YOUNG SCHOLARS OF GREATER ALLEGHENY CHARTER SCHOOL

Excellence in Education

2026-2027
Parent-Student Handbook

Revised: August 15th, 2026

10 Center Street
McKeesport, PA 15132
412-673-7300
https://www.youngscholarscharter.org/

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CEO LETTER

Dear Students and Parents,

We are delighted to welcome you to the 2026-2027 school year at Young Scholars of Greater Allegheny! We are excited to continue building upon the positive momentum and progress achieved in the previous year.

As we embark on this new academic journey, our commitment to providing a nurturing and supportive learning environment remains unwavering. We believe that education is a collaborative effort, and we encourage your active participation in your child(ren)'s educational journey.

At Young Scholars of Greater Allegheny, we strive to create a vibrant and inclusive community where students can thrive academically, socially, and emotionally. We offer a wide range of academic programs, extracurricular activities, and support services to meet the diverse needs of our students. Our dedicated staff is committed to implementing innovative teaching strategies and providing personalized support to help each student reach their full potential.

We encourage you to explore our school website and handbook for detailed information about our curriculum, policies, and expectations. Your engagement and involvement are essential to the success of your child(ren) and our school community.

This handbook is an overview of our school's goals, services, guidelines, and expectations. It is an essential reference book describing what we expect and how we do things. Read it carefully and let it act as a guide for your effective involvement in all parts of the school. It has been written to provide you and your parents with the information that will make your year purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout the school year.

On behalf of the entire Young Scholars of Greater Allegheny team, I extend a warm welcome to you and your family. We are excited to partner with you in creating a memorable and rewarding educational experience.

Sincerely,

Cafer Adam Cengiz
CEO

Mission Statement

The mission of the Young Scholars of Greater Allegheny (YSGA) is to teach multiple critical world languages by providing a learning environment enhanced by individualized education approaches and technology. By utilizing research-based pedagogy that is designed to foster language learning as well as impart a global perspective that promotes appreciation and understanding of world languages, regions, cultures and traditions, students encounter a rich academic environment supported by current technology that will prepare them for college and careers in the 21st century.

Vision Statement

YSGA will provide students a unique experience in an individualized educational setting so students will have a multitude of opportunities to achieve academic success, helping close the achievement gap in reading and math that are typically encountered in public education. YSGA students will learn two world languages, in addition to English, in everyday classroom conversational situations and through subject content instruction. This makes language learning more authentic and meaningful to them and helps them develop listening comprehension, spontaneous verbal expression, and reading and writing skills.

When students leave YSGA, they will be able to read, write and speak with proficiency in the world languages and be self-learners. They will also be able to think critically about major world issues and recognize that citizens of all nations are involved in, not independent of, these significant issues.

ACADEMIC YEAR

HOURS OF OPERATION

The YSGA 2026-27 academic year begins **Tuesday August 25, 2026. Our last day of school is Friday, June 4, 2027.**
A detailed 2026-2027 school calendar including academic programs, school holidays, school major events, in-services days, parent-teacher conferences, is included. The most updated calendar is also available on the YSGA's website at any time. Parents will receive communication whenever there are any changes to the school calendar.

YSGA has a traditional campus—a school building with classrooms,common areas and a separate cafeteria that serves school meals.

The school day runs from 8:00 a.m. to 3:25 p.m. School bus transportation is available to students both to and from school. Students will not be permitted inside the building before 8:00 a.m. **Students need to be at school no later than 8:20 a.m. The late bell rings at 8:25 a.m. Instruction hours begin at 8:30 a.m.**

The Extended Day Program(Foundations) is held from 3:00 p.m.- 5:30 p.m. Monday through Thursday. While the Extended Day program is optional, it is very beneficial to our students. We strongly encourage parents and guardians to give their children access to the additional instruction, enrichment, and remediation it offers. (See "Extended Day Program" below for more information about this offering.)

Students who are not riding the bus or staying for Foundations must be picked up promptly between 3:25 p.m. and 3:45 p.m. from the parent pick-up areas. If students are staying for the extended day program, Foundations, they must be picked up from the front entrance no later than 6:00 p.m. See 'Extended Day Program" below for more information.

Under unexpected circumstances, school closings and delays will be announced on local radio and television stations, including KDKA, WPXI, and WTAE. Parents and guardians will also be informed by the school messenger system. YSGA may consider McKeesport schools when determining delays and closings.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

- To feel safe in the school environment
- To take full advantage of the learning opportunities
- To work in an environment free from disruption
- To express their opinions, ideas, thoughts, and concerns
- To have a healthy environment that is smoke, alcohol, and drug free
- To use school resources and facilities for self-betterment under appropriate supervision
- To expect courtesy, fairness, and respect from all members of the community
- To be informed of all expectations and responsibilities
- To take part in a variety of school activities
- To have the right to due process

STUDENT RESPONSIBILITIES

- To be caring and honest
- To do his or her best to learn and master all he or she can
- To respect school rules, regulations, and policies
- To be sure that personal expressions do not interfere with the rights of others
- To follow state law and school policies concerning substance abuse
- To respect and protect the personal and property rights of others and the school
- To treat all members of the community with full respect, fairness, and courtesy
- To abide by all the expectations of the school and its community
- To follow the prescribed guidelines for participation in school activities

DISCRIMINATION

Consistent with the Pennsylvania Human Relations Act (43 P. S. § §) no child shall be denied access to a free and full public education on account of race, religion, sex, national origin, or handicaps.

PARTICIPATION IN SCHOOL ACTIVITIES

All students have the right to:

- Take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability
- Address the school on the same terms as any citizen. Similarly, all students are bound by the same rules for exclusion from school activities and public address.

MCKINNEY-VENTO ACT

SUPPORT FOR DISPLACED STUDENTS

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), Young Scholars of Greater Allegheny Charter School is attempting to identify all children within the district that may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all homeless children. Children who are experiencing homelessness may qualify for assistance with school supplies/materials, uniform clothing, tutoring and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

Unaccompanied Homeless Youth

Over time, the law has been adjusted through reauthorization to better meet the needs of students experiencing homelessness. One such adjustment includes the insertion of a definition for unaccompanied youth in law, along with information about rights specifically for unaccompanied homeless youth. An unaccompanied youth is a youth who is “not in the physical custody of a parent or guardian” [42 U.S.C. § 11434(a)(6)]. It is important to note that the definition of unaccompanied youth does not automatically indicate that the youth is homeless, but that the student is separated from the physical custody of a parent or guardian. In other words, not all unaccompanied youth are homeless. Any unaccompanied youth, however, who is residing in a situation that is not fixed, regular, or adequate, is considered a homeless unaccompanied youth. When making a determination about McKinney-Vento rights for youth, liaisons must determine if the student is both homeless and unaccompanied as the student could be one or both. When working with youth, evaluating the housing status before considering unaccompanied status can make the process less confusing. If the situation is not homeless, the youth is not afforded rights under the McKinney-Vento Act, even if the student is unaccompanied; in this instance, state or local policy will apply. It is also

important to note that the definition discusses physical custody. A parent or guardian could still retain legal custody of a youth, but not have physical custody of the youth.

The McKinney-Vento Act requires every state and its LEAs to
adopt policies and practices to ensure that transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin in accordance with the following, as applicable. If the homeless child or youth:

1. continues to live in the area served by the LEA in which the school of origin is located, transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located [42 U.S.C. § 11432(g)(1)(J)(iii)(I)].

2. begins living in an area served by another LEA but remains enrolled in the school of origin, the LEA of origin and the LEA in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs are unable to agree upon such a method, the responsibility and costs for transportation shall be shared equally [42 U.S.C. § 11432(g)(1)(J)(iii)].

If you or your child are experiencing homelessness or your living situation changes during the school year, please be sure to contact the YSGA Homeless Liaison for more information and support.

Lauren Kielbasa
Phone: (412) 673-7300
Email: kielbasa@ysga.org

Ms.Kielbasa and the rest of YSGA's staff will work with you so that your child(ren)'s education is disrupted as little as possible.

FREEDOM OF EXPRESSION

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express them, and the author must sign a written expression of opinion. YSGA prohibits any form of expression that involves libel, slander, the use of obscenity, personal attacks, or that otherwise disrupts the educational process. All forms of expression also must be in compliance with the student code of conduct and the school dress code (as described under "our School Environment" below.
We encourage student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications as a learning and educational experience. Qualified faculty advisors will supervise the production of such publications, if any, and help students meet the high standards of journalism. In order to maintain consistency with the school's basic educational mission, school authorities control the content of such publications.

No person shall distribute any printed or written materials on school property without the prior permission of the CEO. The CEO may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The CEO may also regulate the time, place, manner and duration of such distribution.

RECORDS

A student 18 years of age or older or the parent(s) or guardian(s) of a student under 18 years of age, are entitled to have access to their own or child's school records by submitting a written request to the CEO or designee.

YSGA will not disclose any information from the student's permanent records except as authorized pursuant to the Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law.

ARRIVAL & DISMISSAL

ARRIVAL

Students should arrive at school between 8:00 a.m. and 8:20 a.m. each morning. Transportation is provided by most school districts that YSGA serves at no cost to families. A child must reside within a 10 mile radius to be eligible. **Parents and guardians may also choose to transport their child rather than use district transportation.** No students are allowed in the building before 8:00 a.m. unless a meeting is scheduled with a teacher or administrator in advance.

Students arriving by school bus will enter through the front and side doors of the main building. K-1 students are directed to their building upon arrival.

If you are transporting your child, please observe speed zones, all posted traffic signs and patterns**. All** students use the entrance on Center Street for parent drop off. **Please do not park or leave your vehicle unattended in the parent drop off/pick up zones**. **Speed limit is 5 mph.**

ALL STUDENTS ARRIVING AFTER 8:24 AM MUST BE SIGNED IN BY A PARENT OR ADULT AT FRONT DESK IN THE MAIN BUILDING. Please refrain from sending your student into the building alone. Late students will not be permitted into the building without a parent present.

FOR SECURITY, ALL DOORS REMAIN LOCKED DURING SCHOOL HOURS.

DISMISSAL

Regular dismissal time is 3:25 p.m. **Dismissal time on Half days is 12:00 p.m**.
Students who ride the bus will be dismissed from their classes for boarding.
Students who will be picked up will be sent to the designated pick up areas. **Parents, guardians and other authorized adults must pick their children up at the designated pick up locations no earlier than 3:25 p.m. and no later than 3:45 p.m.**
A student code may be required in order for a student to be released. Please keep your contact information updated and on file.
Parents pick up for dismissal for all students, pick up/drop off use the entrance/exit on Center Street.

Parents and guardians should not arrive at school before dismissal time unless you are picking up a student early and have informed the school in advance.

CHANGES IN YOUR CHILD'S DISMISSAL

If your child needs to leave school early, or if there is to be a change in transportation at dismissal time, a parent or guardian must notify the teacher AND the main office ahead of time. **If we do not receive a note, email or phone call from a parent or guardian by 2:00 pm, your child will be dismissed according to his or her regular dismissal routine.**

For our students' safety, no child will be released to a person who is not pre-approved by a custodial parent or guardian. In all instances of early departure, the following precautions will be taken:

- Children may only be released only to a parent or guardian whose signature is on file in the office or to a properly identified person, authorized in writing by a parent or guardian to act on their behalf. ID may be checked and student ID number required.
- No staff member will permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal or designee and a parent or guardian.
- Students may not be released from school to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the parents or guardians.

If your child is planning to go home with another student, you must provide written permission and those families are responsible for providing transportation. **Students are only permitted to ride their assigned bus provided by their district**.

Parents and guardians who plan to be out of town should notify the school and ensure that the person named to be called in case of emergency is available. The office must always have a number to call in case of an emergency.

ATTENDANCE AND TRUANCY

If you need to pick up a child at any time other than regular dismissal at 3:30 p.m. or at the end of their designated club time, please report to the main building and sign in or out with our "Late Arrival/Early Dismissal" book.

Students attending the extended day program must be picked up between 5:30 p.m. and 5:45 p.m. All students must be signed out before leaving. For more information, contact the extended day coordinator or office.

Please be aware that regardless of whether it is a regular or an early dismissal day, the school building will be locked at 6:00 PM.

EARLY DISMISSAL

Early Dismissals should be limited to professional appointments and emergencies. Early dismissals should not be requested for personal appointments; those types of appointments should be arranged after the school day. Early dismissals **will not be permitted or honored after 2:30p.m. Doors will remain locked and access to the building will not be available from 2:30pm-3:30p.m**. Frequent or recurring requests for early dismissal may require a meeting with school administration. The school reserves the right to limit or deny requests that interfere with the safe and efficient dismissal of students.

When picking up a student outside of regular school-day or Extended Day dismissal times, the parent or guardian must sign the "Late Arrival/Early Dismissal" book. **The student will not be called to the office until a parent or guardian arrives at school.**

THE IMPORTANCE OF ATTENDANCE

Regular school attendance is essential for the student to make the most of their education. Students benefit from teacher-led activities, build each day's learning on the previous day, and grow as individuals. Every student should attend school regularly and even strive for perfect attendance. This is critical to your child's academic success and emotional well-being.

By the same token, there are reasons that a child can miss school. For example, children should remain home when they are ill. It is difficult for a sick child to learn. He or she exposes others to contagious diseases at school, and illnesses resolve themselves much more quickly with bedrest.

School employees must investigate and report violations of the state compulsory attendance law. Students absent without permission from school or from any class will be considered truant and subject to disciplinary action. To receive a passing grade in a class, a student must not miss more than 10 days of the class being offered, unless excused by school.

SCHOOL ABSENCES

According to state regulations, YSGA is responsible for monitoring and maintaining records of the student attendance. The Pennsylvania Department of Education recommends that schools immediately inform parents or guardians upon each incident of unlawful absence.
Pennsylvania law broadly defines absences as excused when a student is prevented from attendance for mental, physical, or other urgent reasons. Many school districts, including YSGA, consider illness, family emergency, death of a family member, medical

or dental appointments, authorized out-of-school activities, and school organized educational travel as the only **lawful** absences.

In those rare circumstances when a student must be absent from school, an excuse can be sent in one of two ways:

- Parents/ Guardian may call the school or email the front office or homeroom teacher
- Student brings a parent or guardian note, describing the reason for the absence

All absences will be treated as unexcused until YSGA receives a written excuse explaining the reason for the absence. Students should submit a written explanation within 3 calendar days of an absence. Failure to provide a written excuse within 3 days of an absence will remain permanently unexcused. We will not accept a note signed by the student, even with a parent's or guardian's permission.

All absences beyond 10 cumulative days require an excuse from a physician, a court order, or a funeral notice. Under 22 Pa. Code § 11.24, students who miss 10 consecutive school days will be dropped from the active membership roll, unless the school is provided with evidence the excuse is legal. YSGA may also pursue compulsory attendance prosecution.

YSGA recognizes two kinds of absences and tardiness: excused and unexcused. Parents, guardians, and students should read through the definitions of each carefully so that they understand the meanings of each one. **Families also need to be acutely aware of student responsibilities regarding homework, quizzes, and tests** after an excused absence, as well as the consequences for unexcused absences.

Excused Absences & Tardies - Professional Appointments

- IF POSSIBLE, parents & guardians should alert the school BEFORE the absence
- If possible, parents & guardians should schedule those appointments for outside of school hours
- Email, fax or Paper copies of Medical excuses are acceptable but must be submitted within **3 business days and must be typed or computer generated**
- Infinite Campus is then updated to "Absent Excused"'
- If no official documentation is given, it will be marked as a Family Excuse # if applicable or unexcused, **no exceptions**

Excused Absences & Tardies - Court Appointments

1. IF POSSIBLE, parents & guardians should alert the school BEFORE the absence
2. If possible, parents & guardians should schedule those appointments for AFTER school or on off days.
3. Email , fax or Paper copies of court summons are acceptable
4. Infinite Campus is updated to "Court Excuse"
5. If no official documentation is given, it will be marked as a Family Excuse # if applicable or unexcused, **no exceptions**

Excused Absences & Tardies - Funerals

- IF POSSIBLE, parents & guardians should alert the school BEFORE the absence
- The parent should submit official documentation for the funeral (obituary, funeral program, or funeral announcement)
- Email or Paper documentation of Funerals are acceptable
- Infinite Campus is updated to 'Funeral Excuse'
- If no official documentation is given, it will be marked as a Family Excuse # if applicable or unexcused **no exceptions**

Excused Absences & Tardies - Religious Exemptions
- Parents & guardians should alert the school BEFORE the absence
- The parent should submit documentation of the family's place of worship
- Infinite Campus is updated to 'Religious Exemption'
- Limited by PA State Law to 36 hours per school year

Excused Absences & Tardies - Parent/Family Excuses
- Family emergencies
- Personal Illness (max 2 consecutive days - physicians note required after 3rd day)
- A parent must inform the school of the unexpected absence for every day they are absent

Unexcused Absences

An unexcused absence becomes part of a student's school record. A student will be marked unexcused if he or she:
- Fails to bring a written note or proper documentation within **3 school days following an absence**, no exceptions
- Leaves school without the permission of the principal or designee
- Is absent from school without parental permission
- Is absent for reasons considered unacceptable to school administration
- Is absent from school beyond ten cumulative days without medical documentation

MAKE-UP WORK

Absences

It is the student's responsibility to find out what work he or she missed during an absence and when it needs to be completed. A student with an excused or unexcused absence should promptly make up missed assignments and exams and/or complete additional in-depth study assigned by a teacher. **Teachers will issue a zero on all assignments assigned and collected for the duration of the absence until the work is completed.** Assignments associated with an anticipated absence will be provided before or after the absence at the discretion of the teacher or school administration.

