who forfeit the privilege of early dismissals due to a decline in grades or inconsistent attendance. Students who do not attend the assigned class will receive a failing grade of 'E'. Students who refuse to comply will also forfeit the privilege of participating in an interscholastic activity the following year.

Athletic Intent Forms are in the Main Office and can be accessible via Mr. Pohland (pohland@cityhigh.org).

• ATTENDANCE •

SCHOOL ATTENDANCE – PA GUIDELINES

PENNSYLVANIA DEPARTMENT OF EDUCATION 24 P.S. 13-1327 COMPULSORY ATTENDANCE

The school district is responsible for monitoring and maintaining records of the attendance of students. All absences should be treated as unlawful until the school district receives a written excuse explaining the reasons(s) for an absence. **Parents/guardians and students should submit the written explanation within three calendar days of the absence and should be informed that if they fail to provide a written excuse within three days of the absence, the absence would be permanently counted as unlawful.**

Pennsylvania law broadly defines absences as excused when a student is prevented from attendance for mental, physical, or other urgent reasons. Many school districts consider illness, family emergency, the death of a family member, medical or dental appointments, authorized school activities, and educational travel with prior approval as the only lawful absences. An absence that should not be categorized as unlawful is one in which a student who is involved with the county children and youth agency or juvenile probation office is required to leave school for the purpose of attending court hearing related to their involvement with these agencies. It is the responsibility of each district to determine the validity of excuses and have clear written policies regarding absences. Under Section 11.24, students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution.

CITY CHARTER HIGH SCHOOL ATTENDANCE POLICY

Attendance and punctuality are keys to academic success as well as success in the work place. Students must be at school on time and engaged in learning. City Charter High School complies with all aspects of the Pennsylvania Code regarding student attendance.

After seven school absences a trimester, a student will fail the course for the trimester due to attendance, which will be reflected as a DAT on the student's report card.

In order for the CEO/ Principal to consider extenuating circumstance regarding the attendance policy, the parent must provide documentation pertaining to the absences. This documentation may require a signed note from a doctor or other professional depending on the circumstances. Absences due to vacations, summer camps, babysitting etc., are considered unexcused and students are not provided with work during their absence. Students are NOT exempt from assignments and exams which occur during an unexcused absence.

If a student is absent, parents must provide an excuse within three (3) school days or the absence remains Unexcused.

CITY CHARTER HIGH SCHOOL ATTENDANCE PROCEDURES

City Charter High School uses an online Parent Portal that will provide information on student's attendance and punctuality by 9:00 AM every morning.

Students who come in after 8:00 AM must get a late slip from the attendance clerk in order to be admitted into class.

If a student misses 50% of a class, (arriving late or leaving early) he or she will be marked absent for that session.

If a student is absent, they must provide an excuse for the absence within 3 school days or the absence remains unexcused. Excuses can be sent with the student, emailed by the parent/guardians, faxed or sent through the mail. City High may call the parent when necessary to confirm the excuse.

Parents/guardians can email excuses to: attendance@cityhigh.org.

ATTENDANCE DOCUMENTATION

Documentation is required for all school absences and late arrivals. Documentation includes: doctor's notes, funeral programs, college orientation programs, parent/guardian notes.

Bereavement Days Allowed:

- 5 days for Parent/Guardian, Sibling
- 3 days for Grandparent
- 1 day for all Other Relatives including Godparent

EARLY DISMISSALS – POLICY AND PROCEDURES

It is best to schedule medical check-ups and non-emergency procedures during the December, April and August breaks or the scheduled half-days that occur each trimester. However, there are situations that require students to have an early dismissal.

If a student needs an early dismissal, the parent/guardian must write a note indicating the date and time of the early dismissal. The note must be turned into the office in the morning.

Our office staff reviews all requests for early dismissals and calls the parent/guardian to confirm the request, the date and the time. (We will not release a student without getting confirmation from the parent/guardian.)

When the student returns from his/her early dismissal, he/she must provide a note indicating the purpose of the early dismissal. Without a note, the class absence will be marked as Unexcused. The note must be provided within 3 days of the early dismissal.

DAILY ATTENDANCE – SCHOOL ATTENDANCE

- Full day absences will be calculated using Daily Attendance information. Daily Attendance is taken every morning and then again at 1:40 PM.

EXCUSED AND UNEXCUSED

- City High counts medical/doctor's notes as an excused absence. Bereavement absences are also counted as excused. Parent notes are counted as unexcused absences. They qualify as it relates to truancy and magisterial proceedings, but not within City High's attendance policy. A parent note must be submitted within three (3) days of the absence.
- Please note that a doctor's excuse for an appointment does not excuse the day unless so stated in the excuse. A 2:00 p.m. appointment does not excuse the morning and a 9:00 appointment does not excuse the afternoon.

12TH GRADE ATTENDANCE POLICY

DAILY ATTENDANCE – SCHOOL ATTENDANCE

- Full day absences will be calculated using Daily Attendance information. Daily Attendance is taken every morning and then again at 1:40 PM.
- Students who exceed seven (7) absences will fail the course that exceeds 7 absences for the trimester due to attendance, which will be reflected as a DAT on the student's report card. If a student has more than 7 full day unexcused absences in all classes, they will fail all classes due to attendance (DAT).

WITHDRAWAL PROCESS

Students who accumulate ten (10) or more consecutive absences are withdrawn from City Charter High School. Notification is made to the home school district.

A student is officially withdrawn from City High after an administrator signs the Withdrawal Form. The Withdrawal Form will not be signed until the student has submitted a completed Withdrawal Form which indicates the forwarding school; the student has returned the laptop, back pack, charger and school ID; the student has returned all books and materials. Payment of all lost, stolen or damaged items must be made within thirty (30) days to avoid legal action.

• SPECIAL EDUCATION •

City Charter High School provides a free and appropriate public education in the least restrictive environment to students receiving special education services. City Charter High School provides a full continuum of services that may be provided within the school building or at a location outside of the school building. City Charter High School provides the following programs and services: autistic support, blind or visually impaired support, deaf or hard of hearing support, emotional support, learning support, life skills support, multiple-disabilities support, physical support, and speech and language support. Levels of intervention include itinerant, supplemental, and full time. The extent of special education services and location for the delivery of such services are based on the individual student's identified abilities, needs, chronological age, and level of intensity of the specific program.

The full inclusion support model allows students with disabilities to participate in the regular education classes with supports from special education teachers or a special education teacher associate. Within the regular education classroom, class work and/or grading is adapted according to accommodations, modifications, and specially designed instruction listed in the student's IEP. Each student is provided with an updated IEP that describes the specific strengths, needs, and goals of the student upon entrance to City Charter High School. Students requiring related services, such as but not limited to, vision support, speech and language therapy, occupational therapy, and/or hearing support will be provided specific support with a specialist through a contracted agency or a City Charter High School staff member.

All special education services and programs are offered to students of City Charter High School at no expense to the family. Students with disabilities are admitted to City Charter High School on the same basis as all other students.

2021-2022 ANNUAL PUBLIC NOTICE AND CHILD FIND

Screening and Evaluation

City Charter High School uses the following identification activities on an on-going basis for locating, identifying, and evaluating the needs of school-aged students who may require the provision of special education programs and services.

City Charter High School has a system to collect and maintain data on child identification activities. Parents with concerns regarding their child may contact the school at any time to request an evaluation of their child that may result in a special education determination. All communication with parents will be in English or the family's native language.

City Charter High School, as prescribed in Section 1402 of the School Code, conducts vision and hearing acuity screening for all students. Academic skills, social-emotional skills, and gross and fine motor skill development are assessed by the classroom teachers on an on-going basis. Other screening activities include: the review of student records as they are forwarded from the student's previous school(s), the review of cumulative group achievement and ability data, health

and attendance records, grades and other relevant information shared by the teachers and parents. Teacher and parent concerns should be directed to the Chief Executive Officer (CEO) of the school. A parent may request that the school initiate a screening or evaluation of their child's specific needs at any time by contacting the CEO and expressing his/her concerns.

The purpose of screening activities is to gather information for the special education pre-referral process. This information is reviewed in an attempt to develop a strategic educational plan for the student. The information might be used to determine if a child needs additional services including special education. If it is determined that the child needs additional services, the multidisciplinary team will make recommendations relative to specific educational programming geared to maximize the student's learning. If a student does not make progress after the strategic educational plan is implemented, parents will be asked to give written permission for further individual evaluation that might lead to a special education eligibility decision.

Parents of students who suspect that their child has a disability and is in need of special education programs or services may request a multidisciplinary team evaluation of their child through a written request to any of the school's administrators.

City Charter High School has a multidisciplinary team that has been established as part of the pre-referral intervention process. The team consists of school administrator, a school counselor, regular education teachers, reading specialists, special education staff, grade level teaching associates and a parent. School administration and the multidisciplinary team assists teachers and parents in supporting students who are experiencing academic, behavioral, medical, emotional and social skills difficulties. A student may be suggested for a multidisciplinary team referral by the student's grade level team, the student's academic advisor, a school counselor or a member of the school's administration. The multidisciplinary team process is initiated by speaking with the grade

level principal in regards to the student of concern. At this time, if the reading specialist has not assessed the student, with permission from the parent, the specialist will conduct reading level and comprehension assessments. The information from the assessment will be provided to teachers along with recommendations to properly support the student within the regular education classroom. This information will also be used throughout the multidisciplinary team referral.

The academic advisor is to collect assessment data from the student's file and collect background information on the student from the previous school such as previous report cards, assessment data, health records and any information pertaining to previous support services. This information is provided to the school administrator prior to the multidisciplinary meeting. During this process, the regular education teachers and the student's academic advisor monitor the effectiveness of the instructional strategies that are utilized in the regular classroom environment. The teachers are to collect two classroom based assessments, student work, provide information regarding the student's performance in class and strategies that the teacher has utilized when working with the student. This information is to be provided on the "Student Information" worksheet for the multidisciplinary team meeting.

During the multidisciplinary team process, the multidisciplinary team will meet to discuss the data and information provided by the teachers. A school administrator or the reading specialist will facilitate the meeting. Assessment data, background on the student's previous academic record and the information provided by the regular education teachers on the "Student Information" worksheet will be used by the team in the decision making process. This information is also used to meet the student's specific needs by recommending modifications or adaptations to the regular education program, creating interventions to address the problem and monitoring the student's response to intervention, or to document the need for further evaluation.

The Student Assistance Team (SAP) is an additional support used by City Charter High School to identify at-risk students. SAP is a cooperative effort with parents in utilizing the support staff, students, and community through contracted services with a variety of healthcare facilities. It is a proactive prevention/intervention program that attempts to provide intervention before school performance is seriously compromised. The SAP Core Team of individuals are trained in the SAP Model and focus on screening/intervention for students who may be experiencing drug and alcohol, depression, and/or family issues, referrals to appropriate agencies or treatment facilities, aftercare for those returning from treatment, and crisis intervention as needed.

If it is determined that a student is in need of further evaluation, the student is referred for a formal evaluation, which requires parent permission and includes parent input. Next, a "Permission-to-Evaluate Consent Form" is issued to the parent to sign giving the school district permission to conduct the evaluation. City Charter High School has 60 calendar days to complete the evaluation. After the evaluation is completed, an evaluation report is prepared which includes specific recommendations for the types of intervention necessary to meet the needs of the student and to determine the child's eligibility for special education services based upon a disability.

When the evaluation report is completed parents are invited to a multidisciplinary team meeting to review findings and plan for the student's needs. After the evaluation is completed, the parents are given a NOREP, which they sign to indicate their agreement or disagreement with the recommendation. An Individualized Education Program (IEP) will be developed for any eligible student requiring specialized services. If it is determined that a student is eligible to receive an appropriate education program consisting of special education and related services, individualized to meet student needs, these services are provided at no cost to the parent, in compliance with state and federal law, and are reasonably calculated to yield meaningful educational benefit and student progress.

Parental and student attendance and involvement will be encouraged at the IEP meeting. Teachers who instruct the student will also be in attendance at the IEP meeting. The IEP team may consist of the following individuals: the parent, the student, the CEO and/or Special Education Chairperson (LEA), the school psychologist, a special education teacher, a regular education teacher, community agency representatives, and other individuals and specialists as appropriate. Parents may also invite participants to the team meeting who have knowledge or special expertise regarding their child. The IEP is developed within thirty calendar days of the completion of the

Evaluation Report (ER) and implemented within ten calendar days from the IEP meeting date. An IEP meeting is held at least annually after implementation of the initial IEP.

Staff will notify the parents in writing and make documented phone calls to coordinate efforts to arrange for a mutually convenient IEP meeting. At the conclusion of the IEP meeting, parents will be presented with a Notice of Recommended Education Placement notice which enables a parent to agree or disagree with the recommended program. If parents disagree with the program recommended, the issue may be taken to mediation or a due process hearing. The parents will be provided with a comprehensive listing of their rights at the IEP meeting.

Privacy Rights of Parents and Students

School records are always open and available to a child's parents/legal guardians, and only the school officials who have a legitimate "need to know" about the child. Confidentiality of information obtained regarding a specific child is protected by federal and state laws. Education records and personally identifiable information cannot be disclosed or released without written parental consent. Information from the records is released to other persons or agencies with appropriate authorization that involves written signed permission by parents.

City Charter High School protects the confidentiality of personally identifiable information regarding exceptional children in accordance with state and federal laws dealing with regular and special education students' rights and privacy. The foundation of the rights and laws comes from federal legislation titled, Family Educational Rights and Privacy Act of 1974. There are also state rules and regulations dealing with students' rights and privacy. All students are covered by the regulations contained in Chapter 12 known as Students' Rights and Responsibilities.

The basic premise of the above mentioned laws, rules and regulations is that information about students cannot be disclosed without written parental consent. Educational records consist of information directly related to students which are maintained by an educational agency. Personally identifiable information includes the student's name, the name of the parent, or other family members, a personal identifier or a list of personal characteristics that would make the student's identity easily traceable. Educational records and personally identifiable information

cannot be disclosed or released without written parent consent or without student consent if over the age of 18. Disclosure of information means to permit access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in these records, to any party, by any means. The consent must: (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; (3) identify the party or parties to whom the disclosure may be made.

There is certain information that can be released without consent which is called directory information. Directory information includes information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. City Charter High School designates information that is labeled as directory information. It shall include the following: the student's name, address, date and place of birth, major areas of study,

and participation in school related activities, events, or clubs, dates of attendance, awards received, a student's email address, photograph, and the most recent educational agency attended.

Chapter 15 Protected Handicapped Students

In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. In compliance with state and federal law, City Charter High School, will provide each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

Special Education Programs

City Charter High School provides a free, appropriate, public education and least restrictive environment to exceptional students. To qualify as an exceptional student, the child must be of school age, must be in need of specially designed instruction, and must meet eligibility requirements for one or more of the following physical or mental disabilities, as set forth in Pennsylvania State Standards: autism/pervasive developmental disorder, deaf-blindness, blindness/visual impairment, deafness/hearing impairment, mental retardation, multiple disabilities, neurological impairment, orthopedic impairment, traumatic brain injury, other health impairment, emotional disturbance, specific learning disability, and speech/language impairment.

Services designed to meet the needs of exceptional students include the annual development of an IEP and a re-evaluation as mandated. The IEP Team will consider a student's learning needs when assigning the student to one of the following instructional groupings: autistic support, blind/visually impaired support, deaf/hearing impairment support, emotional support, learning support, life skills support, multiple disabilities support, physical support, and speech and language support. The extent of special education services and the location of delivery of such services are determined by the parents and staff at the IEP meeting and is based on the student's identified needs and abilities, chronological age, and the intensity of the specific intervention. City Charter High School provides a continuum of services as appropriate.

Support for Homeless Families

Families in temporary or inadequate living situations due to a loss of housing may have children who might be eligible for certain educational rights and services. For further assistance, contact City Charter High School's Homeless Liaison, Jocelyn Zuniga, at 412-690-2489. Additional information can be obtained from Nicole Anderson, Regional Director, Education for Children and Youth Experiencing Homeless Program, Allegheny Intermediate Unit 3, 475 East Waterfront Drive, Homestead, PA, 15120 or 412-394-5894 or nicole.anderson@aiu3.net.

City Charter High School does not discriminate on the basis of age, race, color, national or ethnic origin, gender or handicap in employment practices or in the administration of any of their educational programs and activities in accordance with applicable federal statutes and regulations.

The annual public and parent notice/child find can be located on the school's website and in the student handbook. Parents are provided with this information on a yearly basis at orientation or within the general school mailing at the beginning of the school year.

Any questions regarding the content of this notice may be referred to the following school contact: City Charter High School-Josh Hanna, Coordinator of Special Education; 201 Stanwix Street Suite 100; Pittsburgh, PA 15222; (412) 690-2489

SPECIAL EDUCATION - CONFIDENTIALITY POLICY

Purpose

The Board of Trustees adopts this policy to set forth the requirements and procedures governing the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by City Charter High School pursuant to Part B of the Individuals with Disabilities Education Improvement Act. (The Act and its implementing regulations are hereinafter collectively referred to as "IDEA,") Specifically, the records and other information covered by this policy include but are not limited to records and information related to initial evaluations and re-evaluations to determine whether a child is a child with a disability as defined herein in accordance with IDEA, individualized education programs (IEPs), and communications

related to the same. This policy covers records and information related to children with disabilities, as well as records and information such as evaluations related to children thought to be disabled, regardless of whether a determination is ultimately made that the child is disabled as defined herein in accordance with IDEA.

The scope of records and information covered by this policy extends to those records collected or maintained by City Charter High School as related to all children within the purview of City Charter High School's child find obligation, regardless of whether such students are enrolled in the school, and to all students enrolled in approved private schools.

This policy does not apply to plans for accommodations and services under Section 504 of the Rehabilitation Act, nor does it cover personally identifiable information and records related to such plans. However, to the extent that a child is evaluated to determine if he/she is a child with a disability, and the determination is ultimately made that the child is, instead, eligible for a plan under Section 504, all records and personally identifiable information related to the evaluation process are subject to this policy.

For ease of reference, all records and information covered by the scope of this policy shall be described herein as "special education records."

For purposes of this policy, records pertaining to special education students that are not directly related to the evaluation of eligibility for, or provision of, special education services, shall be

considered "regular education records." "Regular education records" include, but are not limited to, records related to attendance, discipline, and health records.

Authority

The Board of Trustees directs the School Administration to follow all of the requirements set forth within this policy as well as any other applicable provisions of IDEA and FERPA not explicitly stated herein, to protect the confidentiality of personally identifiable information at the collection, storage, disclosure and destruction stages. The Board of Trustees further delegates to the School Administration the authority to collect and maintain records in specific locations, and to delegate to specific School personnel the responsibility for collection and maintenance of records and protection of confidentiality of special education records, consistent with the provisions of IDEA and FERPA.

