



**URBAN
PATHWAYS**
6-12 CHARTER
SCHOOL
your way up

2026-2027

Urban Pathways 6-12 Charter School - Student Handbook

www.upcs.net

Urban Pathways 6-12 Charter School

914 Penn Avenue

Pittsburgh, PA 15222

(412) 392-4601

Welcome!

Welcome to Urban Pathways 6-12 Charter School. We are excited that you chose UPCS and look forward to working with you to create a pathway for your success.

This handbook has been prepared to provide information pertaining to school policies, student activities, classroom schedules and the Code of Student Conduct. Incoming students and their parents/guardians review this handbook with Urban Pathways 6-12 Charter School staff at orientation.

Orientation is required for all parents and students each year. There may be changes to this Handbook as school policies and procedures are modified or revised. Policy changes will be distributed to all students, parents/guardians, and staff prior to their implementation. It is the responsibility of the student and their parent(s) or guardian(s) to read these regulations and procedures and ask questions about any area of confusion or concern.

Mission Statement

The mission of our school is to help every child find a pathway that leads toward a successful adult life in the city environment and beyond.

Vision Statement

We pledge to guide every child to acquire the academic competencies, attitudes and network of support relationships that will allow them to continue to that path after graduation. We are committed to creating an intercultural community where we learn together and change the conditions in which we live.

- UPCS is standards and performance based.
- Students are expected to demonstrate via performance assessments.
- Students must demonstrate proficiency in their work in order to be promoted to the next grade.
- Uses downtown Pittsburgh as its laboratory. Students utilize the various libraries and cultural venues around the area as an extension of the classroom.

UPCS seeks to be nationally and internationally competitive. To that end, it has high and rigorous standards for all students. Student achievement is at the core of every activity.

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Section One: General Information

BOARD OF TRUSTEES

Name	Title	Email
Amber Spells	President	aspells@upcs.net
Marissa Park	Vice President	mpark@upcs.net
Scott Flurry	Secretary	sflurry@upcs.net
Dennis Irvine	Treasurer	dirvine@upcs.net
Bilita McIntosh	Board Member	bmcintosh@upcs.net

Urban Pathways 6-12 Charter School has a Board of Trustees that is vested in the management of the business affairs of the school. Potential Board members are nominated by current Board members or by a Board Nominating Committee.

Monthly meetings are held the third Tuesday of the month at Urban Pathways 6-12 Charter School (UPCS), on the 3rd floor in the school library. Meetings begin at 6:00 pm and are open to the public. Meetings may be held virtually and announced on our website. If virtual, the zoom link will be available on the school website calendar.

Responsibilities of Board Members include:

- Support for staff and administrators
- Concern for students and their learning
- Improve school outcomes
- Spend responsibly and aligned with the school mission; approve the annual budget
- Set policies
- Advocate through professional networking
- Keep school on mission, succession, strategic planning, data driven evaluation
- Hire, terminate, and evaluate the Chief Executive Officer
- Continue education regarding board management

School Contact Information

Main Office: 412-392-4601

Fax: 412-392-4602

Website: www.upcs.net

Address: 914 Penn Avenue / Pittsburgh, PA 15222

School Office Hours: Monday through Friday 8:00 am to 4:00 pm

Title	Name	Extension	Email
Chief Executive Officer	Kathleen Garland	245	kgarland@upcs.net
Principal Grades 6-12	Dr. Vanessa Avon	246	vavon@upcs.net
Chief Academic Officer	Dr. Reginald Hickman	590	rhickman@upcs.net
Director of Special Education	Dr. Edward Mandell	202	emandell@upcs.net
Assistant Principal Grades 8-12	Raelyn Ruffus	420	rruffus@upcs.net
Assistant Principal Grades 6-7	Dr. Kevin Reevey	647	kreevey@upcs.net
Director of Attendance, Events & Parent and Family Engagement	Jeannine Ferguson	201	jferguson@upcs.net
Director of Enrollment & College/Careers Pathways	Jason Kerr	258	jkerr@upcs.net
Director of Executive Operations	Lauren Lang	216	llang@upcs.net
Executive Assistant to the Principal	Gionna Pitrone	200	gpitrone@upcs.net
Director of Safety, Security & Maintenance	Bryan Blake	231	bblake@upcs.net
Student Support	Berkeley Claggett	218	bclaggett@upcs.net
Student Support	Johnathan Hicks	242	jhicks@upcs.net
Student Support	Greg Lockley	425	glockley@upcs.net
School Psychologist	Dr. Jessica Crislip	260	jcrislip@upcs.net
School Counselor	Ty Beck	240	tybeck@upcs.net
School Counselor	Mark Arnold	205	marnold@upcs.net
Counselor for Student & Family Services	Elyse Wolff	652	ewolff@upcs.net
Coordinator of PIMS & Data Management	Jennifer Mack	233	jmack@upcs.net
Attendance Support Coordinator	Mary Marcelle	203	mmarcelle@upcs.net
Nurse	Ms. Hunter	257	lhunter@upcs.net

For a complete list of staff and their contact information, please visit the Staff Directory on our school website www.upcs.net.

Contacting Staff

Parents are welcome to call the school during school hours. All UPCS Staff have their own direct extension and emails. We will not interrupt instructional class time to relay messages. You may e-mail staff at any time, and they will get back to you as soon as possible.

Contacting Students

We will not interrupt instructional class time to relay messages for students, but we are happy to get messages to students in between classes and during lunch. Important information should be relayed to students before or after school. In case of an emergency, if the parent/guardian identifies the nature of the emergency, we will relay that message to the student as soon as possible.

School Visitors

UPCS welcomes parents and other visitors who have a legitimate purpose and do not interfere with instruction as determined by the Principal or designee. Parents and/or guardians should call ahead to make an appointment in advance if they need to speak with a staff member or administrator. When appointments are not made in advance we cannot guarantee a meeting, because we cannot disrupt classrooms or the educational process. All visitors must register at the guard station in the lobby and will be checked by security. The security guard will confirm the visitor with the Principal or designee. Once the visitor is confirmed, the visitor will be given a visitor's pass which must be visible at times. If such visitors do not have current state and federal criminal and state child abuse clearances on file at UPCS, visitors must be accompanied by a staff member at all times if during UPCS hours or if students are in UPCS's facility. UPCS staff who observe visitors without proper identification or without UPCS staff escort shall report it immediately to the UPCS office. Any person whose actions and/or language threaten the health, safety, and/or welfare of students or staff will be barred from visiting the school or attending school-sponsored events.

Parent Conduct

Parents and/or guardians of UPCS students are expected to adhere to the same standards of behavior as their students while parents are on campus or present at school-sponsored activities anywhere. The following is a non-exhaustive list of behaviors that are not tolerated at UPCS or at UPCS-sponsored events:

- Use of profanity;
- Use of disrespectful language or gestures;
- Use of threatening language or gestures towards UPCS students or other parents/guardians;
- Offensive, sexual, or unwanted physical contact with others,
- Damage to school property or public property,

The conduct required by this Code applies to all parents/guardians or visitors on the school campus, off site locations where a school function or activity is being held and during transportation to and from the school. The school campus includes the city block within which the UPCS Building is located.

If a parent/guardian does not abide by the expectations outlined within this handbook or otherwise violates the Code of Conduct or the law while on UPCS campus or at a UPCS-sponsored event, UPCS will take the appropriate action to ensure the safety of all students, staff, and other members of the school community. This may include limiting the offending parent/guardian's access to UPCS campus and/or events, contacting law enforcement, or scheduling a mandatory meeting with UPCS.

UPCS may conduct parent meetings which are orderly and all parties are required to remain respectful. We will not allow swearing, yelling, or threatening during a meeting in-person, over the phone, or any electronic communication such as email or text. 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. If the behavior continues and/or verbal or written threats are made, the Police may be contacted. This type of behavior may result in the parent(s)/guardian(s) being banned from the school and may require, at their expense, a mediator for future meetings.

Student School Day

Students are expected to be in school by 7:45 a.m. and in class ready to learn by 8:15 a.m. The school day ends at 3:15 p.m. Dismissal will be staggered.

Regular Schedule

		Start	End
Pathways	P	8:15 AM	8:31 AM
	1	8:34 AM	9:17 AM
	2	9:20 AM	10:03 AM
	3	10:06 AM	10:49 AM
6 7 lunch	a	10:52 AM	11:25 AM
	4	11:28 AM	11:35 AM
10, 11, 12 lunch	b	11:38 AM	12:11 PM
	5	12:14 PM	12:21 PM
8 9 lunch	c	12:24 PM	12:57 PM
	6	1:00 PM	1:43 PM
	7	1:46 PM	2:29 PM
	8	2:32 PM	3:15 PM
		Start	End

Section Two: The Academic Program

The academic program of UPCS reflects the school's mission, vision, and values.

Expectations

Clear expectations of student work will be communicated through the development and distribution of course syllabi which detail major units of study and an overview of major assessments.

Assessing Student Learning

Student work is rigorous and within the frameworks of the PA Core standards and anchors and Pennsylvania School Code. School-wide grading standard:

Range	Letter Grade	GPA points	AP weighted GPA points
98-100	A+	4	5
92-97	A	4	5
90-91	A-	4	5
88-89	B+	3	4
82-87	B	3	4
80-81	B-	3	4
78-79	C+	2	3
72-77	C	2	3
70-71	C-	2	3
60-69	D	1	2
59 and below	F	0	0

Curriculum Features

College and Career Readiness - Smart Futures

From the **PA Academic Standards for Career Education and Work (CEW)**: Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Career Education and Work Standards describe what students should know and be able to do at grade levels 8 and 11 in four areas:

13.1 Career Awareness and Preparation

- A. Abilities and Aptitudes
- B. Personal Interests
- C. Non-Traditional Workplace Roles
- D. Local Career Preparation Opportunities
- E. Career Selection Influences
- F. Preparation for Careers
- G. Career Plan Components
- H. Relationship between Education and Career

13.2 Career Acquisition (Getting a Job)

- A. Interviewing Skills
- B. Resources
- C. Career Acquisition Documents
- D. Career Planning Portfolios
- E. Career Acquisition Process

13.3 Career Retention and Advancement

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- D. Budgeting
- E. Time Management
- F. Workplace Changes
- G. Lifelong Learning

13.4 Entrepreneurship

- A. Risks and Rewards
- B. Character Traits
- C. Business Plan

The Urban Pathways curriculum infuses CEW standards throughout all subjects in every grade because we believe that students are more motivated to learn when they can see how school learning connects to success after school.

Additionally, Urban Pathways uses Smart Futures, an online careers readiness program that helps students create a successful future through self-knowledge, exploration, and planning. Each grade completes activities to help promote career awareness and preparation, career acquisition, career retention and advancement, entrepreneurship, and develop their professional portfolio. Students will continue to develop their portfolio each school year, and upon graduation will have a complete portfolio. Smart Futures is a fun and interactive way for students to journey on their way to Future Readiness.

Transitions Program

As the first year of middle school, 6th grade is an important transitional period where students begin to develop a sense of independence and self-direction in their academic studies. Sixth grade students will participate in a transition class that helps them learn the Urban Pathways environment and gain the skills they will use for the next 7 years.

As the first year of high school, 9th grade is a crucial grade in a high school student's career. 9th graders begin to experience the rigor of advanced study, develop study skills that lead to success and create an attitude of accountability and confidence. It is the goal of every student, parent, teacher and administrator that every 9th grader move on to 10th grade while developing good academic habits and a growth mindset towards learning. All 9th graders will participate in a transition class to aid their move into the high school.

Pathways

Students meet regularly with their mentor for Pathways class. Students and parents will develop a learning plan with their mentor at Learning Partnership meetings quarterly, and then follow the progress towards those goals in Pathways class. Pathways will cover the following components:

- Goal Setting
- Tracking progress of your Individualized Learning Plan
- Regular grade, attendance, and behavior checks
- Quarterly Review of student progress

Homework and Late/Missing Assignment Policy

One of the most important skills we can teach our students is to become independent and responsible learners. The UPCS policy on independent work such as homework and long term assignments is to complete all assignments when they are due.

- Students must turn in the assignment on time to earn 100% credit.
- If a student is absent (excused), they have additional time equal to the excused days to complete and turn in the assignment for full credit.
- Students may receive a zero grade for tests or assignments missed due to class cuts or other unexcused absences, including unexcused tardy to school.
- Work may not be turned in after two weeks past the due date.

Final Exams

Final Exams are an opportunity for high school students to demonstrate all that they have learned in their course throughout the semester or year. These exams require students to recall, apply, and synthesize

content and skills.

Final Exams will be taken in class on designated days. For classes which are not holding a final, students will attend the regularly scheduled class for instruction. Final Exams are worth 10% of the final grade. Students who take the AP Exam will be exempt from taking a final exam in that class.

Local Standardized Assessments

Students at UPCS 6-12 will take quarterly assessments in each of their classes in order for teachers and students to see their progress toward the overall class goals. Assessments in each class may be in the form of an actual paper/pencil test, but may also be in the form of a project, research paper, a presentation, or a combination of these. Students in tested grades will also take quarterly benchmarks to assess their progress towards meeting the PA assessment anchors.

Pennsylvania State Standardized Assessments

Middle School

In grades 6-8, students at UPCS 6-12 will take the Pennsylvania System of School Assessment (PSSA) in the spring of each year. In grades 6 and 7, students are tested in English Language Arts (ELA) and Mathematics. In grade 8, students are assessed in ELA, Math, and Science.

High School

In grades 9 and 10, students will take the Keystone Exams at the end of each Keystone course. The goal is to score at the Proficient or Advanced level on each end of course Keystone Exam. If students do not score Proficient or Advanced on a specific Keystone Exam (after multiple attempts), for students graduating in 2023 and beyond, alternative pathways exist at UPCS 6-12 for meeting state high school graduation requirements. See Appendix G.

Keystone Exams Framework (who, when, what)

Grade	Keystone Exam	First Round of Testing	Second Round of Testing
9 th	Keystone Algebra I	Spring of taking Algebra I	Following winter if not scoring Proficient or Advanced
10 th	Keystone Biology	Spring of taking Biology	Following winter if not scoring Proficient or Advanced
	Keystone Literature	Spring of taking English II	Following winter if not scoring Proficient or Advanced
11 th	Students in their Junior year will only take Keystone Exams if they have not yet scored proficient or advanced on Algebra, Biology or Literature. Students in 12th grade are permitted to take the exams again.		

National Standardized Assessments

Grade Level	National Assessment	Assessment Window
6	Classroom Diagnostics Tools	Fall, Winter, and Spring

	in Math, Reading, and Science	
7	Classroom Diagnostic Tools in Math, Reading, and Science	Fall, Winter, and Spring
8	Classroom Diagnostic Tools in Math, Reading, and Science	Fall, Winter, and Spring
9	Classroom Diagnostic Tools in Math, Reading, and Science	Fall, Winter, and Spring
10	Classroom Diagnostic Tools in Math, Reading, and Science	Fall, Winter, and Spring
	PSAT	Fall
11	ACT	Spring
	AP Exams	For Students taking AP classes - May
	SAT	Spring/Summer
12	ACT	Fall/Winter
	AP Exams	For Students taking AP classes - May
	SAT	Fall/Winter
	ASVAB Military Assessment	For Students considering the military (taken through military offices)

SAT and ACT tests can be taken by any student. For students considering college, they are used as entrance exams. For a PA state graduation requirement, a qualifying score can be used to meet that state graduation requirement. A qualifying score on the ASVAB can be used for the state graduation requirement, and qualifying scores on equivalent AP exams can be used for the state graduation requirement.

Results/scores on these assessments will be delivered *at the first Learning Partnership meeting after UPCS receives score reports*. The SAT, ACT, and AP exams will report results online.

Monitoring Classroom Progress

Students and families can monitor progress in each of the student's classes. Students and parents can login in to FOCUS to review assignments completed and grades on assignments, quizzes, tests, and homework. If at any time you have concerns, please email or call your child's teacher(s) and mentor to set up a meeting or arrange tutoring for your child. We have many systems of support available for your child, so please ask if you are unsure about what approach will work best. For instructions on how to login or create a parent portal FOCUS account, please visit our website at www.upcs.net

Middle Level Promotion

Students in Middle School (Grades 6-8) take one class in each core subject each year: Math/Science/English/Social Studies and several graded and required specials.

Middle School Summer School

UPCS does not offer Summer School.

All students are welcome to enroll in summer classes elsewhere for academic enrichment or to complete an unsatisfactorily completed class. Contact resources will be provided to students.

If a student is assigned summer school, they must attend every day and complete all assignments in order to be promoted to the next grade. If you do not pass any core subject, you will be required to attend summer school. UPCS will provide Summer School options closer to the end of the school year for students in need of it. Students who do not pass core subjects must either attend summer school, make up the credits in another way, or risk graduation eligibility.

If you fail	Your Summer School Plans
2, 3, or 4 classes of Math, English, Science, Social Studies	No Promotion & Repeat Grade*
Math	Summer School Required
English	Summer School Required
Science	Summer School Required
Social Studies	Summer School Required
Any Specials	Summer School Recommended

*Students who are required to repeat are still welcome to attend summer school, but they will not move on to the next grade.

High School Graduation Requirements

UPCS follows the Pennsylvania Department of Education (PDE) requirements for High School Graduation.

Credit Requirement		Keystone Exam Requirement	Culminating Project Requirement	Internship Option
Credited Grades	Minimum Credit Total			
9th-12th	26.5	Algebra I Biology Literature	Required to be completed during the 11th or 12th grade year	May be completed during the 12th grade year

Course Completion and Grades

In accordance with the PDE graduation requirements and our school's mission and vision, what follows are the recommended courses of study for each grade.

Subject	9	10	11	12	Total Required to Graduate
Math	1.0	1.0	1.0	1.0	4.0
English	1.0	1.0	1.0	1.0	4.0
Science	1.0	1.0	1.0	1.0	4.0
Social Studies	1.0	1.0	1.0	1.0	4.0
College and Career Skills			0.5	0.5	1.0
Arts/Humanities			0.5		0.5
Business/Technology			0.5	0.5	1.0
Health/Physical Education	0.5	0.5			1.0
Other Electives	1.0	2.0	2.0	2.0	7.0
Keystone Exams	Algebra 1	Biology Literature			PA Graduation Pathway
Minimum Credits Recommended per year	5.5	6.5	7.5	7.0	26.5

Promotion to Next Grade

These are the minimum credits required to move to the next grade:

Grade level	Credits
To become a 10th grader	5 credits
To become an 11th grader	10.5 credits
To become a 12th grader	18.5 credits
To graduate	26.5 (or more) in each of the categories on the graduation requirements chart

If a student does not pass a required course, credit recovery information is available from the school counselor. Students will need to recover enough course credits in order to meet the credit requirements prior to promotion to the next grade.

Credit Recovery for High School

It is most important that all stakeholders (parents, students, teachers, administrators) work toward students passing their classes and obtaining the skills for success. Students who fail required classes must complete the credit recovery program(s) that is/are prescribed for them by the school counselor. All students who fail to complete credit recovery, including seniors who fail required classes, will have to earn the necessary credits to fulfill the graduation/promotion requirements.

UPCS does not offer Summer School. All students are welcome to enroll in summer classes elsewhere for academic enrichment or to complete an unsatisfactorily completed class. Contact resources will be provided to students.

If a student is assigned summer school, they must successfully complete the course to earn the credit(s). UPCS will provide Summer School options closer to the end of the school year for students in need of it.

Completion of a Culminating Graduation Project

Urban Pathways believes that the culminating project is a valuable opportunity for students to demonstrate mastery of skills learned and practiced throughout their school years. This project will serve as significant evidence that each student has successfully met the Pennsylvania standards for graduation.

Some of the many benefits involved in a graduation project include:

- Fostering students as “active learners”, capable of solving complex problems and constructing meaning that is grounded in the world beyond the classroom that encourages collaborative learning with business and community partners.
- Organizing curriculum around authentic student projects which serve as a basis for learning from career and academic disciplines in an interdisciplinary approach.
- Engaging students in complex, challenging work.
- Meeting rigorous and measurable standards for academic and technical performance

The project is a requirement for graduation.

Graduation Ceremony

To participate in the senior graduation ceremony seniors must have completed all academic requirements, attend mandatory graduation practice, and be in proper dress code for graduation. Outstanding debts must be paid in full before participating in the graduation ceremony. The Board of Trustees, CEO, or their designee has the authority to revoke a student’s privilege of participating in a graduation ceremony as a consequence of violating the School’s Code of Conduct. Further, the School retains the right to bar a student from attending the graduation ceremony if there are legitimate concerns regarding attendants’ safety related to the student’s presence.