An absence from school, even for several days, does not excuse a student from responsibilities in the classroom on the day he or she returns. A student with an

absence will be given a reasonable amount of time to complete the missed assignments provided by his or her teachers. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

TARDINESS

At YSGA, we view instructional time as a precious resource. It is important for every YSGA student to arrive at school on time every day and to be present in the classroom for each entire period. Learning the responsibility of getting to class on time is an integral part of our standard of excellence, which prepares students for future success. **The front doors and cafeteria doors will close when the 8:25 am bell rings**. It is the parents' or guardians' responsibility to make sure their child is at school before the bell rings. YSGA determines if the child is tardy or not. We base this determination on our bell schedule, not universal cell phone times.

All Tardiness to school will be unexcused even though the parent or guardian brings the student to school. Oversleeping, car/traffic problems, etc. are all UNEXCUSED TARDIES. Tardiness is excusable by a school official under the following circumstances:

- Professional Appointments
- Court Appointments
- District Bus Delays

A professional note or court summons will be required to verify the above.

A parent or guardian who brings a student to school after the morning bell rings **MUST**:

- Escort them into the building
- Sign the Late Arrival/Early Dismissal Book
- Provide professional note or court summons to main office, if applicable

Chronic tardiness is a serious problem. **Scholars are considered late after 8:25a.m. Three instances of unexcused tardiness to school will be equivalent to one unexcused absence.** Repeated instances of late arrivals to school or class will lead to disciplinary action, i.e. detention, loss of school privilege. Problems with tardiness to school may require adjustments to the family's morning routine.

YSGA takes our students' safety, security, and well-being very seriously. We thank our parents and guardians for helping to ensure students learn to be punctual and make maximum use of class time.

TRUANCY

Truancy means that a student is inexcusably absent from his or her assigned location with or without the knowledge of a parent or guardian. YSGA will consider any student

truant if he or she is inexcusably absent from his or her assigned location without the knowledge of a parent or guardian.

Truancy shows a deliberate disregard for our educational program and is considered a serious matter that will result in immediate consequences. YSGA defines Truancy as 3 or more school days of unexcused absences during the current school year. **Habitual truancy is defined as 6 or more school days of unexcused absences during the current school year.** If a student is truant:

- A record of truancy will be entered into the student's record file
- Upon 3 unexcused absences, a conference with the student's parents or guardians will be required
- A habitually truant student may not be eligible to participate in school events, attend field trips or attend the Extended Day Program
- **Scholars who incur 10 or more unexcused absences may not be promoted to the next grade in the following year**

YSGA must document the outcome of any attendance-improvement conference in a written attendance improvement plan. YSGA may not take further legal action to address unexcused absences until after the date of the scheduled attendance improvement conference has passed.

According to new truancy legislation, it is the duty of YSGA to report unexcused absences directly to the Pennsylvania Department of Education. Absences will be addressed as follows:

- Upon the **3rd unexcused** absence, written notice and a parent phone conference is required.
- Upon the **5th unexcused** absences, a parent conference is required and an attendance improvement plan will be put in place.
- Upon the **6th unexcused** absence, you may be referred to the magistrate and/or Children, Youth and Families (CYF)
- After **10 unexcused** absences, your child may not be promoted to the next grade level. You **will** be referred to the local magistrate, and/or to Children, Youth and Families (CYF). See Appendix D for more information.

GRADES, ASSESSMENTS, AND PROMOTION

SCHEDULE

YSGA follows a daily schedule. Each day consists of eight periods of 40 minutes. A weekly schedule for all students includes the following classes: ELA, Math, Science, Social Studies, Art, Music, PE, STEAM, and Turkish or Spanish.
You will be informed of your child's gym days.

HOMEWORK

Homework reinforces what has been learned in class, prepares students for upcoming lessons, extends and generalizes concepts, teaches responsibility, and helps students develop essential study habits. Assignments are adjusted as necessary to a vehicle for home-school communication, and parents can assist in making it a positive experience for their children.

Teachers consider grade-level and age when determining the amount and length of homework. If your child is struggling with completing homework, please communicate with the teacher. Also, a daily minimum of 15-30 minutes of at-home recreational reading (or being read to) is strongly advised for all students.
It is our parent's and guardian's responsibility to ensure that our students submit homework on time.

ASSESSMENT PROCEDURES

At YSGA, formal assessments fulfill an important function in measuring each student's academic performance. External assessments (e.g., iReady, Firefly, Quarterly Benchmarks, IXL Learning, DIBELs, Act 35) are used on a state-wide basis. Students at YSGA are exposed to formal assessments not only for the purposes of assessment but also for experience in assessment conduct, procedure, and technique.

The rules for taking examinations at YSGA, including state assessments, are as follows:

- Students must remain silent during the examination unless directed otherwise by the supervising teacher.
- Under no circumstances are students permitted to distract other students during the examination. Students are not permitted to take any paper, including worksheets and scratch paper, into the examination room. Further, students are not permitted to remove any paper, including the exam paper, from the room.

- Students must bring appropriate equipment to the exam.
- Students are expected to be on time for the examination. No one will be permitted to leave early. Late comers will not be granted extra time to complete the exam.
- Students are responsible for the collection of their work.
- Students absent from an examination must present themselves to the subject teacher immediately upon returning to school and request a make-up exam.
- Teachers will schedule make-up exams for excused absences.
- Teachers are not required to issue the exam if the student misses the make-up appointment.

In the event that a student violates these rules during an examination, he or she will receive an immediate zero. After the event, a review of the situation will determine if the zero award stands or if a lesser or harsher penalty should be imposed.

ACADEMIC INTEGRITY

A high standard of honesty is expected of students in all phases of academic work. Academic dishonesty, in any form, will not be tolerated, and students are expected to refrain from acts of such. Furthermore, students are not to condone, aid, or ignore instances of academic dishonesty.

In general, academic integrity requires that all work submitted be one's own unless the teacher has granted permission for group work. Specific examples of academic dishonesty include:

- Cheating
  - Cheating is defined as any attempt to receive and/or give unauthorized assistance to another student. The following circumstances constitute cheating:
    - Copying someone's work
    - Copying from someone during an assessment
    - Allowing another student to copy answers
    - Looking at notes or other sources during an assessment
    - Having any open tabs during online assessments unless otherwise directed by the teacher
    - Possessing a personal electronic device (PED) during an assessment or assignment without prior approval from the classroom teacher.
    - Providing answers to test questions to other students who have yet to take the assessment.
  - **These examples are not intended to be inclusive.**

- **Plagiarism**
  - Plagiarism is defined as taking or imitating the ideas, thoughts or language of another to represent them as one's original work. It is imperative that all work submitted by students is representative of their own ideas, thoughts and language capability. The use of artificial intelligence (AI) to complete schoolwork is strictly prohibited without the permission of the teacher.
    - Students receive instruction about plagiarism in Language Arts and other classes and are responsible for discussing their questions and uncertainties with their teachers.

In cases where academic dishonesty has transpired, the student will receive zero (0) points for the assignment without an opportunity to make it up. For any subsequent offense, the student will receive zero (0) points for the assignment and may receive additional disciplinary consequences.

SAFE AND ETHICAL GENERATIVE AI USES

Young Scholars believe in embracing the powerful capabilities of generative artificial

intelligence (AI) tools in a manner that is ethical, safe, and aligned with our educational values. As students at YSGA, we recognize that generative AI has the potential to augment human intelligence and creativity in remarkable ways. However, we also understand the risks of misuse, including the potential for generating misinformation, violating intellectual property rights, and amplifying societal biases and harms. Students recognize that generative AI tools like language models and image generators can be powerful aids for learning across all disciplines. However, it's important to use these tools ethically and safely. When using AI, be mindful that outputs can contain inaccurate information, biases, or inappropriate content. As a result, when using AI all students should:

- Defer to their classroom teacher's directions about the appropriate use of AI.
- Double-check important facts from authoritative sources.
- Never use AI tools to produce hate speech, misinformation, or to violate others' intellectual property rights or privacy.
- Attribute any text or images derived from AI appropriately.
- Use critical thinking when interacting with AI, and do not blindly trust all information AI generates.
- Do not anthropomorphize AI by attributing human behaviors or characteristics to it.
- Follow the "Ground Rules for Using AI" document.

Ultimately, you are responsible for the ethical use of these tools and the integrity of your work. Students who violate the acceptable use policy or rules specific to plagiarism will be subject to disciplinary consequences. If you have any concerns, consult a teacher or trusted adult for guidance**.**

GRADING SCALE AND PROGRESS REPORTS

YSGA is dedicated to excellence in education, and we strive to create a caring and efficient communication between home and the school.

PROGRESS REPORTS

Progress reports will be available at the midpoint of each quarter by logging into your Infinite Campus account . Students will receive individual grades in all classes at the end of every quarter. YSGA will have Parent-Teacher Conferences 3 times per year each at the halfway point of the quarter of the marking periods. Report cards will be mailed home. **Please notify the office of any address, email or contact number changes**. The school is responsible for printing and issuing progress reports and report cards in a timely fashion. It is our parent's and guardian's responsibility to request a report from the office if it was not received on time.
If you do not get your child's report card, please call the main office at (412) 673-7300.

GRADING SCALE

All classes will follow the standard same scale for assigning letter grades for each quarter. Teachers will establish the grading policies and procedures for their classes individually, and their grades will correspond to this scale.

YSGA's Grading Scale K-8

A+	97 - 100	B+	87 - 89	C+	78 - 80	D+	70 - 72	F	0 – 64
A	94 - 96	B	84 - 86	C	76 - 77	D	67 - 69		
A-	90 - 93	B-	81 - 83	C-	73 - 75	D-	65 - 66		

ACADEMIC AWARDS

High Honor Roll and Honor Roll serves as a mark of excellence to recognize students who excel academically. The Honor roll lists are prepared at the end of each marking period. They are based on letter grades and include all subjects. Students K-8 with all *A*s and one *B* qualify for High Honor Roll. Students K-8 with all *A*s and *Bs* qualify for Honor Roll

PROMOTION POLICY

Students K-8 will be promoted to the next grade level if they meet the following criteria:

- Maintain a yearly average of 65% in all four core subjects: language arts, mathematics, social studies, and science.
- Fail no more than one elective/special course.
- Have not accumulated more than 10 unexcused absences for the year.

YSGA has the right to retain any student in their current grade if they have failed one or more core subjects OR more than one elective/special course.
YSGA has the right to retain any student in their current grade due to excessive absences.
This promotion policy applies to all students, including new enrollees.

***YSGA does not offer grade recovery in the summer for students.**

PARENT-TEACHER COMMUNICATION

The staff welcomes parent and guardian input and feels strongly that education is a collaborative effort. Parents and guardians are advised to contact the classroom teacher directly should a concern or issue arise. In most cases, a phone call or email is enough to clarify or resolve most matters. If a concern is not addressed to everyone's satisfaction, school administration will provide further assistance.

When there is a need to meet with a teacher or administration, it will be helpful to have an appointment which **should be requested at least 2 days in advance** and expect to meet before or after school. A teacher may not be available during the day without proper notification.

Please keep your contact information current and updated by informing the office of any changes in address.

PHONE CALLS

Teachers do not allow students to make phone calls during class time from anywhere. If a student comes to the main office to use the phone for any other reason beyond illness or emergency, he or she will be asked to return to class. If a student has an illness or emergency, he or she may place a call at the office or during lunchtime or after school.

Parents and guardians may call the office to leave a message for a child. The message will be delivered by the last period unless it is an emergency. Messages taken after school hours will be given to the child when possible. Parents and guardians are not permitted to call teachers during instructional time.

Students may bring their cellphones to school, but they are not permitted to use them during the regular school day or Extended Day. Students in grades 4-8 who bring a cell phone to school, will be required to place it in a Yondr case at the beginning of the day. **Yondr is a system for creating phone-free spaces in areas like our school**. Once a student's phone is in a case, the case will lock, the phone will be inaccessible, and stored away until the end of the day.

At the end of the day, students retrieve their cases, unlock and remove their phones. All Yondr cases will remain at school. If a student is found with an electronic device, it will be confiscated by a teacher or staff member and it MUST be retrieved by the parent or guardian.

FORMS AND PERMISSION SLIPS

A number of important forms may be sent home at the beginning of the school and throughout the year. These are required to ensure the health and safety of our students, and to make your preferences known to the school with respect to optional opportunities and activities.

Please return all required forms immediately and keep the others on file for use as needed, including this handbook.

DISTRIBUTED MATERIALS

No person will distribute printed or written materials on school property without the prior permission of the principal or designee. The principal may regulate the content of distributed materials to avoid interference with the requirements of appropriate discipline in the operation of the school. The principal may also regulate the time, place, manner, and duration of such distribution.

DRESS CODE

Neatness and cleanliness in personal attire are part of a child's education and the responsibility of the parent(s) or guardian(s). When a child looks and feels good, he/she acts and works accordingly.

All students K-8 are expected to wear the YSGA uniform at all times and to dress and groom themselves in such a way as to reflect neatness, cleanliness, and safety. YSGA scholars should dress appropriately as not to disrupt or interfere with the educational program or the orderly operation of the school. The CEO or Director of Discipline shall determine whether any particular use of the school uniform violates school uniform policy.

OFFICIAL UNIFORM FOR ALL STUDENTS

- Gray polo shirt with embroidered school logo: long or short sleeve
- Navy blue, black or khaki belted pants (no leggings/ jeggings, jeans or sweat joggers
- Solid navy blue sweater or sweater vest (worn over uniform shirt)
- Navy blue embroidered crewneck grds. 6-8 only (worn over uniform shirt)
- Black or brown belt with standard buckle

Closed toed solid soled shoes or tennis shoes

All school logo items must be purchased from the main office

DRESS DOWN DAY & P.E. DAY

Dress Down day is an opportunity for students to wear clothing other than their school uniform. Dress down days are announced and participation is optional. Students are still expected to dress appropriately. Dress down themed days may occur during spirit week or to commemorate special occasions.
Each class will have a scheduled P.E. class at least two days a week. A gym t-shirt is available for purchase to be worn on the designated gym days. Bottoms worn should be appropriate and comfortable in order for the student to participate in P.E. class and activities. *Gym attire: YGSA red gym t-shirt or uniform shirt & comfortable bottoms*

Students are prohibited from wearing the following on Dress down and P.E days:

- open toe/heel shoes (flip flops, sandals, **crocs**, slippers)
- dresses, skirts or skorts
- shorts
- shirts that expose the mid-section; half-shirts
- hoodies
- tights
- ripped jeans
- sleeveless shirts or undershirts/beaters
- open front or back blouses
- pajama or lounge pants (unless themed dress down day)
- swim/ athletic slides, Ugg/bedroom slippers, Crocs, clogs, flip-flops, sandals
- scarves, bandanas, bonnets, flags, hats, sweatbands
- suggestive, inappropriate or violent words, weapons,messages/pictures on clothing or hats
- body conforming clothing
- extremely baggy clothes

Staff will determine if attire is appropriate. If a student comes to school wearing an inappropriate item, he or she will be sent to the discipline office and asked to call home. He or she may remain in the discipline office until a parent or guardian can bring appropriate clothing to school. If the parent or guardian cannot bring clothes or is not available, YSGA will provide appropriate items of clothing for the student if available. The student may also lose the privilege of dressing down for the remainder of the year.

FIELD TRIP DRESS CODE

Students are required to wear the school uniform to all field trips. **Any student that does not comply with the dress code will not be permitted to attend the field trip.** Any monies paid for the field trip, may be forfeited.
(*School administrators may approve different dress codes for the field trips*)

Please keep in mind:

- Uniforms should be neat and clean; no pen or marker signing on clothing
- Uniforms may not be worn inside out or backward
- Pants should not be excessively long or baggy; must be worn at the waist
- Regular dress attire is only permitted on P.E Day or Dress down days
- Uniforms with rips, tears, holes or frayed edges are considered inappropriate for school
- Shoes must be worn at all times. **Swim/athletic slides, Ugg/bedroom slippers, Crocs, clogs, flip-flops, sandals are not permitted anytime**
- Boots can be worn during the winter months only
- Undergarments must not be exposed
- Hair, face and body paint/markers are inappropriate for school
- Students should refrain from wearing excessive or oversized jewelry and hair accessories
- Facial piercings such as tongue rings, nose rings, cheek, lip, and brow piercings are **not** permitted
- No make-up should be worn in school, (all makeup confiscated will be discarded)
- Extreme hairstyles that can distract from instructional practices are not permitted
- Extreme dyes, sprays or extensions are not permitted (this includes non-natural hair colors such as red, blue, purple, pink, yellow, green, rainbow etc.)
- Street Clothing (jeans, sweats, slickers, etc.) cannot be worn under the uniform.
- Thermals, hats, caps, curlers, headscarves, bonnets, bandanas, doo-rags, sweatbands, chains, sunglasses, gloves and coats are not to be worn during school hours
- Nails must be an acceptable length to ensure the safety of the student and others

We rely on parental discretion and good judgment to guide students in making appropriate clothing choices for school. This is not a decision that should be left solely to the child.

BREAKFAST AND LUNCH

All YSGA students are eligible for free breakfast and lunch during the 2026-27 school year. This is because we qualified to become part of the United States Department of Agriculture's Community Eligibility Provision under its Food and Nutrition Service. CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows YSGA to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. The school will be reimbursed using a formula based on the percentage of students categorically eligible for free meals, such as the Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families.

MENUS

Lunch and breakfast menus are posted on the school website.

CAFETERIA PROTOCOL

All students remain at school during the lunch period. Students may eat lunch for free or bring a packed lunch. **During breakfast and lunch, students are expected to display good manners and courtesy.** Students eat only in the lunch area, or designated eating areas and are to clear their place and dispose of their trash appropriately. Staff on duty during breakfast and lunch hold students responsible for their behavior. Students are not permitted to share lunch items, particularly food brought from home. **Gum, shelled sunflower seeds, soda, kool-aid powder are not permitted at school. Students should have single serve size snacks for their own lunch. Stanley cups are not permitted and should remain at home.**

These are our expectations for cafeteria conduct:

- Dispose of plates and utensils in garbage bins
- Keep tables, seats, and floors clean
- Talk in a normal voice (classroom voice); do not shout
- Keep cafeteria lines orderly: no pushing, running, horse playing, or cutting in lines
- No loitering in the cafeteria and hallways; be seated unless otherwise instructed
- Keep hands, feet, personal belongings, and food to yourself
- Use appropriate language
- No ordering food from outside without an approval from school administration
- No sharing food; we must be mindful of food allergies
- **Behaviors contrary to these expectations will result in consequences**

*Students assigned lunch detention, eat lunch in a designated area assigned by discipline staff or teacher.