Definitions

FERPA - The Family Educational Rights and Privacy Act of 1974, as amended, and its implementing regulations.

Child with a Disability - a child evaluated in accordance with the IDEA as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Destruction - physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Parent - a biological or adoptive parent of a child; a foster parent, unless a law of the Commonwealth, regulations or contractual obligations with a Commonwealth or local entity prohibit a foster parent from acting as a parent; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the state if a child is a ward of the state); an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent who has been appointed.

Biological or adoptive parent must be presumed to be the parent for purposes of this policy unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

Personally Identifiable Information - information that contains the name of the child, the child's parent, or other family member; the address of the child; a personal identifier, such as the child's social security number, student identification number or Pennsylvania Secure Identification; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

Student - any child whose personally identifiable information and/or records fall within the scope of this policy, regardless of whether he or she is enrolled within the school.

Guidelines

RIGHTS, REQUIREMENTS, AND PROCEDURES

A. Uses of Personally Identifiable Information

1. City Charter High School may disclose personally identifiable information from the education records of a student without written consent of the parent(s)/guardian(s) or the student or the eligible student in several situations for the purpose of making education decisions for the student.
 - a. To other school officials, including teachers, counselors or social workers, nurses and related service personnel within the school who have been determined by City Charter High School to have legitimate educational interest or are providing instructions or services to students.
 - b. To officials of another school or school system or postsecondary schools in which the student is enrolled.
 - c. To appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
 - d. Information designated by City Charter High School as Directory Information.
2. Generally, schools must have written permission from the parent(s)/guardian(s) or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties.
 - a. Specified officials for audit and evaluation purposes.
 - b. Appropriate parties in connection with financial aid to a student.
 - c. Organizations conducting studies for or on behalf of the school.
 - d. Accrediting organizations.
 - e. To comply with judicial order or lawfully issued subpoena.
 - f. State and local authorities, within the juvenile justice system, pursuant to specific state law.

B. Rights of Parents

1. Parents shall have all rights as set forth in IDEA and, to the extent applicable, FERPA, and as summarized in this policy, with respect to a student's education records and other personally identifiable information. As set forth in this policy, such rights include: the rights of access to education records; the right to consent or object to disclosure of personally identifiable information; the right to seek amendment of education records; all rights with respect to destruction of personally identifiable information.
2. The School Administration shall consult with applicable law, regulations, and the Solicitor if necessary with respect to any potential rights of special education students, including those who have reached the age of majority, relative to education records and other personally identifiable information.

C. Right of Access to Education Records

1. City Charter High School shall permit parents to inspect and review any education records relating to the child that are collected, maintained, or used by the school. City Charter High School must comply with a request for such inspection and review without unnecessary delay; and before any of the following: a meeting regarding an IEP, a hearing related to a due process complaint filed by a parent or by City Charter High School, or a resolution session.
2. The right to inspect and review education records includes:
 - a. the right to a response from the City Charter High School to reasonable requests for explanations and interpretations of the records;
 - b. the right to request that City Charter High School provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - c. the right to have a representative of the parent inspect and review the records.
3. City Charter High School shall maintain and shall provide to parents on request a list of the types and locations of education records collected, maintained, or used by the School.
4. At the discretion of City Charter High School, and for verification and record keeping purposes only, the school may require the parent to put in writing the following:
 - a. An oral request to inspect, review, copy or receive copies of educational records.
 - b. An oral designation of a parent's representative.
 - c. An oral request for a list of the types and locations of a child's educational records collected, maintained or utilized by City Charter High School.
5. The failure of a parent to put in writing any of the above shall not result in the parent being denied the request or the designation of a representative.
6. City Charter High will not charge a fee to parents or third parties for one copy of education records.

D. Disclosure of Personally Identifiable Information From Education Records

1. General Rule - City Charter High School may disclose personally identifiable information from a student's education record only with prior written parental consent.
2. Exceptions: City Charter High School may disclose personally identifiable information from a student's education record without prior parental consent in the following scenarios:
 - a. Prior parental consent is not required when personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of IDEA, with the following exceptions:
 - i. prior consent is needed before personally identifiable information is released to officials of participating agencies which provide or pay for transition services; and
 - ii. if a child is enrolled, or is going to enroll in a private school prior consent must be obtained before any personally identifiable

information about the child is released between officials in City Charter High School and officials in the private school.

E. Recordkeeping Regarding Disclosure of Personally Identifiable Information

1. City Charter High School shall keep a record of parties who obtain access to education records collected, maintained, or used under Part B of the IDEA (except as related to access by parents and authorized employees of City Charter High School), including the name of the party obtaining access, the date access is given, and the purpose for which the party is authorized to use the records.

F. Requests for Amendment of Education Records

1. A parent who believes that information in the student's education records collected, maintained or used under IDEA is inaccurate or misleading or violates the privacy or other rights of the child may request that City Charter High School amend the information. The school shall determine within a reasonable amount of time whether to amend the information.
2. If City Charter High School decides to refuse to amend the information, it shall inform the parent of the refusal and shall advise the parent of the right to a hearing, which shall be subject to all conditions of and comply with all requirements of 34 C.F.R. Sections 300.619 through 300.621, or any other controlling regulation(s) that may in the future be in place, including those procedures related to the result of a hearing.

G. Collection and Location of Education Records

1. The Charter School CEO shall designate one official to assume responsibility, on behalf of City Charter High School, for ensuring the confidentiality of any personally identifiable information that is the subject of this policy.
2. Contact the Director of Special Education for any type of breach or concern related to confidentiality.
3. The Charter School CEO shall delegate, either to the Special Education Director or to another individual as deemed appropriate by the School Administration, the following duties:
 - a. the duty to provide or arrange for training and instruction regarding federal, Commonwealth (if any), and City Charter High School records policy requirements related to the information covered under the scope of this policy.
 - b. the duty to maintain, for public inspection, a current listing of the names and positions of those employees within City Charter High School who may have access to personally identifiable information.
 - c. the duty to maintain day-to-day collection and location of special education records in City Charter High School.

H. Destruction of Information

1. City Charter High School shall inform parents when personally identifiable information collected, maintained or used in accordance with this policy is no longer needed to provide educational services to the child.
2. The information must be destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.
3. If City Charter High School proposes to destroy personally identifiable information in the records of a student, it shall send written notification to the parents, which shall inform the parents of their right to receive a copy of the material to be destroyed, prior to the destruction of the information.
4. This policy shall not require City Charter High School to destroy educational records for a student except upon request of the parent.
5. Unless the parent requests destruction of the information, all student education records shall be maintained in accordance with the City Charter High School's records maintenance policy.

• HEALTH and WELLNESS •

DROP-IN PROGRAM

Our Health & Wellness program includes a full time nurse and two full time mental health professionals to assist in the implementation of the philosophy of the school, which calls for the fullest realization of the potential of each child on every level – intellectual, social, emotional, and physical.

City Charter High School operates a Drop-In program which allows students to seek emotional assistance without an appointment for themselves or to refer a friend who is exhibiting behaviors of concern. Students may also be scheduled to see Wellness (counselor or social worker) and nurse weekly for ongoing assistance which does not exceed the scope of services available at the school. The nurse and Wellness are available during the school day.

STUDENT ASSISTANCE PROGRAM

The Student Assistance Program (SAP) is a systematic process to mobilize resources to remove the barriers to learning. The Student Assistance Program is NOT a treatment program. SAP does NOT diagnose, treat or refer for treatment. However, the SAP team may make a referral for a screening or pre-assessment. The Student Assistance Program can also provide in-school support during and after treatment. The City Charter High School SAP Team is comprised of teachers, administrators, two full-time mental health professionals, school nurse, and security.

The mission of our Student Assistance Program is:

- To support the administration in its efforts to maintain a school climate conducive to the achievements of the school's mission.

- To assist the faculty with practical solutions to student problems that may interfere with or disrupt the teaching/learning process.
- To cooperate with parents in the preservation of the sound physical and mental health of their children.
- To provide students with appropriate intervention and timely referrals for professional help when needed in regard to any and all problems or conditions that interfere with the realization of their fullest potential as students and human beings.
- To cooperate with parents in the preservation of the sound physical and mental health of their children.

HOW DOES A STUDENT BECOME INVOLVED IN THE SAP PROGRAM?

Students come to the SAP team in different ways. Anyone can refer a student to the Student Assistance Program – a staff member or student’s friend or family member can let the SAP team know that they are worried about someone. The students themselves can go directly to the SAP team to ask for help.

Students may be referred to the SAP team when someone is concerned about observable behavior changes that are interfering with the child’s ability to be successful at school.

THE SAP PROCESS

- A referral is made to either the counselor or social worker because the student is exhibiting observable behaviors which are impeding academic progress. The student/family will receive an email when your referral is received.
- The SAP team will gather specific information about the child’s performance in school from all staff that has contact with the child. A SAP team member will also contact the parent about their observations, the child’s strengths and parent concerns.
- The SAP team will convene to discuss the collected information, meet with the parent and develop a plan of action to help the student achieve success in school.
- This plan might include services and activities in school and/or services from a community agency. If necessary, the SAP team will provide the parent with information on services in their community. In the event the plan involves the student being out of school, staff will be notified of the duration.
- When the problem is beyond the scope of the school, the SAP team will assist the student and family with information on available services and resources in their community.
- After the plan of action is established, teachers will be notified of relevant information.
- The SAP team will continue to work with and support the student and stay in touch with the parent to discuss their child’s progress and success in school.

SUICIDE AWARENESS AND PREVENTION

All City High employees receive training on suicide awareness and prevention as well as risk factors associated with suicide ideation and suicide. The following resources are available to students, beginning with an immediate referral to one of our Wellness team members and/or Administration:

LOCAL

- Resolve Crisis Prevention Network
24/7 Call and Walk in Center
333 N. Braddock Ave.
Pittsburgh, PA 15208
1-888-796-8226
- Western Psychiatric Institute and Clinic
200 Lothrop Street
Pittsburgh, PA 15213
412-624-1000
- Mercy Behavioral Health
24/7 Walk in Crisis Center
264 South 9th St.
Pittsburgh, PA 15203
1-877-637-2924

NATIONAL

- National Suicide Prevention and Awareness Hotline
24/7 Crisis Hotline
1-800-273-8255 (TALK)
- The Treatment Advocacy Center National Hopeline
24/7 Crisis Hotline
1-800-SUICIDE
- CRISIS TEXT LINE Text START to 741

GENERAL INFORMATION

- The Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>
- The Jed Foundation: <https://www.jedfoundation.org>
- American Foundation for Suicide Prevention: <https://afsp.org>
- The Trevor Project: Saving Young LGBTQ Lives: <https://www.thetrevorproject.org>
- Student Awareness Voices of Education: <https://save.org/for-students>
- Yellow Ribbon Suicide Prevention Program: <https://yellowribbon.org/>
- SAMHSA: <https://www.samhsa.gov/suicide-prevention>
- Allegheny County Mental/Behavioral Health:
<http://allegheny.pa.networkofcare.org/mh/services/subcategory.aspx?tax=RP-1500>

MANDATORY REPORTING

City Charter High School is required by the Child Abuse Services Law to report all cases of suspected child abuse to the Office of Children, Youth and Families (CYF) including all cases of student-on-student child abuse that occur on school grounds, at a school sponsored event and during travel to and from school. The mandatory report to CYF is in addition to any school discipline and/or charges that may be filed with the local magistrate.

MEDICATION ADMINISTRATION PROCEDURE

City Charter High School recognizes that the health of our students is an important part of their education process. Students may require medications to maintain an optimum level of wellness. The school nurse is available to answer questions and address concerns regarding student health and/or medication requirements.

No over the counter (OTC) medications may be administered by any school designated personnel without specific written instructions from a licensed physician/dentist with the following exceptions: antacid tablets/Tums, cough drops, throat lozenges, acetaminophen(Tylenol)/ibuprofen (Motrin).

The medications are available in the health office to alleviate minor discomforts and are given at the discretion of the school nurse or designated school personnel. These medications are only dispensed upon submission of an Emergency Health Form signed by the parent/guardian, indicating which over the counter (OTC) medications the student is permitted to take. These forms are available in the school office and must be re-submitted each school year.

If it is essential that a student receive a prescribed medication at school, Emergency Medications Policy (page 85) must be followed.

Contact the School Nurse to inform the school of the medication requirements.

The medication must be brought to school in the original pharmacy dispensed container.

The container must display:

- Student's name
- Medication name
- Dosage and time of administration
- Prescribing physician
- Name and phone number of the pharmacy
- The RX number

A completed Medication Administration Permission sheet ("Medication Permission") must accompany the prescription. The parent and physician portion must be completed. Your physician may fax instructions and authorizations to the school.

The fax Number is 412-690-2316.

The Medication Permission forms are effective for the school year they are submitted. A new Medication Permission form is required each school year. A new form is also required if there is a change in the medication and/or dosage. Please feel free to contact the School Nurse, with any questions/concerns that you may have at (412) 690-2489, Ext 124.

• RULES & REGULATIONS •

BACKPACKS, PURSES, ID CASES AND PENCIL CASES

Students are permitted to enter the school with their backpacks. Backpacks may be checked and must be opened when requested by security staff or the administration.

Backpacks (book bags, gym bags, etc.) are not permitted in any classrooms. All backpacks must be housed in the student's locker once they enter the building. (NOTE: Padded backpacks must be used for computer bags.)

All purses must be kept in the student's locker. The term purse refers to both traditional-size hand-bags and small-size hand-bags and wristlets.

ID cases must be flat and may not exceed 3 x 3 inches. ID cases may not be large enough to hold other items (cell phones, candy, etc.)

Pencil cases are only permitted if they are made to hold pencils and pens, they are clear, and are not large enough to hold other items (cell phones, candy, etc.)

COSMETICS

Students are not permitted to have cosmetics on their desk. Cosmetic items (lip stick, lip gloss, comb, brush, picks, curlers, etc.) must be kept in the locker.

DEBT AND DEBT ACCOUNTS

Students may add money to the debit part of their ID cards by bringing in cash or a money order to give to the Cafeteria Manager before 8:00 a.m. or during their lunch period.

All student debts resulting from replacement laptops, books, damaged property, ID cards or other expenses, must be paid off before a student can participate in any extra-curricular activity including school dances, school trips, prom and the graduation ceremony.

EAR BUDS

Ear Buds are issued to all 9th grade students who do not own a personal set. The Ear Buds are required in certain classes and must be used for educational purposes only.

If a student loses, damages or destroys Ear Buds issued by City Charter High School, the replacement cost is \$5.00.

One replacement will be issued and billed to the Debt Account. Successive replacements must be paid before the replacement.

ELECTRONIC DEVICES

Cell phones, smart watches and electronic devices must be turned off before entering school and may not be turned back on until student leaves the building at dismissal. Cell phones, smart watches, and electronic devices are not to be used during the school day. These items must be kept in the student's locker not in a purse, pocket, on their person or anywhere else.

Cell phones, smart watches, and electronic devices may never be used while a student is in the building, on school floors, in classrooms, hallways, restrooms, or going to or from any activity during the instructional day.

VIOLATIONS AND PENALTIES

1st Time: Parent/guardian must call an administrator to have the phone or electronic device returned. (Note: We will not call you. The student may not use the school phones to call the parent/guardian.)

2nd Time: Parent/guardian must come in and pick up the cell phone or electronic device.

3rd Time: Student will be suspended, a conference with the parent/guardian will be required and the cell phone or electronic device may never be brought back to school.

ELECTRONIC RECORDING (AUDIO, CAMERA AND VIDEO)

Students are prohibited from using video, photographic and audio recording devices during the school day.

Students are prohibited from sharing unlawfully obtained audio, photographs or video on any form of social media or in any electronic or printed or downloaded format.

ELEVATORS

Elevators are for staff use only. Exceptions will be made for students who have temporary or permanent physical needs that warrant the use of an elevator. Riding the elevator without permission is a violation of the Code of Conduct.

FOOD – EATING IN THE BUILDING

Students ARE NOT permitted to enter the building eating, drinking, with open food or drinks. Open food and beverages MUST BE consumed prior to entering the building. Open food or drinks brought into the building will be discarded. Students are not permitted to chew gum at City High.

Students bringing lunch items into the building must keep the food in a sealed container in their locker until their lunch period. Food or beverages consumed at a student locker, in a hallway, in a restroom or in the stairwell will be discarded.

Food and beverages ARE NOT permitted in the Quiet Rooms. Gum, food and beverages found in the Quiet Room will be discarded.

FUND RAISING STUDENT ACCOUNT

Fundraisers are designed to help bring down the cost of these social events. Participation by students is always optional. Profits made from fundraisers go into the student's activity account. Balance information is available by contacting the City High Activities Manager. Money raised by students will be placed in their Student Account:

- The student may use these funds to pay for the entrance fee to City Charter High School sponsored social events including dances, proms, field trips etc. It cannot be used for lunches, souvenirs, snack or other types of day to day expenses. The money will accumulate from year to year and may be passed on to siblings. However, cash will not be given to the students for any reason. If a student leaves the school through a transfer, graduation or for some other reason, money left in the student's account and not passed on to a sibling will be placed in the general activity fund and used to pay for entrance fees for educational field experiences and for buses.
- The Student Account will be updated after every fundraiser and students will be able to view their balances on a regular basis. Students must notify the Activities Manager when they want to use money from their Student Account. In return, they will receive a receipt.

ID CARDS

Students are required to have their identification cards (ID) in their possession at all times during the school day and at all school-sponsored activities. The ID card also functions as a school account debit card. Students are required to present and/or use their ID card:

- Every morning in order to enter the building and provide evidence of the time entered
- In order to gain entrance to the school floors by way of the stairwells
- In order to buy or receive lunch, snacks, school supplies or use money that may be in their school account
- When requested by any staff member

Refusal on the part of a student to show their identification card when requested is a violation of the Student Discipline Code.

Fraudulent use of the card is a violation of the Code of Student Conduct.

All students attending City Charter High School will be issued an initial card at the school's expense.

If a student loses, damages or destroys his/her ID card, the replacement cost is \$5.00. City High security personnel will issue all replacement cards.

Students who do not have an ID card for three consecutive days will be issued a replacement card and \$5.00 will be debited from the Student Account or added as a Student Debt.

Seniors are required to turn in their ID card before their cap and gown will be issued.

LOCKERS

Lockers are assigned to individual students at the beginning of the year. Lockers should be kept locked at all times.

Locker combinations should be kept confidential because each student is held responsible for the contents of the assigned locker. Lockers should not be shared with other students. The cost of repairing the locker will be charged to the student.

Lockers are the property of the school and are subject to search and inspection by school administrators and security, based on reasonable suspicion AND at random without notice, student consent and without a search warrant.

Handicap accessible lockers are located on each grade-level floor for use by students requiring such assistance.