Student Academic Support

Learning Partnerships

Every student is assigned a mentor who acts as the primary school contact and communicator between the student’s family and the school. Students and mentors meet daily to review grades, organization, and have talks about general academic and social issues in order to ensure student success. This part of our Learning Partnership brings students, parents, and staff together in a dynamic partnership that will set a course for individual student success. Failure to attend requires a meeting with the Administration.

Personal Education Plan

Three to four times a year, at each of the Learning Partnership meetings, families, mentor teachers, and students meet in order to review the student’s latest grades and test scores, and to develop a Personal Education Plan. Potential career interests and specific curricular needs based will be discussed. Parents are encouraged to discuss with their child’s teacher and other school staff issues that may affect student

academic progress or behavior and ways that might be better to work with the student. All parents are expected to attend Learning Partnership meetings as scheduled on the school calendar.

Students and families will receive routine academic communication, including, but not limited to:

Communication	How often should I receive it?	What does it tell me?	How do I receive it?
Bi-Weekly Progress Checks	Every two weeks	Grade so far within a quarter	Online in the FOCUS student or parent portal at any time
Interim Progress Checks	In the middle of each quarter	Grade at the mid-point within a quarter	Online in the FOCUS student or parent portal
Quarterly Report Cards	The end of each quarter within a school year	Overall attendance, GPA, and final grades in all courses at the end of each quarter	Reviewed by staff, students, and families at Learning Partnership meetings, quarters 1-4.
Transcript	The end of every school year, grades 9-12 only	All courses, attendance, GPA, and standardized tests results, for every school year, grades 9-12	Reviewed by staff, students, and families at the Quarter 2 Learning Partnership meetings, grades 10-12

If you need assistance accessing any of the academic reports, please contact your child's mentor teacher for assistance.

Saturday Academic Support

Throughout the year, special Saturday Academic Support sessions will take place in order to provide students with the opportunity to gain additional test preparation and content area support for particular classes.

This program will be held most Saturdays throughout the school year from 9:00 a.m. – 12:00 p.m. The purpose of this program is to provide students with the opportunity to receive extra help in specific subjects. Students attending our Saturday program will be required to be in the school dress code. Students are to sign in at the front desk upon entering and exiting the program. Students must sign up for Saturday School by Friday morning. Computers are for academic work only. Students who attend Saturday School for extra academic help must be here by 9:30 a.m.; those who have to attend Saturday Detention must be here by 9:00 a.m. Students will not be permitted to re-enter after exiting the building. Students may not bring friends or siblings to Saturday School.

After School Office Hours

Teachers are available to assist students on assigned days from 3:30 p.m. to 4:00 p.m. two days per week. No office hours will be held on the day prior to a vacation or scheduled student day off. The schedule will be posted to the school website.

Academic Recognition/Honors

Our academic recognition/honors scale requires that no “C” or lower grades are earned and have the grade point average as follows:

Honor Roll Category	GPA	Grade Requirements	Attendance
CEO List	4.0 and above	No Grades below 80	Fewer than 4 UA per quarter
High Honor Roll	3.5-3.99	No Grades below 80	Fewer than 4 UA per quarter
Honor Roll	3.0-3.49	No Grades Below 80	Fewer than 4 UA per quarter

Section Three: Dress Code

Students at UPCS are required to wear uniforms. The mission of UPCS is to help every child find a pathway that leads toward a successful adult life in the city environment and beyond. Our school has a well-defined dress code in order to educate our students about presenting themselves as professional and competent citizens and employees. Student attire should not disrupt the educational environment and/or serve as a distraction to other students. It is our goal and desire to have UPCS students look and act professionally as they move forward. Because fashions change quickly and unpredictably, UPCS cannot list all acceptable and unacceptable attire. UPCS administration reserves the right to determine if a student's attire meets the acceptable dress code.

The UPCS Dress Code begins at the front doors.

- The student will arrive at school each day wearing uniform attire.
- The student will not change clothes in the lobby, cafeteria, stairwell, or any public space. (The exception is shoes: if a student wore non-dress code shoes to walk to school or due to weather conditions, students may change into uniform compliant shoes before their first class. Non-dress code shoes must be stored in their locker).
- UPCS may sponsor Homecoming, seasonal events, and Prom; all of these events have a special dress code which must be observed in order to attend.
- Students who do not comply with the Dress Code will be required to contact home so that arrangements for a uniform to be sent to school can be made. The school may have uniform shirts and pants available for sale, and the Counselor for Student and Family Services will work with the student to make arrangements.
- Repeated violation of the dress code will be addressed by the Assistant Principals. The school will communicate and attempt to solve the issue with the family. Dress code violations will be tracked and students may receive disciplinary action for repeated violations.

Tracking of dress code violations will restart after each academic quarter ends.

- Uniform shirts, sweaters, and pants may be available at the school office. Please contact the main office (412) 392-4601 to check availability.
- Uniforms may be purchased directly from Pro3 Services at <https://pro3services.com/> or 2101 Greentree Rd. a109, Pittsburgh, PA 15220.

- If you are unsure whether your uniform items meet the dress code, please contact the school Administration for approval.

URBAN PATHWAYS SCHOOL DRESS CODE (Grades 6-12)

Clothing Item	Required or Optional	Permitted	Not Allowed
Shirts	<i>Required</i>	● Collared Polo style only, short or long sleeved ● Solid colored - white, blue, green, or black ● UPCS logo or no logo ● Tops must be long enough to be tucked into pants and stay tucked in while moving throughout the school day ● UPCS T-shirts on awarded Dress Down Days Only	● Patterns or stripes ● Any color other than white, blue, green, or black ● Any non-UPCS logo ● Button down shirts any color ● Shirts, sweaters, or blouses that leave the stomach showing ● Sleeveless, strapless, spaghetti straps ● Sheer, see-through shirts or blouses ● UPCS T-shirts on a Non-Dress Down Day, or if you were not permitted to dress down
Undershirt	<i>Optional</i>	● Solid color long or short sleeve shirt in the colors white, blue, green, or black	● Patterns or stripes
Pants	<i>Required</i>	● Uniform pants ● Worn at the natural waist ● Khaki or navy blue only ● Worn to the ankle Reminder that pants may be purchased at Pro3Services https://pro3services.com/	● Any other color than khaki or navy blue ● Shorts or capris of any kind ● Denim pants of any color ● Cargo style pants ● Elastic or Drawstring at the waist ● Elastic at the cuffs, jogger style pants ● Jeggings of any kind ● Leggings or yoga pants or spandex ● Rivets on pockets ● Skirts or dresses
Sweaters	<i>Optional</i>	● Only UPCS Sweaters (Available for sale at the main office)	● Any non-UPCS sweater
Belt	<i>Recommended</i>	● Less than 2" wide ● Belt buckles less than 3" wide	● Ornamentation ● Studs
Shoes	<i>Required</i>	● Shoes with closed heel and toe ● Boots (must be below the knee) ● Athletic footwear or tennis shoes ● Heels under 2" tall	● Sandals, Slides, Slippers ● Moccasin style shoes ● Heels ● Boots over the knee ● Crocs, rubberized shoes, garden shoes
Jewelry	<i>Optional</i>	● Should not present a safety concern	
Headwear	<i>Optional</i>	● Headbands (must be worn above the forehead at the hairline) please see picture for reference ● Headwraps/headscarves ● Face masks worn below the eyes, covering	● Hats ● Outerwear or athletic headbands ● Bandanas ● Du-rags or skull caps ● Shower caps or satin bonnets

		the nose and mouth	● Picks, combs, or brushes ● Ski Masks
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← Allowed



← **Not Allowed**
(denim/jeans,
joggers, leggings)



← **Allowed**



← **Not Allowed**

 	 	← Allowed
 	 	← Not Allowed

UPCS Dress Down Days

Urban Pathways may offer dress down days to students on occasion. All dress down days will come with a written dress code for the dress down. Parents will be notified by Administration in advance by text or email. (*Note: Participation is not required.*) Students are permitted to veer from the dress code with the following options:

Uniform And Dress Code Policy For Sports Teams

We encourage student-athletes to wear their team jerseys on game days to show school spirit. Please refer to the following guidelines when participating in this game day tradition:

- Only the official uniform jersey is to be worn. If a sports uniform is not suited to be worn in the school during the day that sport may request that one team t-shirt be worn instead. This exception must be approved in advance by the UPCS administration.
- Only on official game days are students permitted to wear their uniform jerseys. Scrimmages are not

included.

Backpacks, Fanny Packs, Purses, Id Cases And Pencil Cases

Students are permitted to enter the school with their backpacks. Backpacks will be checked and must be opened when requested by security staff or the administration. No bags of any style are permitted in any classrooms. All backpacks must be kept in the student's locker once they enter the building. (All purses must be kept in the student's locker. The term purse refers to both traditional-size hand-bags, small-size hand-bags, "Fanny packs", and wristlets. ID cases must be flat and may not exceed 3 x 4 inches (width x length) and ¼ inch deep. ID cases must only hold the ID. Pencil cases are permitted. Cosmetic items (any makeup, hair products, lotion, comb, brush, picks, curlers, etc.) must be kept in the locker.

Medical or Religious Exemptions

If a medical or religious objection exists, parents may submit a request for exemption from the Uniform Dress Code, in writing to the Principal. Medical exemptions must be signed by a licensed physician.

Section Four: Student Support Program

School Counseling Services

School Counseling Program Components

Individual Planning:

Student individual planning includes activities related to their academic, social, personal, and career lives. The counselor will work with students one-on-one to achieve goals based on the student's individual needs. The amount of time will vary from each individual student given the ability to reach the goal. The counselor will monitor and meet with the student periodically as a follow-up.

Responsive Services:

Students who are facing difficult decisions, problems, or crises may seek services for their specific needs. Services may include individual or group counseling, preventative help, remedial help, referral, as well as, consultations with parents, teachers, or other specialists. In determining whether a solution was effective, the counselor will follow up with students in a planned, consistent, and evaluative manner.

System Support:

The other three components must be managed and work simultaneously to support other educational programs when needed. To ensure program development and improvement the counselor will consult with staff and parents and keep contact within the community by providing and obtaining information.

Students:

- Assist and provide support to you in a crisis situation.
- Advise and guide you with academic and career planning.
- Help you with issues through group sessions with peers who are experiencing similar problems.
- Teach you in a classroom setting about important topics, such as stereotyping and accepting differences.

Parents:

- Provide you with information and support services.
- Keep you informed of important topics relevant to your student's success.
- Provide guidance, support and advice to your students in order to maximize their academic, social and career success.

Teachers:

- Provide consultation services.
- Run classroom lessons on topics as they arise in the classroom.
- Provide referred students with extra support as issues arise in order to maximize academic and performance success in the classroom.

Your School Counselor is here to listen and do everything possible to help you with your concerns. If you have any questions or concerns please feel free to contact either School Counselor or School Psychologist.

If there is an immediate need or concern, some general resources are:

Allegheny County Children, Youth & Families **(412) 473-2000**

Childline **(800) 932-0313**

Re:solve Crisis Network **(888) 796-8226**

Family Resources **(412) 363-1702**

Center for Traumatic Stress in Children and Adolescents **(412) 330-4328**

Allegheny County Drug & Alcohol Administration **(412) 350-3587**

The Highmark Caring Place **(888) 224-4673**

United Way of Allegheny County **(412) 456-6871**

STAR Center (Services for Teens At-Risk) **(412) 864-3346**

Student Assistance Program (SAP)

Student Assistance Program (SAP) is designed to help students who are having difficulties being successful in school. SAP is voluntary for students to participate in and will be completely confidential. SAP helps students work through issues related to grief and loss, substance abuse, social and personal transitions/changes, academic struggles, irregular attendance, chronic disciplinary problems, etc. Students may be referred for SAP by teachers, parents, classmates, themselves, or any other concerned persons. SAP consists of a team made up of teachers, counselors, school psychologist, principals, and the school nurse. Once a plan is organized and a case manager is designated, he/she will meet with the student and his/her family. Suggestions are made to help resolve the problem and open the way to a more successful social and academic life at school and in the community. If you or someone you know is interested in this service please contact the SAP coordinator.

Education for Children and Youth in Transition

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Their lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. Urban Pathways will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our school. Urban Pathways will also follow the requirements of the McKinney-Vento Act. It is the policy of our school to view children as individuals. Therefore, this policy will not refer to children as homeless; it will instead use the term children and youth in transition. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Our school will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Please contact the Counselor for Student and Family Services for additional information or resources.

Positive Behavioral Interventions & Support (PBIS) - Promoting Positive Student Behavior

School culture and climate have a profound impact on students' academic progress and their relationships with peers and adults. PBIS is designed to promote a positive school culture that provides students with a supportive environment in which to grow both socially and academically. Connecting students to school through opportunities to participate in a wide range of pro-social activities and to bond with caring, supportive adults, coupled with a comprehensive program of prevention and intervention, provides students with the experiences, strategies, life skills, and support they need to thrive.

Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and using school wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills, and support they need to thrive.

Positive Behavioral Interventions & Support (PBIS) - Addressing Negative Behavior

UPCS has a proactive student support program. We developed our PBIS framework with guidance and support from leaders experienced in developing and implementing PBIS at schools throughout the state. The goal is to foster resilience, help students understand and follow school rules, and to support them in developing the skills they need to meet behavioral expectations.

School staff members are responsible for addressing inappropriate student behaviors that disrupt learning. Administrators, teachers, counselors, and other school staff are expected to engage all students in

intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent/guardian.

Intervention and prevention strategies include but are not limited to guidance support and services to address personal and family circumstances; social-emotional learning; conflict resolution; peer mediation; collaborative negotiation; restorative circles; anger management; stress management; collaborative problem solving; communication skills acquisition; and/or development or review of functional behavioral assessments and behavioral intervention plans, which should be developed and/or reviewed as an early intervention strategy.

Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

UPCS PATH Matrix

	Classroom	Cafeteria	Hallways	Bathroom	Community and School-Wide
P Prepare yourself	Be on time and ready to learn. Bring materials. Be in dress code	Be on time. Bring your lunch or lunch code.	Use locker in between classes Move with a sense of purpose.	Follow hall pass procedure. Get ready at home before school.	Know where you're going and how to get there. Be on time
A Accept Responsibility	Speak the truth. Admit when you are wrong. Turn in assignments.	Clean up after yourself. Make healthy choices.	Be where you belong. Use only your locker	Keep the area clean. Get to class quickly.	Be responsible for your actions. Know your role. Keep the community clean
T Treat others with respect	Meet PATH expectations. Respect what other people say.	Use proper manners. Follow directions of staff. Use a "school voice".	Respect personal space. Use a "school voice".	Honor the privacy of yourself and others. Get back to class quickly.	Respond to others respectfully. Value people, space and belongings.
H Help each other be safe	Respect personal space. Use materials for intended purpose.	Walk to get your lunch Stay seated while eating and during the end of lunch.	Walk in all areas. Respect personal space.	Use bathroom appropriately.	Be aware of your surroundings. See something, say something. Make good decisions.

Progressive Interventions and Disciplinary Support

Universal Prevention for All Students

Urban Pathways is implementing a whole school approach to promoting positive behavior. Staff meets regularly to ensure that there is a comprehensive student support program in place that includes guidance services, opportunities for social-emotional learning, student engagement opportunities, and prevention and intervention behavioral supports to encourage and motivate prosocial student behavior and positive connection to the school community. The school has a system in place for early identification of students in need of intervention and/or support services. Every effort is made to support the student, resolve the problem and keep the student engaged in school.

Discipline through Progressive Interventions

Understanding discipline as a teachable moment is fundamental to a positive approach to discipline. Progressive discipline teaches prosocial behavior. Progressive discipline does not seek punishment, but seeks to avoid a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what the student could have done differently in the same situation
- Take responsibility for his or her actions
- Understand consequences become severe if the behavior reoccurs

Rights and Responsibilities

Parent Rights and Responsibilities

1. Enrollment

a. *Right*

Parents have the right to enroll their children in UPCS, regardless of their district of residence, within the enrollment guidelines established by the Board of Trustees. Enrollment may not be denied on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical handicap or marital status.

b. *Responsibility*

Parents have the responsibility to ensure that their children who are enrolled in UPCS attend school regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Trustees.

2. Progress

a. *Right*

Parents have the right to receive regular official reports of their children's academic progress,

through both written and oral communication.

b. *Responsibility*

Parents have the responsibility to assist the School and their children in achieving their academic potential, including planning a time and place for completing homework, ensuring the completion of assignments that are missed, and providing the necessary supervision while their children complete assignments. ***In addition, parents have the responsibility to attend and participate in all parent-teacher conferences.***

3. Language Preference

a. *Right*

Parents have the right to receive any oral and written communication from the School in the language used by the family in the home. This right includes the right to have a translator present at any disciplinary proceedings commenced against their child.

b. *Responsibility*

Parents have the responsibility to inform the School when they need to receive oral and written communications in a language other than English. This responsibility includes the responsibility to notify the school if a translator will be necessary at any disciplinary proceedings commenced against their child.

4. Enforcement

a. *Right*

Parents have the right to ensure that the provisions of this Code are applied reasonably and fairly with respect to their children.

b. *Responsibility*

Parents have the responsibility to understand the rules set forth in this Code and to discuss expected behavior with their children, as well as to inform the Administration and/or Board of Trustees of their concerns regarding the application of this Code to their children in a calm and reasoned manner.

Student Rights and Responsibilities

1. Education

a. *Right*

Students have the right to a public education, unimpaired on account of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical handicap or marital status.

b. *Responsibility*

Students have the responsibility to avoid actions or activities that interfere with other

students' rights to an unimpaired public education.

2. Learning Environment

a. Right

Students have the right to an orderly school and classroom environment that will promote learning for all students.

b. Responsibility

Students have the responsibility to ensure that their actions do not disrupt the school or classroom environment, or school activities.

3. Expression

a. Right

Students have the right to express themselves in speech, writing and/or expression within the boundaries defined by federal and state law, and the policies established by the School. The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth of Pennsylvania. Students have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights.

b. Responsibility

Students have the responsibility to ensure that their expression does not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others, or violate federal or state law or the policies established by the School.

4. Possession and Distribution of Literature

a. Right

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the Principal or Chief Executive Officer.

b. Responsibility

Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression. Students have the responsibility to ensure that the literature they possess or distribute does not infringe upon the rights of others, and does not contain offensive language of a religious, racial or ethnic nature, or language that may be construed as harassing or obscene. Identification of the individual student or at least one responsible person in a student group

is required on posted or distributed materials. Students must submit to the Chief Executive Officer or Principal for prior approval a copy of materials to be displayed, posted or distributed on school property. School officials may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on school property.

i. Bulletin boards must conform to the following:

1. The Chief Executive Officer or Principal may restrict the use of certain bulletin boards.
2. Designated bulletin board space will be provided for the use of students or student organizations.
3. The CEO or Principal requires that notices or other communications be officially dated before posting and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

ii. School newspapers and publications must conform to the following:

1. Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).
2. School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
3. School officials may not censor or restrict material simply because it is critical of the school or its administration.
4. Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval lapses without a decision, the material shall be considered authorized for distribution.
5. Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.

iii. The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions of federal and state laws.

iv. School officials may set forth the time and place of distribution of materials so that

distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.

- v. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity may be restricted to permit the normal flow of traffic within the school and exterior doors.

5. Religion

a. Right

Students have the right to their own beliefs and the exercise of those beliefs to the extent that the exercise of those beliefs is consistent with state and federal laws.

b. Responsibility

Students have the responsibility to ensure that the exercise of religious freedom does not infringe upon the Constitutional rights and freedom of religious expression of others.

6. Search and Seizure

a. Right

Students have the right to be free from unlawful searches and seizures of their personal property and possessions.

- i. The Principal will adopt reasonable procedures regarding student searches. The School shall notify students and their parents/guardians of the procedures regarding student searches.
- ii. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.
- iii. Prior to a locker search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker contains material that pose a threat to the health, welfare or safety of the students in the school, student lockers may be searched without prior warning.
- iv. When school authorities have reasonable suspicion that materials that pose a threat to the health, welfare or safety of students or the school community are in the possession of a student or contained within a student's belongings, school authorities may search the student's person and/or belongings to the extent that such a search is permitted by applicable state and federal laws.

b. Responsibility

Students have the responsibility to not possess materials, objects, implements and/or instruments that are prohibited by federal, state and/or local law or that may be disruptive or

otherwise in violation of the School's rules.