HALLWAYS AND RESTROOMS

Hallways and restrooms are areas used by all members of YSGA. Because everyone uses these areas, there are rules of conduct that all students must follow. During class time, students are not to be in the halls or restroom without a pass from their teacher.

1. Do not loiter in the halls, lunchroom or restrooms
2. Eat only in the lunchroom; **no gum** permitted in school or on bus
3. Walk; do not run, in the halls, lunchroom, and restrooms
4. Use polite and appropriate language while in these areas
5. Loud or disruptive noise is not permitted
6. Help keep these areas clean and safe
7. Put away or dispose of used items at the end of an activity
8. Make sure you clean up after yourself and appropriately dispose of all trash
9. Do not roughhouse, push, or wrestle

RESTROOMS

Students are not permitted in the restrooms between class periods unless they have a hall pass from an authorized staff member. Behavior contrary to these expectations may be reprimanded. There are rules of conduct that all students must follow:

- Students should not be in the restroom without a pass
- Students should not loiter
- Students should not eat or drink in restroom
- Students should not be utilizing their cell phone
- Students should refrain using any profane or vulgar language
- Students may not yell, scream or make excessive noise while in these areas
- Students must do their part to keep areas clean and safe
- Be sure to clean up after yourself and appropriately dispose of all trash
- Report any leaks, spills or other problems in the restroom to a teacher or the main office
- Do not roughhouse, push or wrestle with others
- Misuse or defacing of restroom or any space will result in disciplinary actions

Misuse of defacing of a restroom or any space, the student/s will be fined an amount necessary to cover the cost of restoring the damaged property, as well as receive appropriate disciplinary action.

RESTRICTED AREAS

After arriving at school, students may not leave the building for **any** reason without written permission from the principal or designee of accompaniment by a teacher, staff member, parent or guardian.

- Students may not use a classroom without expressed permission or while unattended by staff
- Students may not use or remove any item from a teacher's or staff member's desk
- Construction areas are out of bounds
- Any other areas that are determined by the principal or school administration

Teachers and staff have the authority and discretion to correct any pupil at any time and submit referrals. The limitations noted here apply to the regular school day, extended hours and school-sponsored events and activities.

LOST AND FOUND

YSGA has a lost and found area located next to the main office. When students, teachers, or staff find a book, pieces of clothing, or other personal items on school grounds, items should be turned into the office for placement in lost and found. **If a student loses something, he or she should check the lost and found.** Labeling all removable clothing and personal items students bring to school will eliminate much of this problem and prevent families from having to replace expensive belongings. Indelible markers for labeling clothing are available at local stores. **At the end of every semester, all unclaimed items will be donated to charity.**

VOLUNTEERS

YSGA has an active, limited and regulated volunteer program for regular school hours and extended hours.

Our Extended Day Program depends on the interest and participation of parents, guardians, and other adults to provide enrichment and club activities for students. The extended day coordinator and staff will provide training and guidance to volunteers as needed.

Volunteers need to sign in at the front desk and obtain a "Volunteer" tag each day. Volunteers must provide their fully vaccinated status. Do note that parents, guardians, and other adults must obtain all three clearances according to state law, before volunteering in the school.

VISITORS

YSGA only accepts visits that are pre-arranged. In the case of an emergency, all

visitors are required to follow the most current practices that are in place at YSGA according to the Health & Safety Plan.

HOME VISITS

YSGA has a home visit program. In order to foster a strong and cooperative home-school relationship, teachers will make home visits to as many families as time and safety procedures allow. This is an opportunity for our children to forge stronger bonds with their teachers.

It also provides a chance for parents and guardians to visit with teachers in a more social and relaxed atmosphere. Please be assured that the teaching staff will do their best to visit every family at least once during these crucial elementary school years.

FIELD TRIPS

Field trips offer exciting ways to learn. YSGA students have the opportunity to go on field trips at various times throughout the school year. Any student who has demonstrated the inability to follow rules, school dress code and has poor attendance or excessive tardies, may also be prohibited from participating. This may include forfeiting payment(s).

Students must meet the following requirements:

- have no more than 3 referrals during the semester of the field trip
- have no more that 3 bus referrals or any bus suspensions during semester of field trip
- have not served an ISS or OSS during the semester of the field trip
- have no more than 2 failing grades at the time of the field trip
- have no more than 5 unexcused absences within the semester of the field trip

Students will be expected to:

- bring the field-trip permission slip to school by the specified date signed by a parent or guardian; phone calls will not be accepted as permission
- follow the dress code unless otherwise specified
- abide by the student code of conduct during the field trip

*Parents will be notified in the event a scholar is not permitted to attend the field trip. Loss of field trip privilege or choosing to not participate WILL NOT be considered an Excused Absence. YSGA administration reserves the right to limit field trips.

OFF-CAMPUS EVENTS

Students at school-sponsored off-campus events will be governed by the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful

instructions of school officials will result in a loss of eligibility to attend these events and may result in additional disciplinary measures in accordance with the student code of conduct.

SCHOOL BUS CONDUCT

Students are only permitted to board the bus they are assigned to use. Conduct on the bus is expected to be the same as in the classroom. Safety depends on the skill of the drivers and nothing should be done to distract them. Students may be denied bus privileges when behavior is inappropriate. Riding on the school bus extends the regular school day for those students. All actions taken by administration can and will be enforced. Consequences include, but are not limited to, bus suspension or out of school suspension. Students who are not authorized to ride any bus will result in other administrative action.

So that our students' ride to and from school is safe, the following expectations must be followed:

- Ride only the bus assigned
- Keep all noise at a low level and avoid using profane language
- Keep hands, feet, and all possessions to yourself
- Respect and obey the bus the driver and bus monitor
- Remain seated until the driver gives you permission to move
- Keep the bus clean and aisle clear at all times
- Follow the driver's rules pertaining to food and drinks on the bus
- Enter and exit the bus in an orderly manner
- No horseplay or physical contact with others on the bus

Riding the bus is a privilege. Students who wish to enjoy this privilege must abide by the following rules and regulations in order to help to ensure safe and orderly bus transportation. Students who engage in any bus misconduct, may be suspended from the bus for one (1) to ten (10) days or may be recommended to the YSGA Board for bus expulsion. Parents will be notified of the students' bus violations.

If a student chooses not to meet our expectations, the consequences are as follows:

- 1st write up = verbal warning and or disciplinary actions from the director of discipline
- 2nd write up = disciplinary action and or conference between the director of discipline and the student
- 3rd write up = student may be suspended 1 to 3 days from the bus
- 4th write up = student may be suspended 3 to 5-days from the bus and a **parent conference will be scheduled before the child is permitted to ride the bus**.
- 5th write up = student may be suspended 5-10-days from the bus
- 6th write up = **loss of bus privileges, including activity and field trip buses, for the remainder of the school year**

Parents or guardians will be notified of each bus write-up. Students suspended from the

bus are not eligible to attend field trips within that semester unless otherwise stated by an administrator.

The following behaviors will result in an automatic suspension from the bus and may also result in a suspension from school:

- Interfering with the safe operation of the bus
- Fighting (siblings are not exempt)
- Tampering with safety equipment
- Throwing objects out of the window or at the driver
- Opening or leaving through the emergency door unless required by a true emergency
- Indecent exposure of self or others
- Damaging the school bus

  Damaging a school bus will also result in a minimum $40.00 fine
  This fine must be paid before a student is allowed to ride the bus again.

If a student is suspended from off the bus, it is the parents' or guardians' responsibility to ensure their child attends school. Special education procedure and protocol will be followed regarding special education students. (See Appendix F.) The school must follow the attendance policy and law when a child is absent from school.
The bus driver will refer discipline problems to the director of discipline in writing. In situations where a parent, guardian, or school board prohibits corporal punishment, reasonable force may still be used by teachers and school authorities under the following circumstances:

- To quell a disturbance
- To obtain possession of weapons or other dangerous objects
- For the purpose of self-defense
- For the protection of persons or property

Parents and guardians are reminded that it is unlawful for non-riders, including family members or guardians, to step onto a bus.

CUBBY SPACE/ PERSONAL BIN

Each Student K-8 is assigned a cubby or personal bin within the classroom for their individual use. This cubby space or bin is for storing books, hats, coats and personal items necessary for school. It should not be used to store valuable items from home. Cubbies and bins remain school property and under control of the school at all times. Students should refrain from bringing valuable items such as personal and handheld

electronics, money and other personal items from home to school. YSGA is not liable for personal items left in cubbies and bins or brought to school.

***Bookbags, purses, fanny packs, outdoor and outerwear, including hats should remain in cubby or bin during the day.**

Any article or material of a non-school nature and/or which may disrupt the mission of the school must not be placed in a cubby/bin or desk. **Smart watches, earbuds, headphones, Kindles, DS, Game Boys, IPod, and other hand-held electronics, should remain at home for two reasons: potential loss or breakage, and the risk of distracting students from school activities.** The school will not be responsible for items lost or damaged. If a student is found using any electronic device, it will be confiscated by a staff member, and parents may collect any such items their child brings to school from the Director of Discipline at their earliest convenience. Students should avoid bringing toys to school. **Permanent markers and sharpies are prohibited and will be confiscated.**

Teachers may request that other items stay at home as well.

SEARCH AND SEIZURE

A student and/or the student's belongings may be searched by a school official if there is reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. A student will not place or keep on their person, in a cubby, bin or desk any article or material of a non- school nature or that may cause the disruption of the school's mission. Contraband in any form is strictly prohibited. School authorities may seize any such items.

The following rules apply:

- School officials have the authority to search desks, cubbies and bins at will.
- School officials have the authority to search a student and/or a student's personal belongings, including backpacks, coats, pockets, etc., when there is reasonable suspicion that the student possess an item that is prohibited on school property or may be used to disrupt or interfere with the educational process
- If found, such items may be removed from the student's cubby/bin or desk by school authorities
- Searches will be conducted under the authorization of the principal or designee

Any prohibited materials found may be used as evidence against the student in disciplinary proceedings. Prior to a search, the student will be notified if possible and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the cubby, bin or desk contains materials that pose a threat to the health, welfare, and safety of students in the school, the area may be searched without prior warning.

TEXTBOOKS AND SUPPLIES

Many teachers at YSGA use textbooks to teach their courses. In these cases, the teacher will register one book per student and note the condition of each one. Students must return all textbooks at the end of the year in usable condition. Should a student withdraw or be expelled, all textbooks must be returned to YSGA immediately. **We hold each student's parents or guardians responsible for the condition of textbooks issued at the beginning of the year.** Students should make sure these books are not lost, stolen, damaged, or defaced. Families will pay current market value to replace any books that are unusable or not returned. Final report cards, transcripts, and/or withdrawal forms will not be issued until all textbooks are returned in good condition or reimbursement is made. Many classes use consumable supplies as well—from materials to workbooks. Students may be required to pay for consumable materials. Families should meet with school administration if special circumstances prevent them from reimbursing the school for such materials.

STUDENT IDENTIFICATION NUMBER

Each scholar has a student identification number that can be located on your scholar's account in IC. This 3 or 4 digit number is specific to your child and may be required when picking up your child at dismissal. This number should only be shared with persons authorized by you to pick up your child. If you have trouble locating this number, please contact the front office.

SCHOOL PICTURES

A contracted photographer will photograph students in school during the fall and spring. Students are required to be in the dress code for fall school pictures. Students will be able to dress up for their spring school pictures. Dates will be shared by the homeroom teacher via class tag. Students may purchase the entire package of photos or a partial package.

PHOTOGRAPHY/VIDEO RELEASE POLICY

The YSGA website is a tool to communicate with school families, teachers, prospective students, and the larger community. To enhance this experience, we use photos and videos to show student involvement in various activities. Besides, there will be times that we will invite the Local News to our school to cover an event and your child's picture or videos may be taken.

For students' images and videos to appear on the YSGA website or any news publication, it is not required, however, recommended that we obtain parental permission. If you are not permitting the release of your child's photo or video, please contact the school office to fill out the form not to release them.

WELLNESS POLICY

The Pennsylvania Department of Education requires all K-12 schools to implement formal wellness plans that support recognized nutrition, physical education, and physical activity goals.

As part of the *YSGA Wellness Policy* (see Appendix C), our students receive routine annual health screenings that conform to Pennsylvania Department of Education guidelines. All students are measured for height and weight. Specified grades also receive vision and hearing evaluations. All screenings are conducted by our school nurse.

YSGA has a physical education program that requires teachers to build physical activity into their schedules throughout the day. Extended Day Program clubs also promote physical activity.

Students in grades K-5, participate in a 20-minute recess at lunch time, held outdoors unless the weather is inclement or the temperature drops below 32º F. All children are expected to participate—if a child is not well enough to go outside for recess, he or she is not well enough to be in school. Children should dress for the weather.

YSGA promotes student health and wellness through healthy, balanced meals and snacks. **Sugary snacks and treats will not be distributed to students, and children who bring sugary foods to school will be expected to save them for lunchtime**. Soda is discouraged and not permitted. When snacks and treats are served in our classrooms, items should be kosher and halal-certified foods in order to accommodate the religious beliefs of some of the student body. Foods with these symbols on the package satisfy these students' religious tenets:

Healthy Snacks

Parents and guardians can support **YSGA's** efforts to promote student health and wellness by sharing healthy kosher and halal-certified foods on special occasions. Rule

of thumb: if sugar is listed as the first or second ingredient on the package, make a different choice. Here are some ideas:

- Fresh vegetables prepared at home or in the supermarket produce section, for example sugar snap peas, carrots, celery, and broccoli or cauliflower florets
- Vegetables with dip, such as a store-bought low-fat ranch dressing or a homemade dressing made with yogurt or reduced-calorie mayonnaise
- 100 percent fruit or vegetable juice
- Canned and packaged fruit products in juice
- Low-fat or nonfat milk or yogurt
- Whole-grain crackers and chips, including graham crackers, rice cakes, and baked tortilla chips
- Bean dips, like hummus and black bean dip, and salsas for dipping chips and crackers
- Fresh fruit of all kinds: grapes, apples, bananas, oranges, pears, and cherry tomatoes, berries and melons
- Dried fruit of almost any kind (avoid banana chips, which are fried, and anything with a "yogurt" covering); "Just Tomatoes," a brand of dried fruits and vegetables, crunch like chips but have no fat
- Nuts and seeds include peanuts, pumpkin seeds, and sunflower seeds; most come unsalted; they can be served alone or mixed with dried fruit or whole-grain cereals, chips, or crackers
- Portable, kid-friendly cheeses like string cheese and Laughing Cow minis, including the low-fat version
- Whole-grain breakfast cereals and other whole-grain mixes (like low-fat granola) in sandwich baggies, even without milk

A list of sample healthy food choices is also included in the table below. If you have questions, please contact your child's teacher. Thank you for your support as we join the fight against the obesity epidemic in this country!

Crunchy	Chewy	Creamy	Juicy
Pretzels, popcorn, flavored mini rice cakes, animal crackers, trail mix, granola bars, baked chips, graham crackers, cereal, air crisps, apples, baby carrots, celery sticks	Raisins, dried fruit, bagels, breakfast bars, Rice Krispy treats, graham treats, chewy granola bars	Pudding packs, cheese cubes, milk, yogurt, bananas Pudding packs, cheese cubes, milk, yogurt, bananas	Juice packs, JelloTM packs, applesauce, canned fruit, cherry tomatoes, oranges, tangerines, grapes,

BIRTHDAY CELEBRATION POLICY

YSGA has a Celebration Policy to avoid interrupting instruction for birthdays and other celebrations or events. If you would like to have a short class **birthday acknowledgement (not a party)** for your child, please speak with your child's teacher in advance. Parents, please coordinate all plans in advance with the classroom teacher to avoid any hurt feelings, misunderstandings, or scheduling conflicts! Parents should be mindful of the district's nutritional policy as well as the dietary restrictions of students in the classroom. These birthday recognitions are short (ten minutes) and limited to the classroom community.

- Please be sensitive to children who are not allowed to take part in such celebratory acknowledgements for family or religious reasons.
- Birthday party invitations are not to be distributed at school. Please send such invitations via the U.S. Mail
- The school will not permit bouquets of balloons and other celebratory decorations to be sent to the classrooms. These can be distracting to students' learning and obstructions when riding the bus.
- Birthday celebration requests must come from parents one week in advance. Both teachers and parents can come to an agreement on the best date for the celebration.
- Parents are asked to drop off the treats in the main office, and these treats will be delivered to the classroom.

All birthday acknowledgements/recognitions should take place after 3:00 pm.

Distribution of food or treats outside the school lunch program **must be foods that are individually, commercially wrapped.** Foods made at home may not be distributed within the school. If your child wants to bring a birthday treat, encourage them to bring in a healthy snack or even better, bring an item for the classroom such as a classroom book (signed and dated by your child) or other classroom supplies such as pencils, erasers, etc. The reason for this strict interpretation of school district policy is because of the growing number of students who struggle with food allergies, diabetes, and childhood obesity. Individually packaged items that would be considered healthy snacks include: pretzels, baked crackers, and granola bars.

Attention! Attention! Please do not send pizza, cupcakes, doughnuts or sheet cakes for your child's birthday treats. These items are not individually wrapped and do not meet the guidelines of our district policy. Cupcakes, cakes, doughnuts will be sent back home!