LOST AND FOUND

Lost and found items are kept in the main office and on each floor in the staff office for a limited amount of time.

LUNCH

The cafeteria at City Charter High School functions just as an employee cafeteria at a business. Students are expected to demonstrate appropriate behavior.

Students are assigned to a lunch period each day. Students are required to go to the cafeteria and remain there during their respective lunch periods. Lunch periods are thirty minutes long and allow ample time for students to eat lunch and have some time for relaxation and socializing. **NO STUDENT IS PERMITTED TO LEAVE SCHOOL GROUNDS DURING THE LUNCH PERIODS.** Students are not permitted to bring any glass or breakable containers into the building. The following rules apply while in the cafeteria.

- All students in the cafeteria should be seated in a chair at a table unless they are in transit. The aisles must be kept clear for safety and mobility.
- It is the student's responsibility to clear the area of the cafeteria he/she uses and deposit plates, glasses, flatware and trash in the proper receptacles.
- No food or beverages are permitted to be taken from the cafeteria/dining area. All food and beverages must be consumed in the cafeteria.
- Students are not permitted to have food (pizza, cakes, etc.) or beverages delivered to the school by outside vendors or establishments. Students are not permitted to have **BIRTHDAY OR ANY TYPE OF CELEBRATIONS** - cake, cookies, cupcakes, pizza or balloons – during lunch or the school-day.
- Students may bring their own lunches to the cafeteria but there are no microwaves available for student use so lunches need to be "ready to eat".
- Computers may not be used in the large cafeteria during lunch. Computers are allowed in the Quiet Lunch room for grades 10 - 12.

Violation of the cafeteria rules will negatively affect the students Workforce Readiness Grade which ultimately may affect the student's ability to participate in field experiences as well as internships. In addition, the first violation of the rules will result in the student's cafeteria privileges being withdrawn. The student will then eat alone in the office. No snacks will be permitted. Subsequent violations will result in the implementation of a Behavior Improvement Plan, with cafeteria privileges being withdrawn and community service in the cafeteria will be assigned.

PARENT CONDUCT

City High conducts parent meetings which are orderly and all parties are required to remain respectful. We will not allow swearing, yelling and threatening during a meeting.

In the event of inappropriate and unacceptable behavior, administration will terminate the meeting and the parents/guardians will be escorted from the building. In the event of unacceptable electronic or written correspondence, administration will immediately cancel the meeting. This type of behavior may result in the parent(s)/guardians(s) being banned from the school and may require, at their expense, a mediator for future meetings.

RESTROOMS

Horseplay and destruction of the restroom facilities are not permitted and will result in consequences which may include parent responsibility for replacement and/or repair costs.

NO MORE THAN ONE PERSON MAY OCCUPY A LAVATORY STALL AT ONE TIME.

Students are expected to use the lavatory facilities and leave them so that others may use the restroom. Students must clean up after themselves when using the restroom so that it is orderly and clean for the next individual. Lavatories are to be used primarily during the change of class and during the lunch period.

Teachers may excuse students from class to use the lavatories at their discretion and only for emergencies. Only one student per class may be excused at any given time.

SCHOOL PICTURES

Students in grades nine through eleven are required to be in dress code when taking school photographs.

Rising seniors will take photographs in June or July of their junior year. City High requires formal photographs as these pictures are used during the graduation ceremony. Students are required to wear prescribed items:

- Young ladies wear a black drape and are given the option to wear pearls.
- Young men wear a tuxedo shirt and jacket.

SCHOOL TELEPHONES

Students will not be allowed to use school telephones except under the supervision and with permission of a staff member. If a student must call home, he/she must do so from the phones in the main office. The use of any telephone during the school day must be limited to emergencies.

Students will not be called out of class to take phone calls unless it is an emergency. Parents are asked to leave a message and their child will return the call during a class transition.

TOYS AND GADGETS

Fidget spinners, fidget boxes, toys and gadgets are not permitted in the classroom or in any instructional area of the school during class, lecture, seminar, study group, triage, advisory, clubs or after school programs.

TRANSPORTATION

If the student's district of residence provides transportation for its students, then the district of residence will provide transportation to and from City Charter High School. School districts provide transportation for students who live at least two miles but less than 10 miles from City Charter High School. The type of transportation is determined by the home school district.

It is the responsibility of the parent or student to verify the amount on the issued Connect Card. Districts are NOT required to load the Connect Card with a monthly pass and may only load adequate funds for round trips to and from school.

CITY CHARTER HIGH SCHOOL DOES NOT ISSUE OR REPLACE BUS PASSES OR CONNECT CARDS.

PARENTS MUST CONTACT THEIR SCHOOL DISTRICT TO DISCUSS REPLACEMENT OF LOST OR STOLEN CARDS. (School districts may require a replacement cost for a lost Connect Card.)

City High will provide ONE single trip Connect Card PER TRIMESTER to students who lose their monthly bus pass or Connect Card.

Students will often use public transportation to go on field-trips and to their Internship site. If a student does not have district issued transportation, City Charter High School will provide a round-trip Connect Card for the activity.

VISITORS

Visitors must enter the building using the schools entrance during school hours. All minors must be accompanied by a parent/guardian. Unaccompanied minors will not be permitted to enter the building or remain on school grounds.

Visitors must report to the School Safety Office located in the school lobby.

Visitors must present a valid state issued picture I.D. This I.D. will be processed through the Raptor Visitor Management System.

Visitors must specify the exact nature of their visit and the name of the person / office to be visited. (Visitors who are unsure of the person they wish to speak with or the office they wish to visit will be assisted by security staff to the main office.)

Visitors will be issued a **Visitor's Pass** that must remain visible and be worn at all times.

Visitors will remain at the school Safety Office until their appointment has been verified or other arrangements have been made.

Visitors must report to the School Safety Office after their visit is completed, sign out and return their **Visitor's Pass**.

Visitors are prohibited from visiting any location other than what is indicated on the Visitors' Pass. If further assistance is needed, visitors must report to the school office until an appointment can be scheduled or other arrangements are made.

Visitors in violation of these procedures or whose conduct jeopardizes the safety of students and staff, interferes with programs in the school or endangers property are subject to immediate removal from the school by order of the Principal and possible arrest.

• DRESS CODE •

A Dress Code update/reminder will be sent home with every trimester report card mailing. This update/reminder is an addition to the Dress Code information that is already in the Student Handbook.

The City Charter High School dress code begins at the front door. Students must arrive and depart in the appropriate attire. The changing of clothes in the lobby, stairwell, elevators and in the school restrooms is prohibited and is a violation of the Code of Conduct. However, students may change shoes at their locker.

The Dress Code at City Charter High School is professional. It also applies to haircuts, hair coloring, hair pieces, make-up, jewelry, accessories, visible tattoos and facial piercings. The Dress Code excludes attire that has any type of logo, text, political statement or branding. This restriction applies to buttons, pins or any other type of jewelry, clothing or paraphernalia.

The Dress Code applies at all school related activities and remains in effect when students participate in field experiences, Internships, college visits, classes at partner institutions and programs/activities incorporated into the school schedule. The Dress Code only changes on days when students participate in special field trips that require 'dress down' attire, which includes jeans and casual attire. All clothing should cover all core body parts. Clothing with explicit writing beyond clothing logos is not permissible. Examples of these trips are Laurel Caverns, Camp Kon-O-Kwee and Ohio Pyle.

Students who do not comply with the Dress Code will be sent home to change into appropriate clothing and then return to school. Students who are sent home for Dress Code violations are marked Absent, Unexcused from the classes missed.

City Charter High School sponsors a fall dance, semi-formal dance (Snowball) in the winter and a formal dance (Prom) in the spring. All of these events have a special dress code requirement which must be followed in order to attend the event.

At various times throughout the year, students are invited to special events (Robotics Competitions, Award Banquets, etc.) which require specific attire. Students are required to comply with the dress code requirement to participate as a representative of City Charter High School.

Because fashions change quickly and unpredictably, City High cannot list all acceptable and unacceptable attire. **City High administration reserves the right to determine if a student's attire meets the acceptable dress code.**

ACCEPTABLE BUSINESS ATTIRE

Females and Students who Identify as Females

- Collared dress shirt or dress blouse which completely covers the bust area, stomach, sides and back, and is not cut below the shoulder blade
- Sheer blouses worn with a camisole which conceals undergarments
- Vests and blazers worn over a school appropriate shirt or dress
- Dress pants which originate at the waist
- Ankle pants (may not be more than ONE INCH above the ankle)
- Dresses and skirts which are knee length or longer (in the front, sides and back)
- Skirts that originate at the waist
- Dresses that completely cover the bust area and are not cut below the shoulder blade
- Sleeveless dresses and blouses WORN WITH an appropriate sweater or blazer
- Make-up and jewelry which is business appropriate (as determined by the administration of City High).
- Hair and headbands that do not exceed 3 inches in width
- Dress shoes, closed toe
- Facial piercings must be a stud

Males and Students who Identify as Males

- Oxford style collared dress shirts, polo style shirts and turtlenecks tucked into pants
- Vests and blazers worn over a school appropriate shirt
- Dress pants which are full length and originate at the waist
- Business appropriate jewelry as determined by the administration of City High
- Oxford style lace-up or loafer type shoes
- Facial piercings must be a stud

City High cardigans are available in red and black. These sweaters can be purchased through the Activities Manager.

THE FOLLOWING ITEMS ARE NOT APPROPRIATE FOR SCHOOL

THESE ITEMS ARE PROHIBITED AS THE ADMINISTRATION OF CITY CHARTER HIGH SCHOOL CONSIDERS THEM BEYOND THE SCOPE OF PROFESSIONAL ATTIRE

- Camouflage print, denim and denim look clothing in any item or in any color
- Chest logos, pictures, insignias or branding (Logos on polo-style shirts MAY NOT exceed 2" in diameter)
- Dickie's shirts, tank tops, cami's, tee shirts
- Shirts, sweaters and vests with a hood
- Cargo pants
- Yoga pants, stretch pants, leggings, Capri's, MC Hammer pants, overalls, shorts, pajama bottoms, jogger style pants
- Pants with more than 2 pockets in the front and 2 pockets in the back
- Pants with pockets that originate below the waist, have rivets, studs, writing, logos or pictures
- Pants with pockets stitched on the outside of the pants
- Pants that are gathered at the ankle with elastic or ties
- Dress and skirt splits which are more than 3" above the knee
- Clothing with cut-outs, (including ripped or torn items)
- Jewelry and belts made with bullets, bullet casings or pointed studs or anything that can be used as a weapon
- Earrings which exceed 3" in length or diameter
- Hats, scarves, hoods, wave caps, shower caps, sweatbands, bandannas, sunglasses, non-prescription glasses, non-professional headbands, headsets, combs, picks, curlers, knit headbands and scarves intended as outer-wear
- Slippers, moccasins, flip-flops, Sperry's (or Sperry type boat shoes), shoes with a sneaker bottom, shoes that cover the ankle, shoes worn as flip-flops/slippers
- Sagging pants
- Rolled pant legs
- Clothing which reveals under-garments (this includes skirts and dresses worn without a slip, AND light colored shirts and pants worn over bright colored undergarments, AND clothing which reveals the outline of undergarments).
- Clothing which does not adequately cover private body parts (including cleavage)
- Clothing with inappropriate words, slogans, pictures or insignias
- Clothing that has to be pinned to be appropriate (i.e., a skirt with an inappropriate split may not be pinned to be in dress code; a shrug may not be pinned in lieu of wearing a button down or pull over sweater to cover an inappropriate shirt)

Students with inappropriate tattoos on their arms must wear long sleeves. (Administration reserves the right to determine if a tattoo is appropriate or inappropriate.)

• SPECIAL EVENTS GUIDELINES •

There are situations when students may not be permitted to attend a class field trip.

1. A student may not attend a class field trip if the principal determines that his/her behavior is such that he/she will be a disruption at the event.
2. A student may be banned from future trips by the principal for violations of the Code of Conduct or rules at a previous event.

SPECIAL EVENTS PAYMENTS

Special Events at City Charter High School are heavily subsidized by the school through grants and our operating budget. However, special events require that the student pay part or all of the entry fee and/or transportation costs. Students are encouraged to participate in fundraisers in order to build the balances in their student accounts.

All student debts resulting from replacement laptops, books, damaged property, ID cards or other expenses, must be paid off before a student can participate in any extra-curricular activity including school dances, school trips, prom or graduation ceremonies. Students are not permitted to pay a deposit or turn in a permission form for any activity with a cost if they have outstanding debt.

SPECIAL EVENTS PERMISSION FORMS

A permission form that details the event, dress code, payment and rules is sent home weeks prior to each event. Students must turn in a permission form BEFORE a deposit will be accepted. If the student has not paid in full seven (7) days prior to the event, then he/she will not be able to attend the event.

Larger events such as Costa Rica and overnight class trips have specific deadlines for payments and permissions. All payment and permission deadlines must be met for a student to attend.

SPECIAL EVENTS ATTENDANCE REQUIREMENT

Students are required to attend school for the entire day on the day before a field trip – full day or overnight trip. Students must arrive within the first hour and may not get an early dismissal.

Students are required to attend school for the entire day on the day of a school dance. Students must arrive within the first hour and may not get an early dismissal. Parents and guardians should contact their student's grade level administrator in the instance of an extenuating circumstance.

SPECIAL EVENTS ACADEMIC REQUIREMENT

Students nominated/recommended to participate in Special Event Overnight Trips which are not class trips (i.e. SAGE) must have:

- C grade or higher during the previous and current trimester in all courses including Workforce Readiness and a Cumulative GPA of 3.0 or above
- 95% attendance (Present AND On Time) and may not exceed three absences

Please note that due to the COVID-19 pandemic, events for the first trimester will be suspended.

• SPECIAL EVENTS DRESS CODE •

The following items are prohibited at City High sponsored events:

- Clothing or paraphernalia with inappropriate, profane, offensive, derogatory writing, pictures, insignias or logos. Clothing or paraphernalia with pictures or writing depicting any weapon or drug.
- Clothing that is lewd or suggestive. Clothing which does not adequately cover areas of the stomach, groin, buttocks and/or bust area. Clothing with cut-outs – including ripped jeans
- Jewelry with pointed studs, daggers, bullets, spears, skulls, etc.

FIELD TRIPS (Day and Overnight) – these items are NOT PERMITTED:

- Shorts, skirts or dresses more than four (4) inches above the knee, spandex dresses/skirts
- Midriff shirts, muscle shirts, crop tops and ripped/torn shirts
- Spandex pants/jeggings/leggings (UNLESS worn with a tunic style top which is at least mid-thigh); pants that are ripped/above the knee; shorts which do not provide continuous coverage of private body parts
- Young ladies must wear one-piece swimsuits
- Young men must wear swim trunks
- Students MAY NOT travel in pajamas. Scarves, rollers, etc. MUST BE removed BEFORE the student gets off the bus at a rest stop, meal stop and at the destination.

INTERNSHIP – REQUIRED ATTIRE

Professional attire and dress shoes required unless the internship requires the student to wear specific clothing.

SNOW BALL – REQUIRED ATTIRE

- Semi-formal attire, including dress shoes, is required. Casual wear is not permitted (jeans, khaki's, shorts, tee shirts, boots, sneakers, TOM's, sweatpants, etc.). Students are permitted to change into a more comfortable shoe after admittance to dance.
- Attire must be approved.

PROM – REQUIRED ATTIRE

- Formal attire, including shoes, is required. Leisure suits, sweat suits, casual attire, flip-flops sneakers, slippers, etc. are not permitted. (Students are permitted to change into a more comfortable shoe after admittance to dance.)
- Prom tickets may not be purchased until attire has been approved. This includes purchasing a ticket for a guest.

GRADUATION – REQUIRED ATTIRE FOR GRADUATES

- Business attire and dress shoes are required to participate in the graduation ceremony
- Seniors are required to purchase a cap and gown

GRADUATION – REQUIRED ATTIRE FOR USHERS AND CHOIR

- Black pants or skirts, white shirts and dress shoes

Please be aware:

1. Students who arrive at any City High event in inappropriate attire will not be admitted/permitted to participate.
2. The dress code rules apply to City High students and guests.
3. Refunds will not be given when students are denied entrance due to inappropriate attire.
4. Clothing will be purchased, at the expense of the parents, for students who have inappropriate attire on an overnight trip.
5. These rules are in addition to the dress code section in the Code of Student Conduct.
6. Students who do not comply with the dress code will be excluded from future activities and field trips.

• DANCES •

The Fall Dance is a casual event and is held at City High. It is open to City High students in grades 9 – 12. Participating student may invite one guest.

The Winter Snowball is a semi-formal event and requires students to adhere to a dress code prescribed by the administration of City High. The Winter Snowball is open to all students in grades 9 – 12. Participating students may invite one guest.

Participation in the prom is limited to City High Seniors. Each participating senior may invite one guest. Students in grades 10 and 11 are permitted as a guest of a senior. Students in grade 9 are not permitted to attend. All guests attending Prom must be at least sophomores in high school, but may not be over twenty years old. A photo copy of each guest's photo ID card (school ID with a birthdate, state ID or driver's license) must be provided with the permission form. Guests must prove that they are either attending school or employed.

A permission form for City High students that details the dance dress code and rules is sent home prior to each event. If a City High student is bringing a guest to a dance, the guest section of the permission form must be completed and the guest must meet the requirements.

City High students must be in school the day of a dance. Students must arrive within the first hour and may not get an early dismissal. If a student is absent from school or from any class on the day of a dance, then he/she cannot attend the dance that evening.

Students who are not picked up from a dance within 30 minutes after it ends will be sent home using private transportation. The parent(s) will be billed for the cost.

ILLCIT DANCING POLICY

Grinding is defined as inappropriate, exaggerated sexually suggestive dancing. It is a form of dancing which generally includes one student rubbing on another student while making sensually gyrating motions and movements.

Grinding is a prohibited form of dancing at City Charter High School events. Students who engage in this form of dancing will be removed from the event and no refund will be given.

Any student removed from a dance for grinding will be prohibited from attending a City High dance for one year.

Please note that due to the COVID-19 pandemic, the fall dance, which takes place during the first trimester will be cancelled.

• FIELD EXPERIENCES •

During the fall trimester all classes participate in an outdoor adventure. Freshman go to Camp Kon-O-Kwee, sophomores to Laurel Caverns, juniors to Ohio Pyle and seniors to Teen Quest.

A special event is planned for each class during the spring. The freshmen trip is to Presque Isle and is a one-day event. Sophomores go to Niagara Falls for one day, and juniors go to New York City for three days.

Additionally, juniors can apply to participate in a trip to Costa Rica. This trip is collaboration between the Social Studies and World Languages departments. It is a 10-day trip and students are selected according to criteria and course requirements developed by the two departments.