7. Peaceful Assembly

a. *Right*

Students have the right to peaceful assembly.

b. *Responsibility*

Students have the responsibility to secure approval for use of school facilities for assembly, to discuss with an administrator the appropriateness of the facility for the function, and to ensure that assembly does not disrupt the educational process. Lack of adequate supervision shall be grounds for disapproval of the assembly. A facilities use form will need to be completed and filed with the Assistant to the Principal.

8. Transportation

a. *Right*

Students have a right to safe and orderly transportation to and from school or a school activity when transportation is provided.

b. *Responsibility*

Students have the responsibility to ensure that their conduct contributes to a safe and orderly atmosphere; to refrain from conduct which may cause a hazard to themselves, their fellow students, or to the public; and to refrain from violating federal, state and/or local laws, or school policy regarding transportation.

Expected Student Behavior

Students do not have the right to interfere with the education of fellow students. It is the responsibility of all students to respect the rights of the teachers, students, administrators, and all others who are involved in the educational process.

Students should always remember their behavior at school and school-related activities is a reflection not only on themselves, but also on Urban Pathways 6-12 Charter School. Students are expected to follow the behaviors listed in the PATH matrix and Student Code of Conduct. Students should familiarize themselves with the UPCS Mission Statement and let it serve as the foundation for their life experiences.

Behavior Intervention Team

It is important for families to understand that all employees in the school have an educational interest in their child's success and may have a need to redirect a child. ***Students are expected to follow reasonable requests by all school employees.*** If students or parents believe requests are unreasonable,

parents are expected to bring these concerns to administration.

Code of Conduct

UPCS is committed to ensuring a safe, secure, and orderly environment for its students, staff and visitors. A safe and supportive school depends upon the efforts of all members of our school community—teachers, students, administrators, parents, behavior support, school counselors, safety personnel, related service providers, cafeteria workers, custodians, and bus staff—to treat one another with mutual respect and high expectations. All members of the school community—students, staff, and parents—must know and understand the process and expectations set out by the UPCS Student Support Program and Code of Conduct.

UPCS Code of Student Conduct

The UPCS 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, off site locations where a school function or activity is being held and during transportation to and from the school. The school campus includes the city block within which the UPCS Building is located.

Official locations include, but are not limited to: Pittsburgh Regional Transit (PRT) 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. Students are also expected to adhere to the Code of Conduct when attending school-sponsored events on other schools’ campuses or any non-school property, including but not limited to sports events, academic events, competitions, educational assemblies, and performances of any kind.

Violation of any provision of the Code—whether on campus or off—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.

The Chief Executive Officer or designee shall take all sSAIPs necessary to comply with the Individuals with Disability Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.) and other applicable laws.

The Code of Student Conduct may be amended by the Board of Trustees of UPCS. The Board of Trustees, CEO, or their designee has the authority to revoke a student’s privilege of participating in a graduation ceremony or other school events as a consequence of violating student discipline.

LEVEL I

Refers to minor misbehavior on the part of the student that disrupts orderly classroom procedures or operation of school. These misbehaviors are usually handled by staff members, but may require the intervention of the administration.

Examples (*but not limited to*):

Failure to follow classroom rules
Eating outside of the designated areas
Inappropriate displays of affection
Littering
Misuse of passes
School disturbance/disruption
Plagiarism/cheating**
Tardiness to school/class
Unauthorized presence in halls or unauthorized areas
Defiance of rules or authority
Unauthorized or improper use of school property/equipment/facilities
Failure to obey reasonable request
Cellphone or Technology violation
Possession of unauthorized electronic devices (e.g. laser pointers; games; pagers; cell phones; computers and network or electronic communications capable devices; etc.)
Throwing objects
Unauthorized sharing of passwords

First Violation

Redirect and remind- Restate acceptable behavior (PATH MAtrix)

Second Violation

Reinforce Positives- Reinforce others' positive behavior and a brief restorative check-in

Third Violation

Teacher restorative conversation and parent contact.

Fourth Violation

Refer to Behavior Support for restorative conference and parent contact.

Fifth Violation

Now a Level II offense

**Students who violate the Code of Conduct by plagiarizing or cheating will be subject to the consequences listed above as well as any academic punishment deemed appropriate by the teacher whose class has been affected by the academic dishonesty, i.e. making up an exam on which a student cheated, receiving an automatic zero (0) for an assignment that was plagiarized, etc.

LEVEL II

Refers to misbehavior with seriousness or frequency that tends to disrupt the learning climate of the school and/or has consequences that endanger the health or safety of others in the school.

These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of the administration because the Level I disciplinary options have failed to correct the situation.

Also included in this level are misbehaviors that do not represent a direct threat to the health and safety of others, but whose educational consequences are serious enough to require corrective action by administrative personnel.

Examples *(but not limited to):*

Continuation of Level I misconduct

Disorderly bus conduct
Disruptive behavior during school programs/trips
Failure to serve detentions as scheduled
Gambling
Harassment (e.g. sexual; gender; racial; ethnic; etc.)
Harassment by communication
Hazing
Insubordination, defiance of authority, disrespectful behavior to staff
Language, writing, drawings, or gestures that are disrespectful, abusive, threatening, or profane
Leaving class or school
Lewdness
Menacing behavior performed in a threatening manner or with the intent of harm
Possession of lighter, matches, combustible materials
Possession of obscene material
Smoking; possession and/or use of tobacco products, including electronic cigarettes
Theft
Unauthorized or improper use of school property equipment/facilities/lockers
Vandalism/destruction of property of others
Violation of the substance abuse policy

Examples of Disciplinary Options:

Confiscation of contraband items or any personal items/effects used to disrupt the educational process or contact/harm others
Detention
Out-of-school suspension of up to 10 days
Expulsion
Referral to Police or District Magistrate, when necessary
Restitution of stolen property
Denial of privileges and/or co-curricular activities for students

LEVEL III

Refers to acts whose frequency or seriousness disrupt the learning climate of the school or acts directed against persons or property that pose a threat to the health, safety, or welfare of others in the school.

These acts require administrative action that could result in the immediate removal of the student from school as well as the possible intervention of law enforcement authorities.

Examples (but not limited to): Aggravated assault / battery Arson or attempted arson Bomb threat or threatening phone calls Bullying Continuation of or extreme Level II misconduct Disorderly conduct Ethnic or racial slurs or intimidation Extortion or attempted extortion Fighting Illegal use of technology Inappropriate physical or sexual contact Indecent exposure Lighted or ignited objects Major Violation, Disruption, or Disturbance Other violations of federal, state, or local laws Possession, sale, or use of firecrackers, cherry bombs, or other fireworks Possession/Sale of stolen property Possession/use/transfer of weapons Terroristic threats Transfer, sale, possession, purchase, procurement, distribution, use, or being under the influence of unauthorized substances (e.g. drugs, alcohol, or drug paraphernalia) Unauthorized use of fire alarm or equipment	Examples of Disciplinary Options (may involve a combination of the following): Confiscation of the contraband items or any personal items or effects that are being used to disrupt the educational process Denial of privileges and/or co-curricular activities for suspended students Suspension Expulsion Probation Referral to outside agency Referral to Police or District Magistrate Restitution of property or payment for damage
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Definitions

Additional Violation Definitions Subject to Discipline up to and including Expulsion

Alcohol and Drugs

“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 alcohol, amphetamines, barbiturates, any form of cocaine, hallucinogens, designer drugs, marijuana, narcotics and look-alike substances. UPCS is a drug free school. It is a violation for any student to possess, use or transmit any amount of drugs or alcohol. It is a violation for any student to be under the influence or smell of any drug or alcohol. 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. Use of a drug, if authorized by a medical prescription from a registered physician for the student for whom it 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 kept in the nurse’s office unless the school receives written notice from the student’s doctor. It is a violation of this Code if students possess medications or distribute them to other students. In addition to suspension and/or expulsion and for reporting the incident to the appropriate law enforcement agency, the School may:

- Immediately notify the parents or guardian.
- Assign the student a psychoeducational guide to be completed with the supervision of a counselor.
- Refer the student to an outside agency for an alcohol and drug assessment.
- Inform the Pennsylvania Department of Education as required by law.

Arson and Related Acts

Setting fires, making bomb threats, setting off false fire alarms and reporting or telephoning a false fire or panic alarm is a violation, and the student’s, parent or guardian will be responsible for all financial liability incurred.

This also includes tampering with fire extinguishers, fire hoses, sprinklers or smoke detectors for any cost of refilling, repairing or replacing the tampered equipment and any resulting damage to property. Possession or use of any explosive materials or devices including but not limited to smoke bombs, firecrackers, incendiary devices or related materials is a violation and may be considered a weapons policy violation.

Bullying

Bullying is a violation of the UPCS Code of Student Conduct. 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, and taunting directed at a student by a single student or a group; and/or
- Spreading rumors and engaging in cyber bullying; and/or
- Placing a student in reasonable fear of damage to or loss of personal property; and/or intimidation; and/or
- Targeting, threatening, harassing, humiliating, embarrassing, or tormenting a student or group of students through email, instant messaging, chat room exchanging, social networking, website posts, images, or in person.

Class Cutting / Skipping

It is a violation to cut or skip class, scheduled student activities, mentoring and/or lunch periods. Class cutting is an unexcused absence. **A grade of zero will be received for work missed while skipping.**

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.

Contraband

Contraband includes, but is not limited to, drugs, alcohol, weapons, steroids, all forms of tobacco, drug paraphernalia, lighters, electronic cigarettes, and obscene materials. 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, at the YMCA, 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.

Destruction/Defacing School Property

It is a violation to destroy or deface 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 pay hourly custodial service for replacement or repair.

Failure to Comply With A Request of a Staff Member

Failure to comply with 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 after redirection; student is bothering other students during class and fails to stop after redirection; 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.

Falsifying Information and Plagiarism

Falsifying information is a violation. 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, plagiarism and a failure on the part of the student to properly identify him or herself. Students may not cheat by using another student's work, giving their work to other students or copying work from other sources and turning it in as their own. **Any educational activity where a student cheats or plagiarizes will be assigned a 0 grade for that assignment.**

Fighting

Fighting is a confrontation between 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 makes contact first. Students who engage in fighting on campus or at any School-sponsored activity, while enroute to and from School including on transportation, or a School-sponsored activity, will receive appropriate disciplinary consequences described in the Code of Conduct. A parent conference will be required before the student is allowed to return to school.

The Principal or their 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 and arrangements will be made to mediate the dispute when the students return to school. Fighting is a Level III violation of the Code of Conduct and carries a recommended punishment of a three (3) and up to ten (10) days suspension. After three (3) days there will be an informal hearing held with the Principal or their designee to determine if more days are warranted. At the discretion of the Principal, participants in a fight may receive a disorderly conduct fine and be required to appear in front of a magistrate. Students will be required to surrender school-issued bus passes during the time of the suspension.

Fundraising

All fundraising activities must be approved by the Principal. Tickets, candy, snacks, or similar items, other than those associated with school sponsored activities are not permitted to be sold. Any unauthorized sale is a violation.

Gambling

Cards, dice, and other related equipment and materials are not allowed on school property.

Gang Policy Violation

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, Assault and Battery, Extortion of Students/Staff Members

Harassment or intimidation of students or staff members for the purpose of obtaining money, property or other advantages is a violation.

Striking, attempting to strike, or making threats directed against a student, staff member or any contracted employee, or any other individual are a violation. Engaging in any conduct or language that harasses others, including but not limited to, slurs, jokes and other verbal, graphic or physical conduct relating to an individual's religion, ancestry, sex, national origin, age, gender identity, sexual orientation, or handicap/disability is a violation. All violations of this type must be reported to the Principal immediately.

A person commits the crime of harassment when, with intent to harass, annoy or alarm another, the person:

- (1) strikes, shoves, kicks or otherwise subjects the other person to physical contact, or attempts or threatens to do the same;
- (2) follows the other person in or about a public place or places;
- (3) engages in a course of conduct or repeatedly commits acts which serve no legitimate purpose;
- (4) Communicates to or about such other persons any lewd, lascivious, threatening or obscene words, language, drawings or caricatures;
- (5) communicates repeatedly in an anonymous manner;
- (6) communicates repeatedly at extremely inconvenient hours; or
- (7) communicates repeatedly in a manner other than specified in sections (4), (5) and (6).

Identification Card Violations

It is a violation to steal or use another student's identification or falsify or fraudulently use an ID number. It is also a violation to refuse to show a student's ID card when requested by a staff member.

Improper Dress

The UPCS Dress Code applies when a student enters the UP Building or any off-site location where dress code is required.

Loitering, Unauthorized Presence During School Hours

Students are prohibited from entering or remaining in the UPCS building without authorization. Further, during instances where students are authorized to be on school property, they are prohibited from entering unauthorized areas of the UPCS Building. Student presence is only permitted on UPCS floors. Failure to follow this policy is a violation. Loitering in the downtown area after school hours is prohibited by city ordinance.

Major Violation or Disorderly Conduct

A major violation 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.

Possession of Obscene Material

Possession of obscene materials is a violation.

"Obscene" – Any material or performance, if:

(1) the average person applying contemporary community standards would find that the subject matter, taken as a whole, appeals to the prurient interest;

(2) the subject matter depicts or describes in a patently offensive way, sexual conduct of a type described in this section; and

(3) the subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value

No person, knowing the obscene character of the materials or performances involved, shall sell, lend, distribute, transmit, exhibit, give away or show any obscene materials to any person 18 years of age or older or offer to sell, lend, distribute, transmit, exhibit or give away or show, or have in his possession with intent to sell, lend, distribute, transmit, exhibit or give away or show any obscene materials to any person 18 years of age or older, or knowingly advertise any obscene materials in any manner.

Smoking/Vaping and Use of Tobacco Products

Act 128 of 2000 requires schools to prohibit the use or possession of tobacco products – including

but not limited to cigarettes, cigars, chewing tobacco, electronic cigarettes, vaporizers, and pipes – 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.

Under Pennsylvania Law, it is a summary offense for students to possess or use tobacco on school property, and this may result in a fine.

Students found in possession of tobacco products – including but not limited to cigarettes, cigars, chewing tobacco, electronic cigarettes, vaporizers, and pipes will be required to complete a psychoeducational course on tobacco and vaping.

Weapons

Possession or use of a weapon on school property, at any school sponsored event or any transit providing transportation to or from school is a violation.

A violation under this section shall be reported to the Pittsburgh Police.

A student possesses a weapon when the weapon is found on the student's person, in the student's backpack, desk, locker, or other personal property of the student.

A violation of this section mandates a one-year expulsion subject to a modifying recommendation by the Chief Executive Officer/Principal or his/her designee and/or the Board of Trustees.

The term "weapon," as used in this Code shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, tear gas, pepper spray, mace, and any other tool, instrument or implement capable of inflicting serious bodily injury. **Any item used with the intent to inflict serious bodily injury will be considered a weapon.** Any look-alike item that resembles a weapon, even if not operational, shall be considered as a weapon for this section.

The term "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.

Accountability

Students must remember they are accountable for their actions. Students who fail to serve the consequence will be required to meet with the counselors, have parent meetings, and put a plan in place. Consequences are non-negotiable. The student does not get to select what consequence they are willing to serve.

Guidelines

Cell Phones

Cell phone use by students has become a distraction and interruption to our instructional school day. This policy provides clear guidelines for the students and the expectations of the school. This will not only provide a safer environment, but also eliminate the distraction of the cell phones in the classrooms.

GRADES 6-12:

All students will have their cell phone(s) collected upon entry into the building and have them returned at the end of the day.

Students arriving late to school will turn their phones in to the security officer upon entry to school. Students can retrieve their phones at the designated location at the end of the school day.

Students with an early dismissal should inform the collection officer at the time of arrival and retrieve the phone at the time of early release in the main office.

Cell phones will be returned to the students at the completion of the school day.

Cell Phone Violations and Penalties

1st - 2nd Time: Phone will be taken to the office, student will receive a warning, and parent/guardian will be called.

3rd Time: Phone will be taken to the office, parent/guardian called, and students may be required to serve an after school or Saturday Detention.

4th Time: Phone will be taken to the office, parent/guardian called, and phone will have to be picked up by parent or guardian. All subsequent violations will result in parent/guardian being required to retrieve the phone.

Telephones and Electronic Devices

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, they must do so from the phones in the main

office for emergencies only. **Students will not be called out of class to take phone calls.**

Handheld games, mp3 Players, iPods, headphones, airpods, earbuds, smart watches and all other electronics must be kept in the student's locker during school hours. Students are not permitted to carry or wear headphones during the school day unless supplied by the instructor and used for educational purposes.

Backpacks and Purses

Students are permitted to enter the school with their backpacks. Backpacks may be checked and must be opened when requested by a security officer or the administration. Backpacks (book bags, gym bags, fanny packs, etc.) are not permitted in any classrooms. All backpacks must be housed in the student's locker once they enter the building. 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. **Students are allowed a pencil case to carry their supplies.**

Elevators

Elevators may be used only for arrivals after 9:00 a.m. or early dismissals. During the change of class and dismissal students must use the stairs. Exceptions will be made for students who have temporary or permanent physical needs that warrant the use of an elevator, as indicated by a note from a doctor.

Lockers

- Are assigned to individual students at the beginning of the year.
- Must be kept locked at all times.
- **Combinations must be kept confidential because each student is held responsible for the contents of the assigned locker.**
- **Must not be shared with other students.**
- If damaged, the cost of repairing the locker will be charged to the student.
- Are the property of the school and are subject to search without warning when deemed necessary by the administration. Students do not have a reasonable expectation of privacy.

Lunch

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.

The following rules apply while in the cafeteria.

- All students in the cafeteria should be seated in a seat at a table unless they are in transit. The aisles must be kept clear for safety and mobility. Students should not sit on the table top.
- It is the student's responsibility to clear the area of the cafeteria he/she uses and deposit the trash in the proper receptacles.
- Students are not to make any noises that would disrupt the cafeteria.
- No food or beverages are permitted to be taken from the cafeteria/dining area unless approved by Administration.
- All food and beverages must be consumed in the cafeteria. Administration may approve special occasions where food may be permitted in a classroom.
- Students are not permitted to have food (pizza, cakes, etc.) or beverages delivered to the school by private vendors/restaurants or delivery services (ex: Uber Eats, DoorDash, GrubHub, etc.)
- Students may bring their own lunches to the cafeteria but are not permitted to bring any glass or other breakable containers.

Restrooms

Loitering in the restrooms is not permitted. No more than one person may occupy a restroom stall at one time. Students are expected to use the restroom facilities and leave 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. Restrooms are to be used primarily during the change of class and during the lunch period. Teachers may excuse students from class to use the restrooms at their discretion. Only one student per class may be excused at any given time.

Transportation

Students will often use public transportation to get to school, go on field-trips and to their internship site or college class(es) at CCAC.

If the student's district of residence provides transportation for its students, then the district of residence will provide transportation to UPCS.

The law requires school districts to provide transportation to resident students attending a charter school "on such dates and periods that the charter school is in regular session" if: The charter school is located within the school district, or The charter school is located not more than ten miles by the nearest public highway beyond the school district boundary, or The charter school is a regional charter school in which the school district participates.

Pittsburgh Public

Pittsburgh Public issues connect cards for most students living 2 or more miles from the school. Students must be in attendance for the school day to receive bus passes; no other person can sign for the bus pass other than the student. Students will keep the same connect card for the whole year. The connect

card is reloaded monthly while the student is a resident in the PPS transportation area. **If the student loses or damages the connect card, or has it stolen, they can request a replacement upon paying a \$5 replacement fee.** Students are responsible for arranging their own transportation if they do not have the pass they were issued at the start of school. Students who lose their bus pass can be given one bus-ticket to get home. UPCS will provide one bus-ticket a semester to students who lose their bus pass.

Districts that Provide Bus Passes

For students living in any other school district, students must contact their home school district for lost or stolen transportation issues. This is determined by the districts and they can change this procedure at any time. Please see the school website for a list of district transportation contacts.

Districts that Provide School Buses and Vans

Many districts provide physical transportation home. These buses and vans often serve multiple schools. Students must be on the bus and ready to go on time at the end of the day. Students may not wander around downtown, or in the school building, run into other stores and businesses, hide from the bus, or otherwise engage in activities that cause the bus to be late, or cause the student to miss the bus home.