We are strongly encouraging families to send non-food items on birthdays. Instead of a food item, please consider sending something for the class to enjoy such as:

- game for the classroom
- classroom book (Have your child pick it out, sign it, and date it.)
- fun school items for each child to keep such as pencils, pens, erasers, markers, etc.

ILLNESS, INJURY, AND MEDICATION

During the school year, YSGA has a school nurse or first-aid-trained person available at all times to discuss or assist with medical problems or concerns. All staff receive CPR and first aid training at the beginning of the year as well.

If a child is ill, he or she **may** see the school nurse or someone at the office but should have a referral form from a teacher. In addition, all students can make an appointment in advance to speak with the nurse about any health or wellness issues that may concern them. The nurse is here to help with emergencies and non-emergencies alike.

ILLNESS OR INJURY

If a child becomes ill or is injured during the school day, he or she must report to the nurse's office. If the nurse is not available, report to the office. If a student misses a class without informing the office, even for an illness or injury, the absence will be considered unexcused. **Students are not to leave the building without permission.** They should always report to the office for help or direction.

MEDICATION

YSGA is authorized to administer certain medications under the written orders of the school physician and, when applicable, with written parental/guardian permission. Please contact the school nurse for a current list of medications that may be administered to your student under the school physician's **Standing Orders**.

Medications that are not included in the Standing Orders may be brought to school only when administration during school hours is essential to the student's health. When possible, parents and guardians should administer medications at home.

If a student requires a medication during school hours that is not covered by the Standing Orders, the following procedures apply:

- Medication to be administered by school personnel must be sent directly from the pharmacy or physician's office or delivered to the school by a parent or guardian.
- The school must receive a written medication order from the prescribing physician, along with written parental/guardian consent. The Medication Administration Directions Form is available for this purpose.
- If the school nurse is unavailable to administer the medication, a parent or guardian must come to the school to administer it.
- The medication container must clearly display the student's name, date of birth, medication name, dosage, and time of administration.

Only the amount of medication necessary for administration during school hours should be sent to school. Excess medication will not be sent home with the student. Parents or guardians must pick up any remaining medication before the end of the school year. Medication remaining at the start of summer break will be disposed of by the school according to established procedures.

The only medications permitted to remain at school during the school year are inhalers, EpiPens, and medications that must be administered during school hours to maintain the student's health and safety.

A new physician's order and parental/guardian consent are required at the beginning of each school year for any medication to be administered at school, even if the student received the same medication during the previous school year.

All medications will be stored in a secure location in the nurse's office. Students may not carry or self-administer medication during the school day. This includes over-the-counter medications such as cough drops.

Head Lice

YSGA is committed to maintaining a safe and healthy learning environment for all students. To support this goal, the school has established a Head Lice Management Policy focused on identifying active infestations (live lice), appropriate treatment, prevention, confidentiality, and return to school.

Head lice are common among school-aged children and are primarily spread through close head-to-head contact. Because schools bring large numbers of children into close contact each day, the potential for transmission exists, particularly when a student has an **active infestation.** Although the school cannot prevent all cases or transmission of head lice, YSGA can support the school community through education and appropriate management.

The school's role in managing head lice includes education and guidance regarding:

- Prevention and reduction of head lice transmission
- Appropriate treatment of an infestation
- Notification and follow-up of suspected or confirmed infestations

Education of staff, parents and guardians, and students is an important component of controlling the spread of head lice. Parents and guardians are encouraged to report any suspected infestation to the school nurse, principal, or designee.

Students identified as having **live lice** will be sent home at the end of the school day and may return to school after appropriate treatment has been initiated. Students will not be excluded from school solely because nits remain following treatment. The school nurse may perform a follow-up assessment when clinically indicated or if live lice are subsequently observed.

Head lice are not an indication of poor hygiene or an unsafe home environment. YSGA will manage cases in a manner that protects student privacy and minimizes embarrassment or stigma.

Through appropriate education, treatment, notification, and follow-up, the school and families can work together to reduce the spread of head lice within the school community.

SAFETY

ACCIDENTS AND INJURIES

In the case of a serious accident or injury to a student, YSGA will immediately notify the student's parent, guardian, or emergency contact and administer authorized medical attention.

For a minor injury, the child will be treated in accordance with the National Association of School Nursing. Our school nurse or designee will promptly inform a child's parents or guardians when the accident or injury affects the child's head or neck. The school nurse records all health visits in an electronic portal and injuries requiring a doctor's follow up on an accident form.

EMERGENCY PROCEDURES

Student and staff safety is a top priority at YSGA. The following emergency procedures are practiced at regular intervals so that students and staff are always prepared. Drills take place during regular and extended hours. The procedures described apply to regular and Extended Day Program hours. The extended day coordinator is responsible for teaching the procedures to Extended Day volunteers and checking the building in the case of a drill or event.

Fire

A map and a student roster are posted by the door of each classroom and cafeteria area. **Students should leave by the nearest available exit, regardless of where they are in the building.** All classes and individual students must move away from the building toward the open area where teachers will double-check class lists and account for all students.

*In the event that a student believes a fire has broken out, it is the student's responsibility to activate the fire alarm. If a student pulls it when no fire has occurred, disciplinary action will be taken. This action will result in suspension and/or expulsion if they continue to repeat.

Evacuation

In the event our school building needs to be evacuated due to unsafe conditions, our first and foremost concern is the safety of our students and staff. School administration will take immediate action to move everyone to a safe location. This may mean that students may have to walk to another location off of school grounds.

Once students and staff are secure, the school administration will share information with parents and guardians about the incident and any danger it may pose to our students. If students are not permitted to return to the building, teachers and school administrators are prepared to contact parents, guardians, and emergency contacts. They will provide information about where and when their children may be picked up. All other procedures are identical to those for a fire drill.

Lock Down

Should the police department notify the school of the need for a lockdown or if an intruder enters the building, a clear message will be delivered over the PA system. Teachers immediately lock classroom doors from the inside and make sure students cannot be seen from the hallway. If necessary, students assume the same position as for a tornado drill. The same procedures apply during Extended Day program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Tornados

An announcement will be made over the PA system when there is a risk of or it is apparent that a tornado is entering the area. All students will move to the interior hallways and assume a protected position: on knees and elbows, face-down, with their hands clasped behind their necks.

Each teacher will turn off his or her classroom lights and close the door after all the students have left the room. He or she will take the student roster, conduct a headcount, and then assume a protected position.

Active Shooter

Protection and safety are the top priority in an active shooter event or terrorist attack. School employees are trained on emergency response procedures. This will help us more proactively handle the threat of an aggressive intruder or active shooter.

INFORMATION TECHNOLOGY

CHROMEBOOKS, COMPUTERS, AND ACCOUNTS

Technology is used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet allows people to interact with hundreds of thousands of networks.

At YSGA, students must use all computers, Chromebooks, and accounts in a responsible, efficient, ethical, and legal manner.

YSGA will issue each student a chromebook, log in information and a school email account. The student or parent/guardian will be financially responsible for replacement

or repairs for any chromebook and charger that is damaged, destroyed, lost or not returned to the school in good working and acceptable condition.

The student assigned to the chromebook and account will be responsible at all times for its proper use. Users must not give a password to another user except a teacher, parent, or guardian.

COMPUTER AND NETWORK USE

As the Internet provides connections to other computer systems located all over the world, users (and parents or guardians of users if the user is under 18 years old) must understand that the school does not control the content of the information available on these other systems. Some of the information available is controversial and, sometimes, offensive. The school does not condone the use of such materials.

Under supervision, YSGA agrees responsible users may use the Internet to:

- Research assigned classroom projects
- Explore other computer systems
- Send email to specified teachers, parents, and guardians

YSGA agrees Responsible users may not:

- Use the Internet for illegal purposes
- Use impolite or abusive language
- Violate the rules of common sense and etiquette
- Change a computer file that does not belong to the user
- Send or receive copyrighted material without permission
- Share a password with anyone except teachers and parents or guardians
- Use the Internet to send email to other users except teachers and parents or guardians

Unacceptable uses of computers, Chromebooks, accounts, and the YSGA network also include:

- Violating the conditions of Family Educational Rights and Privacy Act with regard to student's rights to privacy
- Using profanity, obscenity, or other language that may offend another user
- Reposting or forwarding a personal communication without the author's prior consent n
- Copying commercial software in violation of copyright law
- Using the network for financial gain, commercial activity, or illegal activity
- Damaging any part of the hardware or software of the YSGA computer network system (Food, spilled drinks and liquids will damage the computer)
- Visiting or using sites not instructed by the teacher and or inappropriate

System operators have access to all user accounts, including email. If any person

violates the rules above, his or her use of the network will be canceled. There will be no second chances. If a user is unsure how to do something with a computer, Chromebook, account, or network, he or she should ask a teacher or the computer specialist in the school.

SOCIAL MEDIA GUIDELINES

Students need to be acutely aware of what they post online. Social media venues are very public. Everything a person posts leaves a digital footprint for all to see. Students must not post anything they would not want friends, parents or guardians, teachers, or a future employer to see.

Students should follow the student code of conduct when writing online. It is acceptable to disagree with another person's opinion; however, counter arguments should be made in a respectful way. Criticism must be constructive, not hurtful. What is inappropriate in the classroom is inappropriate online.

Here are some guidelines for using social media safely and respectfully.

- **Be safe online. Never give out personal information**, including, but not limited to, last names, phone numbers, addresses, exact birth dates, school locations, locations of extracurricular activities, or pictures. **Do not share your password** with anyone except a teacher, parent, or guardian.
- Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- **Do your own work!** Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another's idea be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
- **Be aware that pictures may also be protected under copyright law.** Verify that you have permission to use the image or it is under creative commons attribution.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- Blog and wiki posts should be well written. Follow writing conventions, including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.
- If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future access to online tools.

Please note: Students are not permitted to record and or post appropriate or inappropriate content or pictures of staff, parents or peers without their

consent. This pertains to content posted during school, after school, and/or during the weekends. Any violations of this nature will result in disciplinary actions to the fullest extent, and possibly legal ramifications.

STUDENT SERVICES

SPECIAL EDUCATION

YSGA provides special education and learning services to students with disabilities. We also contract with the Allegheny County Intermediate Unit (AIU) for occupational speech and language therapy.

A teacher, parent, or guardian should never hesitate to request an evaluation when a struggling student does not respond to typical classroom interventions, adaptations, and accommodations. The child may have a learning disability or other issue that we need—and want—to address. A student may also qualify for services under the federal Individuals with Disabilities Education Act.

If so, a team that includes teachers, specialists, parents or guardians, and others as appropriate will develop an Individualized Education Plan (IEP) for the student. Such plans detail additional instruction and services specifically tailored to a child's needs, both inside and outside the classroom.

Instructional strategies might include using manipulatives, emphasizing visual over auditory learning, repetition, mnemonics, assistive technologies, and so on. Frequent assessments determine the effectiveness of chosen strategies and help to inform , which are adjusted as necessary to the student's needs. In each room, individualized instruction congruent with the requirements of a student's IEP can be maintained when the special education teacher is not present.

Occupational therapy and speech and language therapy are also available for students who are identified as needing services.

See Appendix F for our "Annual Public Notice of Special Education Services & Programs." It contains detailed information about screening and evaluation, services, educational placement, confidentiality, procedural safeguards, and modes of communication. Appendix F also contains information about our discipline policies for special education students.

ENGLISH AS A SECOND LANGUAGE

Students who are learning English as a second language or who come to school with limited proficiency in English are evaluated for inclusion in our English as a Second Language Program, which provides small group instruction in grammar, vocabulary, writing, and other skills that support academic success. Instruction is coordinated with

each student's regular curriculum, with an emphasis on essential communication skills that support social interaction.

MTSS/ RTI

Multi Tiered System of Supports (MTSS) is a framework that many schools, including YSGA, use to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, but it also supports many other areas, including behavior, social and emotional needs, and absenteeism.

The Tiers of Support increase in intensity from one level to the next with Tier 1 receiving the general classroom support. Students in Tier 2 may receive small-group intervention; while those in Tier 3 receive one-on-one help.

The MTSS model can help general education students receive interventions sooner. It can also help identify sooner which students need special education. If you believe your student would benefit from more intensive support, please contact their homeroom teacher about referral to the MTSS team.

STUDENT ASSISTANT PROGRAM (SAP)

The Student Assistance Program is a systematic process intended to provide assistance to and support those students experiencing significant personal problems that create an obstacle to learning and success. Some of those obstacles may include, but are not limited to the following: depression, family problems, abuse, drug and alcohol usage, eating/sleeping difficulties, self-esteem, anxiety/fear, hostility/anger, grief/loss, etc.

A team of school personnel has been trained to help identify students with these types of personal issues and to make referrals to appropriate agencies. The YSGA Student Assistance Program has several permanent members and is also joined by teachers who have received certification in Student Assistance (SAP). Parental support is essential for this process.

CHARACTER EDUCATION

Through our character education program, we offer classes for building good character, bringing out the best in our students, and ensuring they acquire the basic life skills they need for life-long success. The program encourages students to take responsibility for their actions, familiarizes them with good character traits, places role models before them, and helps them develop into good citizens with high moral values. Students in grades K-8 attend character education class once per month. The curriculum is built on widely used and approved program resources, including Project Wisdom, Positive

Action, Character Counts, Live Wire Media, and the Heartwood Institute. Special activities like hosting guest speakers, bestowing awards, and issuing certificates for good behavior enrich the program. We depend on the valuable and indispensable support of parents and guardians in implementing a character education effort that will benefit our students, our school, and our community.

STEAM, MUSIC, ART, HEALTH, AND PHYSICAL EDUCATION

All students will receive STEAM, general music, art, and health or physical education classes every week. Parents and guardians will be informed of a schedule of classes so they know when their children need to dress for gym or come prepared with the required materials for music, art, and STEAM

EXTENDED DAY PROGRAM

Our Foundations Program is a privilege available to all YSGA students, K-8. It provides high-quality educational, vocational, recreational, and social programs, some of which are competitive in nature. Extended hours support students as they take part in academic support, enrichment, and social-emotion learning/mentoring opportunities to achieve their full potential in core subjects, and seek to enrich their lives with activities that match their interests and talents.

Extended Day takes place Monday through Thursday when school is in session. There are no clubs or tutoring sessions on Fridays, nor does Extended Day operate during teacher in-service days, half days, school vacations or holidays, or other out-of-school- environment days unless organized by the teacher.

So that we can achieve the YSGA vision of forming global citizens who are proficient in two world languages, science, math, and use of technology, we strongly encourage every child's participation in Extended Day.

The following list is a sampling of sessions and clubs that we may offer. We expect students to participate in Spanish and/or Turkish Club to strengthen their skills and fluency levels.

- Spanish Club, Turkish Club, and Turkish tutoring use a variety of games and activities to promote Spanish and Turkish language skills.
- The Turkish-Spanish Multicultural Olympiad Team trains students in folk dance, poetry readings, and multicultural musical performances.
- Math Club uses a variety of games to promote math skills and thinking strategies.
- Science Club gives students an opportunity to experience hands-on activities and experiments in the various areas of science.
- In the Arts and Crafts Club, students work with methods and materials not usually used in regular day art classes.

- YSGA Newsletter Club is for students who are interested in publishing.
- Sports Club and intramurals are for those with an athletic inclination who wish to engage in sports activities.
- Reading Club involves various reading activities, such as silent reading, book sharing, dramatic expression, and so forth.
- Community service activities teach social responsibility within the school and beyond beyond.

Other clubs may be formed throughout the year if interested parents and guardians offer to share a skill, talent, or interest with our students.

REGISTRATION

Open registration for first semester activities occurs in September. After this initial period, the registration will close unless the individual clubs can adequately serve additional students. Staff members, volunteers, and tutors teach Extended Day lessons and activities. Some clubs run for a set period of time, for example one trimester. Others operate the entire year.

If a preferred club is full, students will be put on a waiting list and given the opportunity to choose another club that meets their needs and interests. It is the decision of the club supervisor what an appropriate number of students is for that specific club.

Participation in the Extended Day Program is highly recommended but is not compulsory. However, once a child has enrolled in a club, regular attendance is mandatory to maintain enrollment. If a child misses more than three sessions, he or she will be removed from the club. Other students will then have an opportunity to participate. **Regular school attendance must be in good standing as well.**

Students not enrolled in Extended Day are not, under any circumstances, permitted to "wait for a sibling or friend" until Extended Day ends.

SNACKS

Students are provided a light snack before the start of the Extended Day.They may also bring one from home to eat during this snack time. Snack examples include crackers, string cheese, popcorn, fruit, and juice. Students should have single serve portions; refrain from sending family size snacks. Since some students have severe food allergies, we ask parents and guardians to remind their children that food sharing is not allowed. Parents and guardians should also avoid sending soda or sugary snacks. See the section titled "*Wellness Policy*" above for information on healthy snack choices.

DISMISSAL

All Extended Day students must be picked up in the main lobbies (K-1- small building; Grs. 2-8 main lobby) no later than 5:30 p.m. Parents and guardians will be required to provide the student pick up ID.

For the first late pickup, parents and guardians will be issued a verbal warning and will be required to sign a late pickup document. After the second late pickup, parents and guardians will receive a written warning and will be required to sign a late pickup document. The third late pickup will result in student removal from ALL after school activities, including both tutoring and clubs. The student will not be permitted to participate in after-school activities for the remainder of the school year.

BEHAVIOR EXPECTATIONS

The Extended Day Program and Saturday Academy, an intervention and enrichment program offered to interested students on Saturday mornings, are optional programs open to all students with parental permission. They are intended to be part of the educational offerings at YSGA.

Our children play an important role in maintaining a positive environment. In the Extended Day Program, the schedule is more flexible and the atmosphere is very relaxed, somewhat similar to what they encounter in recess during their academic day. With these privileges come responsibilities and many choices. Our hope is that our students make appropriate behavioral choices during extended hours clubs and activities. **A student is not able to participate in Extended Day if they have an outstanding after school detention or have served in ISS that particular day**. Also extreme behaviors exhibited during the school day, may result in your child not being permitted to participate in after school activities including the extended day program.