Field experiences/field trips often require that the student pay part or all of the entry fee and/or transportation costs. Students are encouraged to participate in fundraisers in order to build the balances in their student accounts. Many students use their accounts to pay for all of the events during the course of the year.

PARENTS ARE STRONGLY ENCOURAGED TO PURCHASE INSURANCE FROM THE TRAVEL AGENCY FOR ALL OVERNIGHT TRIPS. If a student has made any payments for an overnight trip but does not attend, for any reason, and no insurance has been purchased, no refund will be made from City High or the travel company.

Students under suspension are also suspended from participation in all activities as participants and as spectators on the dates of the suspension, including weekends, breaks, and holidays that fall within the suspension.

Students who are not picked up within 30 minutes after the bus returns to City Charter High School will be sent home using a private transportation provider. The parent(s) will be billed for the cost.

• CLUBS •

ART CLUB

Do you love to sketch, paint, illustrate, watercolor, or work with Photoshop? If so, Art Club is the place for you! Whatever your artistic desires are, they can be fulfilled at City High's Art Club. Contact the Art Teacher if you are interested in participating. Open to students in grades 9 – 12.

DIGITAL MEDIA CLUB

Are you interested in advancing your producing skills? Would you like to be behind the camera, editing footage, or making your own short films? If so, Digital Media Club is the place for you. Please see the Digital Media instructor for participation details. Open to students in grades 9 – 12.

FIRST ROBOTICS CLUB

FIRST Robotics exists to provide an introduction to science, technology, and business in a uniquely engaging manner to the students of City Charter High School. The Short Circuits, Team 1743, is a team of juniors and seniors. The Short Circuits compete in the FIRST Robotics competition, a competition that challenges teens from all over the world to create a fully functional robot that is designed to complete specific tasks. Please contact the Robotics coordinator for information about joining this group. Open to students in grades 10 – 12.

NATIONAL HONOR SOCIETY

The National Honor Society recognizes academic achievement, service to the school and community, leadership, character and citizenship. Inducted students are expected to take on leadership roles in the school and community. Criteria for membership has four parts – **Scholarship** (3.25 QPA, and at least 1 Honors class), **Character** (No suspensions in the current school year, minimum grade B in Workforce in the previous and current trimesters, 5 or less unexcused absences/tardies in the current school year), **Leadership** (Recommendation signed off by four grade level teachers), and **Service** (50 hours of participation in school and out of school service experiences).

Email nhs@cityhigh.org for more information.

SAGE

Students for the Advancement of Global Entrepreneurship –SAGE was founded in 2002 with the mission to help create the next generation of entrepreneurial leaders. City High SAGE students create and operate businesses, take care of book keeping, scheduling, marketing and public relations, sales, and community outreach and volunteering. SAGE is open to students in grades 9 – 12 who are interested in entrepreneurship. City Charter High School SAGE has won two National SAGE Competitions (2013 and 2014) and taken second place in the Global competition in 2014, and second place in the 2015 and 2016 National Competitions. Please see the Activities Manager if you are interested in participating.

SPRING MUSICAL

Students are selected for participation in the Spring Musical through an audition process, held in late January and early February. Participants will be asked to prepare a song and a monolog, and will be taught a short dance audition piece in order to show their ability to retain choreography. Rehearsals are daily, Monday through Friday until at LEAST 5 PM, but are extended later into the evening as production dates near. Failure to attend rehearsals will result in termination from the cast. Spring Musical participants are held to a high standard of behavior and professional standards. For more information, email drama@cityhigh.org.

YOUNG PLAYWRIGHTS

The Young Playwrights are a group of highly motivated students who are responsible for the concept, development, and creation of City High's Spring Musical. Submissions for consideration into this group are accepted in November, with students being notified of their acceptance into the group in December. Once students are selected, the group meets 2-3 times per week through January and February, working on theme, plot and character development. Again, students must be highly motivated as this group works independently via Google Docs through much of the process. For more information, email drama@cityhigh.org.

• EMERGENCY PROCEDURES •

EMERGENCIES - WEATHER

City High does NOT follow the Pittsburgh Public School weather emergencies schedule.

The possibility of a winter “weather event” exists throughout the winter season.

Please listen to your radio and/or television for the City High delay or closing announcement.

The City Charter High School closing or delay announcement will appear on television channels (KDKA), (WTAE), (WPXI) and on their websites.

The school closing, delay and early dismissal announcement will also be available on our website—www.cityhigh.org and on the PARENT PORTAL.

Parents/guardians and students can choose to receive emails, text-messages or voice-mail notifications as well.

Delays: If there is a two-hour delay, school will begin promptly at 10:00AM. Students should not arrive at the school before 9:00AM.

Closings: If a closing is announced, students are to remain at home for the day.

Early Dismissals: If an early dismissal should ever be needed due to the weather, students will be given an opportunity to call home by using our phones or their cell phones. However please keep in mind that this decision will need to be made quickly and will be dependent on the advice of the Pittsburgh Public Safety Department. We will not follow the Pittsburgh Public Schools in making this decision as the downtown area is a unique situation and we need to be aware of different transportation issues.

PLEASE MAKE SURE YOUR SON/DAUGHTER KNOWS WHERE TO GO AFTER SCHOOL IN CASE OF AN EMERGENCY AND IN CASE YOU CANNOT BE REACHED.

SUBURBAN STUDENTS: For families who live far from the downtown area, please use good judgment and make the decision as to whether to send the youngster to school based not only on the official announcement but also on your actual weather conditions, as they may be better or worse than the conditions in the city. An absence note will be necessary if your student remains at home on a day we are open. Suburban students may also be sent home earlier than city students if the weather conditions deteriorate during the course of the day.

FIRE DRILLS

City Charter High School will have at least one fire drill per month. These drills are conducted to promote safety and familiarity with the evacuation procedures in the event of an emergency. Students are required to evacuate the building quickly and quietly following the directions of school staff. Compliance with the fire drill procedures is a must during these safety evacuation practices.

EMERGENCY EVACUATION DRILL

City Charter High School will have at least one emergency evacuation drill each year. These drills are conducted to promote safety and familiarity with the unscheduled evacuation procedures in the event of an emergency. Students are required to evacuate the building quickly and quietly following the directions of school staff. Students are required to return to the school in an orderly fashion, following the direction of school staff.

EMERGENCIES - NATIONAL, CITY AND SCHOOL

Periodically the federal government issues a heightened level of alert regarding national security. As a result we are providing you with the emergency information below. This information applies regardless of whether the situation involves inclement weather, a fire, bomb threat or a national event.

No matter what the circumstance, the entire staff will remain with the students and work diligently to reassure them, keep the calm, give them a forum for discussion and otherwise provide support to them. It is imperative that you emphasize to your youngster that the directions of school employees must be followed at all times. Students who panic, leave the group or refuse to cooperate jeopardize the safety of themselves and others.

WE WILL UNDER ALL CIRCUMSTANCES FOLLOW THE DIRECTIONS OF THE PUBLIC SAFETY DIVISIONS OF THE CITY OF PITTSBURGH AND ALLEGHENY COUNTY. WE WORK CLOSELY WITH THEM AND THEY WILL NOTIFY US OF ANY PROBLEMS.

EVACUATION OF THE BUILDING

If the evacuation is before 2:00PM, we will take our students to another facility remain there until 2:00 PM at which time they will be dismissed to go home. Once there, students will split into their advisory groups. Advisors will permit students to call home and will attempt to speak briefly to each parent. It may be necessary to send students home before 2:00PM. In that case notification would come from radio and television broadcasts.

If the evacuation is after 2:00PM, we will dismiss students to go home. It is important that students carry with them at all times the PAT bus schedule for their routes and also for alternate routes. They also need to know the location of several bus stops located in the downtown area that are part of their route.

LOCK DOWN OF THE BUILDING

If we are told that we must remain in the building, the following will occur:

Staff will stay on the school floors with students. The city has informed us that the maximum period for lock down would probably be 8 hours. Parents will be immediately notified in the event of a lockdown. If possible and if allowed, we will post lock down information on both the City High website and on the PARENT PORTAL. During an emergency, please limit calls into the school or to your child's cell phone. Incoming calls hamper our ability to maintain order and to help students remain calm. In addition, they will prevent us from calling out and notifying every family. **NO ONE IS PERMITTED TO LEAVE OR ENTER THE BUILDING DURING A LOCKDOWN.**

EVACUATION OF THE DOWNTOWN AREA

Should a mandatory evacuation of the downtown area be declared, Port Authority, Allegheny County and Pittsburgh Emergency Management has a plan in place to immediately transport thousands of people safely out of the city. Depending on the circumstances, one of the following three levels of the emergency plan will be implemented:

Level One—Voluntary Evacuation: If ordered Port Authority will provide the highest level of bus, rail and incline service at regular downtown bus stops and rail stations.

Level Two—Mandatory Partial Evacuation: If ordered every available Port Authority bus and rail vehicle will be dispatched to downtown. Regular buses and rail stops will be served where possible, once leaving Downtown Pittsburgh buses will transport passengers outbound using only main transit and highway arteries. Buses will discharge passengers along the main routing and will continue until the last passenger is discharged.

Level Three—Mandatory Full Evacuation: In the event of a declared mandatory emergency evacuation that prohibits buses from entering downtown Pittsburgh, six perimeter locations have been established. Individuals will board buses at perimeter locations, then discharge at “remote drop-off locations” predetermined by Port Authority, Allegheny County and Pittsburgh Emergency Management.

It is important that you and your student fully understand this plan. It is also extremely important that all students know their community well enough to find their home from a radius of at least two miles. Students should carry change with them for pay phones, keep comfortable walking shoes or sneakers in their lockers, be aware of places in the community where they can meet you, other family members or friend and again listen to the directions of adults so they can get as close to home as possible. Cell phones may or may not work in all situations as the circuits may become busy. If this were to happen, we may have to act very quickly and may not be able to call every parent. However, you will be notified through the news media, phone answering system and our website.

Please make sure that students who have asthma have inhalers with them at all times. Students with other chronic medical conditions need to keep some of their medication in the nurse’s office so it is available for all emergencies.

There isn’t any way that we can prepare for every possible circumstance at home or at school. However, we will do our best to help students be safe and to care for them physically and emotionally in any time of crisis.

• CODE OF STUDENT CONDUCT •

This Code of Student Conduct has been developed to promote a safe and productive environment for staff and students.

The conduct required by this Code applies to all students on the School campus or offsite locations where a School function or activity is being held. Official locations include, but are not limited to - Port Authority transportation vehicles, bus or "T" stops being used for transportation to and from School or School activities, and areas where students congregate before the start of School and after dismissal.

The School campus is considered those floors of the building being utilized by the School, all access hallways and stairwells between those floors, elevators, common areas in the building (for example, lobbies) that are accessible by the students, and the city block within which the school building is located.

Violation of any provision of the Code may result in suspension and/or expulsion, or other appropriate sanctions. When a violation is also a violation of Federal, state or local laws, the appropriate law enforcement agency may be contacted.

In the case of a disabled student, the Chief Executive Officer/Principal shall take all steps necessary to comply with the Individuals with Disability Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.)

Each violation in the Code of Student Conduct contains the corresponding Pennsylvania Safe Schools Infraction Code. The Pennsylvania Safe Schools Infraction Codes are listed at the end of this section.

City Charter High School does not facilitate mediations between parents to solve student issues as we do not have jurisdiction to govern parent behavior. City High does encourage parents to exchange phone numbers or utilize mediation services within the community.

VIOLATIONS OF THE CODE OF STUDENT CONDUCT

ARSON AND RELATED ACTS

Arson is the unlawful and intentional damage or attempt to damage a person or property by fire or incendiary device. Setting a fire by match, lighter, fireworks, firecrackers, trash can fires, Molotov cocktails or any other incendiary device; providing aid, counsel or pay toward the same is prohibited. All costs arising from the fire and damage to property will be the responsibility of the student, parents or guardian. Setting off false fire alarms and reporting or telephoning a false fire or panic alarm is a violation. The student, parents or guardian will be responsible for all financial liability incurred.

Tampering with fire extinguishers, fire hoses sprinklers or smoke detectors is a violation. Any student found to have tampered with fire extinguishers, fire hoses, sprinklers or smoke detectors will be required to pay for any cost of refilling, repairing or replacing the tampered equipment and any resulting damage to property.

ASSAULT

A student shall not cause, attempt to cause, or threaten to cause physical injury or intentionally behave in such a way that could reasonably cause physical injury to any person while in school, participating in a school sponsored event, travelling to or from school, or in transit to or from a school sponsored event. This includes a school employee, student or any person on school property or attending a school sponsored event.

Aggravated Assault – An unlawful attack by one person upon another in which the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving broken bones, loss of teeth, internal injury, lacerations or loss of consciousness. This also includes assault with disease intent by biting, spitting, or any act which results in cross-contamination of bodily fluid.

Simple Assault - An unlawful attack in which the offender does not use a weapon and the victim does not suffer obvious severe or aggravated bodily injury involving broken bones, loss of teeth, internal injury, lacerations or loss of consciousness.

A student who assaults a school employee will be charged with aggravated assault.

BOMB THREAT

The making of a bomb threat or participating in the making of a bomb threat OR making a terroristic threat that disrupts or could disrupt City Charter High School is a violation.

The offending student, parent or guardian will be responsible for all costs incurred as a result of any bomb threat.

BULLYING

It is a violation of the law and of the Code of Conduct to engage in bullying behaviors. Please see the Bulling Policy (page 82).

BURGLARY, ROBBERY, THEFT, RECEIVING STOLEN GOODS

Burglary – the unlawful entry into CCHS or other structure being used by the school with the intent to commit a felony or theft. It is not necessary that force be used in gaining entry, neither is it necessary that property loss occur. Attempt to unlawfully enter a structure without expressed permission is also counted in this category.

Robbery/Theft– Taking, attempting to take anything under confrontational circumstances from the control, custody or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm.

Receiving Stolen Goods – Being in possession of anything taken from the control, custody or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm.

CONSPIRACY TO VIOLATE THE CODE OF STUDENT CONDUCT

It is a violation for students to engage in a conspiracy to violate this Code. A “conspiracy” is defined as an agreement, between students or a student and a non-student, to violate this Code and an overt act taken to further the violation. A student who encourages, assists, plans or aids another student in violating this Code is subject to the same discipline as the student who actually commits the violation. This includes inviting non-students to the school or to a school sponsored event to assault, harass, intimidate a student or guest of City High.

CUTTING CLASS/LEAVING CLASS WITHOUT PERMISSION

It is a violation to intentionally avoid attending class, seminar, lecture, quiet room, clubs, mentoring and/or lunch periods. It is a violation to leave a designated area without permission (class, seminar, lecture, quiet room, clubs, mentoring and/or lunch periods. Students will receive a zero for all work missed and exams given when they choose to cut class.

DISORDERLY CONDUCT, RIOTING OR FAILURE TO DISPERSE

The intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk; making unreasonable noise; use of obscene language or gestures. Failure to disperse upon official order.

DRESS CODE VIOLATIONS

Students must enter the building dressed appropriately. Only shoes may be changed at a student’s locker. Students may not change clothing after school or before going to any off-site location where a School activity or function is being held.

If a student is not dressed in accordance with the Dress Code set forth in the Student Handbook, the student will call their parent and be sent home to change into proper attire. If the parent cannot be contacted, the student will spend the day doing alternate assignments and eating lunch in the School office. Repeated violations will necessitate a parent conference.

Changing clothes in the school (on the patio or in the hallways, restrooms or stairwells) will result in a one day out of school suspension.

ELECTRONIC DEVICES

Electronic devices must be turned off and kept in the student locker at all times. Electronic Devices, including cell phones and smart watches, may only be used before entering school or after dismissal from school. Students attending After School Tutoring and Clubs are not permitted to use Electronic Devices until they are dismissed from the program. Electronic Devices will be confiscated if they are used during the instructional day or during After School Tutoring or Clubs.

If, in case of an emergency, a parent/guardian needs to reach his/her child, the parent/ guardian should call the main office at 412-690-2489.

ELECTRONIC RECORDING (AUDIO, CAMERA AND VIDEO)

Students are prohibited from using video, photographic and audio recording devices during the school day.

Students are prohibited from sharing unlawfully obtained audio, photographs or video on any form of social media or in any electronic or printed or downloaded format.

Audio, photographic and video recording of another individual without consent constitutes a violation of federal laws.

EVACUATION DRILL VIOLATIONS

Students are required to comply with the directions of staff during all emergency drills. Students must exit the building quietly and quickly. Students are required to remain quiet and orderly during an evacuation drill. During an evacuation drill, if students are returning to the school, students must do so in an orderly fashion following the direction of staff. If students are dismissed following an evacuation drill, students must remain with their group until dismissed by staff.

FAILURE TO COMPLY

Failure to obey a reasonable and understood request by a teacher, staff member, or off-site facility staff member is a violation; this includes student classroom behavior. (Examples: student talking during class and fails to stop; student is bothering other students during class and fails to stop; student is asked to clean up and fails to comply; student is told to leave an area and refuses). Students who refuse to leave an area may be physically removed from the area by school security.

FALSIFYING INFORMATION

This type of behavior includes, but is not limited to, altering or forging parental excuses, making or conspiring to make false phone calls to School staff, altering or forging passes, willfully making false statements and a failure on the part of the student to properly identify him or herself.

FIGHTING OR AN ACT OF VIOLENCE

Fighting is a confrontation by two or more students provoked by verbal, physical or other factors. A fight occurs when two or more students are involved in pushing, punching, kicking, or other aggressive actions. Fights that occur due to taunting by the parties will be considered the fault of both students, regardless of which student hits first. A fight does not occur where one student is pushing, punching, kicking or committing other aggressive actions upon another student, who is not responding in kind other than in self-defense. In such a case the offending student will be disciplined for assault. This type of behavior will not be tolerated.

When it has been determined that a fight, as distinguished from an assault set forth above, has occurred, the Chief Executive Officer or his/her designee will investigate the matter regarding the causes of the fight and the party or parties at fault. The students will be suspended and/or

expelled for Fighting and Acts of Violence which occur during the school day, to or from school or at any school sponsored event.

FUNDRAISING/SOLICITATION

All fund raising and solicitation activities must be approved by the Chief Executive Officer. Engaging in fund raising/solicitation that is not approved is a violation. Tickets, candy, snacks, or similar items, other than those associated with school sponsored activities are not permitted to be sold. Students are not permitted to solicit participation or conduct fund raising activities during the school day.

GAMBLING

Any form of gambling is a violation.

GANG ACTIVITY

Any incidents involving initiations, intimidation or related activities of gangs or affiliates are a violation. Wearing, carrying, displaying gang or group paraphernalia, exhibiting behavior or gestures that symbolize gang or group membership or causing and/or participating in activities that intimidate or affect the attendance of another student is a violation.