Students that do not reside in the city of Pittsburgh, may have transportation provided by their home district. This is determined by the individual districts and they can change this procedure at any time.

For students who ride school buses and vans, students can request a bus ticket home from school for legitimate school sponsored events and activities. This includes approved club meetings, office hours, tutoring, and sporting events for team members. This does not apply to detention. Students who are assigned detention are responsible for making their own arrangements to get home.

To request a bus ticket, the student must get a note from the supervising adult of the activity and bring it to the office before 3:45 pm. If a student needs a bus ticket for an unapproved reason, the student must pay the school back for the cost of the ticket.

Section Five: Searches, Seizures, and Use of Reasonable Force

Search of School Property

All school property (such as lockers, school computers, calculators, etc.) that is assigned to students, is the property of UPCS. The locker is a temporary privilege for our students that may be revoked at any time. School property may not be used to store materials, objects, etc. that are in violation of this Code of Student Conduct or any statutes or ordinances. The school administrators may authorize the search of school property temporarily assigned to students. Prior to a search of said property, the students involved shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the property contains materials that pose a threat to the health, welfare or safety of

students in the school, it may be searched without prior warning.

Students shall have no expectation of privacy as to lockers, computers or other school property temporarily assigned to the student for personal use. School personnel may remove from lockers, desks or other storage areas any articles that are prohibited at school or could be used to interfere with or disrupt the educational process.

Search of Student's Person

No student may conceal on his or her person or in a purse, handbag, backpack 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, backpack, or other items being carried by the student is authorized. Both a security guard and an administrator will be present during the search. Any time a search is conducted, parents will be notified.

The Use of Reasonable Force

Reasonable force may be used by school staff:

- to end/prevent a disturbance
- to maintain order
- to obtain possession of weapons or other dangerous objects
- for the purpose of self-defense
- for the protection of persons or property

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 or Principal or their designee. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be 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 an informal hearing with an administrator. The purpose of the informational hearing is to enable the student and parent or guardian to meet with the appropriate school officials to explain the circumstances surrounding the event for which the student is being suspended and determine if additional days are warranted, not to exceed ten (10) days.

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.
- There will be an informal hearing within 3 school days from the date of the incident.
- Parents or guardians and the student will be made aware of all evidence and charges at the time.

Following the informal hearing, a formal hearing will be held within 10 school days from the date of the incident, in all expulsion actions. 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 student's parents or 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 or 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.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Note: Students under suspension or expulsion are not allowed to participate in any UPCS sponsored activity.

Discipline of Students with Disabilities

UPCS shall comply with the Individuals with Disabilities Education Improvement Act (IDEA 2004) and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711 and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law.

Section Six: School Attendance and Early Dismissal Procedures

School Attendance – PA Guidelines

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

The Pennsylvania Department of Education expects that ALL students will be in school 90% of the school year. This is a significant measure of student success. Students who miss more than 17 days (or 10%) of school are considered “chronically absent” by the state. Excused absences, unexcused absences and suspensions all count the same. **Each child needs to work toward missing no more than 10 days of school.** Pennsylvania law allows schools to drop from their active membership roll any student who is absent from school for ten (10) consecutive school days.

At five (5) days of unexcused absences in a quarter, a student will fail the course for the quarter due to attendance, which will be reflected as FA on the student’s report card.

Truancy

A child is “truant” under Pennsylvania law when that child has incurred at least three (3) unexcused absences from school in a single school year. A child is “habitually truant” when that child incurs six (6) unexcused absences from school in a single school year. An unexcused absence is any absence from school or from any scheduled class without an acceptable reason. (For example, an out-of-school suspension is considered an excused absence.) Unexcused absences also include any students who leave class without the permission of the teacher. Unexplained absences are recorded as truancies.

Any absence not verified by a parent/guardian, physician, court, or other agency, within three (3) days of the student’s return to school is considered unexcused. **A planned absence of three (3) or more consecutive days without prior approval from Administration is considered unexcused.**

School officials have the option to waive any action if there are documented chronic health conditions or other serious problems. Parents/Guardian must petition the Board of Trustees (“Board”) by submitting a written request and providing evidence to support the request.

A student is not considered truant if he or she is absent from school due to a failure to meet the immunization, exemption, or provisional admission requirements of the Pennsylvania Department of Health at 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), or the student has not received from the CEO or his or her designee a medical or religious exemption from immunization under 28 Pa. Code § 23.84 (relating to exemption from immunization.)

When a child incurs three (3) unexcused absences, the school will send a notification to that child’s address-on-record and will schedule a School Attendance Improvement Conference (“SAIC”) to discuss the cause of the child’s truancy and develop a mutually agreed upon School Attendance Improvement Plan (“SAIP”) to resolve truant behavior. Parents and/or guardians of the truant child are strongly encouraged to attend these SAICs. The SAIP can include a myriad of options for the elimination of truancy that are mutually agreed upon by the participants.

Students that are absent from school for 10 or more consecutive days without appropriate documentation will be removed from the school’s active membership roll unless one of the following occurs:

- (a) The school has been provided with evidence that absence may be legally excused; or**
- (b) Compulsory attendance prosecution has been or is being pursued.**

The Charter School will report unexcused absences directly to PDE through the Pennsylvania Information Management System (“PIMS”).

For the first and second unexcused absences, Charter School will send the parent/guardian a notice of the unexcused absence, as well as attaching a copy of the legal penalties for violation of compulsory attendance requirements. As of November 2025, according to Pennsylvania law, a habitually truant student may not transfer to a cyber charter school during the school year in which they became habitually truant. The student may transfer if a judge determines that such a transfer would be in that child’s educational best interest. In addition to stating the legal consequences, the name and telephone number of a school contact person will be included.

For the third unexcused absence, Charter School will send the parent/ guardian a third notice of the unexcused absence by **certified mail** within ten (10) school days of the student’s third unexcused absence providing the parents/guardians with official notice of child’s third unexcused absence that the student has been truant. This notice shall (a) include a description of the consequences that will follow for the parent/guardian and child if the child becomes habitually truant in the future; (b) will be in the mode and language of communication preferred by the person in parental relation; and (c) include the offer of an SAIC. Three (3) days after giving such notice, if the student and/or parent/guardian violates the compulsory attendance requirements again, the student and/or parent/guardian shall be liable without further notice.

According to the **Public School Code, Charter School Law, and accompanying guidance from the Pennsylvania Department of Education**, the Charter School may bring an action against the parents and/or student who have violated the compulsory attendance laws after a reasonable allowance for parental explanation for student absence(s). Truancy prosecutions should only be used when less punitive measures have proven unsuccessful, therefore the Charter School shall exercise caution and reason when utilizing punitive truancy measures and initiating compulsory attendance proceedings. Schools shall not initiate truancy proceedings (the filing of a truancy citation) until after a Truancy Elimination Plan Conference is held.

Procedure when student is habitually truant:

-Habitually truant student under fifteen (15) years of age:

The Charter School shall refer the student to either: (a) a school-based or community-based attendance improvement program; or (b) the county children and youth agency (“CYS”) for services or possible disposition as a dependent child under the Juvenile Act. A school-based or community-based attendance program is a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child’s absences. It may include an educational assignment in an alternative education program, but may not include an assignment in an Alternative Education for Disruptive Youth Program.

Additionally, the Charter School may file a citation against the parent/guardian of a habitually truant child under fifteen (15) years of age in a magisterial district court. The venue of the filing shall be based on the location of the school in which the child is enrolled or shall be enrolled.

-Habitually truant student fifteen (15) years of age and older:

The Charter School shall either: (a) refer the student to a school-based or community-based attendance improvement program; or (b) file a citation against the student or parent/guardian in the appropriate magisterial district court. The venue of the filing shall be based on the location of the school in which the student is enrolled or shall be enrolled. If a habitually truant student aged fifteen (15) or older incurs additional absences after a school refers that student to an attendance improvement program or the child refuses to participate in an attendance improvement program, the Charter School may refer the student to the local CYS agency for possible disposition as a dependent child.

In all cases, regardless of age, where the Charter School refers a habitually truant student to a magisterial district court or CYS, the Charter School will provide verification that it convened and held a Truancy Elimination Program Conference.

Students will not receive exclusionary consequences for truant behavior.

After agreeing to a SAIP, or if there is no agreement on a truancy elimination plan and 3 days have passed since the parent/guardian received the official notice of the child's third unexcused absence, if a child is unlawfully absent, at any point within the school year, the school will send an official notice (**via certified mail**) of the unexcused absence to inform the child's parent/guardian that the child has violated the SAIP or, if there is not a SAIP, to inform the child's parent/guardian that the child has again violated the compulsory attendance requirements. The notice will likewise advise the parent and/or guardian that the charter school will send a citation immediately to the magisterial district judge. After this notice, all future incidents of truancy will be referred by the charter school directly to the magisterial district judge.

Children who are habitually and without justification truant from school while subject to compulsory school attendance are subject to an assessment to determine if there is a need for general protective services. Children shall not be referred to the county children and youth agency for assessment as possibly needing services until after Charter School has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

Students With Disabilities

A student who is truant or chronically absent for health-related reasons may be eligible for protections under IDEA or Section 504. If a student with a disability is truant or chronically absent, the school should convene the student's IEP team to determine whether revisions to the student's IEP are necessary or appropriate. In those instances, the administrator responsible for handling truancy-related matters should be a participating member of the IEP team process. A student with a disability who is truant or chronically absent for health-related reasons must still produce a valid excuse for any absence, which may include a written excuse from a physician.

Schools must recognize that students' disabilities may present unique circumstances that might require consideration of other statutory or regulatory provisions or attendance policies. That is, students' federal and state law rights, such as those provided under IDEA, Section 504, or the ADA, may require the school

to otherwise diverge from its general attendance policy in order to ensure that all students with a disability are provided a free and appropriate public education (“FAPE”).

Homeless Students

The McKinney-Vento Homeless Assistance Act requires states and schools to work to remove barriers to the education of homeless children and youth, including barriers to enrollment and retention due to absences. Compulsory attendance laws can be such barriers, particularly when they result in court involvement. Frequently, students in homeless situations will miss school due to their living situations. However, absences caused by homelessness must not be counted as unexcused absences, as this would create a barrier to enrollment and retention in school.

As part of an SAIC, schools should work to identify the root cause of students’ absenteeism and the SAIP should address those issues, which may include homelessness and lack of transportation to and from school.

If a student is a homeless student, the school should clarify which entity (school of origin, school of residence, etc.) is responsible for complying with the compulsory attendance laws.

In addition, schools should consider whether it is appropriate to file citations against a person that may merely be “acting as a parent” or hosting an unaccompanied youth. These individuals often agree to provide a temporary place for a youth to sleep and may not have control over whether the child is attending school. Instead, the school could contact the county children and youth agency and attempt to eliminate barriers to attendance through that route.

School Attendance Improvement Conference (SAIC) and the SAIP

The SAIP is designed to serve as guidance. The SAIP is developed cooperatively with involved stakeholders through a school-family conference, which is required upon Charter School’s notice to the student’s parent/guardian upon the third unexcused absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers should implement a plan of action including (but not limited to):

- Sharing and reviewing Charter School’s policy on attendance and student responsibilities with students and families;
- Contacting the student’s parent/guardian upon his/her absence;
- Meeting individually with students to discuss reason(s) for absence;
- Following up with the CEO (or assigned truant officer);
- Making referrals to guidance counselors; and
- Collaborating with Student Assistance Teams as appropriate.

Charter schools are required to notify the parent/guardian regarding the need for a joint conference upon the third unexcused student absence. The school-family conference engages all participants involved in the student’s life to explore possible solutions to increase the student’s attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

The purpose of the SAIC is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular attendance. The SAIC provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference, however not a legal requirement, though the school should make every attempt to conduct the conference with the person in parental relationship present. The school must hold the conference even if the person in parental relation declines to participate or fails to attend after the school provides advance written notice and makes attempts to communicate with the individual via telephone. In addition, representatives from relevant and/or involved community-based agencies, recommended service providers, community services, and Charter School personnel should be invited to participate. The conference shall not be delayed pending a response from the invited service providers. During the SAIC, a written SAIP shall be developed cooperatively with the student and other meeting participants.

Issues to be addressed at the SAIC should include but not be limited to:

- Appropriateness of the student's educational environment;
- Possible elements of the school environment that inhibit student success;
- Student's current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues;
- Issues concerning family and home environment and;
- Any other issues affecting the student's attendance.

The participants in the SAIC should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This SAIC also provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The primary goal of the SAIC is the development of a comprehensive SAIP which is understood by, agreed upon and supported by the student, the parent/guardian, the school representatives, and all other conference participants. The SAIP should include but not be limited to the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s);
- Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the school and/or community organization(s);
- Identification of the school environment issues that affect the student's success and solutions to address these issues;
- Explanation of the student's strengths and responsibilities related to the SAIP;
- Explanation of the family's strengths and responsibilities related to the SAIP;

- Clarification of method(s) used for monitoring the effectiveness of the SAIP;
- Explanation of the consequences for each stakeholder if the SAIP is not fully implemented;
- Discussion of the benefits for successfully implementing the SAIP;
- Following up and reporting the outcome of the SAIP.

The SAIP substantiates efforts made by Charter School, the family and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the “good faith” effort between the school and the student’s family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency upon the fourth unexcused absence).

Pennsylvania law allows for individual charter schools to define what particular absences may be excused. UPCS considers the following conditions to constitute reasonable cause for absence from school:

Excused Absences	Unexcused Absences
Illness of a student for up to 3 days with a parent note. After 3 days of absence, a medical note is required to be excused.	Hair appointments, cosmetic appointments, or any other discretionary appointments.
Medical or Dental appointments with a note from the medical professional.	Driver’s Exam
Serious injury to or death in the immediate family/funeral. The immediate family of a student includes, but is not necessarily limited to parents, grandparents, brothers and sisters.	Attending sports/entertainment events
Religious holiday	Job hunting/working
Subpoena by law enforcement agency to attend Court	Shopping trips
Out of School Suspension	Oversleeping
Impassable roads when certified by the school district	Skipping class or any reason not listed under the “excused” category

Absences which need advanced approval
College visitations (maximum 3 per year for juniors and seniors)
*Vacation - must be an educational trip, see requirements
Religious Observances
Court Appearances - with written request and official statement from agency indicating all pertinent details

Service Projects - court appointed community service with court papers submitted
Job Shadowing (limit one per year for juniors and seniors only)

- Parents/Guardians must inform the office in writing of their child's intended absence from school at least one week before the educational trip. It is the responsibility of the student to make up the work missed within five school days of his/her return to school.
- The student must have the **Student Vacation/Leave Request Form** completed by his/her teachers and return it to the office before leaving on vacation.
- **Vacations will not be approved the last two weeks of each semester or during PSSA or Keystone Testing.**
- A maximum of five days of school will be excused for educational vacation each year.

To the extent required by law, no student excused due to observance of a religious holiday shall be deprived of an award, eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Attendance Procedures

UPCS is responsible for monitoring and maintaining records of the attendance of students. When an absence occurs, **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 unexcused.** In the case of an absence of three (3) or more consecutive days, the parent/guardian must provide a note from a licensed health care provider to the Main Office. **This note must also be provided to the School within three (3) days of the student's return to school or these days will be counted as permanently unexcused. Email is preferred to attendance@upcs.net.** UPCS will call the parent when necessary to confirm the excuse. Students may not make up work if they have an illegal or unexcused absence. After 10 parental excused absences a doctor's note is required for the absences to be considered excused.

Whenever a student is absent from school, parents will receive a phone call from a member of the attendance team notifying the parent of the absence.

Tardiness

Students should arrive at UPCS by 7:45 a.m. School starts promptly at 8:15. Students who arrive after 8:15 am must get a late slip from the Front Desk Office to be admitted to class. **Any student arriving after 9:00 am should make every effort to have a note or parent escort.** Students without a note or a parent escort will incur an unexcused tardy. Students who arrive late should make it a priority to get to their scheduled class quickly, after stopping at their locker to put their belongings away. Students with four or more unexcused tardies may be required to attend a conference to complete a Tardiness Improvement Plan with their parent(s). Students will receive disciplinary consequences for repeated tardiness to school.

Students who are tardy to school 5 times in a quarter may be placed on social probation, including restriction from attending Prom, Graduation Ceremony, or after school or off-site activities and events, etc.

Unexcused tardy includes, but is not limited to personal issues like oversleeping, traffic issues, late personal transportation, and poor time management. The parent/guardian will be contacted every time their student is late to school.

In accordance with the board policy, a tardy will only be excused for reasons limited to illnesses, medical/dental appointment, religious holidays, funerals, school bus issues, and inclement weather.

- A note explaining the tardiness must be submitted to the office within three days. **Email is preferred: attendance@upcs.net**

Quarterly Consequences for unexcused tardiness to school:

Tardiness Offense	Intervention
1st Tardy	Student warning
2nd Tardy	Student warning
3rd Tardy	Final student warning and parent notification
4th Tardy	After school detention until 3:45 pm & cell phone held until detention is over
5th Tardy	Social Probation (detentions for all following tardies)

Work missed due to excused tardiness should be made up by the end of the next school day. Work missed due to unexcused tardies is not eligible to be made up.

Tardy-to-School Detention

Students assigned detention will serve their detention after school on Monday through Friday from 3:15 - 3:45 pm. Special arrangements can be made with the Director of Attendance to serve a detention at an alternate time. Detention will be a period of directed study, and no electronic devices will be permitted. Students will receive their cell phones after serving their after school detention. **Students assigned detention will be expected to provide their own transportation. In situations a bus ticket is provided to a student, the student is responsible for paying the ticket fee back to the school.** Failure to report for an assigned detention may result in being assigned to Saturday school.

Tardy-to-Class Detention

In addition to consequences for tardiness to school, tardiness to classes will also be tracked and enforced for each student throughout the school day. Students have 3 minutes in between classes to get to their next class. If a student is not in their next class by the time the 3 minutes is up and the late bell rings, they are tardy. Teachers will list the student's attendance as Unexcused Tardy (UT), unless the student has an excuse note from a UPCS staff member, in which case the student will be marked as Excused Tardy (ET). All unexcused tardies will be tracked daily and consequences will be assigned in the following manner

- Up to 4 UT's - Warning and parent phone call
- 5 UT's- Warning and referral to Administration
- 10 UT's- 1 lunch detentions
- any UT's over 10 in increments of 5 - Assigned to Saturday school and Tardy to Class Plan, including but not limited to hall restriction and escort to class

Tracking of unexcused tardies to class will restart after each academic quarter ends.

Early Dismissals

Early dismissals may be requested for funerals, medical appointments, family emergencies and court appearances. Early dismissals are strongly discouraged. Such requests must be made no later than the morning of the requested early dismissal. Students are to present a note to the school office listing the date, time and reason for dismissal, and including a legal custodial signature with a phone number to confirm the early dismissal. A faxed dismissal or an email dismissal may be permitted. If the office is unable to contact the parent in person or by telephone to confirm the early dismissal on the date of the dismissal, the student will not be permitted to leave the building. At the time of dismissal, the student must report to the front office to sign out of the building. **Verbal dismissals (by phone) will not be permitted without a written communication.** Students will be monitored on a case-by-case basis. Should a pattern develop, parents will be contacted for a meeting before consequences are considered.

Section Seven: Technology Policies

Acceptable Use of Technology Policy

Technology at UPCS is to be used strictly for educational purposes. UPCS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research and collaboration. Towards this end, all staff and students are provided with computers for educational activity at school. This acceptable use policy provides an ethical framework for using networked computer technology in a positive and constructive manner.

UPCS reserves the right to log network use, to monitor file-server space utilization by users, to restrict access to external network sites and to monitor email usage, while respecting the privacy rights of the

school's users.

Responsibility

UPCS makes every effort to ensure that networked computer technology is used responsibly by students. Staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students and staff have the responsibility to respect and protect the rights of every user in the school and on the internet. UPCS establishes that use of networked computer technology and the internet is a privilege, not a right. Inappropriate, unauthorized and illegal use will result in the cancellation of these privileges and appropriate disciplinary action.

The Administration shall review and resolve all instances of inappropriate use of school technology.

Electronic information available to students and staff does not imply endorsement of the content by UPCS, nor can the school guarantee the accuracy of information received on the internet. UPCS shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the internet.

Network accounts will be used only by the authorized owner of the account and for its authorized educational purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system.

UPCS shall not be responsible for any unauthorized charges or fees resulting from access to the internet or internet resources.