It is important to remember that the Extended Day Program is not a childcare service. Students who demonstrate by their behavior that they really do not wish to participate in clubs and disrupt the program for other students, teachers and volunteers, will be unenrolled. The Extended Day coordinator also has the authority to dismiss a student from the program at any point to ensure the safety of all students and staff. If a student is un-enrolled from an after-school activity due to behavior, he or she will not be permitted to participate in clubs or tutoring for the remainder of the school year.

If an extended day teacher feels that a child is not complying with school rules and behavioral expectations, it is his or her responsibility to redirect the child involved toward more appropriate behavior. This redirection may include one or several of the following steps as deemed appropriate by the extended day teacher:

- Discuss behavior with the student(s) involved
- Intervention (e.g., time out, restricted activity, detention hall)

- Referral to the Extended Day Coordinator or Director of Discipline
- Disciplinary report and/or parent-teacher conference
- Probation (Extended Day)
- Expulsion (Extended Day)

The principal or designee can be asked to review a matter of problem behavior by an extended day teacher, the coordinator, or a student, parent, or guardian. The director of discipline will meet with the concerned student and the extended day teacher or coordinator to obtain needed information. A decision by the director of discipline concerning resolution of disagreement will be provided to all interested parties.

SCHOOL DISCIPLINE POLICY

YSGA staff and students value the dignity of all members of the school community at all times. We respect the rights of students to make choices and to experience the consequences of those choices. Students are taught decision-making, problem-solving, and conflict-resolution skills to develop their abilities to make sound decisions.

The core goal of our policy is two-fold:

- Hold students accountable for their behavior
- Help them understand that appropriate behavior is a matter of making wise choices

To the extent that this approach is successful, children will develop into responsible citizens who understand what socially acceptable behavior is and who act accordingly because they care for each other and respect the adults who care for them.

While we understand that our students are still learning appropriate behaviors, we want to encourage our students to think about their behavior and see it as a choice that carries consequences rather than rewards or punishments. **Every poor choice is followed by the option to change, and an adult may clarify the consequence for not doing so.** That way, the child retains responsibility for the outcome. Consequences are under the child's control and are self-imposed.

From that point on, the behavior tells the teacher or adult what choice was made. There is no need for scolding or verbal criticism; the consequence follows the behavior and is applied in a firm, fair, friendly manner by an adult, with encouragement to make better choices in the future.

Making amends is a way of permitting the child to maintain his or her self-esteem because, while a behavior is unacceptable and the damage must be repaired, the child is not "bad." If a student continually makes poor choices, teachers will work with the parents or guardians to help the child make better ones.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for students to achieve social, emotional, and academic success. Attention is focused on creating school-wide, classroom, and individual support systems. These systems improve lifestyle results for all students by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

RESTORATIVE DISCIPLINE

YSGA is focusing on maintaining a discipline plan that is fair, restorative, and consistent. **We feel that all students have a right to go to school in a safe environment.** Each student also deserves the opportunity to learn in an atmosphere of respect, free from the influence of disruptive classmates. Students and teachers share the responsibility for creating and maintaining a respectful, safe, and stimulating learning environment. We realize that there will be times when students forget their responsibilities or are temporarily unwilling to be cooperative. For this reason, we have developed a plan of discipline that has as its goal restoring a safe and stimulating environment and restoring those who are negatively impacted by the misbehavior. When a student is involved in a conflict with other students, a teacher, or school expectations, we view that as a situation that needs to be resolved and as a teachable moment.

For minor incident resolution, the teacher will work toward reteaching and modeling appropriate student behavior. For major incident resolution, the involved students, staff, and community members will work with the director of discipline to determine the harm caused, what factors caused the harm, and which parties are responsible for actions taken. The tables below show a continuum of consequences that include both practices from restorative discipline and traditional discipline. All incidents will be handled on a case- by-case basis.

A parent or guardian must accompany their student to school following an out of school suspension (OSS). A mandatory in person re-entry meeting which includes the parent, scholar and director of discipline or administration is required before the student is permitted to return to class following the suspension.

DISCIPLINE POLICY

YSGA's Discipline Policy

Infractions		
Level 1 Infraction • Defiance-refusal to comply with established expectations/norms • Disruptive behavior (talking out of turn, yelling, making noises, running in hallway, out of seat without permission) • Dress code violation • Inappropriate language or gestures (e.g. name calling,) • Disruptive and or unsafe behavior on bus or in lunchroom (1st offense) • Tardiness to class • Technology violation (playing games or music without permission, inappropriate usage) • Being in hallway or restroom without permission or hall pass • Acting inappropriately toward others • Food or drink in classroom or hallways • Property misuse • Possession of cellphone	**Level 2 Infraction** • Repeated level 1 infraction within 2 weeks • Intentional unkindness and cruelty toward peer • Profanity/vulgarity or abusive language (written or verbal) • Discriminatory language • Disrespecting staff/ talking back • Play fighting, excessive horseplay, touching or making physical contact with another scholar • Skipping class • Tardiness to class 10 mins or more • Inappropriate location, out-of-bounds area • Destruction/Defacement of school or other's property • Disruptive or unsafe behavior on bus (2nd offense) • Dishonesty • Copying work of fellow peer • Cheating • Stealing • Taunting of others • Fighting	**Level 3 Infraction** • Repeated Level 2 infraction within 2 weeks • Extreme Physical Aggression • Bullying • Arson • Bomb threat, false alarm • Forgery, theft, plagiarism • Gang affiliation display • Harassment/bullying • Inappropriate display or posting on social media of peers or staff • Property damage, vandalism • Possession and use of alcohol, drugs, tobacco, weapons, combustibles
Restorative Practices		
Level 1 Restoration • Re-teaching and re-modeling expectations • Think sheet-written reflection • Restorative conversation between scholar and teacher	**Level 2 Restoration** • Re-teaching and re-modeling expectations • Think sheet- written reflection • Restorative conversation between effected individuals • Conference with the DOD • Behavior contract	**Level 3 Restoration** • Re-teaching and re-modeling expectations • Restorative conference includes family and DOD • Intervention with counselor • Individualized instruction • Behavior contract • Crisis intervention plan
Potential Consequences		
Level 1 Consequence • Parent contact • Lunch detention and /or loss of recess • Loss of privilege • Community service • Written/Verbal apology	**Level 2 Consequence** • Parent Contact • Community service • Loss of Privileges • After-school detention • In-school suspension • Out of school suspension	**Level 3 Consequence** • Community service • Loss of privileges • Restitution • Probation contract • In school suspension • Out-of-school suspension • Expulsion

ZERO TOLERANCE FOR VIOLENCE

It is YSGA's mission to recognize that every individual has inherent worth and protect the right of every student to safety, acceptance, learning, and success. Therefore, we have zero tolerance for drugs, weaponry, and deliberate acts of aggression or violent behavior that result in a student harming him or herself, another student, or school or personal property. This policy is applied consistently, across all grade levels. Violent behavior results in an immediate referral.

When a physical altercation occurs, the students will receive an out of school suspension for the first occurrence and will be placed on a behavior contract. The second physical altercation or occurrence will result in the student being expelled from the school.

Please see Appendix G for definitions of the terms used in this section of the handbook.

THREATS OF VIOLENCE

Threats of violence toward other students, school staff, or facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.

All employees and students are required to report evidence of threats of violence to the principal or designee. Such reports will be investigated by the Threat Assessment Team and or the principal.

In cases of threats that may constitute a serious violation of criminal law, the principal will notify law enforcement authorities. In cases of threats that may constitute a minor violation of criminal law, the principal has the right to notify law enforcement authorities if appropriate.

ANTI-BULLYING

It is the intention of YSGA, consistent with state and federal law, to strive to maintain a learning environment that is free of harassment and bullying. Harassment and bullying threaten our students' physical, mental, and emotional health, prevent them from receiving the education to which they are entitled, materially disrupt the mission of the organization, substantially interfere with our students' educational performance, and foster incidents of violence.

The content below defines harassment, bullying, and violence, specifies and describes prohibitions, outlines reporting procedures, provides for the undertaking of appropriate remedial actions calculated to stop the harassment, bullying, and/or violence, and prohibits retaliation against those who, in good faith, report harassment pursuant to this

policy. YSGA does recognize that students retain certain rights under state and federal law, including freedom of expression, although such rights are not necessarily coextensive with the rights of adults in society at large. It is not the purpose

of this policy to impinge upon the legitimate rights of students or school personnel under state and federal law in the school environment.

NOTICE OF PROHIBITION AGAINST BULLYING AND ANTI-BULLYING INTERVENTIONS

Bullying behavior by any student at YSGA is strictly prohibited and such conduct may result in disciplinary action, including suspension and/or expulsion from school. To the extent permitted under the federal Family Educational Rights and Privacy Act of 1974, school staff are required to make a reasonable effort to notify the parents or guardians of the targeted student of the action taken to prevent further acts of bullying. Staff are also required to make a reasonable effort to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and the consequences that may result from further acts of bullying.

Any student may submit a complaint, orally or in writing, regarding harassment, intimidation, bullying, and hazing. The student may be the subject of these actions, a friend of the subject, or an observer. A student who wishes to file a complaint should follow the YSGA Grievance Procedure outlined in **Appendix H** below.

Retaliation against an individual who submits a complaint is prohibited. The right to confidentiality for both the complainant and the accused will be preserved whenever possible. Confidentiality, however, cannot be guaranteed at the onset of an investigation as it cannot be predicted what will be discovered or what kind of hearing will result.

If harassment or bullying continues, the alleged aggressor will be suspended and removed from the school, pending a long-term hearing. When a special education student is involved, special education procedure and protocol will be followed (see Appendix F). IEP and/or behavior management plans will also be consulted as a determinant for consequences and for interventions to address the issue.

INVESTIGATING BULLYING AND OTHER INTIMIDATING BEHAVIOR

The principal or designee will appropriately and promptly investigate all reports of bullying, harassment, intimidation, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated. The following are key points to consider during the investigation process:

The principal or designee will make a reasonable effort to inform the parents or guardians of the victim and the accused of any formal report of harassment, intimidation, bullying, or hazing.

- The principal or designee will inform them at that time whether or not an investigation will take place.
- If an investigation does take place, it will consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incidents or circumstances giving rise to the complaint. The investigation may also consist of other methods or documentation deemed relevant by the investigators.
- The school may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
- The investigation will be completed as quickly as possible. The school is responsible for processing and maintaining a file of all formal incidents. The school-wide student reporting system will be utilized to track formal incidents, including bullying, harassment, intimidation, and hazing. Reports may be reviewed by school administration and may also be used to compile data regarding the extent of bullying within the school.

CONSEQUENCES FOR BULLYING

Verified acts of bullying will result in an intervention intended to ensure the prohibition against bullying behavior is enforced. Bullying behavior can take many forms. It also varies dramatically in how serious it is and what impact it has on the targeted individual and students. Accordingly, there is no single disciplinary response to bullying. Conduct that rises to the level of bullying as defined above and in Appendix G will warrant disciplinary action against the alleged aggressor of such bullying.

Consequences may include detention, in- or out-of-school suspension, alternative placement, or expulsion. Other interventions may include restorative justice, mediation, or the involvement of other programs adopted by the school to address bullying behaviors. Special education students will be subject to disciplinary action specified within their IEP or behavior management plan. The extent to which disciplinary action is imposed is at the professional discretion of the principal or designee.

False reports of bullying behaviors will be regarded as serious offenses and will result in disciplinary action or other appropriate sanctions.

See Appendices F: Special Education Services and Disciplinary Policies, I: Classroom and Administrative Discipline Procedures), and J: Exclusion from School) for more information on disciplinary procedures for YSGA, including those for bullying and other intimidating actions.

APPENDIX A: 2026–2027 SCHOOL CALENDAR

YOUNG SCHOLARS OF GREATER ALLEGHENY CHARTER SCHOOL

2026-2027 ACADEMIC CALENDAR *

AUGUST '26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	3	4	5	6	7	8
9	10	PD11	PD12	PD13	PD14	15
16	PD17	PD18	PD19	PD20	PD21	22
23	PD24	*25	26	27	28	29
30	31					

Aug 11-12 : New staff orientation / Optional clereical day for Returning Staff
Aug 13-24 : All Staff Professional Development
Aug 20 : Kindergarten Bootcamp / Back to School Night
Aug 25 : First day of School

Teachers 15 Students 5

SEPTEMBER '26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	PD18	19
20	21	22	23	24	25	26
27	28	29	30			

Sep 7 : No School - Labor Day
Sep 18 : Half Day School for Students / PD-Staff In-Service

Teachers 21 Students 21

OCTOBER '26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				*1	PD2	3
4	5	6	7	8	9	10
11	12	13	14	15	PD16	17
18	19	20	21	22	23	24
25	26	27	28	29	*30	

Oct 1 : Half Day School for Students- Parent-Teacher Conferences-1
Oct 2 : No School for Students- PD -Staff in Service
Oct 12 : No School - Indigenous People Day
Oct 16 : Half Day School for Students / PD-Staff In-Service
Oct 30 : End of Quarter-1

Teachers 21 Students 20

NOVEMBER '26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	PD20	21
22	23	24	25	26	27	28
29	30					

Nov 2 : Quarter-2 Begins
Nov 20 : Half Day School for Students / PD-Staff In-Service
Nov 25 : Half Day School for all - Thanksgiving
Nov 26-Nov 30 : No School - Thanksgiving Break

Teachers 18 Students 18

DECEMBER '26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	*3	PD4	5
6	7	8	9	10	PD11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 3 : Half Day School for Students
Parent-Teacher Conferences-2
Dec 4 : No School for Students / PD-Staff In-Service
Dec 11. : Half Day School for Students / PD-Staff In-Service
Dec 23. : Half Day School for all - Winter Break
Dec 24-Jan 1 : No School - Winter Break

Teachers 17 Students 16

JANUARY '27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	PD15	16
17	18	19	20	21	*22	23
24	25	26	27	28	29	30
31						

Jan 1 : No School - Winter Break
Jan 15 : Half Day School for Students / PD-Staff In-Service
Jan 18 : No School - M. L. King's Birthday
Jan 22 : End of Quarter-2
Jan 25 : Quarter-3 Begins

Teachers 19 Students 19

FEBRUARY '27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	PD12	13
14	15	16	17	18	19	20
21	22	23	24	*25	PD26	27
28						

Feb 12 : No School - Half Day School for Students/ PD-Staff In-Service
Feb 15 : No School - President's Day
Feb 25 : Half Day School for Students- Parent-Teacher Conferences-3
Feb 26 : No School for Students / PD-Staff In-Service

Teachers 19 Students 18

MARCH '27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	PD12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 10 : No School - Clerical Day
March 12 : Half Day School for Students/ PD-Staff In-Service
March 23 : Half Day School for all - Spring Break
March 24-29 : No School - Spring Break

Teachers 18 Students 18

APRIL '27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	*2	3
4	5	6	7	8	9	10
11	12	13	14	15	PD16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 2. : End of Quarter-3
April 5 : Quarter-4 Begins
April 16 : Half Day for Students / PD-Staff In-Service
April 26-30 : PSSA ELA Test

Teachers 22 Students 22

MAY '27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	PD14	15
16	17	18	19	20	21	22
23	25	25	26	27	28	29
30	31					

May 3-7 : PSSA Math Test
May 10-13 : PSSA Science Test
May 14 : No School -PD- Staff in-Service
May 31 : No School - Memorial Day

Teachers 20 Students 19

JUNE '27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	*4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 2 : 8th Grade/Kindergarten Promotion Ceremony
June 4 : Last Day of School for Students / Half Day for All
June 7 : Last Day for Staff

Teachers 5 Students 4

Total days for the staff 195
Total days for the Students 180
Approved:

- First/Last Day of School
- School Closed
- Half Day for Students / Staff In-Service
- Staff In-service / No School for Students
- Parent Teacher Conferences - Half Day sSchool for Students
- Testing
- Event

Please note that this calendar is subject to change.

• In the event of emergency school closures, the first five days will be implemented as Flexible Instructional Days (remote learning). Any closures exceeding five days will be made up by extending the school year beyond the originally scheduled last day.

• Should six or more emergency/inclement weather closure days occur before Spring Break, days may be deducted from the scheduled Spring Break to make up for the missed instructional time.

APPENDIX B: SCHOOL-PARENT COMPACT

Family Engagement Policy (LEA and School Level)

Purpose: The Young Scholars of Greater Allegheny Charter School Board of Trustees recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title I programs. The board views the education of students as a cooperative effort among the school, parents and guardians, and the community.

Authority: In compliance with federal law, YSGA and parents and guardians of students participating in Title I programs shall jointly develop and agree upon a written parent-involvement policy. When developing and implementing this policy, the school shall ensure the policy describes how the school will:

- Involve parents and guardians in the joint development of the school's overall Title I parent-involvement plan and the process of school review and improvement.
- Provide the coordination, technical assistance, and other support necessary to support in the planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- Involve parents and guardians in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I. This process may include, but is not limited to:
- Identify barriers to participation by parents and guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
- Use findings of annual evaluations to design strategies for more effective parent involvement.
- Involve parents and guardians in the activities of schools served under Title I. The Board shall adopt and distribute the parent-involvement policy, which shall also be incorporated into the school's Title I plan. The policy will be evaluated annually with parent involvement.

Delegation of Responsibility: The principal or designee shall ensure that the school's Title I parent-involvement policy, plan, and programs comply with the requirements of federal law. The principal and/or Title I staff shall provide to parents and guardians of students participating in Title I programs:

• Explanation of the reasons supporting their children's selection for the program

• Set of objectives to be addressed

• Description of the services to be provided The principal shall ensure that information and reports provided to parents and guardians are in an understandable and uniform format and, to the extent practicable, in a language the parents and guardians can understand.