HARASSMENT, INTIMIDATION, STALKING

A student shall not engage in any form of harassment or any act of intimidation for the purpose of obtaining money, property or other advantages, or to induce fear. A student shall not engage in any conduct or language that harasses other, including but not limited to slurs, jokes and other verbal, graphic or physical conduct relating to an individual's religion, ancestry, national origin, age, handicap/disability, or gender – including gender identity, gender designation, gender orientation or gender expression. This includes cyber acts of harassment, intimidation and stalking which occur during the school day.

City Charter High School cannot be responsible for social media violations which occur during non-school hours. Those violations should be referred to the police.

IDENTIFICATION CARD VIOLATIONS

It is a violation to steal or use another person's (staff or student) identification or falsify or fraudulently use their ID information. It is also a violation to refuse to show a student's ID card when requested by a staff member. Students must have their ID card in their possession at all times.

LATE TO CLASS/SEMINAR/LECTURE

Students are required to report to their designated area as indicated on their schedule. Students who arrive after the start time will be marked tardy. Students who miss 50% of a class, seminar, lecture or Independent Study are marked absent for that session.

LEAVING SCHOOL WITHOUT PERMISSION

Leaving School without permission is a violation. Once a student arrives in the building, she/he is not permitted to leave unless they have an early dismissal. In addition to parent contact, student activities, or privileges may be restricted for students who leave School without permission.

LOITERING, UNAUTHORIZED PRESENCE DURING SCHOOL HOURS AND CRIMINAL TRESPASS

Students are prohibited from entering or remaining in the building without authorization. Further, during instances where students are authorized to be on School property, they are prohibited from entering unauthorized areas of the building. Student presence is only permitted on City Charter High School floors. Failure to follow this policy is a violation.

A charge of Criminal Trespass will be filed for suspended and expelled students on school property or in the school zone during the instructional day. Students excluded from school are not permitted to attend any school sponsored event or activity, except for instructional purposes.

Loitering in the downtown area after school hours is prohibited by City ordinance.

LOSS OF SCHOOL PROPERTY

Students and their families are financially responsible to replace all lost property. City High property issued to a student must be returned. In the event that it is stolen, a police report is required.

MINOR OR VERBAL ALTERCATION

An argument which does not involve physical contact or threats but may involve the use of profanity. An incident which involves a single offender who trips, pushes or shoves another student.

MISCONDUCT

Misconduct or disorderly conduct is behavior that produces distractions, friction, or disturbances that seriously or repeatedly interfere with the effective functioning of a teacher, student, class or School activity or may be harmful to another student or staff member. Examples of misconduct include speaking out in class out of turn, horseplay (pushing, slapping, tripping), yelling, violent or unruly behavior, the use of obscene language or gestures and the creation of hazardous or physically offensive conditions at City High or at any City High sponsored event, or during transport to and from a school sponsored event.

Physical contact AND public displays of affection are also considered misconduct. Students may not hold hands, hug, kiss, walk arm-in-arm, have any type of physical contact or display affection for each other while attending School, or at School-sponsored activities, or during transport to a school sponsored activity.

Throwing snowballs or other objects or causing annoyance, alarm, is also an act of misconduct.

PLAGIARISM/CHEATING

Students may not cheat by using other student's work, giving their work to other students or copying work from various sources and turning it in as their own.

POSSESSION OF OBSCENE AND INAPPROPRIATE MATERIAL

Obscene material includes, but is not limited to, pornographic material, books, magazines, lyrics, poems, and spoken work which contain explicit text and graphic images.

Inappropriate material also includes images (written, drawn, photographs and electronic media) of guns, knives, gang insignias, slurs, jokes and symbols which are intended to incite fear and/or harass others based on their religion, ancestry, gender, sexual orientation, national origin or disability.

Obscene and inappropriate material is confiscated from the student. Parents have three (3) days to come to the school to get the obscene material or it will be discarded.

POSSESSION OR USE OF ANY EXPLOSIVE MATERIAL

Possession or use of any explosive materials or devices including but not limited to smoke bombs, stink bombs, firecrackers, incendiary devices or related explosive materials is a violation. These items are considered weapons. Please refer to the weapons policy set forth in this Code.

POSSESSION OR USE OF CONTRABAND

Possession of contraband is a violation. Contraband includes, but is not limited to, drugs, alcohol, weapons, ammunition for firearms, spent ammunition, steroids, all forms of tobacco, electronic cigarettes, vaping equipment and products, drug paraphernalia, and lighters.

To avoid accidental violation of this Code, the following procedure must be followed by any student who discovers or finds contraband or suspected contraband on or near school property, on field trips, at internships, at any school function, or any transit vehicle used for traveling to/from school or for traveling to/from a school sponsored activity.

Under no circumstances should a student pick up the contraband. The student should immediately proceed to and advise School staff of the location of the contraband.

A student should never accept any contraband from another person, even for the purpose of delivering it to a School staff member. Students must remember that mere possession of contraband is a violation.

POSSESSION, USE OR DISTRIBUTION OF A WEAPON OR DANGEROUS INSTRUMENT

Weapon - the term "weapon," as used in this Code shall include but not be limited to, any knife, cutting instrument, cutting tool, explosive, nunchaku, firearm, shotgun, rifle, electronic incapacitation device (i.e. taser, stun gun, stun baton, or device capable of any voltage or amperage) and any other tool, instrument or implement capable of inflicting serious bodily

injury. Mace or pepper spray, when discharged or threatened to be discharged, is considered a weapon as a tool, instrument or implement capable of inflicting serious bodily injury.

Look-alike weapons are defined as any toy or model weapon that looks enough like an authentic weapon to be reasonably mistaken for one.

Firearm means any weapon that is designed to or may be readily converted to expel a projectile by the action of an explosive. The term firearm also includes a starter gun. Firearms also include the frame or receiver of any such weapon, firearm muffler, firearm silencer.

A student shall not possess, handle or transmit a weapon while on school property, at any school sponsored event/activity or while in transit to or from school, or to or from a school sponsored event/activity. Possession of a weapon or a look-alike weapon is a violation of this Student Code of Conduct, will result in disciplinary action. Possession of a weapon or a look-alike weapon will result in a one-year expulsion, subject to a modifying recommendation by the Chief Executive Officer/Principal or his/her designee.

Please note that all weapons or contraband items will be confiscated and will not returned to a student or family member. Subsequent offenses of bringing contraband items may result in disciplinary action.'

POSSESSION, USE, DISTRIBUTION OR UNDER THE INFLUENCE OF DRUGS, ALCOHOL OR ANY OTHER CONTROLLED SUBSTANCE

"Drugs" are defined as all substances prohibited or regulated by the Controlled Substances, Drug, Device and Cosmetic Act, as amended, 35 P.S. § 780-101 et seq., and any other applicable state or federal statutes or regulations. The policy also applies to look-alike substances. Drugs include, but are not limited to amphetamines, barbiturates, any form of cocaine, hallucinogens, designer drugs, marijuana, narcotics and look-alike substances. It is a violation to ingest, possess or transmit alcoholic beverages or any substance, in any form, containing **ethyl alcohol** (ETOH).

City Charter High School is a drug free school. It is a violation for any student to possess, use or transmit any amount of drugs. It is a violation for any student to be under the influence or to smell of any drug or alcohol at school or at any school sponsored event. It is a violation to possess or transmit drug-related paraphernalia (ex: rolling papers, roach clips, hemostats, pipes, syringes) or other devices commonly used to ingest drugs (smoking, vaping, inhaling, intravenous, etc.).

Use of a drug, if authorized by a medical prescription from a registered physician for the student for whom is prescribed, shall not be considered a violation. However, all prescribed medications must be kept in the nurse's office with proper documentation from a physician. Asthma inhalers must be carried on the person of the student. It is a violation of this Code if students possess medications or distributes them to other students.

POSSESSION OF TOBACCO PRODUCTS OR ELECTRONIC CIGARETTE PRODUCTS

Act 128 of 2000 requires schools to prohibit the use or possession of tobacco products by persons in school buildings, school buses, and on school property owned, leased or under the control of a

school or district, while in transit during the school day or while in attendance at school sponsored functions. The use or possession of tobacco products and electronic cigarette products by students is a violation. A student in possession of tobacco products or electronic cigarette products will have such items confiscated. Parents are notified of the first violation and the student is sent home for the day. Students are suspended for any subsequent violations of this section. Any student who violates this policy on a field trip or at a school sponsored activity, may be removed from all future trips and activities by the Principal.

Under Pennsylvania Law, it is summary offense for students to possess or use tobacco on school property. A fine of up to \$50.00 may be imposed on students who violate the statute. Violators will be prosecuted through the Magistrate's office.

RACIAL/ETHNIC INTIMIDATION

Malicious intent toward another person or their property based on ethnicity, race, color, region or national origin is a hate crime and a violation of the Code of Conduct and is also a crime.

RECKLESS ENDAGERMENT

Engaging in conduct that places or may place another person in danger of serious bodily injury or death is a violation of the Code of Conduct and is also a crime.

SEXUAL OFFENSES

Inappropriate remarks of a sexual nature and improper touching of a sexual nature directed at students, staff members, or other individuals are a violation. This includes but is not limited to unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature.

Sexual offences include statutory sexual assault, involuntary sexual deviant intercourse, rape, aggravated indecent assault, indecent assault, indecent exposure, open lewdness, obscene and other sexual material or performance; sexual harassment and institutional sexual assault. Committing a sexual act within the presences of a child under the age of 16 years by a person at least age 16 and at least five years older than the child, for sexual gratification, regardless of whether force was used, or whether the victim consented. These offenses will be reported to the appropriate legal authorities.

TECHNOLOGY VIOLATIONS

It is a violation for any student to improperly use the school technology as set forth in the Student Handbook in the section Acceptable Use of Technology Policy (see page 77). Technology violations are categorized as Nuisance, Ethical, and Network Security and the consequences for these infractions range from confiscation to the removal of the wireless card.

TERRORISTIC THREAT

The making of a terroristic threat or participating in the making of a terroristic threat that disrupts or could disrupt City Charter High School is a violation. This includes, but is not limited to, a gun threat or any threat by any means of communication which is intended to disrupt school, create

panic, cause bodily or psychological harm. The offending student, parent or guardian will be responsible for all costs incurred as a result of any terroristic threat.

THREATENING SCHOOL OFFICIAL

Physical acts of aggression, verbal, written, or electronic statements which intimidate and are intended to place staff members in fear of bodily harm are a violation of the Code of Conduct. This also includes stalking, spying on or secretly watching a staff member with or without the intent to harm, frighten or coerce.

UNACCEPTABLE LANGUAGE

Students may not use or write vulgar or obscene language, gestures or symbols. Use of unacceptable language is a violation of the Code of Conduct and will result in an out of school suspension.

UNPREPARED FOR CLASS OR SEMINAR

Students are required to academically engage and to be active participants in the instructional process. Students are not permitted to sit in class idly or with their heads down or refusing to do work.

VANDALISM

Writing or drawing on furniture, walls and doors, throwing wet paper towels on the ceiling, intentionally clogging sinks and toilets, destroying or defacing any School property, property on the School campus, or at an off-campus site being used for a School activity or function. The student, parents or guardians will be required to repair property damaged, replace property that cannot be repaired or pay hourly custodial service for replacement or repair. The Board of Trustees is authorized to offer rewards for information leading to the conviction of persons who violates this rule.

SEARCH OF STUDENT'S PERSON AND PROPERTY

No student may conceal on his/her person or in a purse, handbag, book bag etc., any weapon, narcotic, dangerous drug, drug paraphernalia, alcohol, or other substance or object that is in violation of this Code of Student Conduct, local statutes, ordinances or school rules. If the administrators have reasonable suspicion that a student is in possession of an item that constitutes a violation of the Criminal Code or any provision of the Code of Student Conduct or the Student Handbook, a search of the student's person, purse, handbag, book-bag, or other items being carried by the student is authorized. Both a security guard and an administrator or administrative designee will be present during the search.

With the exception of lockers, prior to a search of school property, the students involved shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the school property contains materials that pose a threat to the health, welfare or safety of students or staff, the school property may be searched without prior warning.

Lockers are subject to search and inspection by school administrators or security with reasonable suspicion OR at random without notice, without student consent AND without a search warrant. School administrators or security staff may remove from carrels, lockers or other storage areas any articles that are prohibited by other sections of the Code of Student Conduct or could be used to interfere with or disrupt the educational process as determined by school administration of security staff.

THE USE OF REASONABLE FORCE

Reasonable force (hands-on approach) may be used by school staff:

- to quell a disturbance or maintain order
- to obtain possession of weapons or other dangerous objects
- for the purpose of self-defense
- for the protection of persons or property
- to remove students who refuse to leave an area after being directed to do so by an adult.

The following are City High Code of Conduct incident codes as well as those defined by the PA Safe Schools.

Incidents	Code
Arson and related acts	IN31
Assault - Simple on Student	IN01
Assault - Aggravated on Student	IN02
Assault - Simple on Staff	IN03
Assault - Aggravated on Staff	IN04
Attempt/Commit Murder or Manslaughter	IN26
Bomb Threat	IN35
Bullying (including Hazing)	IN27
Burglary, Robbery, Theft, Receiving Stolen Goods - Robbery	IN24
Burglary, Robbery, Theft, Receiving Stolen Goods - Theft	IN25
Burglary, Robbery, Theft, Receiving Stolen Goods - Burglary	IN30
Burglary, Robbery, Theft, Receiving Stolen Goods - Receiving Stolen Goods	COC1
Conspiracy to violate Code of Conduct	COC2
Cutting Class/Leaving class without permission	COC3
Disorderly Conduct, Rioting or Failure to disperse -Rioting	IN34
Disorderly Conduct, Rioting or Failure to disperse -Failure to Disperse	IN37
Disorderly Conduct, Rioting or Failure to disperse -Disorderly Conduct	IN38
Dress code violation	COC4
Electronic Devices	COC5
Evacuation Drill Violations	COC6
Failure to comply	COC7
Falsifying information	COC8
Fighting or any act of violence	IN17

Fundraising/Solicitation	COC9
Gambling	COC10
Gang Activity	COC11
Harassment, intimidation, stalking - Harassment	IN16
Harassment, intimidation, stalking - Stalking	IN19
Harassment, intimidation, stalking - Cyber Harassment	IN51
ID card violation	COC12
Kidnapping, interfering with custody of child	IN20
Late to class/seminar/lecture	COC13
Leaving school without permission	COC14
Loitering/Unauthorized presence, criminal trespass	IN33
Loss of school property	COC15
Minor or Verbal Altercation	IN18
Misconduct	COC16
Off task/Refusal to engage	COC17
Plagiarism/Cheating	COC18
Possession of Obscene or Inappropriate Material	COC19
Incidents	Code
Possession or use of contraband	COC20
Possession/Use/Under the influence of a Controlled Substance	IN47
Sale/Distribution of a Controlled Substance	IN48
Sale, Possession, use or Under the Influence of Alcohol	IN49
Possession of Handgun	IN39
Possession of Rifle/Shotgun	IN40
Possession of Firearm	IN41
Possession of Knife	IN42
Possession of Cutting Instrument (razor, box cutter, etc.)	IN43
Possession of BB/Pellet Gun	IN45
Possession or use of any other weapon or any dangerous instrument	IN46
Possession, Use Sale of tobacco, tobacco products, vaping products, electronic cigarettes	IN50
Racial/Ethnic intimidation	IN15
Reckless Endangerment	IN23
Sexual Offense - Rape	IN05
Sexual Offense - Involuntary Sexual Deviant Intercourse	IN06
Sexual Offense - Statutory Sexual Assault	IN07
Sexual Offense - Sexual Assault	IN08
Sexual Offense - Aggravated Sexual Assault	IN09
Sexual Offense - Indecent Assault	IN10
Sexual Offense - Indecent Exposure	IN11
Sexual Offense - Open Lewdness	IN12
Sexual Offense - Obscene or other Sexual Materials or Performance	IN13

Sexual Offense - Sexual Harassment	IN14
Sexual Offense - Institutional Sexual Assault	IN52
Suicide - Attempted	IN28
Suicide - Committed	IN29
Tech violation - Nuisance	COC21
Tech violation – Ethical	COC22
Tech Violation – Network Security	COC23
Terroristic Threats (excluding bomb threat)	IN36
Threatening School Official	IN22
Unacceptable language	COC24
Unlawful Restraint	IN21
Unprepared for class/seminar	COC25
Vandalism	IN32

COC = Code of Conduct
 IN = PA Safe Schools Incident Code

EXCLUSION FROM SCHOOL

Suspension is exclusion from school for a period of one (1) to (10) consecutive school days. Suspensions will be authorized by the CEO/Principal, Education Manager or Assistant Principal. The student and parent will be informed of the reason(s) for the suspension. Suspensions are given when it is clear that the health, safety or welfare of the school community is threatened.

Suspensions in the excess of three (3) school days require a parent meeting with an administrator. The purpose of the parent meeting is to enable the student and parent/guardian to meet with the appropriate school officials to explain the circumstances surrounding the event for which the student is being suspended. Students have the responsibility to make up exams and work missed while being disciplined by suspension. Students shall be permitted to complete these assignments within three (3) days after returning to school.

Expulsion is exclusion from school for a period exceeding ten (10) consecutive school days for egregious violations of the Code of Conduct. Suspensions in which a formal hearing is pending require an informal hearing within (3) school days. The purpose of the informal hearing is to enable the student and parent/guardian to meet with the appropriate school officials to explain the circumstances surrounding the event for which the student is being suspended. Parents/Guardians and the student will be made aware of all evidence and charges at the time. Following the informal hearing, a formal board hearing will be held within 10 school days from the date of the incident. This formal hearing will be held by a committee of the Board of Trustees, the full Board of Trustees or a specially appointed hearing examiner appointed by the Board of Trustees, and the school solicitor. Notification of the charges shall be sent to the students' parents/guardians by certified and regular mail. A notice, at least three (3) days prior to the time and place of the hearing shall be sent. The notice should include the hearing procedures as well as

state the student's right to counsel. A student or parent/guardian may request the rescheduling of the hearing by demonstrating good cause for an extension. A majority vote of the entire Board of Trustees is required to expel a student for more than ten (10) consecutive days. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Suspended and expelled students are not allowed to participate in any City High sponsored activity.

City Charter High School does not utilize In-school Suspension. However, City High employs restorative practices and in so doing seeks alternatives to suspensions, particularly for non-violent offenses where possible.

AEDY (Alternative Education for Disruptive Youth) Complaint Resolution Notification Process for City Charter High School

If a student is recommended for an AEDY placement for a major violation (i.e. drugs, weapons, or assault), they will receive a formal hearing within 10 days of the incident. An informal hearing takes place within three days. The formal hearing is facilitated by City Charter High School's Solicitor. Additionally, 1-2 Board members serve as the Hearing Officer(s). Students and families are able to produce witnesses on the student's behalf. If the family does not agree with the Board's recommendation, they have the right to appeal the decision. City Charter High also notifies the family in writing of this right and provides them a copy of the adjudication as well as all supporting materials provided as exhibits during the hearing. The student is excluded while they await their formal hearing, which will take place within 10 days from the date of incident.