Students and their parents are responsible for any costs incurred by UPCS as a result of student negligence or purposeful acts which result in damage to the school's computer and/or electronic equipment, and internet and email systems.

Prohibitions

Students and staff are expected to act in a responsible, ethical and legal manner in accordance with this policy, accepted rules of network etiquette, and federal and state law. Specifically, prohibitions on use of the network shall include, but not be limited to:

- Use of network/internet/equipment to violate the handbook or code of conduct.
- Use of the network/internet to facilitate illegal activity.
- Use of the network/internet for commercial or for-profit purposes.
- Use of the network/internet for non-work or non-school related work.

- Use of the network/internet for product advertisement or political lobbying.
- Use of the network/internet for hate mail, discriminatory remarks, and offensive or inflammatory communication.
- Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
- Use of the network/internet to access obscene or pornographic material.
- Use of inappropriate language or profanity on the network.
- Use of the network/internet to transmit material likely to be offensive or objectionable to recipients.
- Use of the network/internet to intentionally obtain or modify files, passwords, and data belonging to other users.
- Impersonation of another user, anonymity, and pseudonyms.
- Use of network/internet facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
- Loading or use of unauthorized games, programs, files, or other electronic media.
- Use of the network/internet to disrupt the work of other users.
- Destruction, modification, or abuse of network/internet hardware and software.
- Quoting personal communications in a public forum without the original author's prior consent.
- The creation of links to other networks whose content or purpose would tend to violate these guidelines.

Security

System security is protected through the use of passwords. Failure to adequately protect passwords could result in unauthorized access to personal or school files. To protect the integrity of the system, the following guidelines shall be followed:

- Only current students are authorized to have accounts on the Urban Pathways Charter Schools network.
- Students shall not reveal their passwords to another individual.
- Users are not to use a computer that has been logged in under another student's or teacher's name.
- Students may not log on to staff devices.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school network.

Home Use of the School Computer and Internet Use

Students in grades 6-12 at UPCS are issued a school computer. Home use privileges may be earned by high school students. Home use privileges may be earned by 9th and 10th graders after at least one

semester of demonstrating responsible in-school usage. Students in 11th and 12th grades will be able to take their computers home after passing the computer test. The school computer, like all technology, is a tool for learning. The school computer is the full responsibility of the student for their career at UPCS. Students are encouraged to take their school computer home in order to complete assignments, do research and access school work. Use of the school computer by anyone other than the student or their parent is expressly prohibited. All guidelines for Acceptable Use of Technology that apply in school, also apply for home use.

Students and their parents are responsible for any costs incurred by UPCS as a result of student negligence or purposeful acts which result in damage to the school's computer and/or electronic equipment, and internet and email systems.

Additional Software

Students are not allowed to load additional software on their school computers unless authorized by the Administration.

Safety

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher or administrator. To ensure privacy and safety, network users shall not reveal personal account addresses or telephone numbers to other users on the network. The school has the right to use monitoring software for educational and security procedures.

Student Email Policy

Students will be provided with an email account by UPCS when they begin school. All student email accounts are subject to the following terms and conditions:

- All student email accounts are property of UPCS. Email activities must comply with the Computer Use Policy and Computer Contract. The user accepts all responsibility for understanding these policies.
- ***Email sent or received from UPCS' system is not confidential.*** The administration reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.
- The students will be removed from the system after graduation, leaving UPCS, or for infractions outlined below.
- The primary purpose of the student email system is for students to communicate with school staff, outside resources related to school assignments, and fellow students to collaborate on school activities. Use of UPCS' email system is a privilege.

- Use of the email system will align with the school's code of conduct and the code will be used for discipline purposes. Communication will abide by the community's mode of acceptable behavior. Students are responsible for messages sent from their accounts. Therefore, students should not share their passwords.
- Messages posted on UPCS' email system cannot cause disruption to the school environment or normal and acceptable school operations. Occasional and reasonable personal use of UPCS' email system is permitted, providing that this does not interfere with the performance of the email system or disrupt the operation of the school.
- Email from UPCS' system can be checked from home or from school computers, as long as it does not disrupt the operation of the classroom or the school. Students who trigger the content filter may receive consequences.
- The email system cannot be used to operate a personal business. The account may not be sold or otherwise re-assigned without written consent of the administrative team. The account may be revoked if used inappropriately.
- Students will report any unusual activities such as "spam" communications, obscene email, attempts by adults to lure them into dangerous behaviors, and the like to a Student Support Specialist or the Principal. Students shall not forward chain letters, inappropriate jokes, pornographic material.
- Students will not identify their home telephone numbers or home addresses in any email correspondence.
- System administrators may create filters to scan for and eliminate viruses and other files that are unrelated to the school's operation.
- When issues arise, the administration will deal directly with the student and/or parents/guardians. Improper use of the system will result in discipline and possible revocation of the student email account in accordance with the Student Code of Conduct. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.
- As it deems necessary, the administration may contract with outside agencies to operate the student email system. If this arrangement is made, all parts of this statement remain in force.
- The Technology Department is responsible to ensure the efficient use of the electronic mail system. The interpretation of appropriate use and future revisions of this guideline are the responsibility of the Technology Department and the administration.

- *If necessary, the administration, at their discretion, may close accounts at any time. Any updates or changes to this email agreement by the administration will be in effect.*

Consequences for Inappropriate Technology Use

The Student Code of Conduct and general rules of behavior and communications apply when using the network/internet, *in addition* to the stipulations of this policy.

The student, as the network/internet user, shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network/internet, intentional deletion or damage to files of data belonging to others, copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, internet or other networks or hardware. This includes but is not limited to the uploading or creation of computer viruses. The following table of offenses and corresponding consequences shall be imposed in addition to any other applicable consequences as set forth in the Code of Conduct above.

	LEVEL 1 NUISANCE VIOLATIONS	LEVEL 2 ETHICAL VIOLATIONS	LEVEL 3 NETWORK SECURITY VIOLATIONS
Examples	● Downloading Music ● Playing Games ● Watching Movies ● Downloading Software ● Use of Proxy Server ● Inappropriate Language ● Instant Messaging	● Negligence* ● Repeated Violations of Level 1	● Password Compromise ● Hacking ● Network / internet Servers ● Theft of Identity ● Pornographic Images (Criminal Offenses)

1st Offense	- Teacher takes school computer - Machine is reimaged - Phone call home - Loss of network/internet access	- Teacher takes school computer - Reimage machine - Meeting with parents - Loss of network/internet access	- Teacher takes school computer - Meeting with parents - Suspension (to be determined) - Loss of school computer entirely - Possible police investigation
2 nd Offense	- Meeting with parents - Loss of network/internet access	- Lose machine for determined number of days - Loss of network/internet access	
Additional Offenses	- Loss of machine will be determined by Administration - Loss of network/internet access	- Remove wireless access - Revoke internet privileges - Loss of machine will be determined by Administration	

* Students and their parents are responsible for any costs incurred by UPCS as a result of student negligence or purposeful acts which result in damage to the School's computer and/or electronic equipment, and internet and email systems.

Warranty, Loss, Theft, Damage, and Repair Policy

Damage done to the computer and/or other electronic devices by misuse or vandalism must be paid for by the person responsible for the device. The following policy covers the procedures and cost of repairing or replacing school computers.

All repairs to the school computer are covered by the school as long as there is no evidence of vandalism or repeated misuse. In case of negligence, loss, theft, repeated misuse or vandalism, the following approximate costs will be incurred by the parent or student and paid to Urban Pathways 612 Charter School:

Misuse, Damage, Loss, Theft Category	Approximate Fee
Keyboard breakage	\$40
Screen breakage	\$36

Touch Screen breakage	\$150
Plastic case replacement	\$60
Charger replacement	\$30
Battery replacement	\$60
Loss	\$250
Other miscellaneous items	Determined by cost

Parents will be provided with a repair report in cases of misuse or vandalism. The school will send a bill for the cost owed. Cash or check will be accepted; checks should be made payable to Urban Pathways 6-12 Charter School. We are not able to take credit/debit card or digital payments.

If a student loses a school computer, they must pay the cost of replacement. If the school computer was stolen, the fee may be waived if a police report was filed and a copy of the report is submitted to UPCS.

In cases of a lost school computer, students will not be allowed to take another school computer home. However, they will have access to computers during the school day.

Photo, Video & Media Policy

Throughout the school year UPCS staff, the media, or other organizations, with the approval of the Principal, may take photographs, audio/videotape, or interview students for school-related stories. We use these pictures and videos on our website, social media, and publications. If you do not want your child's name or picture to be featured on any school publication, you must indicate this on the Handbook Acceptance form located in the Parent Portal, each school year by September 30th.

Section Eight: Special Education

Outreach Activities

The Director of Special Education or their designee shall ensure that outreach activities occur concerning programs and services for children with disabilities who attend UPCS as well as ensure a system of screening to identify students prior to referral for an initial special education multidisciplinary team evaluation.

We highly recommend both prior to and following enrollment of your child that you contact the Director of Special Education at 412-392-4601 ext. 202 to discuss your child's current Individual Education Program and a further explanation of the special education offerings at the school.

The Director of Special Education, or their designee, shall ensure that children with disabilities, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which

children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of being a child with a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade as well as highly mobile children, including migrant children, wards of the state and parentally placed private students, as appropriate. Please contact the Director of Special Education at 412-392-4601 and see the full policy in Appendix D.

The Director of Special Education, or their designee, shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are applying for enrollment at or who attend UPCS:

UPCS will publish annually a written notice in means accessible to UPCS families, including in this Handbook and on UPCS's website. The Notice must also be made available in means accessible to the public, such as: at UPCS's main office; in UPCS's special education office; through local Intermediate Units and/or through other generally accessible print and electronic media; and with the Board meeting minutes. The description must include: child identification activities, UPCS's special education services and programs, how to request services and programs, and the procedures followed by UPCS to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Copies of the Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act are located on the school's website at www.upcs.net. All school policies are available upon request by calling 412-392-4601x 202 or stopping by the school to discuss with the Director of Special Education.

Special Education Services

Special education is the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

Our special education program provides a full continuum of services to students with special needs who require specially designed instruction. Depending on the needs of a student identified as requiring special services, s/he may receive support within general education classes; receive additional resource support outside of general education classes; or receive instruction in one or more learning support classes for key academic subjects. A certified special education teacher supports students within the general education classes by collaborating and/or co-teaching with the general education teachers. For those students who cannot make adequate progress in the general education curriculum, specially designed instruction is provided in learning support classes. A student may be assigned to learning support classes for one or more academic subjects. Special education services, at times, may also include the services of outside contracted professional specialists such as a school psychologist, speech therapist, occupational therapist,

and hearing specialist. Notification of your child's receipt of such services will be communicated by the Director of Special Education.

We highly recommend that you contact the Director of Special Education at 412-392-4601 ext. 202 to discuss your child's current Individual Education Program and a further explanation of special education services offered at UPCS 6-12. For information on the Child Find Policy please see Appendix: D, page 65.

The Identification, Evaluation, and Placement Process - The Education of Exceptional Children

The Individuals with Disabilities Education Act (IDEA) sets forth the following minimum procedures that must be followed in the identification, evaluation and educational placement of exceptional children.

SSAIP 1: A child is recognized by school personnel and/or parents as possibly being exceptional and in need of special education.

SSAIP 2: At all grade levels a team convenes to discuss possible interventions to see if the learning and/or behavioral problem(s) can be corrected within the regular education environment. Instructional modifications within the regular classroom are implemented to ascertain if the problem can be corrected within the regular education utilizing appropriate modifications and adaptations. If difficulties persist despite interventions, the team recommends and makes a referral to the school psychologist to begin a multidisciplinary evaluation with written parent permission.

SSAIP 3: An evaluation to specifically determine the child's exceptionality, educational strengths, weaknesses and needs is scheduled by the school with prior knowledge and written approval by the parents. If agreement to evaluate is not achieved, either the school system or parents may initiate the procedural safeguard system. The evaluation procedures and materials must be selected and administered so as to not be racially or culturally discriminatory.

SSAIP 4: A meeting with the parents, school personnel, and if appropriate the child, is scheduled to discuss the results of the Evaluation Report (ER). Signatures are required indicating agreement or disagreement with the report. Those disagreeing are encouraged to write a dissenting opinion.

SSAIP 5: If a child is deemed exceptional, an Individualized Education Program (IEP) is developed based upon that evaluation. From this IEP team meeting or others that follow, the child's (IEP) will be developed, written and agreed to by the school, parents, and the child (entire IEP team) where appropriate. The IEP Team determines appropriate educational placement while maintaining Least Restrictive Environment.

SSAIP 6: When an IEP is agreed to by the parents and school, then the parents are issued a Notice of Recommended Educational Placement (NOREP) to sign. The education to be provided to the child will be in conformity with the IEP. If for any reason the school and parents cannot agree on the appropriateness of

the IEP, either party may initiate the system outlined in the procedural safeguards.

SSAIP 7: At least annually, each child's IEP and his/her school performance in relation to it will be reviewed for the purpose of specifying the future educational program for the child.

SSAIP 8: At least every three years, a multidisciplinary reevaluation is conducted to review a child's program and eligibility for special education. In the case of a child diagnosed with intellectual disability, an evaluation will take place every two years.

Section Nine: Health & Wellness

Records and Immunizations

For students who have recently transferred to UPCS, information must be provided regarding attendance at prior schools in order for UPCS to obtain all necessary student records. No student will be admitted to school without documentation of proper immunizations.

Physical examinations are required by state law when the student first enters school and in the sixth and eleventh grades. The school shall employ a school physician to perform such examination if the student is unable to afford one from a private physician. The school shall also provide information to the parent(s) about health care options in the area for continued medical care for the student.

For attendance in ALL grades children need the following:

- 4 doses of tetanus (1 dose on or after the 4th birthday)
- 4 doses of diphtheria (1 dose on or after the 4th birthday)
- 3 doses of polio
- 2 doses of measles
- 2 doses of mumps
- 1 dose of rubella (German measles)
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) vaccine or history of disease

Children attending 7th - 12th grade need the following:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) (if 5 years has elapsed since last tetanus immunization)
- 1 dose of meningococcal conjugate vaccine (MCV).

For Children attending Grade 12

- 2nd dose Meningococcal vaccine (MCV4)

These requirements allow exemptions for medical reasons and religious beliefs. If your child is exempt from immunizations, he/she may be removed from school during an outbreak.

Illness and Medication

The school nurse will immediately notify a parent/guardian in case of sudden illness or accident of a serious nature. Please be certain that the office has the correct information for emergency contact, and be sure that your contact knows that they are your emergency contact. Emergency information sheets are completed during enrollment and may be updated at any time by requesting a new sheet from the office. These are to be filled out completely and returned to the teacher. Please notify the office of any changes during the year. It is imperative that the office has emergency numbers to contact parents during the day. Cellular phone numbers and email addresses should be included with your information. The school is not permitted to send a child to a doctor for medical treatment without the expressed written permission of a parent or guardian. Please remember that it is important to keep us informed of any changes to your home, work, and cell phone numbers. If a parent or guardian is unable to be reached, Urban Pathways is authorized to provide or contract with another entity to provide health services it deems are necessary if not doing so would increase the risk to the student's life or health.

The following information is a guide for the administration of medication in school.

Medication Policy

Students are not permitted to carry or have in their possession, including lockers, at any time any type of medication, prescription or non-prescription, on school premises. The school nurse's office will hold all medications for each student, accompanied by a doctor's note and parental consent. A student receiving medication in school must first have written approval from the student's physician. No student will be permitted to take medication in school without this approval. If your child has been prescribed medication to be taken during the school day, **your child's doctor must complete a Medication Administration Consent Form** or a medication order that specifies the following:

- Student's name
- Name and signature of the licensed prescriber and phone number
- Name of the medication
- Route and dosage of medication
- Frequency and time of medication administration
- Date of the order and discontinuation date
- Specific directions for administration, if necessary

The Medication Administration Consent form has to be on file at the school before any medication can be administered to a student. The form is available in the school office. If at all possible, medication should be given at home. For example, antibiotics three times a day can be taken before school, immediately

after school and at bedtime. All medication must be delivered in the pharmacy's original container to the school nurse. All medications will remain in a secure location.

Medication must be brought to school properly labeled and packaged by a registered pharmacist. The medication bottle must have a child-safe cap and the label must include:

- Patient Name
- Pharmacy Name
- Prescription #
- Pharmacy Phone #
- Name of medication and dosage
- Name of prescribing doctor
- Instructions for administration

Over-the-Counter Medication Policy

Each student must provide the school nurse with a Medication Administration Consent form signed by the student's parent/guardian and a Medication Order from a licensed prescriber. ALL over-the-counter medicine must be brought to school unopened and in turn, will be properly labeled with the student's name. This procedure must be repeated each time there is a change in dosage and at the beginning of every school year, or if needed on a regular basis. These guidelines apply to the administration of all over-the-counter medications and usage of medical devices or equipment, i.e. nebulizer, Epi-pen, catheter, etc.

These guidelines are designed for the safety of your child and are strictly enforced. If you have any questions/concerns please contact the School Nurse at extension 257.

Possession and Use of Asthma Inhalers

Students are permitted to carry asthma inhaler medication in school if the following requirements are met:

- Complete a Student Asthma Action Plan and Self-Administration Verification Assessment form. These are available in the office and the nurses office upon request.
- A written statement from the physician that provides the name of the drug, dose, times when the medication is to be taken, and the reason the medication is to be taken.

- For students in grades 6 – 12, the health care provider shall indicate via written statement that the child is qualified and able to self-administer the medication.
- A UPCS parental permission form for inhalers is completed. Parents and students must sign the waiver on the permission form relieving UPCS and its personnel of any responsibility for the benefits or consequences of the medication and that the school bears no responsibility for ensuring that the medication is taken.
- UPCS reserves the right to withdraw permission at any time if the student is unable to demonstrate responsible behavior in carrying and/or taking of this medication.

Auto Injecting Epinephrine (Epi-Pen)

For students who carry and self-administer emergency medications, an order is required from a licensed prescriber indicating that it is necessary for the student to carry the medication and that the student is competent of self-administration. For students in grades 6-12, in lieu of a licensed prescriber statement, the nurse may make a determination that the student is competent of self-administration by completing the Self-Administration Verification Assessment form.

Counseling Program for the Health & Wellness of Students

The counseling program's objective is to be proactive vs. reactive: to help the ever-changing child before he/she is the unchanging adult. The purpose of the counseling program is to support, to meet the needs of all our students, and to lend itself to be proactive vs. reactive. The program is a collaborative approach with input and support from teachers, students, parents and community representatives. Private, professional psychologists and counselors are on site for students and/or parents.

The ever-increasing needs of children and the expectations of today's society continue to place growing demands on students and the educational system. Educators are challenged to educate all students at a very high level of academic proficiency to meet the demands of a competitive and diverse marketplace. Dropping out of school, substance abuse, peer pressure and violence are not abstract issues to our students. These societal issues create major obstacles to learning.

The counseling program can be expected to produce positive results in a range of related areas, including:

- School attendance
- School safety and crisis management
- Dropout prevention
- Career awareness, exploration and planning
- Responsible awareness toward learning

To effectively meet the needs of students in a collaborative approach, the counseling program will

be:

- Preventive and proactive in nature.
- Driven by data and accountability.
- Based on the developmental needs of the student.
- Designed to meet the requirements of Accreditation Standard VI.
- Implemented by certificated school counselors.
- Coordinated so that it is an integral part of the total school educational program.

Benefits of the Counseling Program

The benefits of a comprehensive and accountable counseling program at UPCS are:

Benefits for Parents

- Provides support for parents regarding their child's educational development.
- Provides increased opportunities to participate in their child's career development.
- Increases opportunities for parent/school interaction.
- Increases opportunities to participate in academic and post-secondary planning.

Benefits for Students

- Improves academic performance and success in school.
- Increases opportunities for career awareness, exploration and planning.
- Develops decision-making and problem-solving skills.
- Assists in acquiring knowledge to effectively relate to others.
- Increases opportunities for student assistance and support.

Benefits for Teachers

- Encourages positive relationships among students, parents, teachers and school counselors.
- Provides an interdisciplinary team effort to address educational goals.
- Provides direct support to the classroom to improve student academic performance.