Guidelines: An annual meeting of parents and guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents and guardians shall be given the opportunity to participate in the design, development, operation, and evaluation of the parent-involvement program. Parents and guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. In addition to the required annual meeting, additional meetings for parents and guardians shall be held at various times of the morning, day, and evening. At these meetings, they shall be provided:

• Information about programs provided under Title I

• Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

• Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

• Opportunities to submit comments about the program at the district level

If sufficient, Title I funding may be used to facilitate the attendance of parents and guardians at meetings through the payment of transportation and childcare costs.

Opportunities shall be provided for parents and guardians to meet with the classroom and Title I teachers to discuss their children's progress. Parents and guardians may be given guidance as to how they can assist at home in the education of their child.

School-Parent Compact: The school shall jointly develop with parents and guardians of students served in the program a school-parent compact outlining the manner in which parents and guardians, teachers, staff, and students share the responsibility for improving student achievement in meeting academic standards.

The compact shall:

- Describe the school's responsibility for providing high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the school's academic standards
- Indicate the ways in which parents and guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and positive use of extracurricular time
- Address the importance of ongoing parent-teacher communication through, at a minimum, parent-teacher conferences, frequent reports to parents and guardians, and reasonable access to staff

School-Parent Compact

This school-parent compact has been agreed to by YSGA and the parents and guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act. It outlines how parents and guardians, the entire school staff, and students will share the responsibility for improving student academic achievement. These parties also agree to the means by which the school and its parents and guardians will build and develop a partnership that will help our children meet the performance standards of the state. This school-parent compact is in effect for the 2026–2027 school year.

School Responsibilities

YSGA will:

- Teach necessary concepts to your children
- Strive to be aware of the individual needs of your children
- Regularly communicate with you on your children's progress. (Student Information System, report cards, regular progress reports)
- Provide a safe and nurturing environment conducive to learning
- Provide meaningful learning activities with clear directions for your children

Parent and Guardian Responsibilities

As parents and guardians, we will support our children's learning in the following ways:

- Be involved in our children's education
- Utilize Class Tag and Google Classroom
- Read to or with our children every night
- Promote our children's self-esteem
- Attend parent conferences
- Be sure that our children get enough sleep each night
- Turn off the television and limit TV time

Student Responsibilities

As students, we will share the responsibility to improve our academic achievement and meet the performance standards of the state. Specifically, we will:

1. Read at least 20 minutes outside of school each day
2. Complete work on time
3. Turn in all homework assignments
4. Be responsible for our own behavior
5. Challenge ourselves

Parental Right to Know Teachers' Qualifications

YSGA notifies parents and guardians each school year of their right to request information on the qualifications of the teachers and paraprofessionals teaching their children. The school will also provide timely notice to parents and guardians if their child

has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

APPENDIX C: YSGA WELLNESS POLICY

YOUNG SCHOLARS OF GREATER ALLEGHENY CHARTER SCHOOL BOARD WELLNESS POLICY

PREAMBLE

YSGA (hereto referred to as the School) is committed to the optimal development of every student. The School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health- promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.[ii] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.[iii]

This policy outlines the School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

• Students in the School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;

• Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;

• Students have opportunities to be physically active before, during, and after school;

• Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;

• School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

• The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

• The School establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

• The School will coordinate the wellness policy with other aspects of school management, including the School's School Improvement Plan, when appropriate.
• NOTE: Will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.
This policy applies to all students, staff, and schools in the School.

School Wellness Committee

Committee Role and Membership

The School will convene a representative School wellness committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this School-level wellness policy (heretofore referred as "wellness policy").

The SWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

Implementation

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found on our website.

RECORDKEEPING

The School will retain records to document compliance with the requirements of the wellness policy at the office and/or on the office computer. Documentation maintained in this location will include but will not be limited to:

• The written wellness policy;

• Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;

• Documentation of annual policy progress reports for each school under its jurisdiction; and

• Documentation of the triennial assessment* of the policy for each school under its jurisdiction;

• Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

ANNUAL PROGRESS REPORTS

The School will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the School in meeting wellness goals. This annual report will be published around the same time each year July, and will include information from each school within the School. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated School policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SWC or SWC. The annual report will be available in the business office.

The School will actively notify households/families of the availability of the annual report.

The SWC, will establish and monitor goals and objectives for the School's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

TRIENNIAL PROGRESS ASSESSMENTS

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

• The extent to which schools under the jurisdiction of the School are in compliance with the wellness policy;

• The extent to which the School's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and

• A description of the progress made in attaining the goals of the School's wellness policy.

• The position responsible for managing the triennial assessment and contact information is: School Nurse, Nicole Scrabis at scrabis@ysga.org

The SWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

COMMUNITY INVOLVEMENT, OUTREACH, AND COMMUNICATIONS

The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that School. The School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The School will use electronic mechanisms, such as email or displaying notices on the School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the School and individual schools are communicating

other important school information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

NUTRITION

SCHOOL MEALS

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

The School participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and

Federal statutes and regulations. (The School offers reimbursable school meals that meet USDA nutrition standards.)

- Promote healthy food and beverage choices using at least ten of the following

Smarter Lunchroom techniques:

- Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans)
- Sliced or cut fruit is available daily
- Daily fruit options are displayed in a location in the line of sight and reach of students
- All available vegetable options have been given creative or descriptive names
- Daily vegetable options are bundled into all grab and go meals available to students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
- White milk is placed in front of other beverages in all coolers
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas

- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
- Student artwork is displayed in the service and/or dining areas
- Daily announcements are used to promote and market menu options

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

WATER

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day*. The School will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

COMPETITIVE FOODS AND BEVERAGES

The School is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at:
http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* and *the extended school day** will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

CELEBRATIONS AND REWARDS

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The School will provide a list of healthy party ideas to

parents and teachers, including non-food celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. Rewards and incentives. The School will provide teachers and other relevant school staff a list of alternative ways to reward children. Food and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

FUNDRAISING

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The School will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

NUTRITION PROMOTION

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The School will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:
• Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
• Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the School and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

NUTRITION EDUCATION

The School aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:
• Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
• Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
• Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory

activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
• Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
• Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
• Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
• Teach media literacy with an emphasis on food and beverage marketing; and
• Include nutrition education training for teachers and other staff.

ESSENTIAL HEALTHY EATING TOPICS IN HEALTH EDUCATION

The School will include in the health education curriculum the following essential topics on healthy eating:
• The relationship between healthy eating and personal health and disease prevention
• Food guidance from MyPlatehttp://www.choosemyplate.gov
• Reading and using USDA's food labels
• Eating a variety of foods every day
• Balancing food intake and physical activity
• Eating more fruits, vegetables, and whole grain products
• Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
• Choosing foods and beverages with little added sugars
• Eating more calcium-rich foods
• Preparing healthy meals and snacks
• Risks of unhealthy weight control practices
• Accepting body size differences
• Food safety
• Importance of water consumption
• Importance of eating breakfast
• Making healthy choices when eating at restaurants
• Eating disorders
• The Dietary Guidelines for Americans
• Reducing sodium intake
• Social influences on healthy eating, including media, family, peers, and culture
• How to find valid information or services related to nutrition and dietary behavior
• How to develop a plan and track progress toward achieving a personal goal to eat healthfully
• Resisting peer pressure related to unhealthy dietary behavior
• Influencing, supporting, or advocating for others' healthy dietary behavior

USDA's Team Nutrition provides free nutrition education and promotion materials,

including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

FOOD AND BEVERAGE MARKETING IN SCHOOLS

The School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the School's wellness policy.
Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, Schools will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the School.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

PHYSICAL ACTIVITY

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a

comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of- school time activities and the School is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the School will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

To the extent practicable, the School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The School will conduct necessary inspections and repairs.

PHYSICAL EDUCATION

The School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection).

All students will be provided an equal opportunity to participate in physical education classes. The School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The School physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

ESSENTIAL PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

The School will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down

- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

RECESS (ELEMENTARY)

School offers at least 30 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand- sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or School must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

PHYSICAL ACTIVITY BREAKS (ELEMENTARY AND SECONDARY)

The School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The School recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The School will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

ACTIVE ACADEMICS

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

AFTER SCHOOL ACTIVITIES

The School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The School will encourage students to be physically active after school by clubs, physical activity in aftercare.

ACTIVE TRANSPORT

The School will support active transport to and from school, such as walking or biking. The School will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

• Designation of safe or preferred routes to school
• Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
• Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
• Instruction on walking/bicycling safety provided to students
• Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
• Crossing guards are used
• Crosswalks exist on streets leading to schools
• Walking school buses are used
• Documentation of number of children walking and or biking to and from school
• Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

The School will integrate wellness activities across the entire school setting, not just in

the cafeteria, other food and beverage venues, and physical activity facilities. The School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

School staff are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the School's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

COMMUNITY PARTNERSHIPS

The School will develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

COMMUNITY HEALTH PROMOTION AND ENGAGEMENT

The School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the School will use electronic mechanisms (such as email or displaying notices on the School's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

STAFF WELLNESS AND HEALTH PROMOTION

The SWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

The School will implement strategies to support staff in actively promoting and modeling

healthy eating and physical activity behaviors. The School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

PROFESSIONAL LEARNING

When feasible, the School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing School reform or academic improvement plans/efforts.

Glossary Extended School Day - time during before and after-school activities that include clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school- related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

APPENDIX D: TRUANCY PROCEDURES

TRUANT STUDENTS

A student is considered truant when he or she accumulates 3 or more school days of unexcused absences during the current school year.

YSGA will notify parents or guardians in writing within 10 school days of the child's third unexcused absence that the child has been truant. This notice will include:

- Description of the consequence if the child becomes habitually truant
- An invitation to an Attendance Improvement Conference to create an attendance improvement plan

Meaningful attempts will be made to encourage parent participation in the conference by advance written notice and attempts to communicate via telephone. However, YSGA must hold the attendance-improvement conference even if the parent or guardian declines to participate or fails to attend.

YSGA must document the outcome of any attendance-improvement conference in a written attendance-improvement plan. YSGA may not take further legal action to address unexcused absences until after the date of the scheduled attendance-improvement conference has passed.

HABITUALLY TRUANT STUDENTS

A student becomes habitual truancy when he or she accumulates 6 or more school days of unexcused absences during the current school year.

In cases of habitual truancy, YSGA

- **must** refer the child to either (1) a school-based or community-based attendance-improvement program or (2) the Allegheny County Office of Children, Youth and Families for services or possible disposition as a dependent child
- **may** file a citation against the parent or guardian of a habitually truant child in magisterial district court

The potential consequences of Habitual Truancy include:

- Fines up to $750: Pennsylvania law states that a person convicted of habitual truancy may be fined (1) up to $300 plus court costs for the first citation, (2) up to $500 plus court costs for the second citation, and (3) up to $750 plus court costs for the third and any subsequent citations
- Parents and guardians are subject to 3 days of jail time if the court finds that they willfully failed to comply with a court's decision despite having the ability to pay a fine or complete community service
- Referral to CYF for a second conviction in 3 years
- Scholars who incur 10 or more unexcused absences will not be promoted to the next grade in the following year

APPENDIX E: VOLUNTEERING AT YSGA

YSGA encourages every parent and guardian to spend time working with our teachers, contributing to our Extended Day Program, or helping with tasks that can be done at home. Our students enjoy seeing their families becoming involved with their school and spending time with them during the school day.

Volunteering for ongoing tasks, like lunch duty or Extended Day club instruction, helps us keep school running on a day-to-day basis. Contributing to short-term tasks, like organizing a holiday party or reading to a child's class, make a difference in our students' day. Parents and guardians benefit from learning more about our school environment, teachers, and staff, as well as supporting their children.

Included below are two documents that provide information about obtaining the state clearances all volunteers in Pennsylvania need to work with or near school-aged children. **YSGA will reimburse the costs associated with clearances if a volunteer cannot obtain them through another cost-free channel.**

Young Scholars of Greater Allegheny School Information for Volunteers

Thank you for considering sharing your talents and time with the students and families of Young Scholars of Greater Allegheny Charter School. Young Scholars of Greater Allegheny Charter School welcomes and values volunteer participation in our schools. The following information will help you determine the type of clearances that you will need to volunteer in Young Scholars of Greater Allegheny.

Pennsylvania law requires all persons having direct contact with school children to obtain background checks and clearances. In the best interest of the safety and security of our students, Young Scholars of Greater Allegheny requires the submission of these clearances prior to volunteering.

Volunteer Required Documents - IMPORTANT NOTE: Volunteer clearances are NOT acceptable for employment purposes.

Clearances: Links to the state's websites are below. Please see the helpful hints next to each link. **Clearances provided must be dated within one calendar year.**

- PA State Police Criminal Background Check - Click the control number to view your results. Click the "Certification Form" link in the center of the page to view, save and print your official certificate.

- PA Child Abuse History Certification (electronic) - Click "Create Individual Account". The Keystone Key is a username you create. Follow the site's step-by-step instructions for creating a password. Be sure to keep a record of your Keystone Key and Password, as you will need them to access your results.

You will receive an email from the site when your results are available, within 14 days of submission. Or PA Child Abuse History Clearance (paper form).

- FBI Fingerprinting (2 Options)
    - If you have been a Pennsylvania resident for the past 10 consecutive years, you may submit the Volunteer Affirmation in place of fingerprinting.
    - If you have been a Pennsylvania resident fewer than 10 consecutive years, you must complete the fingerprinting process. Enroll at IdentoGo and make an appointment for digital fingerprinting at a location of your choice.
- **TB TEST: (Only required if you spend 10 hours or more a week with students)**
    - Volunteer Coaches and Volunteers who spend 10 hours or more a week with students MUST submit results of a recent TB test prior to volunteering. TB tests are available through your doctor's office, a minute clinic or a local pharmacy. The TB test is a 2-day process; one day to administer the test and one day to read the results.

How often will I need to renew my clearances?

You will need to update your clearances every 5 years. What should I do once I receive my clearances? Bring originals and one copy with you to the Business Office along with your driver's license or passport. You will have a picture taken. If you are approved, you will be notified by email to pick up your badge in the Business Office. Please bring your driver's license or passport when you pick up your badge.

Important Information:

Your volunteer badge is valid for 5 years. You will not be permitted to volunteer without it. If you lose your badge, contact accounting@yswpcs.org. There will be a $5 replacement fee to replace a lost badge. Applicants will not be provided with an official copy of the FBI clearances.

You are required to notify the District's Business Office within seventy-two hours of any arrest or conviction of an offense that would constitute grounds for denying participation as a volunteer.

YOUNG SCHOLARS OF GREATER ALLEGHENY CS VOLUNTEER AFFIRMATION

A volunteer who has been a resident of Pennsylvania during the entirety of the previous ten-year period, or who has resided in Pennsylvania for less than ten years but has obtained a Report of Federal Criminal History Record since establishing residency and provides that report to the YSGA, is not required to submit a current Report of Federal Criminal History Record (fingerprinting) if this Volunteer Affirmation is completed.

I, (print name) _____, would like to serve in the position of an unpaid volunteer for the YOUNG SCHOLARS OF GREATER ALLEGHENY CS. Under penalty of law, I affirm that I have either (a) been a Pennsylvania resident during the entirety of the ten-year period or (b) obtained a Report of Federal Criminal History Record since establishing residency in Pennsylvania prior to my signing this Volunteer Affirmation. I am aware that the YOUNG SCHOLARS OF GREATER ALLEGHENY CS will be relying upon this Volunteer Affirmation for the purpose of complying with Pennsylvania's Child Protective Services Law ("CPSL"). I further affirm that I am not disqualified from service as a school volunteer for any reason including, but not limited to, by reason of having been convicted of any of the following offenses under Title 18 of the Pennsylvania Code or of an offense similar in nature under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of Pennsylvania:

- Chapter 25 (relating to criminal homicide)
- Section 2702 (relating to aggravated assault)
- Section 2709.1 (relating to stalking)
- Section 2901 (relating to kidnapping)
- Section 2902 (relating to unlawful restraint)
- Section 3121 (relating to rape)
- Section 3122.1 (relating to statutory sexual assault)
- Section 3123 (relating to involuntary deviate sexual intercourse)
- Section 3124.1 (relating to sexual assault)
- Section 3125 (relating to aggravated indecent assault)
- Section 3126 (relating to indecent assault)
- Section 3127 (relating to indecent exposure)
- Section 4302 (relating to incest)
- Section 4303 (relating to concealing death of child)
- Section 4304 (relating to endangering welfare of children)
- Section 4305 (relating to dealing in infant children)
- A felony offense under section 5902(b) (relating to prostitution and related offenses)
- Section 5903(c) or (d) (relating to obscene and other sexual materials and performances)

- Section 6301 (relating to corruption of minors)
- Section 6312 (relating to sexual abuse of children

A felony offense under the act of April 14, 1972 (P.L. 233, No. 64), known as The Controlled Substance, Drug, Device and Cosmetic Act, committed within the five-year period immediately preceding today's date

- The attempt, solicitation or conspiracy to commit any of the above offenses

I hereby affirm that the information contained in this Volunteer Affirmation is correct. I further affirm that in the event that I am arrested for, or convicted of, an offense that would constitute grounds for denying my further participation as a school volunteer, or if I am named as a perpetrator of child abuse, I will immediately provide the YOUNG SCHOLARS OF GREATER ALLEGHENY CS with written notice of the arrest, conviction or notification that I have been listed as a perpetrator of child abuse in the statewide database. I acknowledge that providing false information and/or willfully failing to disclose information as required by law constitutes a crime.

_____

Signature of Volunteer Date (mm/dd/yyyy)

APPENDIX F: SPECIAL EDUCATION SERVICES AND DISCIPLINARY POLICIES

The following document is YSGA's annual notice of special education services, programs, and rights for the 2026–2027 school year.

YSGA's main priority is to help each and every student reach his or her full potential. This includes, of course, our students with special needs.