If a student is recommended for an AEDY placement as a chronically disruptive student, they will have an informal hearing and also will be entitled to a formal hearing if they disagree with the school administration's recommendation. The formal hearing will be scheduled within 10 days of the recommendation. The student will remain at City Charter High School until the decision rendered at the formal hearing.

This Complaint Process will be provided to students, parent/guardians, and organizations as a part of our annual distribution process of the Student Handbook/Code of Student Conduct. An email alerting parents and families of the Handbook will also be sent. We outline changes to the Handbook so the changes are clear and more apparent. An updated copy of the Handbook is housed on the City Charter High School website, which will be accessible to organizations with whom City High partners.

Behavioral Levels of Violations, Interventions and Disciplinary Actions

Level One (Offenses that do not lead to an out-of-school suspension): The following are violations of a less serious nature that do not necessarily pose a threat to the health, safety or property of any person but may negatively impact the learning environment. Staff persons must use appropriate forms of positive, school-wide behavioral interventions and supports to correct misbehavior. Staff should maintain a record of interventions within the Student Information System, which is accessible to students and their parents/guardians via the Parent Portal.

Violation	Intervention	Disciplinary Actions
Cutting class/leaving without permission	Hallway conversation	Alternative consequence that helps to repair harm
Dress code violations	Dress code- use of City High clothes closet; parent drops off change of clothes; student goes home to change clothes and returns to school	Confiscation of items
Electronic devices		
Evacuation drill violations		
Failure to comply		
Fundraising/solicitation		
Late to class/seminar/lecture	Referral to Admin for a restorative conversation	Discipline referral
Plagiarism/cheating		
Possession of tobacco products or electronic cigarette products	Parent call home/ conversation	Workforce deduction
Unacceptable language		
Unprepared for class or seminar	Use of Restorative Practices (i.e. affective statements, restorative questions & circles, small impromptu conferences, etc.)	
	Re-teaching of expectations and expected skills/behaviors	

Level Two (Offenses that may lead to an out-of-school suspension): The following are violations of a serious nature that may pose a threat to the health, safety or property of any person but may negatively impact the learning environment. Staff persons must use appropriate forms of positive, school-wide behavioral interventions and supports to correct misbehavior. Staff should maintain a record of interventions and disciplinary actions within the Student Information System, which is accessible to students and their parents/guardians via the Parent Portal. Please note that some items may fall into more than one level depending on the severity of the violation.

Violation	Intervention	Disciplinary Actions
Conspiracy to violate the Code of Student Conduct	Student/Admin Conference	Could result in an out of school suspension of 1-3 days Confiscation of items
Disorderly conduct, rioting or failure to disperse	Parent call home/ conversation	
Electronic recording (audio, camera and video)	Student/Teacher Conference	Restorative consequence that helps to repair harm
Evacuation drill violations	Student Mediation	
Failure to comply		
Falsifying information	Use of Restorative Practices (i.e. affective statements, restorative questions & circles, small impromptu conferences, etc.)	
Fundraising/solicitation		
Identification card (ID) violations		
Leaving school without permission		
Loitering, unauthorized presence during school school hours and criminal trespass		
Loss of school property	Re-teaching of expectations and expected skills/behaviors	
Minor or verbal altercation		
Misconduct		
Possession or use of contraband (drugs, weapons, and explosive materials are covered under other violation codes)		
Possession of obscene and inappropriate material		
Sexual offenses		
Technology Violations		
Under the influence of drugs or a controlled substance		
Unacceptable language		
Vandalism		

Level Three (Offenses that lead to an out-of-school suspension): The following are violations of a serious nature that do pose a threat to the health, safety or property of any person as well as a disruption to the learning environment. Staff persons must notify an administrator when a Level 2 violation occurs. The administrator must investigate the incident including gathering written statements from involved parties and complete appropriate documentation for discipline which may be recommended, such as a referral for an out of school suspension of 4-10 days. For incidents of bullying or harassment, appropriate Bullying and/or Harassment Forms must be

completed. The administrator will notify the student and parent/guardian of all applicable charges, consequences and due process rights during the disciplinary and investigative process. Please note that some items may fall into more than one level depending on the severity of the violation.

Violation	Intervention	Disciplinary Actions
Assault	Referral to Admin for a restorative conversation	Could result in an out of school suspension of 4-10 days
Bomb threat		
Bullying		
Burglary, Robbery, Theft, Receiving Stolen Goods	Parent call home/ conversation	Confiscation of items
Fighting or act of violence	Student Mediation	Notification of police, which could result in criminal charges
Gambling		
Gang activity	Use of Restorative Practices (i.e. affective statements, restorative questions & circles, small impromptu conferences, etc.)	Restorative consequence that helps to repair harm
Harassment, intimidation, stalking		
Possession of obscene and inappropriate material		
Racial/ethnic intimidation		
Reckless endangerment	Referral to Wellness	
Sexual offenses		
Technology violations	Referral to appropriate agency resource	
Terroristic threat		
Threatening a school official		
Vandalism	Re-teaching of expectations and expected skills	

Level Four (Offenses that lead to an out of school suspension or expulsion): The following are violations of the most serious nature that pose a threat to the health, safety or property of any person as well as cause a major disruption to the learning environment. Staff persons must notify an administrator when a Level 3 violation occurs. The administrator must investigate the incident including gathering written statements from involved parties and complete appropriate documentation for discipline which may be recommended, such as a referral for an out of school suspension of 4-10 days. For incidents of bullying or harassment, appropriate Bullying and/or Harassment Forms must be completed. The administrator will notify the student and parent/guardian of all applicable charges, consequences and due process rights during the disciplinary and investigative process.

Violation	Intervention	Disciplinary Actions
Arson and Related Acts	Student/Admin Conference	Will result in an out of school suspension of 10 days
Assault		
Bomb Threat		

Possession or use of any explosive material	Parent call home/ conversation	Confiscation of items
Possession, use or distribution of drugs, alcohol or any other controlled substance	Student/Teacher Conference	Expulsion (11 or more suspension days)
Possession, use or distribution of a weapon or dangerous instrument	Student Mediation	Alternative education placement
Terroristic threat	Use of Restorative Practices (i.e. affective statements, restorative questions & circles, small impromptu conferences, etc.)	Notification of police, which could result in criminal charges
	Referral to Wellness	Restorative formal hearing
	Re-teaching of expectations and expected skills/behaviors	

• POLICIES •

1

• ACCEPTABLE USE OF TECHNOLOGY POLICY •

PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the City Charter High School network and computer system as well as acceptable and safe use of the Internet, including electronic communications.

GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the network and computer system and the Internet, including electronic communications, City High considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school's network and computer system and to the Internet enables students and employees to explore online libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. City High expects that faculty will blend thoughtful use of school network/computer systems and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

LIMITED EDUCATIONAL PURPOSE

City High is providing students and employees with access to the network/computer system, which includes Internet access as well as various software packages. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school computing technology system has a limited educational purpose, which includes use of computing technology for classroom activities, educational research, and professional or career development activities. Users are expected to utilize computers, network and Internet access to further educational and personal goals consistent with the mission of City High and school policies. Any other activity, which might be acceptable on a user's private personal account on another system, may not be acceptable on this limited-purpose educational network.

USE OF SYSTEM IS A PRIVILEGE

The use of City High computing technology and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of City High computing technology and/or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

CITY HIGH EMAIL

Everyone using a City High email address (name@cityhigh.org) is required to use their own picture or the system default.

UNACCEPTABLE USES OF TECHNOLOGY

The following uses of City High computing technology and Internet resources or accounts are considered unacceptable:

- 1 Users will not use school computing technology resources to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a Pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - b Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d Information or materials that could cause damage or danger of disruption to the educational process;
 - e Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination;
 - f All staff, all student or all school emails without express permission of a staff member.
- 2 Users will not use City High computing technology resources to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- 3 Users will not use City High computing technology resources to engage in any illegal act or violate any local, state or federal statute or law.
- 4 Users will not use City High computing technology resources to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the computing technology resources such as software, hardware or wiring or take any action to violate the school security system, and will not use City High computing technology resources in such a way as to disrupt the use of the system by others.
- 5 Users will not use City High computing technology resources to gain unauthorized access to information resources or to access another person's materials, information or files without the direct permission of that person.
- 6 Users will not use City High computing technology resources to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, photographs or other information that would make the individual's identity traceable, and

will not repost a message that was sent to the user privately without permission of the person who sent the message. These prohibitions specifically prohibit a user from utilizing City High computing technology resources to post personal information about a user or another individual on social networks.

- 7 Users will not attempt to gain unauthorized access to City High computing technology resources or any other system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on City High computing technology resources may not be encrypted without the permission of appropriate school authorities.
- 8 Users will not use City High computing technology resources to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
- 9 Users will not use City High computing technology resources for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of City High.
- 10 Users will not use City High computing technology resources to offer or provide goods or services or for product advertisement.
- 11 Users will not use City High computing technology resources to purchase goods or services for personal use without authorization from the appropriate school official.

A student or employee engaging in the foregoing unacceptable uses of computing technology resources and/or of the Internet when off school premises may be in violation of this policy as well as other school policies. Examples of such violations include, but are not limited to, situations where City High computing technology resources are compromised or if a school employee or student is negatively impacted. If City High receives a report of an unacceptable use originating from a non-school computer or resource, City High may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to City High computing technology resources and the Internet and discipline under other appropriate school policies, including suspension, expulsion, exclusion, or termination of employment.

INTERNET FILTERING

With respect to any school owned device with Internet access via the school's network or use of computing technology resources on an outside network, the school can monitor the online activities of both minors and adults and will employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized are considered reasonable attempts to block or filter Internet access while at school and/or off school property (using school computers) to any visual depictions or web sites that are not considered appropriate for the school's educational mission and goals. The technology protection measures may also be applied to computing technology devices not owned by the school, but given permission for use on the school networks.

CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of City High computing technology resources and use of the Internet shall be consistent with school policies and the mission of City High.

LIMITED EXPECTATION OF PRIVACY

- 1 By authorizing use of City High computing technology resources, City High does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on City High system.
- 2 Routine maintenance and monitoring of City High computing technology resources may lead to a discovery that a user has violated this policy, another school policy, or the law.
- 3 An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school policy.
- 4 Parents have the right at any time to investigate or review the contents of their child's files and e-mail files.
- 5 School employees should be aware that City High retains the right to investigate or review the contents of their school social networking accounts, school web sites, text messages, files, data and other materials in files and e-mail files that are generated using school accounts and/or school computing technology resources.
- 6 City High will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school policies conducted through City High computing technology resources.

LIMITATION ON SCHOOL LIABILITY

Use of City High computing technology resources is at the user's own risk. The system is provided on an "as is, as available" basis. City High will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school owned diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or non-deliveries of information or materials, regardless of the cause. City High is not responsible for damaged, lost, or unobtainable data stored on non-school owned, personal storage devices such as thumb drives, flash drives, USB hard drives, etc. City High will not be responsible for financial obligations arising through unauthorized use of the computing technology resources or the Internet.

PARENT RESPONSIBILITY

Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of City High computing technology resources (such as student laptops) and of the Internet if the student is accessing the school system from home or a remote location. Parents will be notified that their students will be using school resources/accounts to access the Internet.

CONSEQUENCES FOR INAPPROPRIATE USE

<p>NOTE: The Principal reserves the right to exercise discretion for all technology violations. This rubric serves as a guide but repeated violations may be dealt with on an individual basis.</p>	<p>Level 1 –Nuisance Violations such as but not limited to downloading games/music, use of Instant Messaging and Social Networking, un-authorized use during classroom time.</p>	<p>Level 2 –Ethical Violations such as but not limited to downloading software, pornographic images, movies and excessive music or video files.</p>	<p>Level 3 – Cyber Stalking/Bullying AND Network Security Violations such as but not limited to password compromise, use of proxy servers, attempts at hacking network/Internet servers, theft of identity</p>
<p>First Offense</p>	<p>Laptop is taken Lose machine for 3 school days Re-clone Phone call home</p>	<p>Laptop is taken Lose machine for 5 school days Re-clone Phone call home</p>	<p>Level 3 violations will be dealt with on a case by case basis by administration and may involve law enforcement.</p>
<p>Second Offense</p>	<p>Above measures + Lose machine for 5 school days</p>	<p>Above measures + Lose machine for 10 school days</p>	
<p>Third Offense</p>	<p>Above measures + Lose machine-for 10 school days</p>	<p>Above measures + Lose machine for 20 school days</p>	
<p>Fourth Offense</p>	<p>Above measures + Lose wireless card for 20 school days</p>	<p>Above measures + 1-day suspension + Lose wireless card for 45 school days</p>	
<p>Any additional offense</p>	<p>Persistent violations will be treated as a Level 3. Consequences will be determined by Administration on a case by case basis.</p>		

TECHNOLOGY - LOSS, THEFT, DAMAGE, WARRANTY

All students at City Charter High School are provided with a laptop computer for their use. Before students may take their laptops home, parents and students must sign off on both the Acceptable Use of Technology Policy and the Procedures for Repair Policy.

Warranty and Damages

Every City Charter High School laptop contains a 4 year warranty. This will provide complete protection for all repairs, accidental breakage and maintenance. The students should never have to pay for any laptop repair that is covered by the warranty. However, damage done to the computer through misuse, vandalism, or repeated breakage, is NOT considered “accidental” and must be paid for by the student responsible for the computer. In case of misuse, neglect, vandalism or repeated breakage, the following represent some common replacement parts and approximate costs that will be incurred by the parent and paid to City Charter High School:

(Note: Depending on the extent of the damage, students may be charged an additional repair fee)

KEYBOARD	\$35
SCREEN	\$300
PLASTIC CASE (BOTTOM PLASTIC)	\$150
PALM REST (TOUCH PAD)	\$35
SYSTEMBOARD (MOTHERBOARD)	\$450

Loss

Students are also responsible for lost laptops or their components. Loss is not covered by the school’s commercial insurance policy. If a student loses a laptop, battery or ac adapter they must pay the school for the item. Students who owe the school for lost, damage or vandalized laptops must repay the school in full or setup a monthly payment plan. In case of a loss, students will not be allowed to take another laptop home until payment is made in full. Students will have access to a laptop during the school day as long as they continue to make monthly payments. In case of loss, the following approximate costs will be incurred by the parent and paid to City Charter High School:

AC Adapter Replacement:	\$35
Battery Replacement:	\$75
Laptop Loss:	\$500.00 (1 st time), \$1000.00 (2 nd time)

Theft

City Charter High School defines theft as when a student either 1) has their laptop equipment forcibly taken from their possession or 2) has their laptop taken when it is locked up. If a student’s laptop is stolen the student must produce a Police Report to City High:

Theft w/Police Report:	1 st Occurrence – No Cost
	2 nd Occurrence - \$500
	3 rd Occurrence - \$1000

• BULLYING POLICY •

The City Charter High School Bullying Policy Committee (“the committee”) reviews this policy annually to maintain a Bullying Policy which ensures the safety of the student population and provides consequences to deter hazing and threatening behaviors which are inconsistent with the educational goals of the school.

For the purposes of the City Charter High School policy, bullying is defined as:

- The willful act of repeatedly victimizing a student by negative actions that attempt or intentionally cause injury or physical, emotional or mental discomfort; and/or
- Physical contact, assault, name calling, threats, pranks and taunting directed at a student by a single student or a group; and/or
- Spreading rumors and engaging in any form of electronic bullying (which includes but is not limited to texting, Facebook, Twitter, SnapChat, and email); and/or
- Placing a student in reasonable fear of damage to or loss of personal property; and/or
- Any form of intimidation
- Any form of hazing is a violation. Hazing is any action which recklessly or intentionally endangers the health or safety of the student for the purpose or initiation or admission into or affiliation with any class or organization of City Charter High School. Hazing shall include, but not be limited to, physical activity, forced consumption of foods or liquids or any other forced activity which could adversely affect the health or safety of the student or subject the student to mental stress or embarrassment.

Cyber Bullying

Cyber bullying, which is sometimes referred to as online social cruelty or electronic bullying, involves but is not limited to:

Sending mean, vulgar or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; intentionally excluding someone from an online group (Willard, 2005).

Cyber bullying can occur through:

- Emails
- Instant messaging,
- Text or digital imaging messages sent on cell phones, Web pages,
- Web logs (blogs),
- Chat rooms or discussion groups, and
- Other information communication technologies

The school zone which is covered under this policy includes acts of bullying which occur in school or outside of school (during a school sponsored event/activity or before and after the school day while a student is in transit to or from the school).

Any act of bullying is a violation of the Code of Conduct and is subject to consequences defined by the law and City Charter High School Code of Conduct. The following consequences apply strictly to isolated acts of bullying which do not involve physical harm, stalking, emotional distress or damage to personal property. (Due to the severity, consequences for acts of bullying of this magnitude will be dealt with by administration and may involve law enforcement.)

- First Offense – Student is warned and parent is notified.
- Second Offense – Student is suspended for three (3) days
- Third Offense – Student is suspended for ten (10) days
- Fourth Offense – Recommendation to the Board for expulsion

Consequences for acts of bullying may include any of the following:

- Student Mediation
- Parent Conference
- Out of School Suspension
- Referral to Law Enforcement
- Referral to Children, Youth and Families
- Recommendation for Expulsion

Parents should also be aware that after a full investigation by the administration some incidents may be categorized as child on child abuse as described in Child Protective Laws. Suspected child on child abuse includes a child who is assaulted, sexually harassed, bullied or any other violation that represents abuse anytime, anywhere before, during and after school. The Pittsburgh police and CHILDLINE will be contacted in those instances. This is in addition to any school discipline and/or charges filed with the local magistrate. The school is required to cooperate with all investigations.

Annual reports of bullying incidents will be maintained by School Security.

3

• CLASSROOM OBSERVATION POLICY •

POLICIES FOR PARENT CLASSROOM OBSERVATIONS

Authority

City Charter High School welcomes and encourages active engagement and participation of parents/guardians in their child’s educational programs and other school-related activities. The administration recognizes that such interest may result in visits to the school by

parents/guardians. To ensure order and safety within the school and to protect students and employees, it is necessary to establish policy governing classroom observation school visits.