School-based Therapy

UPCS offers school-based therapy through a licensed provider. The treatment approach is based on the principles that services are led by the consumer and family, are strengths-based, and are individualized to the students' needs. Success for the student is more likely when the student, family, teacher, and any other supports are unified in determining goals, interventions, and outcomes. Once students have met their goals, a plan for sSAIP-down of service can be made with input from the student, family, Urban Pathways team and Liaison/Therapist. The availability of this service may vary and will be based on a range of determining factors; however, Urban Pathways is dedicated to supporting all students and families. Alternative resources and therapeutic supports will be recommended to any student and family seeking services who are not able to be seen via the school based program.

Interventions to be utilized can include any combination of the following:

- Functional Behavioral Assessment
- Observation and consultation with district teacher
- Group therapy
- Individual therapy
- Service referral and coordination to community resources and natural supports
- Crisis support
- Therapeutic/social skills groups
- Social Skills Instruction
- Parent engagement, support and education

Clinical Supervision

Clinical supervision and oversight will be provided by a Clinical Supervisor who is a Masters prepared Mental Health Professional with extensive experience working with children and families in a mental health service delivery system.

School Based Therapist may provide:

- Assessment
- Individual counseling
- Group counseling
- Family engagement and support

Section Ten: Emergencies

Emergency Lock Down

The purpose of an emergency lock down is to place students and staff in locations that would be safer than where they would normally be located due to unforeseen circumstances which may endanger their welfare. If students are in class, the teacher is to close and lock the door. After the door has been secured, the teacher or assigned personnel is directed to not let anyone in the room or leave the premises until further notice from the main office. Afterwards, the teacher or staff member is to take attendance to ensure that all students are accounted for in the classroom. When classes are in transition, students will be directed to go back to the last class they attended. The teacher or assigned personnel is directed to not let anyone in the room or leave the premises until further notice from the office. Afterwards, the teacher or staff member is to take attendance to ensure that all students are accounted for in the classroom.

During this time, it is important to note that no one is permitted to use the telephones or any other communication devices within the area unless directed by the appropriate personnel. Attempting to get around the security procedures is a Code of Conduct violation that may result in recommendation for expulsion.

Evacuations and Fire Drills

UPCS will have at least one fire drill per month to exercise this procedure and to promote safety. When the alarm rings, the teacher in charge of each class will tell students the exit route to be followed. The class should then proceed quietly to the assembly place (outside). The teacher will collect the attendance roster, close the classroom and all other doors on the escape route that will not be used again, and follow close behind the class. If teachers do not have attendance registers at the time of the alarm, it is essential that they should be taken at the assembly point so that an accurate roll can be taken. Disabled persons will need special arrangements and must be given special instructions. Classes should exit in a single file line when exiting the building.

Parents will be notified of evacuation locations used as an evacuation site if such a need arises.

Illegally setting off the fire alarm is a criminal offense. Violators will be prosecuted by the law and disciplined in accordance with the Code of Conduct.

Inclement Weather

UPCS will close or delay whenever Pittsburgh Public School District closes for inclement weather. Always look for Urban Pathways communications through text, email and phone blast. Follow Pittsburgh Public announcements unless you are contacted by the school to do something different. (Please also note your student's home district, as transportation for those who ride school buses will be determined by the home district's schedule. Any discrepancies between students' home districts' inclement weather schedules

will be excused.) UPCS (and Pittsburgh Public School District) delays and cancellations can be viewed on KDKA, WTAE and WPXI.

Flexible Instructional Days

What are Flexible Instructional Days (FIDs)?

A Flexible Instructional Day can be utilized in cases when circumstances (e.g., a disease epidemic, a hazardous weather condition, a law enforcement emergency, damage to a school building, or a temporary circumstance rendering any portion of a school building unfit or unsafe for use) prevent the delivery of instruction in its customary manner or location.

FIDs are considered school days and count toward the number of instructional days/hours required under Article 15 of the Public School Code and Chapter 11 of the state Board of Education regulations.

How will the UPCS 6-12 Community know if it is a FID?

Flexible Instructional Day Notification - Parents/Guardians & Students

The community will be notified of a FID in the same manner that the District communicates delayed start times, cancellations and other emergency situations. Notification will be sent by phone blast, email, and text message. The message will be, “School Closed - Flexible Instruction Day” to indicate that a FID is implemented.

What happens on a FID?

Procedure for Instituting a Flexible Instructional Day

If UPCS 6-12 must use a FID day this school year, staff will post asynchronous work on their Google Classrooms before 9:00 AM, including teacher-made video instruction to go along with the written directions. Teachers will be available for student support from 1:30-3:30 by student request, responding to emails and arranging one-on-one conferences via Google Meet or Go Guardian as necessary. Students will be expected to complete assignments for all scheduled classes before 4:00PM. In the case of extenuating circumstances, students will be given until the end of the next school day to complete the FID assignment. Students who are not able to get online for attendance before 12:00 PM will be called by the school attendance officer to verify cause.

Student Expectations

Students will be expected to sign in before 12:00PM to Google Classrooms for each class they are scheduled for that day. Students will complete a short assignment on Google Forms for immediate attendance purposes before moving to the more involved curricular work posted by each teacher.

Section Eleven: Co-Curricular and Extracurricular Programs

Eligibility and Social Probation

“Social Probation” is the exclusion of a student from school-sponsored activities, groups, and events. All clubs, sports, events, field trips, college tours, and other school activities are subject to certain criteria for participation. Students who are on Social Probation are ***not eligible*** to participate until they are off social probation. A student may remain on Social Probation until the School determines that they have remedied the circumstances that originally qualified them for Social Probation. If there are legitimate safety concerns regarding a student’s participation in an activity, group, or event, a meeting will be held with that student’s parent.

Eligibility Requirements for Social Probation

All students are eligible to participate in school activities, trips, and other events while they are in good standing with the school. Any of the following may place a student on Social Probation:

- A student is currently failing 2 or more classes
- A student is 5 times tardy to school in a single quarter as indicated by the attendance officer
- A student with a School Attendance Improvement Plan (SAIP)
- A student is under suspension or expulsion

Reinstatement from Social Probation

A student will be reinstated from social probation when they are no longer in violation. These criteria can resolve the conditions:

- Improvement of grades so that the student is no longer failing 2 or more classes
- Successful completion of the School Attendance Improvement Plan
- End of student’s suspension or expulsion

Note: Social Probation applies to events, activities, clubs, and other extracurricular functions that take place both inside and outside of the Charter School’s campus, including but not limited to sports, practices, performances, competitions, try-outs, meetings, spirit week or assemblies, etc.

After-School Activities

After school sports, clubs, activities, and other events will take place depending on the sponsor teacher’s schedule. Students on social probation may not participate in after-school clubs, activities, or events. Please visit the website for a complete and updated list of our clubs, organizations, and community partnerships at upcs.net.

BAAM

The BAAM (Benefiting African American Males) program is a mentoring program that pairs volunteer mentors from the community with male students. We have many African-American professionals who have committed to being mentors for our students. The mentors meet with our students at a dinner meeting once a month. One of the things that makes the BAAM mentoring program unique is that the mentors will follow the student through to the beginning college years.

BSU

Black Student Union strives to foster a sense of community for all students. It provides Black students and their allies an opportunity to express their views concerning current events, academics, cultural arts, and school life.

Peer2Peer Mentoring

This program helps middle schoolers transition smoothly into high school life. High schoolers are paired with a middle schooler to complete activities and help to provide guidance.

Cheerleading

Cheerleading will develop its participants into competitive athletes and uphold school spirit while developing a sense of good sportsmanship. Participants will gain competitive knowledge and enhance themselves and their communities by being positive leaders and student ambassadors. The varsity squad shall consist of students in grades 9-12. The coach reserves the right to interchange participants at any time based on skill level.

High School Boys & Girls Basketball

UPCS participates in the Greater Pittsburgh Independent League for High School Boys and Girls Basketball. Students participating in basketball must meet all eligibility requirements in order to remain on the team.

Middle School Boys & Girls Basketball

UPCS offers Middle School Basketball for boys & girls. Students must meet all eligibility requirements in order to remain on the team.

First Tee Golf Program

UPCS partners with First Tee Golf Program to provide an age appropriate curriculum to empower students to become a game changer in life through golf.

Other Sports

Students who attend UPCS and want to play on their home district's sports teams may do so. By law, a student attending a charter school is given the same opportunity to participate in his home district's extracurricular activities as other students attending the district . UPCS students who play sports for their home districts must meet the eligibility requirements (including academic) set forth by those districts.

Other School Activities

- Dance team
- Drama Club
- Golf Team
- Fishing Club
- BSU
- BAAM
- National Honor Society
- YOUNiversal Education Services
- Suiting Up For Success
- Intramural sports
- Big Brothers Big Sisters
- Y-Achievers
- Direct Energy Mentoring Program
- Peer2Peer mentoring
- No Labels
- Yearbook

Field Trips

Field trips in the downtown area are extensions of the classroom and part of our charter school experience. On occasion, teachers will take students out of the building for various opportunities connected to student learning. If there are safety concerns regarding the students participation, a meeting will be held with the parent. The school may decide to not allow individual students to participate in field trips if there are safety concerns regarding their participation. Parents who do not desire their children to participate in field trips in the downtown area without their permission should notify the principal in writing by September 15th each school year. If there are safety concerns regarding your students participation a meeting will be held with the parent.

Permission Slips

Permission slips for any UPCS activity will be due prior to being allowed to leave on the field trip. If the permission slip is incomplete, filled out inappropriately, or not turned in to the designated person, that child may not be permitted to attend the event and will remain at the school to participate in another designated activity.

Prom

Students must be in good standing with the school to participate in prom and public or private social events.

Guests at school events must be in good standing. Students who have withdrawn from Urban Pathways under suspension or have a history of disruptive behavior are not eligible to be guests at Urban Pathways events.

Use of Non-School Facilities

UPCS reserves the right to use churches in the downtown area for assemblies and special events as

needed. Use shall be for assemblies and special events which are secular in nature only. Use of a church structure is based solely upon convenience, cost and access considerations and not the underlying religious nature of the structure.

Transportation for School Sponsored Activities

For students who ride school buses and vans, students can request a bus ticket home from school for legitimate school sponsored events and activities. This includes approved club meetings, office hours, tutoring, and sporting events for team members. This does not apply to detention. Students who are assigned detention are responsible for making their own arrangements to get home.

To request a bus ticket, the student must get a note from the supervising adult of the activity and bring it to the office before 4:15.

Appendix A: Student Sexual Harassment Policy

Urban Pathways Charter Schools (UPCS) shall provide an environment free from harassment. A key aspect of such an environment is protection from sexual, racial, religious, age, marital status, ethnic, political belief, disability status, ancestral, cultural, sexual orientation or gender harassment for every student and employee. Such harassment will not be tolerated by any employee, student or vendor doing business with UPCS.

Harassment is defined herein as: unwanted sexual advances, including request for sexual favors, and/or inappropriate verbal or physical contact; ethnic intimidation; or threats, jokes or use of derogatory language about any individual, race, religious or cultural group. Examples of inappropriate behavior include, but are not limited to, significant instances of:

- The creation of a hostile, offensive and/or intimidating work/study, or any other school-related environment
- Jokes, visual representations, graffiti or vulgar statements or the dissemination of materials that attempt to diminish the worth of any individual or group
- Requiring sexual favors, either implicitly or explicitly, as a condition for employment, promotion, wage scale, assignment of duties, shift assignment, grade(s) awarded, career and/or educational advancement or evaluation, of either students or employees
- Demeaning, sexually abusive, vulgar and/or intimidating remarks, harassment, or innuendo in speech, writing or gesture
- Unwanted touching
- Unwanted sexual flirtations, advances or propositions in speech or writing
- Favoritism and/or discrimination

Individuals who believe they are/have been the victims of, have knowledge of, or have witnessed harassment must report such incidents as promptly as possible to their guidance counselor(s), Assistant Principal(s), supervisor(s) or the Principal.

The reporting of an alleged incident shall remain strictly confidential, within the bounds of any legal and investigative requirements. The confidentiality and rights of the accused shall be similarly respected.

All alleged incidents shall be investigated as promptly as possible, but no later than five (5) school days after the reporting of the incident. Where appropriate, criminal action may also be taken.

In the case of an alleged student-to-student incident, investigative procedures shall follow all established guidelines for student misconduct. An employee-employee or employee-student alleged incident shall be investigated by the CEO, Principal, or their designee, who shall determine appropriate remediation and/or discipline in accordance with the Student Code of Conduct.

UPCS shall maintain full and confidential records of all such investigation, remediation and discipline (if imposed).

Any retaliation by a student or employee found guilty of harassment (or friend/supporter(s) of such an individual) shall be handled as a most serious offense by the appropriate level of jurisdiction, including possible referral to the appropriate law enforcement agencies.

A substantiated charge of harassment shall result in appropriate disciplinary action including, but not limited to, discharge or suspension without pay, or suspension or expulsion. Any disciplinary action shall be subject to the requirements of the Public School Code, State Board regulations and other applicable law. All complainants shall be guaranteed protection from reprisals of any type including, but not limited to, continued employment, promotion, work assignment, grades awarded, etc., unless it can be proved such accusations were known to be false and malicious in their intent. If such malicious intent is proved, the complainant shall be subject to appropriate disciplinary action. All students and employees shall be made aware of this policy and their rights to protection against harassment and against any type of retaliation for reporting alleged harassment. They also shall be informed of counseling services, where appropriate.

Appendix B: Anti-Bullying & Anti-Hazing Policy

The Board of Trustees (“Board”) of the Urban Pathways 6-12 Charter School (“Charter School”) recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. The Board has determined that a safe and civil environment in school and via Charter School virtual classrooms is necessary for students to learn and achieve high academic standards as well as to promote positive interaction among students through participation in Charter School sponsored groups or organizations. Bullying, cyberbullying and hazing like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and participate in the School community and the Charter School’s ability to educate its students in a safe environment. Therefore, in order to ensure and promote a safe learning environment, it shall be the policy of the Charter School to maintain an educational environment that is intolerant of bullying, cyberbullying or hazing in any form.

Since students learn by example, school administrators, faculty, staff and volunteers are directed to demonstrate appropriate behavior, treat others with civility and respect and to refuse to tolerate bullying, cyberbullying or hazing. This policy pertains to all students and staff, regardless of their status. This policy also applies to all students and staff whose conduct out of school materially and substantially interferes with the educational process at the Charter School.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion. Training will be provided to teachers, administrators, and staff on a quarterly basis. Training will be conducted by the building designee “bullying response specialist” as well as outside providers to address needs communicated by the school around this issue.

Definitions

Bullying and Cyber-bullying are defined as an intentional electronic, written, verbal or physical act, or a series of acts:

1. directed at another student or students;
2. which occurs in a “school setting”, or occurs outside of school and the Charter School reasonably forecasted that the outside-of-school conduct would materially interfere with or substantially disrupt the educational process or program in the school, and the outside-of-school conduct does in fact materially interfere with or substantially disrupt the educational process or program in the school;
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
 - substantially interfering with a student’s education;
 - creating a threatening environment; or
 - substantially disrupting the orderly operation of the school.

Bullying and cyber-bullying shall encompass acts that occur outside a school setting if those acts meet the requirements found in (1), (3) and (4) listed above.

School Setting shall mean in the Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and technology, on a Charter School server or electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the Charter School and any time spent necessarily traveling to and from these locations. Additionally, any student whose out of school conduct materially interferes with or substantially disrupts the educational process in the school is also subject to this policy.

Cyberbullying

Cyber-bullying is often seen by sending harmful or cruel material, text messages and/or images or engaging in other forms of social aggression and bullying using the Internet, cell phones, personal digital assistants (“PDAs”) or other technology resources.

All students, staff, volunteers and contractors shall comply with the Charter School’s Acceptable Use and Internet Safety Policy, which is required under the Children’s Internet Protection Act (“CIPA”), and review the Charter School’s Social Media and Networking Guidelines Policy when using any technology resources.

Cyber-bullying via the Internet is seen through the use of any one or more of a number of methods, including, but not limited to:

- Email sent to the intended victim;
- Blog entries regarding the intended victim;
- Posts on social networking websites;
- Posting victim’s pictures on the Internet or networking websites with derogatory phrases or questions attached to them;
- Using instant messaging tools to harass victims;
- Creating an Internet parody of the intended victim;
- Creating fake Internet profiles for the victim on a public website;
- Creating or accessing an unauthorized website which harasses or bullies the victim;

- Using camera phones and/or digital cameras to take embarrassing photographs of students and/or staff and posting them online;
- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Cell phones are also often used for cyber-bullying for things such as calling or text messaging the victim and/or using a victims' cell phone to text or call another victim using harassing language.

The use of the Internet or Charter School email does not necessarily have to involve the creation of the offensive materials. Rather, the person creating the offensive material may do it on a home computer and then use the Charter School's computers to take such actions as accessing it, viewing it, displaying it for others to see, disseminating copies of it to others or otherwise publicizing the contents.

Hazing

Title 18 - Chapter 28 was added October 19, 2018, P.L.535, No.80, also known as the "Timothy J. Piazza Antihazing Law." Chapter 28 defines the following:

- § 2802. Hazing.
 - (a) Offense defined.--A person commits the offense of hazing if the person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a minor or student into or with an organization, or for the purpose of continuing or enhancing a minor or student's membership or status in an organization, causes, coerces or forces a minor or student to do any of the following:
 - (1) Violate Federal or State criminal law.
 - (2) Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the minor or student to a risk of emotional or physical harm.
 - (3) Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
 - (4) Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
 - (5) Endure brutality of a sexual nature.
 - (6) Endure any other activity that creates a reasonable likelihood of bodily injury to the minor or student.
 - (b) Grading.--
 - (1) Except as provided under paragraph (2), hazing is a summary offense.
 - (2) Hazing shall be a misdemeanor of the third degree if it results in or creates a reasonable likelihood of bodily injury to the minor or student.
 - (c) Limitation.--Hazing shall not include reasonable and customary athletic, law enforcement or military training, contests, competitions or events.
- Secondary school: Any public or private school within this Commonwealth providing instruction in grades 7 through 12 or any combination of those grades.

The CEO or his/her designee shall ensure that students are informed of the secondary school's policy, including the secondary school's rules, penalties and program of enforcement. This policy must be

posted on the Charter School's publicly accessible Internet website.

The CEO or his/her designee will provide a program for the enforcement of this policy required under 18 Pa. C.S.A. 2801 et seq. and shall adopt appropriate penalties for violations of the policy to be administered by the Charter School's Principals or their designees responsible for the sanctioning or recognition of the organizations covered by this policy.

Guidelines

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the Charter School, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Since bystander support of bullying, cyberbullying and hazing can bolster these types of behaviors, the Charter School prohibits both active and passive support for acts of bullying, cyberbullying and hazing. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the CEO of the Charter School.

Reporting Procedures

Any student who feels he or she has been bullied or cyber-bullied shall have the right to file a complaint of such bullying. Complaints should be reported to the school principal. Complaints may also be reported directly to a teacher, guidance counselor, or other administrator who shall immediately report the incident to the school principal in order to protect the alleged victim and for prompt investigation.

Any staff member who sees any incidents of bullying or cyber-bullying must immediately report the incident(s) to the school principal. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. It shall be the responsibility of the school principal or his/her designee to investigate promptly and thoroughly any and all bullying and cyber-bullying complaints received or referred by other individuals and to make recommendations based upon the investigation. The investigation is to be commenced within three (3) school days after a report of any bullying is received.

The Board of Trustees requires the school principal to be responsible for determining whether an alleged act constitutes a violation of this policy. In determining whether alleged conduct constitutes bullying or cyber-bullying, the totality of circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated. If the investigation results in a substantiated charge of the bullying, the Charter School shall take prompt corrective action to ensure the bullying and/or cyber-bullying ceases and will not reoccur.

Reports to the school principal may be made anonymously, but formal disciplinary action may not

be based solely on the basis of an anonymous report.

The school principal or his/her designee shall immediately notify the parent or guardian of the perpetrator of the bullying and the parent or guardian of the victim of the bullying of the alleged incident.

Consequences for Violations

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or cyberbullying may range from positive behavioral interventions up to and including in school or out of school suspension from the Charter School or expulsion or other disciplinary removal from the Charter School, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Charter School's student Code of Conduct or Employee Handbook.

In some cases, bullying and/or cyber-bullying may constitute criminal activity and the Police Department will be notified. This may lead to a criminal investigation and criminal charges against the student or staff.