Parents and guardians are often the first to recognize signs of learning disabilities and other difficulties their children face. If you are interested in special education services for your child, please review this notice carefully, and then contact the school with questions, concerns, or a request for an evaluation.

Information about our discipline policies for special education students is included after the public notice.

Annual Public Notice Of Special Education Services & Programs

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disability, and who need special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individual with Disabilities Education Act (IDEA).

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by federal law called the Individuals with Disabilities Improvement Act of 2004, 20 U.S.C 1200 etc. seq. ("IDEA 2004").

Chapter 711 of Title 22 of Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of Young Scholars of Greater Allegheny Charter School ("Charter School") children of available special education services and programs and how to request those services and programs, and of systematic screening activities that lead to the identification, location, and evaluation of children with disabilities enrolled in Charter School. In addition, the federal Family Educational Rights and Privacy Act of 1974 ("FERPA"), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

Charter School fulfills its duties with this Annual Notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find

Notice and Policies and Procedures described below. Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the School's main office for additional information regarding rights and services. Parents may contact Charter School's CEO, Adam Cengiz, at 10 Center Avenue, McKeesport, PA 15132 and phone at (412) 673-7300 at any time to request a copy of the Procedural Safeguards Notice or with any other questions about special education services, screenings, policies, or procedures.

The Procedural Safeguards Notice is provided to parents of special education students by Charter School once per school year or: (1) upon initial referral or parent request for evaluation ; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)].

The purpose of this Annual Notice is to comply with Charter School's obligations Annual Public Notice of Special Education Services and Programs and Rights of Students with Disabilities and Notification of Rights under the Family under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education; (2) the special education programs and related services that are available; (3) the process by which Charter School screens and evaluates such students to determine eligibility; (4) the special rights that pertain to such children and their parents or legal guardians; and (5) the confidentiality rights that pertain to student information. A copy of this Annual Notice is also available on the School's website at: www.ysga.org.

Early Learning / Developmental Delay

The purpose of this public notice is to inform parents, caregivers, and the community about the early signs of developmental delays in children, the importance of early identification, and the available resources and services for children who may be experiencing delays in their development.

What is a Developmental Delay?

A developmental delay refers to a child not meeting expected developmental milestones in one or more areas, such as physical, cognitive, communication, social-emotional, or adaptive skills. These delays can be identified in various stages of a child's early years (typically from birth to age 5).

Signs of Developmental Delays:

Children develop at their own pace, but the following are common signs that may indicate a developmental delay:

1. Cognitive Development (Thinking and Learning):

- Difficulty understanding simple instructions.
- Limited ability to solve problems, like stacking blocks or figuring out how toys work.
- Trouble recognizing familiar objects or people.
- Struggling with concepts of size, shape, or quantity.

2. Communication Development (Speech and Language):

- Limited or no babbling by 6 months.
- Not speaking any words by 12 months, or limited speech at 18 months.
- Difficulty understanding or following simple directions.
- Difficulty making eye contact or having trouble using gestures, like waving or pointing.

3. Social-Emotional Development (Interacting with Others):

- Limited interest in playing with other children or adults.
- Difficulty making friends or relating to peers.
- Lack of interest in activities or toys that engage other children.
- Limited range of facial expressions or difficulty expressing emotions.

4. Motor Skills Development (Physical Movement and Coordination):

- Difficulty reaching for or grasping toys by 6 months.
- Not sitting independently by 9 months.
- Trouble standing, walking, or climbing by 18 months.
- Difficulty with tasks like feeding themselves, holding a crayon, or dressing.

5. Adaptive Behavior Development (Self-help Skills):

- Difficulty feeding, dressing, or bathing independently by age-appropriate milestones.
- Struggles with potty training beyond the typical age range.
- Difficulty with transitions or adjusting to new routines.

What You Can Do:

- Talk to Your Child's Pediatrician: Schedule a developmental screening or evaluation.
- Early Intervention Services: Contact your local early intervention program or school district to learn about services available to children under the age of 3 (IDEA Part C) or preschool-aged children (IDEA Part B).

- Access Resources: Many communities offer resources for parents and caregivers to help them support children with developmental delays.

Qualifying for Special Education and Related Services

The IDEA requires each state educational agency to publish a notice to parents in newspapers or other media before any major identification location or evaluation activity. The IDEA requires this notice to contain certain information. Pennsylvania law requires each school district to fulfill this notice requirement by providing an annual public notice.

YSGA is required by the IDEA to provide a free appropriate public education to children with disabilities who need special education and related services. Pennsylvania has adopted state laws which conform with the IDEA and which school districts must follow. In Pennsylvania school age children with disabilities who need special education related services are identified as a child with a disability.

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or "IDEA 2004," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services:

- Autism/pervasive developmental disorder
- Serious emotional disturbance
- Traumatic brain injury
- Deafness/hearing impairment
- Specific learning disability
- Intellectual disability
- Orthopedic impairment
- Other health impairment
- Blindness/visual impairment
- Speech or Language impairment

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education and related services, which may differ from those terms used in medical or clinical practice or common usage.

In Pennsylvania, students also qualify as exceptional if they require specially designed instruction and are determined to be mentally gifted.

The IDEA requires the provisions of a free appropriate public education (FAPE) to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a development delay or one or more of the physical or mental disabilities listed above is identified as a child with a disability.

These children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and provisions of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to these children under Act 212 of 1990, the Early Intervention Services System Act.

Screening

Each school district must establish and implement procedures to locate, identify, and evaluate students suspected of being exceptional. These procedures include screening activities, which include but are not limited to: review of group-based data (cumulative record, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, special ungraded class, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening.

Charter School has established a system of screening which may include pre- referral intervention services to accomplish the following:

1. Identification and provision of initial screening for students prior to referral for a special
education evaluation.
2. Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum and special education curriculum.
3. Identification of students who may need special education services and programs.

In schools, which have an Instructional Support Team (IST) or child study team or Response to Intervention (RTI), the above screening activities may be a consideration by these teams as another level of screening. Parents and members of the professional staff of the student's school have the right to request screening by the IST or child study team.

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening is conducted in the student's home school unless other arrangements are necessary.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write Adam Cengiz, CEO of Charter School at:

Principal/CEO
Adam Cengiz
Young Scholars of Greater Allegheny CS
10 Center Street, McKeesport, PA 15132

Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre- referral intervention activities.

Disproportionality

In accordance with Chapter 711, in the event that Charter School would ever meet the criteria in 34 CFR § 300.646 (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. §6368(3)), and appropriate instruction in math.
2. For students with academic concerns, an assessment of the student's performance in relation to State-approved grade-level standards.
3. For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
4. A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
5. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
6. A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
7. A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
8. Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

Evaluation

An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used

to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance. The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have If you have any questions about where to obtain a copy of the PaTTAN Procedural Adam Cengiz at:

Adam Cengiz, Principal/CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300
Email: cengiz@ysga.org

The evaluation process is conducted by a Multidisciplinary Team ("MDT'), which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The Multidisciplinary Evaluation ("MDE") process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multidisciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report ("ER"). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the Director of Special Education, Adam Cengiz, at

Adam Cengiz, Principal/CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300
Email: cengiz@ysga.org

If a parent makes an oral request for a Multidisciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose of the public school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if Charter School determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with Intellectual Disability must be reevaluated every two years under State law.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment ; not less than one special education teacher , or when appropriate, not less than one special education provider; a representative of the School who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum , and is knowledgeable about the availability of resources o Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. IEP team participation is directly addressed by the regulations. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi- Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER. Placement must be made in the "least restrictive environment", as described more fully above, in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

The determination of whether or not the student is exceptional is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include a district representative, the student’s teacher, special education teacher and the parents. If the student is determined to be exceptional an IEP will be developed.

An IEP describes a student’s current educational levels, goals, and objectives, and the individual programs and services, which the student will receive. IEPs are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and therefore be protected by other federal and state laws intended to prevent discrimination. YSGA must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual student. In compliance with state and federal law, YSGA will provide to each protected handicapped student without discrimination or cost to the student or family, those related aides, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for protected handicapped students are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

YSGA or parents may initiate an evaluation of a student under the laws, which protect handicapped students. Parents who wish to have a child evaluated should contact the building principal or the Office of Special Services.

Least Restrictive Environment ("LRE")

Charter Schools ensure that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities might include: (1) regular class placement with supplementary aids and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant services by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education

class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting. This is a team decision.

Depending on the nature and severity of the disability and least restrictive environment consideration, Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled; (2) an alternative regular class either in or outside the school; (3) a special education center operated by an Intermediate Unit; (4) an approved private school or other private facility licensed to serve children with disabilities; (5) a residential school; (6) approved out-of-state program; or (7) the home. This is a team decision.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of services that may be available, depending upon the child's disability and needs might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing-impaired support; (5) blind or visually-impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support; and (11) vision support. This is a team decision.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include, but are not limited to: speech and language therapy; transportation; occupational therapy; physical therapy; school nursing services; audiology counseling services; parent counseling or training; certain medical services for diagnostic or evaluation purposes; social work; recreation; and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Charter School, in conjunction with parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which a Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain:(1) a statement of the student's present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services, and a statement of the program modifications or supports for School personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled led children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments ; and (7) the projected date for the beginning of the services and modifications, and the anticipated frequency , location, and duration of those services or modifications.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

Section 504 Services

Under Section 504 of the federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities.

Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504. Charter School must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the

parent may initiate an evaluation if they believe a student, is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school at

Adam Cengiz, Principal/CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300
Email: cengiz@ysga.org

Parents and Surrogate Parents

For purposes of this Notice, Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws ofPennsylvania, or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Charter School, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

Prior Written Notice

Charter School will notify the parent whenever Charter School:

1. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education ("FAPE") to the child; or
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
3. Change of placement for disciplinary reasons.

4. Due process hearing, or an expedited due process hearing, initiated by Charter School.
5. Refusal of Charter School to agree to an independent educational evaluation ("IEE") at public expense.

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement ("NOREP"). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Charter School, you may take appropriate action. Reasonable Notice means ten (10) days.

The prior written notice must describe the action that Charter School proposes or refuses to take:

1. Explain why Charter School is proposing or refusing to take the action;
2. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action;
3. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
4. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing or refusing is not an initial referral for evaluation;
5. Include resources for you to contact for help in understanding Part B of the IDEA;
6. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and
7. Provide a description of other reasons why Charter School proposed or refused the action.

The notice must be:

1. Written in language understandable to the general public; and
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
3. If your native language or other mode of communication is not a written language, Charter School will ensure that:
    a. The notice is translated for you orally or by other means in your native language or other mode of communication;
    b. You understand the content of the notice; and
    c. There is written evidence that 1 and 2 have been met.

Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;

2. In all direct contact with a child (including evaluation of a child),the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language the mode of communication is what the person normally uses (such as sign language, Braille. or oral communication).

Initial Evaluations (34 CFR §300.300)

Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

We will make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.Your consent for initial evaluation does not mean that you have also given your consent to start providing special education and related services to your child. If you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, we may, but are not required to, seek to conduct an

initial evaluation of your child by utilizing mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. We will not violate our obligations to locate, identify and evaluate your child if we do not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child.

For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child isa child with a disability if:

1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child;
2. The rights of the parents of the child have been terminated in accordance with State law; or
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. Consent for an initial evaluation should, therefore, be obtained from the individual

so designated to make educational decisions for the child. Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

- A foster child who does not have a foster parent;
- Considered a ward of the State under State law; or
- In the custody of a public child welfare agency.

Consent for Initial Placement in Special Education (34 CFR §300.300)

We must obtain your informed consent before providing special education and related services to your child for the first time. We must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, we may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child's IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and we do not provide your child with the special education and related services for which consent is sought, Charter School:

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and
2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Consent for Reevaluations (34 CFR§300.300)

We must obtain your informed consent before your child is reevaluated, unless:

1. Charter School took reasonable steps to obtain your consent for your child's reevaluation; and
2. You did not respond.

What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300, §300.322)

We will maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to

reevaluation and to locate parents of wards of the State for initial evaluations. The documentation will include a record of attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

When is Consent Not Required Related to Evaluate?

1. Review existing data as part of your child's evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

When there is Refusal to Consent to a Reevaluation?

If you refuse to consent to your child's reevaluation, we may, but are not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, we do not violate obligations under Part B of the IDEA if we decline to pursue the reevaluation in this manner. We may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

Disagreements with an Evaluation

a. Independent Educational Evaluations (34 CFR §300.502)

1. General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Charter School. If you request an IEE, Charter School must provide you with information about where you may obtain an IEE and about Charter School's criteria that apply to IEEs.

2. Definitions

a. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by Charter School and responsible for the education of your child.
b. public expense means that Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you,

consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

3. Parent right to evaluation at public expense

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:

a. If you request an IEE of your child at public expense, Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Charter School's criteria.
b. If Charter School requests a hearing and the final decision is that Charter School's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
c. If you request an IEE of your child, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Charter School's evaluation of your child.
d. You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.
e. Charter School criteria: If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE). Except for the criteria described above, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

b. Parent-initiated evaluations

If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense:

1. Charter School must consider the results of the evaluation of your child, if it meets Charter School's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; and
2. You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.
c. Requests for evaluations by hearing officers

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS: CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34CFR§300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:

a. Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
b. Education records mean the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 12329 (FERPA)).
c. Participating agency means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
d. Personally identifiable (34 CFR §300.32) means information that has:
i. Your child's name, your name as the parent, or the name of another family member;
ii. Your child's address;
iii. A personal identifier, such as your child's social security number or student number; or
iv. A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. Access Rights (34 CFR §300.613)

a. Parent Access: Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by

Charter School under Part B of the IDEA. Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline). and in no case more than 45 calendar days after you have made a request.

1. Your right to inspect and review education records includes:
2. Your right to a response from Charter School to your reasonable requests for explanations and interpretations of the records;
3. Your right to request that Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; and
4. Your right to have your representative inspect and review the records.
   i. Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
   ii. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
   iii. On request, each Charter School must provide you with a list of the types and locations of education records collected, maintained, or used by Charter School.

b. Other Authorized Access (34 CFR §300.614): Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Fees

Charter School may charge a fee for copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

4. Amendment of Records at Parent's Request (34 CFR§300.618)

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Charter School to change the information. Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

5. Opportunity for a Records Hearing (34 CFR §300.619)

Charter Schools must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

a. Hearing Procedures (34 CFR §300.621)

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 12339 ("FERPA"),34 CFR § 99.22:

1. The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
2. The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
3. The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.
4. The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
6. The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
7. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR§300.620)

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must

amend the information accordingly and inform you in writing. If, as a result of the hearing, Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, Charter School must inform you of the right to place in the records that Charter School maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency. Such an explanation placed in the records of your child must:

1. Be maintained by Charter School as part of the records of your child as long as the record or contested portion is maintained by Charter School; and
2. If Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)

Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information. A person collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under Part B of the IDEA and FERPA. Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within Charter School who have access to personally identifiable information.

d. Destruction of Information (34 CFR §300.624)

Charter School must inform you when personally identifiable information collected, maintained, or used, is no longer needed to provide educational services to your child, and the information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

AUTHORITY OF SCHOOL PERSONNEL (34CFR§300.530)

1. Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more

than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition, below) or exceed 10 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, Charter School must, during

any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading Services.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 consecutive school days, Charter School may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 10 cumulative school days in a school year can be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or more than 10 cumulative days).

4. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability

who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must: Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for more than 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers , determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP. If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability. If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's

failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child's disability

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.
c. Except as described below under the sub-heading Special circumstances, Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

Whether or not the behavior was a manifestation of the child's disability, School personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
b. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
c. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of Charter School.

8. Definitions

a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
b. Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed

health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

c. Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

d. Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child with a disability because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a Procedural Safeguards Notice.

Change Of Placement Because Of Disciplinary Removals (34 CFR §300.536)

A removal of a child with a disability from the child's current educational placement is a change of placement requiring a NOREP/ prior written notice if:

1. The removal is for more than 10 consecutive school days; or
2. The removal is for more than 15 cumulative school days; or
3. The child has been subjected to a series of removals that constitute a pattern because:
    a. The series of removals total more than 10 school days in a school year;
    b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals; and
    c. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings Additional authority and Special circumstances, above.

1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

a. Any decision regarding placement made under these discipline provisions; or
b. The manifestation determination described above. Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision. The hearing officer may:

a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held in accordance with the following:

1. Charter School must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
2. Unless the parents and Charter School agree in writing to waive the resolution meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings. When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer,

or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Mental Retardation Intellectual Disability

The disciplinary removal of a child with Intellectual Disability attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with Intellectual Disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with Intellectual Disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than Intellectual Disability could be suspended.

Protections For Children Not Yet Eligible For Special Education and Related Services (34 CFR §300.534)

1. General If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of Charter School, or a teacher of the child;

b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or

c. The child's teacher, or other Charter School personnel expresses specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's Director of Special Education or to other supervisory personnel of Charter School.

3. Exception: A Charter School would not be deemed to have such knowledge if:

a. The child's parent has not allowed an evaluation of the child or refused special education services; or

b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge If prior to taking disciplinary measures against the child, Charter School does not have knowledge that a child is a child with a disability, as described above under the subheadings Basis of knowledge for disciplinary matters and Exception, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by School authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)

1. The state and federal regulations do not:
   a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
   b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records If Charter School reports a crime committed by a child with a disability, Charter School must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom Charter School reports the crime and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES INCLUDING THE PATTAN PROCEDURAL SAFEGUARDS NOTICE. THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK Adam Cengiz, CEO OF CHARTER SCHOOL FOR AN EXPLANATION.

CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION). THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION. NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION

CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS. FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT DAVID AIDEN, CEO OF CHARTER SCHOOL AT CHARTER SCHOOL.