Guidelines

All parent classroom observation sessions must be planned in advance so as to not create conflict with the teacher and student schedule. Parents/guardians must inform the building principal in writing of the proposed visit by completing and submitting an Observation Request Form, a copy of which may be retrieved from the office of the building principal or on the school website, <http://cityhigh.org/students/handbook/>. The completed Observation Request Form must be returned to the building principal at least 48 hours prior to the requested date of the proposed visit. The principal or other designated administrator must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Observations will be limited to one time per month, per child, for no more than 60 minutes per visit in order to avoid distraction or disruption to the teacher's schedule and classroom atmosphere. However, under certain circumstances, a parent/guardian may request additional observation time. Under these circumstances, the principal or other designated administrator is directed to use his or her discretion to either approve or decline such requests. In addition, formal observation does not include times when parents/guardians are invited to a classroom for special events or presentations, back-to-school events, when acting as a chaperone for field trips, or serving as a volunteer with a teacher.

The principal reserves the right to decline any request for classroom observation if it is determined that such an observation would cause undue disruption to the educational process. In addition, the building principal, other designated administrator, program supervisor, classroom teacher, or security staff have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if the visitor violates a school policy. Failure to leave when asked or documented disruptions may result in the loss of classroom visitation privileges.

Upon arrival, all visitors are required to sign in at the school office indicating the name of the teacher and/or destination, present a valid government-issued picture identification, and receive a visitor's badge that must be worn and remain visible at all times when in the building. All visitors are also asked to sign out when leaving the building.

To protect the learning environment, the parent/guardian will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the principal and have written consent from the parent/guardian describing the reason for the visit/observation.

Out of respect for the teaching environment, parents/guardians shall not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as

needed to answer questions or concerns. Recordings of the observation shall not be permitted absent specific approval by the school administration. In addition, no visitor shall be allowed to photograph or videotape any person or any part of the school building absent prior approval from the school administration.

All visitors should be aware that the school utilizes video surveillance systems.

During the observation, the principal or his designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.

Any decision of the principal shall be final regarding classroom observations.

Request Form is on page 129

• EMERGENCY MEDICATIONS POLICY •

Possession/Use of Emergency Medications Policy

Students shall be permitted to possess prescribed emergency medications on school property and at school-related events, and to self-administer the prescribed medication in compliance with state law and Board policy. Emergency medication, as used in this policy, shall include but is not limited to, asthma inhalers, epinephrine auto-injectors and diabetes medication.

Before a student may possess or use emergency medication in the school setting, the Board shall require the following:

- (1) A written request from the student's parent/guardian that complies with the order of a licensed healthcare provider.
- (2) A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
- (3) A written statement from the licensed healthcare provider that states the name of the drug, the prescribed dosage, the times the medication is to be taken, the length of time the medication is prescribed, the diagnosis or reason medication is needed unless the reason is confidential, the potential of any serious reaction or side effects of the medication, as well as any necessary emergency response, whether the student is qualified to self-administer the medication, and the signature of the administering licensed healthcare provider.

The student must notify the school nurse immediately following the use of an emergency medication on school property. Requests for student use of emergency medication shall be submitted annually, along with all required statements and an updated prescription. CCHS reserves the right to require a statement from a licensed healthcare provider for the continued use of a medication beyond the specified time period. A student whose parent/guardian completes the written requirements for the student to possess an emergency medication and to self-administer the prescribed medication in the school setting shall demonstrate to the school nurse the competency for self-administration and responsible behavior in use of the medication. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.

The school nurse is authorized to keep asthma inhalers and epinephrine auto-injectors in a secure location in the school in the event a student or employee of City Charter who does not have their own asthma inhaler or epinephrine auto-injector is suffering from a reaction and requires emergency medical assistance.

Students shall be prohibited from sharing, giving, selling, and using emergency medication in any manner other than which it is prescribed for during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy shall result in loss of privilege to self-carry

the emergency medication and disciplinary action in accordance with the Code of Student Conduct.

If City Charter High School denies a student's request to self-carry an emergency medication or the student has lost the privilege of self-carrying the medication, the student's prescribed medication shall be appropriately stored at an accessible location in close proximity to the student. The student's classroom teachers shall be informed where the medication is stored and the means to access the medication.

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EXTRA-CURRICULAR ACTIVITY PARTICIPATION POLICY

1. City Charter High School Students bringing guests to any school sponsored extra-curricular activity must complete the Guest Form, which includes providing a photo ID of the guest. The administration reserves the right to refuse permission for a guest to attend any extra-curricular event based upon that individual's previous behavior at their current or prior school, or while attending City Charter High School.
2. Students who are suspended or who have been expelled and have not met the requirements for readmission to City Charter High School will not be approved as guests to attend a City Charter High School sponsored event.
3. Students who withdrew from City Charter High School while suspended or when an expulsion hearing was pending will not be approved as guests to attend a City Charter High School sponsored event.
4. Students who have threatened a City Charter High School student or staff member or a guest attending a school sponsored event will not be approved as guests to attend a City Charter High School sponsored event.
5. Students who have been removed from City Charter High School or any City Charter High School event for loitering, vagrancy, under the influence of any substance, or for any act of aggression will not be approved as guests to attend a City Charter High School sponsored event.
6. Students who have been convicted of an act of aggression, felony, drug offense or sex crime will not be approved as guests to attend a City Charter High School sponsored event.
7. Students who are suspended or expelled from the school they are attending will not be approved as guests to attend a City Charter High School sponsored event.

8. All guests must be under the age of twenty-one (21) and be currently enrolled in the 9th-12th grades. It is the responsibility of the City Charter High School student to obtain an approved guest form.
9. Students arriving at school functions under the influence of a controlled substance will not be admitted.
 - a. Guests arriving under the influence of a controlled substance will be banned from all future activities sponsored by City Charter High School.
 - b. City Charter High School students will be isolated immediately until custody can be arranged with the individual's parents or local authorities. A 5-day suspension will result from students violating this policy.
10. Smoking and vaping are not permitted at any venue where an event sponsored by City Charter High School is hosted.

SCHOOL DANCE POLICY

Each guest **MUST** present an ID which indicates his or her name, and must have an approved Guest Form on file for entry. City Charter High School students and their guests must enter the dance at the same time. Once students/guests leave the dance, re-entry to the dance is not permitted. Students and guests may not enter the dance forty-five (45) minutes after the start time.

Dance tickets are nontransferable and nonrefundable. This means the person buying the ticket is the person who attends the dance. No refunds will be given if a student arrives late or is directed to leave before the end of the dance.

Inappropriate dress (as determined by City Charter High School Administration) may result in non-admittance to the dance. Extremely brief garments are not appropriate. No dress, skirt, pant or shirt should be so short as to show undergarments while seated or standing. Inappropriate items include, but are not limited to the following: bare midriff tops, see-through garments, low cut garments showing cleavage or any clothing that reveals undergarments. Acceptable attire for each dance is included with the permission form and may also be found in the Code of Student Conduct.

The City Charter High School Administration, Security and Staff reserve the right to search students and their possessions prior to entering the venue of any extra-curricular activity. Items that do not violate City Charter High School policies will be returned at the end of the dance.

Dancing must be respectful at all times. Dancing in a suggestive or explicit manner will not be tolerated. Dancing styles that involve intimate touching of your dance partner or that resemble sexual activity are **NOT** allowed. When dancing back to front, all dancers must remain upright--no squatting or bending is allowed. Students dancing inappropriately (see above) will be directed to leave the dance floor immediately. If inappropriate dancing (as determined by City Charter High

School Administration, Security and Staff) continues, students will be asked to leave the dance and their parent or guardian will be notified. Students and guests violating this policy will not be permitted to attend future dances.

• HIV/AIDS POLICY •

It is the policy of City Charter High School to provide a concerned and nondiscriminatory environment for individuals with the Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) and other blood borne diseases.

Students shall not be discriminated against on the basis of their HIV, AIDS or other blood borne disease status or perception thereof.

No current or prospective student shall be required to receive an HIV antibody or other diagnostic test for HIV as a condition of matriculation.

Confidentiality

All HIV/AIDS related information will be managed in accordance with the provision of the Confidentiality of HIV – Related Information Act. All school employees are prohibited from discussing or divulging the existence or identity of an HIV-infected student without specific written consent.

The school nurse or other contact person shall obtain a signed Authorization for Release of Confidential HIV-Related Information form. The identity of the student is restricted to whoever is authorized on the consent form.

Records indicating an individual’s HIV/AIDS or other blood borne disease status shall be made available only with expressed written consent of the student, parent/guardian to approved officials who have a need to know to carry out the purposes for which the information has been retained. Confidentiality is to be maintained with both written and oral communication. If written information exists, it is not to be maintained in the student’s Pennsylvania Health Record. It is to be maintained in a separate, locked file drawer or compartment or in another secure place with restricted access under jurisdiction of the party who received the information.

Communication

Realizing that communication is important, City Charter High School encourages health care providers and others to counsel parents/guardians and students to contact the school nurse regarding an HIV-infected student. Any inquiries from the public or media regarding HIV cases shall be handled by the CEO/Principal.

• MODEL OF NOTIFICATION OF RIGHTS—FERPA •

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day City Charter ("School") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the CEO a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend their child's or their education record should write the CEO, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school

official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities,

such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School

Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

NOTICE FOR DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that City Charter, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, City Charter may disclose appropriately designated "directory information" without written consent, unless you have advised City Charter to the contrary in accordance with City Charter's procedures. The primary purpose of directory information is to allow City Charter to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists; and
- Graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want City Charter to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify City Charter in writing within thirty (30) days of the start of the first trimester. City Charter has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Dates of attendance**

- **Grade level**
- **Participation in officially recognized activities**
- **Degrees, honors, and awards received**
- **The most recent educational agency or institution attended**
- **Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user**
- **A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.**

• NALOXONE POLICY •

Pursuant to Act 139 of 2014, City Charter High School may obtain, maintain and administer, if necessary, doses of Naloxone for emergency use to assist a student, staff member or other individual reasonably believed or suspected to be experiencing an opioid overdose.

The principal or designee, in consultation with the school nurse, shall establish appropriate internal procedures for the acquisition, stocking and administration of Naloxone and related emergency response procedures pursuant to this policy. The school nurse shall be the prescribing and supervising medical professional for the district's stocking and use of Naloxone. The principal or designee shall obtain a standing order from the school nurse for administration of Naloxone. The school nurse shall be responsible for building-level administration of Naloxone and management of Naloxone stocks.

The school physician shall provide and annually renew a standing order for the administration of Naloxone to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. The standing order shall include, at a minimum, the type of Naloxone (intranasal, auto-injector), the date of issue, the dosage, and the signature of the school physician. The standing order shall be maintained in the Administration Office, and copies of the standing order shall be kept in each location where Naloxone is stored.

Permission to carry and administer Naloxone under this policy shall be limited to the school nurse, the school physician, and the Chief Security Officer. Before those with permission may have custody of Naloxone or administer Naloxone under this policy, the employee must successfully complete an online Pennsylvania Department of Health training program about recognizing an opioid related overdose, administering Naloxone, and promptly seeking medical attention for the drug overdose. Evidence that such training has been completed shall be kept in the employee's personnel file.

Naloxone shall be safely stored in the school nurse's office or other location(s) designated by the school nurse in accordance with the drug manufacturer's instructions. Naloxone shall be made readily accessible to those who have completed the required training to administer it in the event of a suspected drug overdose. All properly trained employees shall be informed of the exact location where Naloxone is being stored. The school nurse shall obtain sufficient supplies of Naloxone pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh Naloxone stocks and maintain records thereof, in accordance with the established internal procedures, manufacturer recommendations and Department of Health Guidelines.

When responding to a suspected drug overdose, district employees shall follow the steps outlined below:

- (1) Call for medical help immediately.
- (2) Check for signs of opioid overdose.
- (3) Perform initial rescue breathing or CPR if needed, as instructed in training.
- (4) Administer Naloxone, as instructed in training.
- (5) Continue rescue breathing or CPR if needed, as instructed in training.
- (6) Administer a second dose of Naloxone if needed, as instructed in training.
- (7) Place the individual in recovery position, as instructed in training.
- (8) Stay with the individual until emergency medical help arrives.

(9) Cooperate with EMS personnel responding to the incident.

(10) Notify the building administrator or designee of the incident.

The school district shall indemnify and hold harmless any employee who administers Naloxone in good faith to another individual experiencing a suspected drug overdose, if all of the following conditions apply:

(1) The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering Naloxone to that individual.

(2) The employee successfully completed the training contemplated by this policy.

(3) The employee promptly sought additional medical assistance before or immediately after administering Naloxone.

(4) The employee is administering Naloxone pursuant to this policy.

This policy shall not be construed to create a duty on the part of the City Charter High School and/or its personnel to administer Naloxone.

• RECRUITMENT POLICY •

OCCUPATIONAL, MILITARY AND EDUCATIONAL

City Charter High School complies with both NCLB and FERPA. We understand that NCLB requires equal access to students for post high school options, including military recruiters, but it DOES NOT entitle unlimited access.

1. Please note that City Charter High School DOES NOT
 - participate in on-campus occupational, military, or educational recruitment and does not host college fairs (enlisted students are not permitted to recruit other students for their declared branch of the military during the school day or at school sponsored activities)
 - permit occupational, military, or educational recruitment presentations
 - permit occupational, military, or educational program recruiters to roam the halls, visit classrooms, approach students or have access to staff lounges
2. All recruitment inquiries must be to the attention of the Transition Department. Each City Charter High School student is assigned to a Transition Manager.
3. City Charter High School honors military Opt Out forms for the duration of enrollment.
4. City Charter High School will only release the name, address and phone number of students in grades 11 and 12 who HAVE NOT submitted an Opt Out form.
5. Students in the senior year, who are on track to graduate with their cohort, are permitted ONE excused absence for each post high school option BUT may not exceed 5 school days in the senior year. (i.e., one day for Pitt, one day for Ohio State, one day to complete the military enlistment process – for a total of 5 school days).

6. Post high school options should not impede the student’s ability to graduate and students should never be obligated, explicitly or implied, to complete rigorous activities which interfere with the academic program at City Charter High School.
7. The student must request required documentation for occupational, military, or educational programs. All properly requested transcripts/documents will be processed in 48 hours and will be sent directly to the agency the student has indicated on the request. Documents will be sent via US mail unless the student provides an e-mail address or fax number as an alternative method of delivery.

City Charter High School Transition Managers welcome the opportunity to meet with representatives from occupational, military, or educational programs/agencies.

Meetings with the Transition Department should be scheduled by phone or email at least 48 hours in advance. Unscheduled meetings are discouraged and availability of a Transition Manager is not guaranteed.

If you have any questions regarding our policy, please do not hesitate to contact the Transition Department directly at 412-690-2489.

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• SOCIAL MEDIA POLICY •

As an organization with a commitment to quality education and the safety of our students, as well as the preservation of our outstanding reputation as a school, the standards for appropriate online communication at City Charter High School are necessarily high. While we respect the right of students, employees, alumni, and other members of our community to utilize the variety of social media options available, we must insist that the following standards be met by our students and faculty at all times, as well as by alumni and all other users who participate in City Charter High School sponsored sites.

The City Charter High School Social Media Policy establishes rules and guidance for the use of social media by students, parents/guardians, employees and guests including, but are not limited to, visitors, workshop attendees, volunteers, board members, independent contractors and consultants.

COMMENTS AND PARTICIPATION

Comments to City Charter High School sponsored sites, such as its Website via blogs, online forms, etc., or social media sites, are welcome and encouraged, and we look forward to hearing from you. To promote respectful discussion within this forum, we request that you be courteous and productive and avoid comments that are profane, obscene, offensive, sexually explicit, inappropriate, inflammatory or otherwise objectionable. Blogs often foster debate of an issue; users are to engage in such exchanges with mutual respect for others’ opinions.

For the privacy of users and their families, please assume that all postings to City Charter High School -sponsored sites will be publicly available on the Internet and therefore publicly accessible without limitation or protection of any kind. Please consider how much personal information to share, with the understanding that this information may be linked to your name and published on the Internet.

By posting a comment or other material to City Charter High School sponsored sites as outlined above, users give City Charter High School the irrevocable right and license to exercise all copyright, publicity, and moral rights with respect to any content you provide, which includes using your submission for any purpose in any form and on any media, including but not limited to: displaying, modifying, reproducing, distributing, creating other works from, and publishing your submission. City Charter High School reserves the right to review all comments before they are posted, and to edit them to preserve readability for other users.

City Charter High School has the right, but not the duty, to inspect, review, or retain electronic communication created, sent, displayed, received or stored on and over the school's server and network, as well as to monitor, record, check, track, log, access or otherwise inspect all communication on its server and network. This includes school issued technology, personal computers and electronic devices, and databases, files, software and social media that contain City Charter High School (program, event, student, staff) information and data.

City Charter High School further reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comments violate this Comment Policy, to determine in its sole discretion which submissions meet its qualifications for posting, and to remove comments for any reason, including but not limited to our belief that the comments violate this Policy. Any submissions that fail to follow this Policy in any way or are otherwise irrelevant will be removed.

City Charter High School also reserves the right to amend this Policy from time to time in our judgment to address issues that may arise and changes in our operations or the law.

In posting material on City Charter High School-sponsored sites, you agree NOT to:

- Post material that City Charter High School determines is threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity.
- Post phone numbers, email addresses or other confidential information of students, faculty, or any other person other than yourself. If you choose to post your own contact information for any reason, please be aware that the information will be available to the public and is, therefore, subject to misuse.
- Post material that infringes on the rights of City Charter High School or any individual or entity, including privacy, intellectual property or publication rights.
- Post material that promotes or advertises a commercial product or solicits business or membership or financial or other support in any business, group or organization except those which are officially sponsored by City Charter High School, except in designated areas specifically marked for this purpose.

- Post chain letters, post the same comment multiple times, or otherwise distribute “spam” via the City Charter High School sponsored site.
- Allow any other individual or entity to use your identification for posting or viewing comments.
- Post comments under multiple names or using another person’s name.

City Charter High School reserves the right to do any or all of the following:

- Prohibit those who repeatedly violate this policy from participating on City Charter High School sponsored sites.
- Remove or edit comments at any time, whether or not they violate this Policy.

User agrees to indemnify and hold harmless City Charter High School, its affiliates, directors, employees, successors and assigns against any damages, losses, liabilities, judgments, causes of action, costs or expenses (including reasonable attorneys’ fees and costs) arising out of any claim by a third party relating to any material user has posted on City Charter High School sponsored sites.

By posting a comment or material of any kind on a City Charter High School sponsored site, the user hereby agrees to the Social Media Policy.

STUDENT USE

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the City Charter High School community and beyond.

Students who participate in online interactions must remember that their posts reflect on the entire City Charter High School community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct.

In addition to the regulations found in the Student Handbook, students are expected to abide by the following:

- Students may not use school issued equipment to publish disparaging or harassing remarks about City Charter High School community members, events or activities on social media sites.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not reflect poorly upon the school.

Failure to abide by this Policy, as with other policies at City Charter High School, may result in disciplinary action as described in the Student Handbook, or as determined by the Administration of City Charter High School.