Consequences for a student who commits an act of bullying and/or cyber-bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Charter School's student code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

The following intervention strategies for protecting victims may be followed as needed:

- Supervise and discipline offending students fairly and consistently;
- Provide adult supervision at Charter School testing sites or other sites used by the Charter School, at any activity sponsored, supervised or sanctioned by the Charter School during any breaks, lunch times, bathroom breaks and in the hallways during times of transition;
- Maintain contact with parents and guardians of all involved parties;
- Provide counseling for the victim if assessed that it is needed;
- Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying and/or cyber-bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; and
- Check with the victim daily to ensure that there have been no incidents of retaliation from the offender or other parties.

Retaliation Prohibited

The Board of Trustees strictly prohibits retaliation or reprisal against any person who reports bullying and/or cyber-bullying incidents. Retaliation includes, but it is not limited to, any form of intimidation, reprisal or harassment used against a person who reports, in good faith, incident(s) of bullying and/or cyber-bullying. Disciplinary action against any person who retaliates or engages in reprisals for reporting such behavior(s) may include sanctions up to and including expulsion or suspension for students and termination for staff engaging in such prohibited conduct. The consequences and appropriate remedial action shall be determined after consideration of the nature, severity, and circumstances of the act.

False Accusations

The Board of Trustees prohibits any person from falsely accusing another of bullying and/or cyber-bullying. The consequences and appropriate remedial action for a student found to have falsely accused another of bullying and/or cyber-bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for an employee found to have falsely accused another of bullying and/or cyber-bullying shall be disciplined in accordance with Charter School policies, procedures, and agreements.

Disabled Students

For those students who meet the disability definitions of IDEA and/or Section 504, both Section 504 and Title II protect these disabled students from bullying or hazing by teachers, other school employees, and third parties. Such prohibited behavior can trigger a school's obligation to address disability-based harassment, remedy a denial of a free and appropriate public education ("FAPE"), or both. The U.S. Department of Education's Office of Civil Rights ("OCR") would find a disability-based harassment violation under Section 504 and Title II when: (1) a student is bullied or hazed based on a disability; (2) the bullying or hazing is sufficiently serious to create a hostile environment; (3) school officials know or should know about the bullying or hazing; and (4) the school does not respond appropriately.

Annual Distribution of Information

The Board requires Charter School officials to annually disseminate the policy to all school staff, students, volunteers, independent contractors and parents along with a statement explaining that it applies to all applicable acts of bullying and cyberbullying and hazing that occur in the Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and/or technology, on Charter School servers or Charter School electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity or organization sponsored, supervised or sanctioned by the Charter School and any time spent necessarily traveling to and from these locations. Additionally, any student or staff's out of school conduct that materially and substantially interferes with the educational process in the Charter School is also subject to this policy.

The Charter School is required to post this policy on its website and make the policy available in every classroom. This policy shall also be posted at a prominent location within every Charter School building where such notices are usually posted. The Charter School shall ensure this policy and its procedures for reporting bullying, cyberbullying and hazing incidents are reviewed with students and staff within ninety (90) days after its adoption and, thereafter, a minimum of one (1) time per school year.

Compliance

As required by the Federal Broadband Data Improvement Act of 2008, the Charter School shall educate elementary and secondary school aged students with computer access to the Internet about appropriate online behavior, including online interaction with other individuals on social networking websites, and in chat rooms and educate them regarding cyberbullying awareness and response.

The Board of Trustees directs the Administration to develop any procedures necessary to implement this policy and to develop appropriate prevention, intervention and education strategies related to bullying and cyberbullying.

Acts of bullying and cyberbullying are prohibited by and a violation of the Charter School's

Acceptable Use and Internet Safety Policy and its Child Internet Protection Act (“CIPA”) Policy.

The Charter School will comply with all applicable federal and state laws relating to bullying and cyberbullying and hazing, including, but not limited to, the requirements delineated in the Pennsylvania Charter School Law, 24 P.S. § 1701-A, et seq., the Federal Children’s Internet Protection Act (“CIPA”), 47 U.S.C. § 254(h) and (l), and the Neighborhood Children’s Internet Protection Act (“N-CIPA”) and any applicable implementing regulations and the PA Anti-Hazing Law (P.L. 1595, No.175).

The Charter School will also comply with Chapter 711 of Title 22 of the Pennsylvania Code, the Public School Code, the applicable House Bill 1067 Public School Code amendments relating to safe schools and bullying, and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA 2004”) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

Specifically, with regard to the PA Safe Schools Act, Charter School administration shall annually provide the following information with the Safe School Report

1. Board’s Anti-Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Training

To ensure bullying does not occur on school campuses or in virtual classrooms, the Charter School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Appendix C: FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) (20 USC. § 1232g;) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents and students over the age of 18 (eligible students) certain rights with respect to student records. These rights are briefly summarized below and are explained more fully in the Board’s Student Record Policy which is on file at the school and available upon request and in the Annual Notification of Rights under FERPA as attached to this Handbook.

Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless for reasons such as great distance, or if it is impossible for parents or eligible students to review the records. Schools may charge

a reasonable fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent 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 or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

Schools may disclose, without consent, 'directory' information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Please refer to the Annual FERPA Notice which contains a full description of what qualifies as directory information and what information from student records may be disclosed to third parties under specific circumstances. UPCS ALSO PUBLISHES ITS ANNUAL FERPA NOTICE AT THE FRONT OFFICE AND ON ITS WEBSITE.

Appendix D: Child Find Policy and Public Outreach Awareness System

In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the CEO or his/her designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children, wards of the state and parentally placed private students, as appropriate.

Public Awareness

The CEO or his/her designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at UPCS.

UPCS shall publish annually a written notice (attached hereto), in means accessible to UPCS families. Such notice must be included in UPCS's Handbook and on UPCS's website. The Notice may also be made available in means accessible to the public, such as: at UPCS's main office, in UPCS's special education office, through local Intermediate Units and/or through other generally accessible print and electronic media deemed appropriate, and with the Board meeting minutes a description of: child identification activities, of UPCS's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by UPCS to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

The written policy should include systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Charter School.

Outreach Activities

The CEO or his/her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend UPCS:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent training is needed/desired.
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through UPCS and information regarding the manner in which parents can request and access those services.
- Provide or obtain periodic training for UPCS's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education

programs and services to students with disabilities.

- The public outreach awareness system utilized by UPCS shall include methods for locating and identifying all children thought to be eligible for special education, including homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.
- The Charter School shall conduct child find activities to inform the public of its special education services and programs and the manner in which to request them.
- The Charter School's child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

Screening

The CEO or his/her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in

the classroom or area in which the student is displaying difficulty (“FBA” or functional behavior assessment);

- An intervention based on the results of the assessments conducted;
- An assessment of the student’s response to the intervention, if applicable;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;
- A determination of whether or not the student’s needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, UPCS may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

For further information on the Child Find Policy and Public Outreach Awareness System, parents should contact the Director of Special Education at 914 Penn Avenue, Pittsburgh, PA 15222, (412) 392-4601.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Appendix E: Admissions, Enrollment, and Withdrawal

Admissions Process

If interested in admission to Urban Pathways 6-12 Charter School (UPCS), an application must be submitted by the deadline established by the UPCS administration. There will be no exceptions to the submission of an application by the established deadline. In the event that there are more applications received than space permits, the school will hold a lottery during a public meeting advertised in accordance with applicable law.

Preferences will be given to students in the following order:

- a. Siblings of UPCS enrolled students where such siblings applying for admission reside in the Pittsburgh School District.
- b. Children who reside in the Pittsburgh School District.
- c. Children who reside elsewhere in the Commonwealth of Pennsylvania.

If there are more children in a given preference category than there are slots remaining, a random drawing will be held. Children not selected in the lottery will be placed randomly on a numbered waiting list separated by preference category. Other children may be added to the end of the waiting list at any time.

If a potential student's name is drawn in the lottery, parents/guardians will be notified of acceptance. If the potential student's name is not drawn, Urban Pathways 6-12 Charter School will send the parent(s)/guardian(s) a postcard noting such and place the potential student on the waiting list.

Acceptance does not guarantee enrollment. The failure to provide enrollment information required by applicable laws and regulations may result in the child being denied enrollment.

Certain documents are needed for enrollment. This list is provided to allow you to prepare in advance of a notice of acceptance and possible future enrollment:

- Parental Registration Statement under 24 P.S. § 13-1304-A
- Verification of date of birth
- Proof of residence, to the extent consistent with applicable state and federal law
- Immunization record, to the extent consistent with the requirements of applicable state and federal law

Registration/Enrollment/Moving Policy

Upon enrollment at UPCS, the student needs to produce proof of also registering in his/her home district. When moving to another residence, an updated Enrollment form must be completed along with proof of residence and handed in to the main office. If proof of residency is not provided within 10 days as requested, your student will be removed from the roster. In order to re-enroll you must reapply and your student may be placed on the waiting list.

Withdrawal Process

Students who withdraw from Urban Pathways 6-12 Charter School are required to complete the following:

- Turn in books, materials, and any other items that belong to the school.
- Complete a withdrawal form.
- Pay all outstanding fees.

Custody Issues

This school abides by the provisions of the Family Education Rights Privacy Act (Buckley Amendment) with respect to the rights of non-custodial parents.

- In the absence of a court order to the contrary, this school will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. A current address must be provided by the non-custodial parent.
- If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.
- It is also the responsibility of the parent or guardian to inform the school of the addresses where the students' records should be sent.
- Divorced parents must provide the school with a court-certified copy of the custody section of the divorce decree.
- If no such copy is on file, school officials will assume that both parents have custodial rights.

School officials will make all reasonable efforts to ensure that children are released only to the appropriate parent(s) or guardian(s) at the appropriate time according to the court-mandated custody arrangements. However, the parent(s) or guardian(s) must accept primary responsibility for such arrangements and should instruct their children as to which parent should have physical custody of them on any given day.

Appendix F: Title I and IX Information

What Is Title I?

Title I is one of the government's largest investments in education. It provides federal funds to schools serving disadvantaged students. The primary purpose of Title I is to offer supplemental services to help underprivileged students meet the same challenging academic performance standards that are expected for all students. All students are to develop knowledge, skills and habits that were once expected only of higher income areas. The goal of the Title I program is to assist all eligible schools and their students in a supplementary fashion, and in order to meet this goal, each school has a fully developed school plan. The school plan for Urban Pathways Charter Schools is on file at the school and can be requested at any time.

Title IX Section 504 Grievance Procedures

Once a formal complaint is filed, the student may seek either an informal or formal resolution of his or her complaint:

A. Informal

When a Title IX Coordinator receives a complaint, the Title IX Coordinator may offer an informal resolution process. An informal resolution process is only appropriate if each party enters the process voluntarily and the respondent is a student. The Charter School will not force, threaten, or require any party, complainant or respondent, into participating in informal resolution.

The Charter School will provide a facilitator to oversee the informal resolution process who is free from conflicts of interest or bias, and who has received special training.

The Charter School will provide both complainants and respondents with notice of the allegations, notice of their rights, information about whether an informal process is confidential, and about withdrawing from the process.

Any party, at any time, can decide to stop participating in an informal resolution process and instead go to a formal process.

B. Formal

A formal complaint is an official document alleging sexual harassment. Any student (or any parent of a student) who believes that his or her Title IX rights have been violated may file a complaint requesting a formal investigation into the allegations. Formal complaints shall be taken in writing by the Title IX Coordinator and signed by the complainant. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail at the Title IX Coordinator's posted contact information on the Charter School's website.

In cases where an alleged victim does not file a formal complaint, a Title IX Coordinator might file a complaint and initiate grievance procedures where discipline is appropriate.

A thorough and complete investigation shall be conducted by the Title IX Coordinator.

This investigation shall determine: (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of this policy, and, (3) if the conduct was a violation, what actions the Charter School will take to end the violation.

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process. The Charter School is not allowed to access a party's personal records if they are maintained by a physician, psychiatrist, psychologist, or other professional for the purpose of treatment to the party, without consent.

C. Dismissals:

The Charter School **must** dismiss a complaint:

- That does not describe conduct that meets the definition of sexual harassment;
- That alleges sexual harassment that did not occur in the Charter school's educational program or activity;
- That alleges sexual harassment that did not occur in the United States.

The Charter School **may** dismiss a complaint:

- If the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or some of its allegations;
- If the respondent is no longer enrolled or employed by the Charter school;
- If specific circumstances prevent the Charter school from gathering specific evidence sufficient to reach a determination about the allegation.

When the Charter School dismisses a formal complaint, or any allegations in it, the Charter School must promptly send written notice of the dismissal to the parties. That notice must also clearly state the reasons. The Charter School can still address dismissed Title IX complaints under the Student Code of Conduct, even if the misconduct is not sexual harassment under Title IX.

D. Conducting Investigations

The Title IX Coordinator receiving a complaint, including a Title IX complaint, shall take the details of the complaint in writing and have the complainant sign it. All Title IX complaints against a student shall be received, investigated and disposed of in accordance with the procedures set forth in this Policy.

- Upon receipt of the complaint, the Title IX Coordinator must provide the parties with written notice including the names of the parties, the date and location of the alleged misconduct, and a description of the alleged misconduct. The notice must further:
 - Provide the allegations and facts that would constitute sexual harassment
 - State the presumption of innocence
 - A statement that the parties are entitled to an advisor of their choice
 - A statement that the parties can request to inspect and review certain evidence
 - Provide information regarding the Charter School's Code of Conduct and penalties for false statements.
 - If additional allegations come to light, notice must be supplemented.

- The Title IX Coordinator shall meet with every complainant and respondent. The complainant may have his or her Parent(s) present during any such meeting. The respondent, if he or she is a student, shall also have the right to have his or her parent(s) present at any meetings with the Title IX Coordinator as well.
- The Charter School shall provide written notice of the date, time, location, participants, and purpose of all interviews, or other meetings, with sufficient time for the party to prepare.
- The Respondent is presumed not responsible during the investigation.
- From these meetings, the Title IX Coordinator will conduct an adequate, reliable, and impartial investigation of complaint(s), which includes interviewing and obtaining statements from any witnesses of both the complainant and alleged perpetrator, and the review of all evidence presented. Parties will be provided updates until a determination is made in writing.
- No information protected by a legal privilege, such as the attorney-client privilege, or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.
- After gathering evidence, the Charter School must prepare an investigative report on the allegations of the formal complaint. The report, along with physical evidence (including written witness statements), must be provided to the parties. The Charter School will give each party ten (10) days to respond to the evidence in writing. The Charter School will review and consider the response of any party before making a final determination. After allowing time for a response, the Charter School will then finalize the report and submit it to the parties at least ten (10) days prior to any determination of responsibility or a hearing.

E. Hearings/Final Determination of Responsibility

- Final Determinations of Responsibility will only be provided after a hearing.
- The Charter School has the option to hold a live hearing. If a live hearing is held, the complainant can request that he/she be in a separate room from the respondent, with technology allowing everyone to see/hear each other. A court reporter will be present at a live hearing and a transcript will be provided to all parties at the conclusion of the hearing.
- The Charter School shall provide written notice of the date, time, location, participants, and purpose of the hearing, with sufficient time for the party to prepare.
- If a live hearing is held, the Charter School must provide each party with an advisor, of the Charter school's own choosing, free of charge, solely for the purpose of conducting cross examination on that party's behalf. **No party is ever allowed to personally cross examine anyone.** Live cross examination must only be done through an attorney or advisor provided by the Charter School.

- In the absence of a live hearing, the Charter School will provide the parties equal opportunity to submit relevant, written questions to each other, before the Charter School reaches a determination of responsibility. If a party refuses to answer any questions, the party must state the reasons why.
 - Questions and evidence about the complainant's prior sexual history are not relevant, except:
 - Where such information is offered to prove that someone other than the respondent committed sexual harassment
 - Where it relates to sexual behavior between the complainant and respondent and if offered to prove consent.
- If a party or witness chooses not to appear at a live hearing, or not to answer cross examination questions, the decision-maker excludes that party or witness's statements and evaluates any evidence that does not include those statements.
- A neutral decision maker, who did not prepare the investigatory report, will preside over the hearing and make the final determination of responsibility.
- The neutral decision maker will not make inferences about the determination regarding responsibility based on the fact that a party or witness did not come to the hearing or submit answers to cross examination.
- The neutral decision maker will make a determination on whether the respondent is responsible within sixty (60) days of the receipt of a complaint unless good cause is shown. Good cause can include law enforcement activities, the absence of a party or witness, the absence of a party's advisor of choice, or the need to provide language assistance or accommodation of a disability.
- The complaint will be decided using a preponderance of the evidence standard (*i.e.*, it is more likely than not that sexual harassment or violence occurred).
- The determination will be in writing, and include:
 - The Charter School Policies that were violated
 - Standard of proof used
 - A description of the procedural sSAIPs that were taken by the Charter school
 - A findings of fact section
 - A section that draws conclusions after applying the facts to the applicable portions of the Charter school's policies
 - A statement and rationale for the ultimate determination of responsibility
 - Disciplinary sanctions that the Charter school will impose on the respondent

- Possible remedies for the complainant (see supportive measures above)
- A statement of the remedies provided to the complainant and rationale, addressing how those remedies will restore or preserve equal access
- The right and procedure for each party to file an appeal.
- The determination will be provided to both parties simultaneously.
- Both parties have ten (10) days to file an appeal.
- Discipline for a respondent found responsible for sexual harassment can include but not be limited to in-school suspension, out-of-school suspension, or expulsion. If the Title IX Coordinator or the CEO believes that expulsion against an accused student may be appropriate, then a formal hearing shall be held pursuant to the Pennsylvania Code of Regulations, 22 Pa.Code §12.6 and §12.8. The formal disciplinary procedures contained in the Charter School's Code of Conduct shall be followed for such hearings to assure due process protection for the respondent.
- Even though FERPA limits disclosure of certain information in disciplinary proceedings, the Charter School will disclose information to the complainant about the sanction imposed on the perpetrator when the sanction directly relates to the complainant. This could include an order that the perpetrator stay away from the complainant, or that the perpetrator is prohibited from attending the Charter School for a period of time, or is transferred to other homeroom/classes in the Charter School building.
- The Title IX Coordinator is responsible for carrying out the remedies contained in the written decision.

F. Appeals

- Both the complainant and respondent are permitted to appeal a determination of responsibility.
- Appeals can be taken:
 - After a dismissal before the grievance process, whether mandatory or discretionary
 - At the end of the grievance process
- Grounds for Appeal
 - A procedural irregularity affected the outcome of the matter
 - New evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal
 - A conflict of interest on the part of a Title IX Coordinator, an investigator who compiled evidence, or a decision maker, and the conflict of interest affected the outcome

- Additional grounds
- Appeals will be referred to the Charter School Board of Trustees, unless the Board has or is scheduled to preside over a formal disciplinary hearing pursuant to 22 Pa.Code §12.6 and §12.8. In those cases, the Charter School Board of Trustees will appoint a neutral hearing officer to hear appeals of a determination of responsibility who is 1) not an employee of the Charter school, 2) not the investigator of the complaint, and 3) not the neutral decision-maker who made the initial determination.
- Both parties will have equal opportunities to submit a written statement supporting or challenging the outcome to the Board of Trustees or neutral hearing officer
- After considering the parties' written statements, the Board of Trustees or neutral hearing officer must issue a written decision and send it to the parties simultaneously. This decision is final.

Title I Complaint Resolution Policy

Introduction

The Every Student Succeeds Act (ESSA) 2015 legislation requires State Educational Agencies (SEAs) to adopt written procedures for “receiving and resolving any complaint alleging violations of the law in administration of programs.” In accordance with this legislative requirement, the Pennsylvania Department of Education (PDE) has also required Local Educational Agencies (LEAs) to adopt written procedures for resolving complaints filed.

Definition

A “complaint” is a written, signed statement filed by an individual or an organization. It must include:

- a) A statement that a school has violated a requirement of federal statute or regulation that applies to Title I.
- b) The facts on which the statement is based.
- c) Information on any discussions, meetings or correspondence with a school regarding the complaint.

Complaint Resolution Procedures

- 1) **Referral** – Complaints against schools should be referred to

Kathleen A. Garland, CEO and Principal

Phone – (412) 392-4601

Email – kgarland@upcs.net

- 2) **Notice to School** – The Federal/State Programs Office will notify the school Superintendent and Principal that a complaint has been received. A copy of the complaint will be given to the Superintendent and Principal with directions given for the Principal to respond.
- 3) **Investigation** – After receiving the Principal’s response, the Federal/State Programs Office, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal/State Programs Director and the Superintendent may do an onsite investigation at the school.
- 4) **Opportunity to Present Evidence** – The Federal/State Programs Director may provide for the complainant and the Principal to present evidence.
- 5) **Report and Recommended Resolution** – Once the Federal/State Programs Director has completed the investigation and the taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.
- 6) **Follow up** – The Federal/State Programs Director and the Superintendent will ensure that the resolution of the complaint is implemented.
- 7) **Time Limit** – The period between the Federal/State Programs Director receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.
- 8) **Right to Appeal** – Either party may appeal the final resolution to the Department of

Education. Appeals should be addressed as follows:

**Ms. Susan McCrone, Chief
Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333**

Title I Policies

LEA Level Parent and Family Engagement Policy

PURPOSE:

The Urban Pathways 6-12 Charter School ("Charter School") will develop, jointly with teachers, principals, program administrators, and parents and family members of participating children, a Title I Parent and Family Members Engagement Policy. This policy shall be incorporated into any Charter School consolidated application for selected programs funded under the Every Student Succeeds Act (ESSA).

The ESSA serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Parent and family engagement and consultation have always been a key piece of the law, focused on the low-income parents of "Title I-participating" children.

Title I is a 100% federally funded supplemental education program that provides financial assistance to local educational agencies ("LEAs") to improve educational opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. For LEAs with 40% or more of their students designated as coming from poverty, the Title I funds may be used to upgrade the entire curriculum of the Charter School as Schoolwide Programs. For LEAs with less than 40% poverty rates, programs are designed to help specific children and are targeted assisted programs. LEAs and district schools are subject to consequences of school choice and supplemental education services if they do not meet adequate yearly progress as determined by the State Educational Agency.

In order to receive Title I funds, LEAs must conduct outreach to parents and family members and must implement programs, activities and procedures for the involvement of parents and families in Title I-funded activities. Each LEA must jointly develop with and distribute to families, in a language they can understand, a written Parent and Family Engagement Policy. This policy must be periodically updated to reflect the needs of families and be incorporated into the LEA's school improvement plan.

The Charter School, as an LEA, welcomes the participation of parents and family members in support of student learning and recognizes that parental and familial engagement increases the opportunities for student success. It is the policy of the Charter School to foster and maintain ongoing communications with parents and family members concerning their opportunities for involvement, their child's eligibility for special programs, their child's educational progress, the professional qualifications of their child's teachers, and the status of their child's school. The Charter School strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the

extent practicable, in a language that parents can understand. To the extent practicable, the Charter School shall also provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and Charter School reports required under Section 1116 in a format and, to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.

RATIONALE UNDERLYING PLAN AND SPECIFIED PLAN PROVISIONS (20 U.S.C. §6312(b)(1-13))

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each LEA, such as Charter School, shall develop a plan to describe:

- (1) how the Charter School will monitor students' progress in meeting the challenging State academic standards by –
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the Charter School determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve Charter School conditions for student learning;
- (2) how the Charter School will identify and address any disparities that result in low-income students and minority students who may be taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
- (3) how the Charter School will carry out its responsibilities if identified by the State for comprehensive support and improvement by meeting in partnership with stakeholders (including principals and other Charter School leaders, teachers, and parents), to locally develop and implement a comprehensive support and improvement plan for the Charter School to improve student outcomes.
- (4) the services the local educational agency will provide homeless children and youths, including services to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11301 et seq.);

- (5) the strategy the local educational agency will use to implement effective parent and family engagement as set forth in this Policy pursuant to 20 U.S.C. §6318;
- (6) how teachers and Charter School leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program will identify the eligible children most in need of services under this part;
- (7) how the Charter School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –
 - (A) through coordination with institutions of higher education, employers, and other local partners; and
 - (B) through increased student access to early college or career counseling to identify student interests and skills;
- (8) how the Charter School will support efforts to reduce the overuse of discipline practices that remove students from the classroom;
- (9) any other information on how the Charter School proposes to use funds to meet the purposes of this part, and which may include how to develop effective Charter School library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

WRITTEN POLICY:

A. Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children, a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under 20 U.S.C. § 6312, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the Charter School will:

- 1) Involve parents and family members in the joint development of the Title I Plan (20 U.S.C. §6318(a)(2)(A)).
- 2) Involve parents and family members in the process of Charter School review and improvement (20 U.S.C. §6318(a)(2)(A)).

- 3) Provide technical assistance and support in planning and implementing effective parent and family engagement activities to improve student academic achievement and Charter School performance (20 U.S.C. §6318(a)(2)(B)).
- 4) Coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs (20 U.S.C. §6318(a)(2)(C)).
- 5) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of the Charter School, including identifying:
 - barriers to greater participation by parents and family members, 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 needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers; and
 - strategies to support successful Charter School and family interactions (20 U.S.C. §6318(a)(2)(D)).
- 6) Use the findings of the annual evaluation to design evidence based strategies for more effective parent and family involvement, and revise, if necessary, the Parent and Family Engagement Policy (20 U.S.C. §6318(a)(2)(E)).
- 7) Involve parents and family members in the activities of the Charter School, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members to adequately represent the needs to the population; revising; and reviewing the Parent and Family Engagement Policy (20 U.S.C. §6318(a)(2)(F)).

The Charter School will be governed by the following statutory definition of parental involvement/engagement, and will carry out programs, activities and procedures in accordance with this definition found under 20 USCS § 7801(32):

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other Charter School activities, including ensuring –

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at the Charter School;
- (C) 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 child;
- (D) the carrying out of other activities, such as those described in 20 U.S.C. §6318.

B. Reservation of Funding

In general

The Charter School shall reserve at least one (1) percent of its allocation to carry out the activities described in this section, except that this subparagraph shall not apply if one (1) percent of such agency's allocation for the fiscal year for which the determination is made is \$5,000 or less. This shall not be construed to limit the LEA from reserving more than 1 percent of its allocation to carry out activities described in this section. (20 U.S.C. §6318(a)(3)(A)).

Parent and family member input

Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. §6318(a)(3)(B)).

Use of funds

Funds reserved shall be used to carry out activities and strategies consistent with the Charter School's parent and family engagement policy, including not less than one (1) of the following:

- Providing professional development for LEA personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other Charter School leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- Supporting programs that reach parents and family members at home, in the community, and at the Charter School.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the Charter School determines are appropriate and consistent with the Charter School's parent and family engagement policy. (20 U.S.C. §6318(a)(3)(D))

Parental comments

- If the Plan is not satisfactory to the parents of participating children, the Charter School shall submit any parent comments with such plan when the Plan is submitted to the State.

C. Policy involvement

The Charter School shall:

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the LEA's participation under this part and to explain the requirements of this part, and the right of the parents to be involved (20 U.S.C. §6318(c)(1);
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (20 U.S.C. §6318(c)(2);
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the LEA parent and family engagement policy (20 U.S.C. §6318(c)(3);
- (4) provide parents of participating children--
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the Charter School, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (20 U.S.C. §6318(c)(4)); and
- (5) if the Plan is not satisfactory to the parents of participating children, submit any parent comments on the Plan when the Charter School makes the Plan available (20 U.S.C. §6318(c)(5)).

D. Shared responsibilities for high student academic achievement

As a component of the parent and family engagement policy, a Charter School-parent compact shall be jointly developed that outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall--

- (1) describe the Charter School's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (20 U.S.C. §6318(d)(1)); and
- (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum--
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress;
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - (D) ensuring regular two-way, meaningful communication between family members and Charter School staff, and, to the extent practicable, in a language that family members can understand (20 U.S.C. §6318(d)(2)).

E. Building capacity for involvement

To ensure effective involvement of parents and to support a partnership among the Charter School, parents, and the community to improve student academic achievement, the Charter School:

- (1) shall provide assistance to parents of children served by the Charter School, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children (20 U.S.C. §6318(e)(1));
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as: literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement (20 U.S.C. §6318(e)(2));
- (3) shall educate teachers, specialized instructional support personnel, principals, and other Charter School leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and

work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the Charter School (20 U.S.C. §6318(e)(3);

- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (20 U.S.C. §6318(e)(4));
- (5) shall ensure that information related to Charter School parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (20 U.S.C. §6318(e)(5));
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training (20 U.S.C. §6318(e)(6));
- (7) may provide necessary literacy training from funds received under this part if the Charter School has exhausted all other reasonably available sources of funding for such training (20 U.S.C. §6318(e)(7));
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in Charter School-related meetings and training sessions (20 U.S.C. §6318(e)(8));
- (9) may train parents to enhance the involvement of other parents (20 U.S.C. §6318(e)(9));
- (10) may arrange Charter School meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the Charter School, in order to maximize parental involvement and participation (20 U.S.C. §6318(e)(10));
- (11) may adopt and implement model approaches to improving parental involvement (20 U.S.C. §6318(e)(11));
- (12) may establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section (20 U.S.C. §6318(e)(12));
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities (20 U.S.C. §6318(e)(13)); and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request (20 U.S.C. §6318(e)(14)).

F. Accessibility

In carrying out the parent and family engagement requirements of this part, the Charter School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing student information in a format and, to the extent practicable, in a language such parents understand (20 U.S.C. §6318(f)).

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

School Level Parent Family Engagement Policy

- Parents will be involved in the planning, review, and improvement of the Urban Pathways 6-12 Charter School's Parent Involvement Program via the Parent Advisory Meetings
- An annual meeting will be held to inform parents of Urban Pathways 6-12 Charter School's participation in the Title I program and to explain the requirements of the program and parents' right to be involved.
- Parent meetings, including parent conferences, will be held at different times during the day.
- Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.
- Parents will be involved in the planning, review, and improvement of the Urban Pathways 6-12 Charter School's Title I program via the Parent Advisory Meetings
- Urban Pathways 6-12 Charter School involves parents in the joint development of the Schoolwide Program Plan under Section 1114 via the Comprehensive Planning Team.
- Urban Pathways 6-12 Charter School will provide parents of participating children with timely information about the Title I program at the annual meeting.
- Urban Pathways 6-12 Charter School will provide parents of participating children with a description

and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at quarterly Learning Partnership meetings.

- Urban Pathways 6-12 Charter School will provide assistance to parents in understanding the State’s academic content standards and student achievement standards, local academic assessments, and how to monitor a child’s progress and work with teachers to improve the achievement of their children at quarterly Learning Partnership meetings.
- Urban Pathways 6-12 Charter School will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- A school-parent compact was jointly developed with parents. The compact outlines how parents, the entire Urban Pathways 6-12 Charter School staff, and students will share in the responsibility for improved student achievement.
- Urban Pathways 6-12 Charter School will provide materials and training at Learning Partnership meetings to help parents to work with their children to improve their children’s learning achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

Opportunities for Parent Involvement

Activity	# of Meetings Held	Topics to be covered
PAC (Parent Advisory Committee)	Minimum 3-4 annual meetings, may be scheduled as needed	Parent Advisory Committee Meetings are held to provide a forum for a general report to the public. This includes: ● Vision and Goals of the school ● Curriculum and Instruction ● Academic Programs ● Assessments (state and local) ● Policies ● Opportunities for involvement ● Strategies for monitoring a child’s progress

Activity	# of Meetings Held	Topics to be covered
Learning Partnerships (Parent Teacher Conferences)	3-4 annual meetings	Learning Partnership meetings are scheduled on the school calendar, and parents are expected to attend. Parent(s), Mentor Teacher and Student will discuss goals, grades, attendance, discipline and other important factors in the student's future success. Building Administrators are available to parents as needed.
Special Education Conferences	Scheduled as needed	Special Education Conferences or meetings scheduled in accordance with state and federal laws are required yearly, or upon parental request. Upon request, daily communication via email or notes is provided.
Open House & Title I Meeting	Once annually	Open House is held for teachers to communicate grade level procedures, proficiency expectations, assessments being used, and methods of reporting progress.
Music and Art Programs	2-4 times annually	Evening music concerts and student artwork is displayed, typically corresponding with the Cultural Trust Gallery Crawl - designed to nurture an appreciation of the fine arts.
School Day Participation	Rolling basis	Parents are welcome in the school for volunteer activities. Act 33 and Act 34 clearances are required. For safety reasons the school does require being checked by security and signing the visitors log.
Career Mentorship	When applicable	Parents are invited to come and speak for Careers Month events in April. Parents whose organizations are able to host high school interns are encouraged to invite our 11th & 12th graders from noon until 3:30 pm. Please contact Ms. Ty Beck at tybeck@upcs.net

Title I School-Parent-Student Compact

The School and community of UPCS believe that it is only through the cooperation of the parents and School that children develop their full potential. In light of this, the School and parents will work

cooperatively to provide for the successful education of their children as follows:

The School agrees:

to convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;

to offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting;

to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy;

to provide parents with timely information about all programs;

to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information;

to provide high quality curriculum and instruction;

to deal with communication issues between teachers and parents through:

- parent-teacher conferences at least annually,
frequent reports to parents on their children's progress,
- reasonable access to staff,
- opportunities to volunteer and participate in their child's class and observation of classroom activities.

to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating and revising the School/parent-involvement policy.

To use or ask for assistance that the School provides on child development and teaching and learning methods as needed.

To work with our child/children on their school assignments and to:

- Ask them what they learned about that day

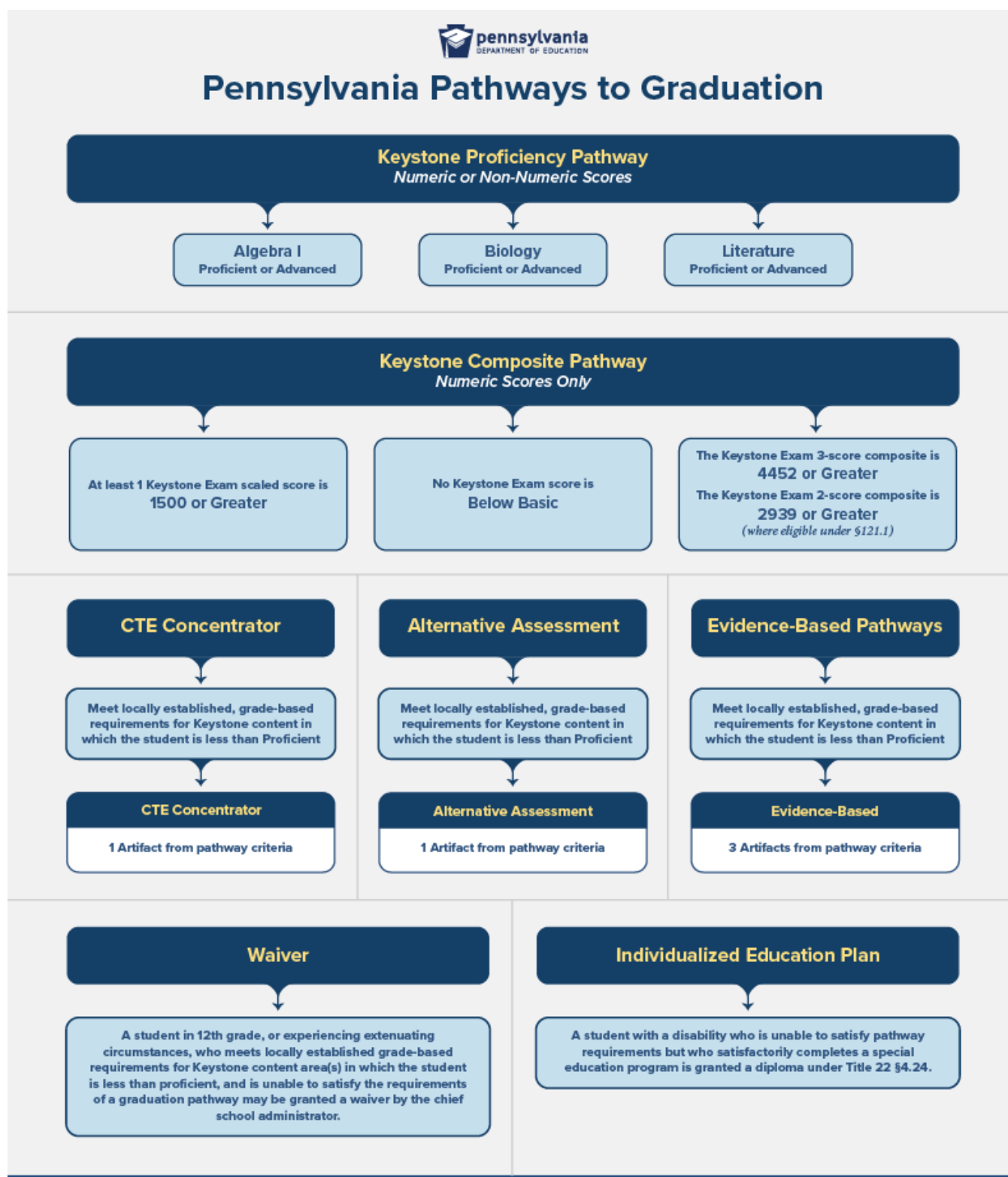
- Encourage them to share their successes and frustration
 - Provide assistance if necessary
 - Encourage them to read, write, and practice their work daily
- To monitor our child/children's:
 - Attendance at school
 - Homework
 - Television watching
 - Computer and videogame usage
- To share the responsibility for improved student achievement by:
 - Documenting daily reading with their child
 - Providing a quiet place for homework
 - Setting aside a specific time for homework
 - Assisting with homework as necessary
 - Encouraging positive attitudes toward school
 - Requiring regular school attendance
 - Giving the child the necessary supplies to do school work
- To communicate with our child/children's teachers about their educational needs.
- To ask parents and parent groups to provide information from the school on what type of training or assistance they would like and/or need to help them be more effective with their child/children in the educational process.
- To provide a healthy and safe environment.
- To volunteer in school and to attend school meetings.
- To encourage students to find activities that promote citizenship, work ethic and healthy lifestyles.

- To respect cultural, racial and ethnic differences.

The Student Agrees

- To attend school every day possible.
- To participate in a positive way in all school activities.
- To encourage parents to become a part of my educational experience.
- To question, in the appropriate way and at the appropriate time, those parts of my learning that are not understood.
- To take home materials and information needed to complete all assignments.
- To complete homework in a thorough, legible and timely manner.
- To return homework on time.
- To comply with school rules.
- To respect the personal rights and property of others.
- To respect cultural, racial and ethnic differences.

Appendix G: PA Graduation Pathways

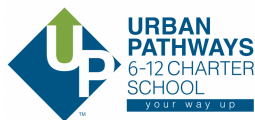


Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
Industry-based competency certification Likelihood of industry-based competency assessment success Readiness for continued engagement in CTE Concentrator program of study	Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010) Attainment of Gold Level or better on ACT WorkKeys Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient Successful completion of a pre-apprenticeship program Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework	Section 1 Attainment of 630 or better on any SAT Subject Test Attainment of Silver Level or better on ACT WorkKeys Attainment of 3 or better on any AP Exam Attainment of 3 or better on any IB Exam Successful completion of any concurrent enrollment or postsecondary course Industry-recognized credentialization Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program Section 2 Attainment of Proficient or Advanced on any Keystone Exam Successful completion of a service-learning project Letter guaranteeing full-time employment or military enlistment Completion of an internship, externship, or cooperative education program Compliance with NCAA Division II academic requirements

Student

Absence



Name: _____ Grade: _____

Date(s): _____

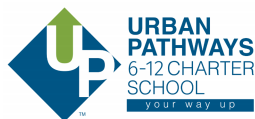
Pennsylvania State Law requires an explanation from the parent/guardian for each absence. Please provide the reason for your child's absence below: Reason(s):

Parent Name: (Printed): _____

Parent Signature (Ink): _____ Date: _____

Student

Absence



Name: _____ Grade: _____

Date(s): _____

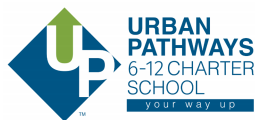
Pennsylvania State Law requires an explanation from the parent/guardian for each absence. Please provide the reason for your child's absence below: Reason(s):

Parent Name: (Printed): _____

Parent Signature (Ink): _____ Date: _____

Student

Absence



Name: _____ Grade: _____

Date(s): _____

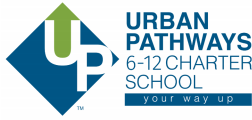
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Student

Absence



Name: _____ Grade: _____

Date(s): _____

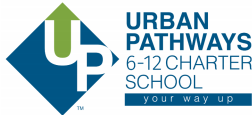
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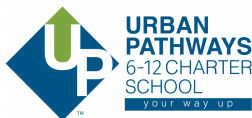
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