OFFICIAL SOCIAL NETWORKING SITES

Any City Charter High School social networking sites must be approved by the CEO/Principal and Education Manager and should adhere to the following standards:

- Logos and graphics used on the site must be consistent with the branding standards and usage guidelines of the School;
- Sites that accept comments or postings by anyone other than the site administrator must be diligently monitored to ensure that information displayed fits within these guidelines and is appropriate to the subject matter of the page;
- Students should not be expected to utilize the site as the only source of important information since student access to social networking sites is restricted on the City Charter High School network.

The City Charter High School Social Media Policy applies no matter where the use occurs whether brought onto school property, to a school sponsored event, or connected to the school's network, or when using mobile commuting equipment and telecommunications facilities in protected or unprotected areas or environments, directly from home, or indirectly through another social media or internet service provider, as well as by other means. All actions must be conducted in accordance with the law, assist in the protection of City Charter High School resources, insure compliance with this Social Media Policy, its administrative regulations as well as local, state and federal laws. City Charter High School will cooperate to the extent legally required with social media sites, internet service providers, local, state and federal officials in investigations or with other legal requests, whether criminal or civil actions.

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• TITLE I - PARENT INVOLVEMENT POLICY •

PART I: GENERAL EXPECTATIONS

- City Charter High School (CCHS) agrees to implement the following statutory requirements: CCHS will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, CCHS will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. The compact is signed by the parent, student and school upon the student's entrance into City Charter High School.
- CCHS will incorporate this district wide parent involvement policy into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CCHS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, CCHS will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- CCHS will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- CCHS will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*
 - *That parents play an integral role in assisting their child's learning;*
That parents are encouraged to be actively involved in their child's education at school;
 - *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their; and*
 - *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II: DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT PARENTAL INVOLVEMENT

1. City Charter High School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
 - Parents will be notified of the September open meeting through the August mailing.
 - An open meeting will be held in mid-September.
 - If less than three parents participate in September meeting a focus group will be utilized to review the plan.
2. CCHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
 - Include a parent representative on the school's Board of Trustees.
 - Include multiple parent representatives on the school's strategic planning committee.
 - Include multiple parent representatives on the school's Middle States Accreditation Committee.
3. CCHS will provide following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Because the school and the district are one and the same, the school administrators will provide the technical assistance supported when necessary by the Regional Title I staff.

4. CCHS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

City High undergoes an annual evaluation conducted by Dr. Catherine Awsumb Nelson. Surveys of parents, students and staff are conducted and will include questions related to parent involvement. In addition, data from parent conferences including conference evaluations, one on one meetings, parent workshops and other parent activities will be disaggregated by demographic group in order to determine the effectiveness of the parent involvement policy and activities.

PART III: DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT

1. CCHS will build the school's and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:
 - Training on the effective use of the PORTAL for parents
2. Suggestions by the parent representative on the Board of Trustees.
The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - how to monitor their child's progress; and
 - how to work with educators.

Workshops are held annually on the following topics:

- Use of the PARENT PORTAL system to check grades, attendance and discipline
- Technology use especially as it applies to student achievement
- Local, state, and national assessments, the interpretation of data and the use of the results

- How to prepare students for assessments including ACT and SAT
 - Preparation for the college application process and the completion of the FAFSA
 - The inclusion program for special education students and adaptations to the curriculum and/or evaluations; and
 - Various mental health and/or nutrition related topics.
3. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Annual Technology workshops.
 - Informational workshops pertaining to assessment are held during PTO meetings.
 4. The school will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Training staff in the use of PARENT, STUDENT AND TEACHER PORTALS, email, phone calls and conferences with parents.
 5. The school will take the following actions to ensure that information related to the schools and parent - programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand
 - Parents will be asked for feedback on the language used in the documents provided to parents.

PART IV: ADOPTION

The District-Wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the meeting held September 19, 2008.

This policy was adopted by the City Charter High School on October 8, 2008. This policy is reviewed annually.

City High will distribute this policy to all parents of participating Title I children on or before the middle of October.

TITLE I PARENT/STUDENT/SCHOOL COMPACT

City Charter High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA)(participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during 2019-2020 school year.

SCHOOL RESPONSIBILITIES

City Charter High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic standards as follows:
 - Combine relevant curriculums and align them to the State standards.
 - Provide an after school tutoring programs to allow students to receive assistance with regular school work.
 - Tracking will not be utilized in classes thus exposing all students to high quality curriculum.
 - Differentiate the instruction in classes ensuring the individual needs of students are met.
 - Ensure that appropriate instructional techniques are utilized through regular peer and administrator observation of teachers.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in October and February as well as on an as needed basis for individual students.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Trimester Report Cards
 - PARENT PORTAL information that is regularly updated
 - Achievement test results as soon as they are available.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Appointments will be made with individual teachers, advisors and grade level teams during the daily planning time allotted to teachers and/or before and after school
 - Provides access to teachers via both email and voicemail.

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Making sure that all homework is completed
- Monitoring amount of television children watch
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on advisory committees
- Adhering to the attendance policy
- Reviewing the PARENT PORTAL at least weekly
- Keep early dismissals to a minimum and only for emergencies
- Participate in scheduled parent conferences
- Establish a set time when my child is expected home from school
- Insist on appropriate classroom behavior

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards in the following ways:

- Follow all of the rules and policies of the school, all of the time
- Work diligently to improve all of my skills, increase my knowledge and become proficient on all of the state standards
- Turn in all homework
- Adhere to all provisions of the dress code, everyday
- Work cooperatively with students and staff
- Respect all students and staff
- Follow the direction of the staff
- Bring my ID card everyday
- Dress appropriately for physical education
- Spend extra time studying for classes that are the hardest for me
- Be open minded, willing to listen to the opinions of others especially when they differ from mine
- Support my fellow classmates in their quest for academic excellence
- Value achievement for myself and others
- Take care of my computer and other materials provided by City High
- Take care of my school environment
- Be on time to school every morning and to every class every day
- Attend school every day unless ill.

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• TITLE IX POLICY •

Policy on Nondiscrimination

City Charter High School ("City Charter") does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, genetic information or any other legally-protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990. City Charter's full Non-Discrimination Policy can be found in the City Charter Student and Family Handbook on www.cityhigh.org.

Applicable Scope

The core purpose of this policy is to prohibit sexual harassment and retaliation. When an alleged violation of this policy is reported, the allegations are subject to resolution using the process as detailed below.

This policy specifically applies, but is not limited, to allegations by or on behalf of students or employees that have been sexually harassed or sexually assaulted in or related to the school environment, whether by other adults or students. This procedure does not apply to complaints alleging violations of Title IX for equal access to athletic opportunities, nor other forms of sex discrimination, such as different treatment based on sex. Such complaints are covered under City High's nondiscrimination policies and procedures.

The procedures below may be applied to incidents, to patterns, and/or to the school climate, all of which may be addressed and investigated in accordance with this policy.

Title IX Coordinator

The Coordinator of School Counseling serves as the Title IX Coordinator and oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating City High's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sexual harassment and retaliation prohibited under this policy.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Dr. Dara Ware Allen
Title IX Coordinator
CEO and Principal
201 Stanwix Street
Pittsburgh PA 15222
412-690-2489 extension 101
dwallen@cityhigh.org
www.cityhigh.org

City High has also classified all employees as Mandated Title IX Reporters of any knowledge they have that a member of the community is experiencing sexual harassment and/or retaliation.

The section below on Title IX Mandated Reporting details the responsibilities and duties that all City High School employees have as Mandated Reporters under Title IX.

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW

Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

For complaints involving employees: [Equal Employment Opportunity Commission](#) (EEOC)

Definition of Sexual Harassment

The Department of Education’s Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the Commonwealth of Pennsylvania regard Sexual Harassment as an unlawful discriminatory practice.

City High has adopted the following definition of Sexual Harassment in order to address the unique environment of an educational setting.

1. “Quid Pro Quo” Sexual Harassment:

Quid pro quo harassment occurs when a school employee, such as a teacher, causes a student to believe that he or she must submit to sexual conduct, sexual advances, or grant sexual favors or that accepting or rejecting of such conduct or communications will be used as a factor in decisions affecting the student’s education. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment. Similarly, quid pro quo harassment can occur when an employee’s supervisor makes unwelcome sexual advances or requests sexual favors and the employee reasonably believes that submitting to that conduct or communication is a condition of obtaining employment or that accepting or rejecting that conduct or communication will be used as a factor in employment decisions.

2. “Hostile Environment” Sexual Harassment:

Hostile environment sexual harassment is conduct of a sexual nature that is sufficiently serious that it interferes with, limits, or denies a person the ability to participate in or benefit from a program, education, or environment. For students, hostile environment sexual harassment means unwelcome conduct of a sexual nature that is sufficiently serious that it interferes with, limits, or denies a student the opportunity to participate in or benefit from an education program or activity. For employees, a hostile work environment is created when unwelcome conduct of a sexual nature is sufficiently serious that it interferes with, denies, or limits the employee’s work performance or work environment.

(a) The term “conduct” includes, but is not limited to:

- verbal comments, including unwelcome sexual advances, requests for sexual favors, and derogatory remarks;
- nonverbal conduct, such as graffiti, text messages, or notes; and/or

- physical conduct such as sexual touching, fondling, sexual assault, rape, and other forms of sexual violence.

(b) The term “of a sexual nature” is a broad term that includes conduct or comments about sex (the physical act), based on sex (persons being male or female), or based on sex or gender based stereotyping.

(c) In determining whether conduct is “sufficiently serious” as to interfere with, deny, or limit education or employment so as to rise to the level of sexual harassment, City High will examine all the circumstances, including: the type of harassment (e.g., whether it was verbal or physical); the frequency and severity of the conduct; the age, sex and relationship of the parties; the setting and context in which the harassment occurred; whether other incidents have occurred at the school; and other relevant factors. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment. For instance, a single instance of rape is sufficiently severe to create a hostile environment.

3. Other conduct defined by federal law:

- (a) Sexual assault
- (b) Dating violence
- (c) Domestic violence
- (d) Stalking

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Independence and Conflict-of-Interest

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and any related Title IX procedures or guidelines.

The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific case or biased for or against Complainants and/or Respondents, generally.

To raise any concern involving bias or conflict of interest by the Title IX Coordinator, contact the City High Board President David J. Lehman, Esq. at 412-355-6738. Concerns of bias or a potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

Reports of misconduct committed by the Title IX Coordinator should be reported to the City High Board President David J. Lehman, Esq. at 412-355-6738. Reports of misconduct committed by any other Title IX Team member should be reported to the Title IX Coordinator.

Notice/Complaints of Sexual Harassment and/or Retaliation

Notice or complaints of sexual harassment and/or retaliation may be made using any of the following options:

1) File a complaint with, or give verbal notice to, the Title IX Coordinator Dr. Dara Ware Allen, dwallen@cityhigh.org, 412-690-2489, ext. 101. A report may be made at any time (including during non-school hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed.

[2] Report online, using the reporting form posted at www.cityhigh.org. Reports may be made anonymously but may result in a need to investigate. City High tries to provide supportive measures to all Complainants, which is often not possible with an anonymous report. Know that reporting carries no obligation to file a Formal Complaint, which would trigger a formal response. City High respects requests from Complainants to dismiss complaints unless there is a compelling threat to health and/or safety, criminal activity, child abuse, and/or the Respondent is an employee.

A Formal Complaint means a document submitted or signed by the Complainant or their parent/guardian or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that City High Schools investigate the allegation(s). The school's formal complaint form can be accessed at www.cityhigh.org.

A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail or by using the contact information above.

Supportive Measures

City High will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged sexual harassment and/or retaliation.

Online Sexual Harassment and/or Retaliation

The policies of City High are written and interpreted broadly to include online manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on City High's education program and activities or use of City High's networks, technology, or equipment.

Although City High may not control websites, social media, and other venues in which harassing communications are made, when such communications are reported to City High, it will engage in a variety of means to address and mitigate the effects.

Members of the community are encouraged to be good digital citizens and to refrain from online misconduct, such as feeding anonymous gossip sites, sharing inappropriate content via social media, unwelcome sexual or sex-based messaging, distributing or threatening to distribute revenge pornography, breaches of privacy, or otherwise using the ease of transmission and/or anonymity of the Internet or other technology to harm another member of the City High community.

Any online posting or other electronic communication by students, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of City High's control (e.g., not on

City High networks, websites, or between City High email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption or infringement on the rights of others.

Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech cannot legally be subjected to discipline.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. City High will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

City High and any member of City High's community are prohibited from intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and related procedures and guidelines.

Filing a complaint under another school policy could be considered retaliatory if those charges could be applicable under this policy, when the charges are made for the purpose of interfering with or circumventing any right or privilege provided under this policy that is not provided under the other school/district policy that was used. Therefore, City High vets all complaints carefully to ensure this does not happen, and to assure that complaints are tracked to the appropriate process.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

Mandated Title IX Reporting

All City High employees (teachers, staff, administrators) are expected to report actual or suspected sexual harassment or retaliation to appropriate officials immediately. This includes employees who might otherwise be considered confidential resources.

In order to make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting school resources. In school, some resources may

maintain confidentiality and are not required to report actual or suspected sexual harassment or retaliation. They may offer options and resources without any obligation to inform an outside agency or school official unless a Complainant has requested the information be shared.

If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter can connect them with resources to report crimes and/or policy violations, and these employees will immediately pass reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action when an incident is reported to them.

The following sections describe the reporting options at City High for a Complainant or third-party (including parents/guardians when appropriate):

a. Confidential Resources

Because all City High employees are required to report actual or suspected sexual harassment or retaliation, any such information a Complainant shares with any City High employee cannot remain confidential.

If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with a non-City High employee. Following are some confidential community-based resources:

- Employee Assistance Program
- Licensed professional counselors and other medical providers
- Local rape crisis counselors
- Domestic violence resources
- Local or state assistance agencies
- Clergy/Chaplains
- Attorneys

All of the above-listed individuals are not City High Schools employees and may maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials, except in extreme cases of immediacy of threat or danger or abuse of a minor, or when required to disclose by law or court order.

b. Mandated Title IX Reporters and Formal Notice/Complaints

All employees of City High are Mandated Title IX Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment.

Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party.

Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Title IX Coordinator.

Failure of a Mandated Title IX Reporter to report an incident of sexual harassment or retaliation of which they become aware is a violation of City High policy and can be subject to disciplinary action.

Though this may seem obvious, when a Mandated Title IX Reporter is engaged in harassment or other violations of this policy, they still have a duty to report their own misconduct, though City High is technically not on notice when a harasser is also a Mandated Title IX Reporter unless the harasser does in fact report themselves.

Finally, it is important to clarify that a Mandated Title IX Reporter who is themselves a target of harassment or other misconduct under this policy is not required to report their own experience, though they are, of course, encouraged to do so.

When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the school and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether City High proceeds when the Complainant does not wish to do so.

Emergency Notifications

City High may issue emergency notifications for incidents that are reported and pose a serious or continuing threat of bodily harm or danger to members of the school community.

City High will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

These notifications may be issued school-wide or may be limited to those members of the community who are potentially impacted. The Title IX Coordinator will work in conjunction with the appropriate school officials in determining the scope and content of the notification that may be issued.

False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation can be subject to discipline under City High policy.

Amnesty for Complainants and Witnesses

The City High community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to City High officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of City High community that Complainants choose to report misconduct to City High officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, City High maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. The decision not to offer amnesty is based on neither sex nor gender, but on the fact that collateral misconduct is typically addressed for all students within a progressive discipline system, and the rationale for amnesty – the incentive to report serious misconduct – is rarely applicable to Respondent with respect to a Complainant.

In determining whether to offer amnesty, the Title IX Coordinator will consider factors such as: the nature and severity of the policy violation; the age of the individual; the impact on the health and safety of the individual and the school community; and the best interests of the school community.

Students: Sometimes, students are hesitant to assist others for fear that they may get in trouble themselves (for example, an underage student who has been drinking or using marijuana might hesitate to help take an individual who has experienced sexual assault to seek assistance.

City High maintains a policy of amnesty for students who offer help to others in need.

Recordkeeping

City High will maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on the Respondent;
3. Any remedies provided to the Complainant designed to restore or preserve equal access to City High's education program or activity;
4. Any appeal and the result therefrom;
5. Any Informal Resolution and the result therefrom;
6. All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an Informal Resolution process. City High will make these training materials publicly available on City High's website.; and

7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
 - a. The basis for all conclusions that the response was not deliberately indifferent;
 - b. Any measures designed to restore or preserve equal access to City High's education program or activity; and
 - c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

City High will also maintain any and all records in accordance with state and federal laws.

CITY CHARTER HIGH SCHOOL SABBATICAL APPLICATION

Applications must be received at least 6 weeks prior to the sabbatical's start.
Application must be PRINTED and completed in blue or black ink.

Name _____ Grade Level _____

Name of Program _____

Requested Sabbatical Dates _____

Provide the contact information for the program you plan to attend.

Name _____ Title _____

Phone _____ Email _____

Address _____

The STUDENT will include the following documents with this completed application. These documents must be TYPED with the student name, grade and dates of attendance as a header.

1. Program Description and Details (Include a program overview, itinerary, course descriptions)
2. How is the program relevant to your interests? How will this experience compliment your future academic and career plans?

Completed by ADVISOR:

- B grade or higher in previous AND current trimesters in all courses including Workforce
- 95% attendance (Present AND On Time)
- Cumulative GPA of 3.0 or above
- No significant disciplinary referrals in previous AND current trimesters
- Student has attached program description and details
- Student has attached TYPED well thought out answers to the questions above (#2)

Advisor Signature _____ Date _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Transition Office:

Date Received: _____

By: _____

Administration:

Date Approved: _____

By: _____

**CITY CHARTER HIGH SCHOOL
PARENT/GUARDIAN CLASSROOM OBSERVATION REQUEST FORM**

City Charter High School welcomes and encourages visits to our school and classrooms by parents/guardians. In addition, we encourage volunteers in our classrooms when opportunities are presented. However, to minimize disruptions to our students' experience in our schools, we have established procedure governing classroom observations.

Parents/guardians must make a written request to the Principal at least 48 hours in advance of a requested observation. Unless there are special circumstances, observations will be limited to one person, one observation per child per month for a period of up to 60 minutes.

Date of request: _____ **Sent by:** [] US Mail [] With Student [] Hand Delivered

Student: _____ **Grade:** _____

Person making request (Please PRINT): _____

Relationship to student: _____

Requested Class/Teacher and Date of Observation: _____

Reason for Observation (What specifically would you like to observe?) _____

Signature : _____

TO BE COMPLETED BY CITY CHARTER HIGH SCHOOL: _____

Date Received: _____ **Parent Contacted By:** _____

Date and Time Confirmed: _____

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