Adam Cengiz, Principal/CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300
Email: cengiz@ysga.org

ASSISTIVE TECHNOLOGY (AT) POLICY AND PROCEDURES

As defined in federal and state law, assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment. Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology

devices and/or services would be impossible to create. By way of example: Hearing aids worn in school by children with hearing impairments, including deafness, must be functioning properly. External components of surgically implanted medical devices must be functioning properly.

The Board recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE. Therefore, to the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process (i.e., IU availability, Medical Access Reimbursement, etc.).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated. It is the charter school's responsibility to provide assistive technology devices and services when included as part of a student's IEP. The charter school is responsible for the maintenance and repair of assistive technology devices used to implement a child's IEP.

The Chief Executive Officer ("CEO")/Principal or his/her designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, the CEO/Principal or his/her designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the CEO/Principal or his/her designee will notify the

parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The CEO/Principal or his/her designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

Additional Administrative Procedures: The CEO/Principal or his/her designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and surgically implanted medical devices. Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. The CEO/Principal or his/her designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriately AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the charter school. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible. The need for AT services and devices are to be identified with specificity in students' IEPs and AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent.

The CEO/Principal or his/her designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired/maintained. The CEO/Principal or his/her designee is further directed to have a plan in place to provide AT services without interruption. The CEO/Principal or his/her designee is charged with making personnel aware of the availability of AT resources.

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.

Confidentiality

Each school district protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives request for access.; Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will arrange access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of a student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write to the school principal (or appropriate school official). Clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist);or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by YSGA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

YSGA maintains its education records in compliance with the guidelines for the collection, maintenance and dissemination of pupil records. Category “A” data which includes the minimal personal data necessary for operation of YSGA will be maintained for a minimum time period of 100 years. Category “B” data which includes verified information of clear importance, but not absolutely necessary to the school, over time, in helping the child or in protecting others will be maintained until the child leaves school. Category “C” data which includes potentially useful information, but not yet verified or clearly needed beyond the immediate present will be reviewed at least once a year and destroyed as soon as its usefulness has ended.

In addition, YSGA may release “directory information” without parental consent unless a prior written objection to the release of such information is provided to YSGA by the parent(s). “Directory information” includes the following: student’s name, address, telephone listing, date and place of birth, photographs, videotapes, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, duties of attendance, honors and awards received. If you object to the disclosure of this information, you must submit a written letter of objection to YSGA on or before the end of September. Written objections should be mailed to:

Adam Cengiz, Principal/CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300 Fax: (412) 254 8988
Email: cengiz@ysga.org

Procedural Safeguards

Procedural safeguards protect the rights of parents and students. These safeguards include the following:

Parent’s consent is always required prior to:

1. Conducting an initial (for the first time) evaluation or a reevaluation.
2. Initially placing a child with a disability in a special education program.
3. Disclosing to unauthorized persons personally identifiable information.

YSGA must notify parents in writing whenever it wants to begin, change, or discontinue special education and related services. Along with this notification, YSGA will provide the parents with a comprehensive, written description of their rights. Parents who disagree with such actions proposed or refused by YSGA have the right to request a hearing by an impartial third party using a procedure called due process. School districts also have the right to initiate due process in certain situations. During a due process procedure, a student must remain in the last agreed upon educational

placement (a status called pendency). Due process procedures are governed by timelines and procedures in Pennsylvania law.

Due process usually begins with a pre-hearing conference between YSGA and the parents, although either party may waive the right to a pre-hearing conference. Throughout due process, any person, including an attorney, may represent parents. If a pre-hearing conference does not resolve the dispute, the parent may request an impartial due process hearing with an independent hearing officer. Due process hearings are oral personal hearings and are open to the public, unless the parents request a closed hearing. The decision of the hearing officer shall include finding of fact, a discussion, and conclusions of law. The decision of the hearing officer may be appealed to the appropriate court. Pennsylvania has also made mediation services available throughout the

Commonwealth at Commonwealth expense. Mediation services help parents and agencies involved in a dispute over special education to attempt to reach a mutually agreeably settlement with the assistance of an impartial mediator. Mediation does not deny or delay a party's right to a due process hearing.

Each school district must make available, upon request, printed information regarding special education programs and services and parent due process rights. This printed information is available from each building principle and the Office of Special Services.

Mode of Communication

The content of this notice has been written in straight forward, simple language. If a person does not understand any of this notice, he or she should contact the Young Scholars of Greater Allegheny CS and request an explanation. The Young Scholars of Greater Allegheny CS will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the Young Scholars of Greater Allegheny CS will arrange for communication of this notice in the mode normality used by the parent (e.g. sign language, Braille, or oral communication).

For further information contact:

Director of Special Services
Young Scholars of Greater Allegheny CS
10 Center Street
McKeesport, PA 15132
Tel: 412 673 7300 Fax: 412 254 8988

Young Scholars of Greater Allegheny CS will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification.

Announcements of this policy are in accordance with the state and federal laws, including Title VI of the Civil Rights Act of 1966. Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. For information regarding grievance procedures, services, activities, programs and facilities that are accessible to and usable by handicapped persons or, for inquiries regarding compliance with the above nondiscriminatory policies, please contact:

Adam Cengiz, Principal/CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300 Fax: (412) 254-8988
Email: cengiz@ysga.org

Young Scholars of Greater Allegheny CS will make reasonable accommodations to its programs and services to assure access to all persons. If, because of a disability, you require an accommodation please contact the Superintendent of Schools, Americans with Disabilities Act Coordinator,

Young Scholars of Greater Allegheny CS
10 Center Street
McKeesport, PA 15132
Tel: 412 673 7300 Fax: 412 254 8988

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

YSGA must complete the following steps for students with an Individualized Education Program (IEP) or Section 504 Service Agreement if any of the following are being considered:

- Suspension for more than 10 consecutive days

- Expulsion referral: A team must convene a manifest determination meeting within 24 hours of the misconduct and invite the student's parents or guardians to attend. The team must provide written notice to the parents or guardians of the recommended disciplinary action and the date and time of the meeting. During the manifest determination meeting, the IEP team will review the student's most current evaluation, IEP, and placement to determine if the referred misconduct is related to the student's disability. Two questions are to be answered by the school team at this meeting:
    - **Is the conduct caused by or did it have a direct and substantial relationship to the student's disability?**
    - **Was the conduct in question a direct result of the school's failure to implement the student's IEP?**

- If the school team determines that the student's behavior is NOT a manifestation of the disability, school officials may apply the student code of conduct as encapsulated in the YSGA Parent-Student Handbook. In no event, however, may the student be suspended without YSGA providing appropriate educational services for more than 5 consecutive or 15 cumulative school days in a school year.
- A Notice of Recommended Educational Placement must be issued with the results of this determination and a copy of the Procedural Safeguards Notice must be given to the student's parents or guardians. If parents or guardians disagree with the team's decision, they can request an expedited Special Education Hearing and a state-appointed hearing officer will review the manifest determination.
- If necessary, the IEP team will review and revise the existing behavior intervention plan or, as necessary, complete a functional behavior assessment and intervention plan to address the misconduct.

- The IEP team will also determine the appropriateness of an interim alternative educational setting, as indicated; include the services modifications in the IEP that will enable the student to continue to participate in the general education curriculum; and help prevent the problem behavior from recurring.
- If the student's behavior IS a manifestation of the disability, the student's placement may be changed if:

● The student carried a dangerous weapon to school or a school function
● The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function
● The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
● In these special circumstances, over parent or guardian objections, school officials may remove the student by issuing a Notice of Recommended Educational Placement to an interim alternative education setting for not more than 45 days.
● Alternative placement may be considered in the manifest determination meeting if the behavior is determined to be a manifestation of the student's disability, the conduct is not a "special circumstance," and the student is substantially likely to cause injury to self or others if maintained in the current placement.
● Students with disabilities, even if expelled, must be provided with educational services per their Free and Appropriate Public Education right.

Child Find Policy and Outreach Awareness System

In accordance with Chapter 711of Title 22 of the Pennsylvania Code, the Principal or his 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, homeless youth and parentally placed private students, as appropriate.

Public Awareness

The Chief Executive Officer ("CEO") or her designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at Young Scholars of Greater Allegheny Charter School ("Charter School").

The Charter School shall publish annually a written notice (attached hereto), in means accessible to Charter School families. Such notice must be included in Charter School's

Handbook and on Charter School's website. The Notice may also be made available in means accessible to the public, such as: at Charter School's main office, in Charter

School's special education office, through local Intermediate Units and/ or through other generally accessible print and electronic media, and with the Board meeting minutes a description of: child identification activities, of Charter School's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Outreach Activities

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

● 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 behavioral 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). Parental input is to be sought to determine what parent trainings are 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 Charter School and information regarding the manner in which parents can-request and access those services.

● Provide or obtain periodic training for Charter School'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 Charter School shall include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.

● 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.

● 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.

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 G: GLOSSARY OF TERMS - BULLYING, INTIMIDATION, AND HARASSMENT

Bullying - An intentional act or series of acts directed at another student or students that (1) occurs in a school setting and/or outside a school setting, (2) is committed in written, verbal, physical, and/or electronic form (3) is severe, persistent, or pervasive, and (4) has the effect of doing any of the following:

- Substantially interfering with a student's education
- Creating a threatening environment
- Substantially disrupting the orderly operation of the school

Examples of bullying include:

- Physically, emotionally, or mentally harming a student
- Placing a student in reasonable fear of physical, emotional, or mental harm
- Damaging, extorting, or taking a student's personal property
- Placing a student in reasonable fear of damage to or loss of personal property
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities
- Perpetual conduct by an individual or group with the intent to demean, dehumanize, embarrass, or incite a student

Bullying, as defined in this policy, includes cyberbullying.

Cyberbullying - An intentional act or series of acts directed at another student or students that (1) occurs in a school setting and/or outside a school setting, (2) uses computers, the Internet, interactive and digital technologies, and/or electronic devices, (3) is severe, persistent, or pervasive, and (4) has the effect of doing any of the following:

- Substantially interfering with a student's education
- Creating a threatening environment
- Substantially disrupting the orderly operation of the school

Examples of cyberbullying include sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs).

All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process, offenders shall be subject to appropriate discipline, which may include legal and/or criminal proceedings.

Harassment - Knowingly pursuing a pattern of conduct that is intended to threaten, alarm, or terrorize another person. Disability harassment is defined as intimidation or abusive behavior toward a student based on his or her disability that creates a hostile

environment by interfering with or denying the student's participation in, or receipt of, benefits services or school opportunities.

Harassment and disability harassment include, but are not limited to:

- Verbal acts, teasing, inappropriate use of sarcasm, or demeaning jokes
- Name-calling, belittling
- Nonverbal behavior such as graphic or written statements
- Conduct that is physically threatening, harmful, or humiliating
- Inappropriate physical restraint by adults

Racial harassment - Physical or verbal conduct relating to an individual's race when the conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance
- Otherwise adversely affects an individual's academic opportunities or physical, emotional, and/or psychological well being

Sexual orientation harassment/homophobic bullying - Physical, verbal, or electronic communication or gestures relating to an individual's sexual orientation when the conduct is intended to threaten, alarm, or terrorize the person.

Sexual harassment - Any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature.

Sexual harassment could take place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education
- Submission to or rejection of the conduct or communication by an individual is used to factor decisions affecting that individual's education
- The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment

Hazing - Committing an act against a student or a group or students, or coercing a student or a group of students into committing an act, that creates a risk of harm to a person. This includes initiation practices connected with student organizations. This also applies to any and all gang imitation activities or practices.

Hazing includes but is not limited to:

- Any type of physical brutality, such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body
- Physical activities that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student, such as

sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, and so forth

- Any activity involving the consumption of alcohol, drugs, or tobacco or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student
- Any activity that:
  - Intimidates or threatens a student with ostracism
  - Subjects the student to extreme mental stress, embarrassment, shame, or humiliation
  - Adversely affects the mental health or dignity of the student
  - Discourages a student from remaining in school
- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law or school policies

APPENDIX H: GRIEVANCE PROCEDURE

Any complaints regarding forms of harassment, discrimination, or violation of federal law pertaining to civil rights matters should be addressed through the following procedure.

Step 1: Meeting at the building level

Complainants may try to resolve problems promptly through informal dispute resolution with the person immediately involved. If this is not possible, or if the result is unsatisfactory, the complainant will meet informally with the principal or designee. The administrator will investigate and reply to the complainant verbally or in writing, as the complainant prefers, within 5 business days of the initial meeting.

Step 2: Written complaint

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written grievance with the principal within 10 business days of disposition at Step 1.

- The written complaint must include:
- A clear statement of the alleged violation
- The remedy sought by the complainant
- The complainant's signature and date

The principal will conduct a full investigation of the grievance and will prepare a written report of the investigation that will include:

- A clear statement of the allegations of the grievant and remedy sought
- A statement of the facts as contended by each party
- A statement of the facts as found by the principal and evidence to support each fact
- A list of witnesses interviewed and documents reviewed during the investigation
- A narrative describing attempts to resolve the grievance, if valid

If the principal believes the grievance is valid, he or she will recommend appropriate action to the YSGA Board of Trustees.

The report must be filed with the board within 15 days of receipt of the written grievance. A copy of the report must also be provided to the complainant.

The board will make necessary findings based on the investigation and report of the principal. If the grievance is valid, the board may accept the principal's recommendations at their discretion.

Any and all recommendations of the board will be implemented by the school immediately. A copy of the board's findings and/or recommendations will be provided to the complainant.

Step 3: Appeal

At any stage in this grievance procedure, the complainant has the right to file a formal complaint with the U.S. Department of Education Office for Civil Rights, Philadelphia Office,100 Penn Square East, Suite 515, Philadelphia, PA, 19107-3323.

APPENDIX I: GLOSSARY OF TERMS DISCIPLINE

After-school detention—The requirement of a student to attend after-school detention with the director of discipline or designee for the required number of days according to the offense. Detention runs 3:30 p.m–4:30 p.m. and may not be missed for any reason. Prearranged after-school activities, doctor's appointments, or a job are not considered acceptable reasons to miss detention. Missing detention or arriving late will result in further disciplinary action.

Before-school detention—The requirement of a student to attend before-school detention with the director of discipline or designee for the required number of days according to the offense. Detention runs 7:45–8:25 a.m. and may not be missed for any reason. Prearranged before-school activities, doctor's appointments, or a job are not considered acceptable reasons to miss detention. Missing detention or arriving late will result in further disciplinary action.

Behavior contract—Simple positive-reinforcement intervention. The behavior contract spells out in detail the expectations of the student, teacher, and sometimes parents or guardians in carrying out the intervention plan.

Community service—Consequence of involvement in community-service activities or projects to be completed before, during, or after school.

Conference with student—Consequence of a student meeting with an administrator, teacher, and/or parent or guardian in any combination.

Crisis intervention plan—A plan developed for supporting a child at times when he or she may be at risk of harm to self or others, especially as related to mental health or behavioral health needs.

Dangerous weapon—A weapon, device, instrument, material, or substance used for, or readily capable of, causing death or serious bodily injury. In the case of a jackknife, blades less than 2.5 inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a dangerous weapon.

Family group conference—A mediated formal meeting between family members and school officials regarding the care and protection or incidents of a student.

In-school suspension—The requirement of a student to spend the day with the director of discipline or designee until 3:30 p.m. or for as many days as it takes for the student to prove that he or she is prepared to return to class. Assignments from teachers will be brought to the student, who is expected to be on task. The student will work on his or her assignment during the time in which that class is held.

1. No student may receive an in-school suspension without being informed of the reasons for the suspension or given the opportunity to respond before the suspension becomes effective.

2. Communication to the student's parents or guardians will follow the suspension action taken by the school.
3. When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the principal or designee will be offered to the student and the student's parents or guardians prior to school day 11, in accordance with the procedures in 22 Pa. Code § 12.8.
4. The student's school district has the responsibility to make some provision for the student's education during the period of the in-school suspension.

Individualized instruction—Consequence in which a student receives individualized instruction specifically related to his or her problem behaviors.

Loss of privilege—Consequence in which a student is unable to participate in some type of privilege.

Lunch detention—The student eats lunch in a designated area or in the office of the director of discipline or designee.

Out-of-school suspension—A student's temporary loss of the right to attend school or set foot on school grounds. The set period of time is determined by the Director of discipline or designee according to the level of offense. The student may not return from suspension without his or her parents or guardians.

Parent contact—Communication with parents and guardians by phone, email, or person-to-person meeting about a student's problem behavior.

Probation contract—A student is denied attendance at after-school clubs, field trips, and other school events for a specified time or until the problem behavior improves.

Restitution

Saturday detention—The requirement of a student to attend Saturday detention with the Director of discipline or designee for the required number of days, according to the offense. Detention is from 9:00 a.m. until 10:00 a.m. and may not be missed for any reason. Prearranged activities, doctor's appointments, or a job are not considered acceptable reasons to miss detention. Missing detention or arriving late will result in further disciplinary action.

Short-term suspension—The removal of a student from school for disciplinary reasons for a period of fewer than 10 days.

Think sheet—A document that allows a student to reflect on his or her problem behaviors, how those behaviors affect others, and how they could change in future situations.

Victim-offender conferencing—A process that provides victims and offenders to meet in a safe, structured setting and engage in a mediated discussion.

APPENDIX J: CLASSROOM AND ADMINISTRATIVE DISCIPLINE PROCESSES

HANDLING DISCIPLINE IN THE CLASSROOM

YSGA complies with state and federal regulations related to student discipline.

At YSGA, teachers lead the way in maintaining orderly classrooms, administering PBIS, engaging in restorative discipline, and initiating traditional disciplinary actions.

Teachers:

- Cooperatively establish, review, and enforce classroom and building rules
- Recognize and encourage students' positive behavior at all times
- Develop alternative approaches to dealing with a child's behavior by analyzing root causes and the effectiveness of previous approaches
- Apply logical and natural consequences for problem behaviors
- Communicate continually with staff, students, and parents and guardians
- Monitor, evaluate, and, as needed, revise behavior plans

Teachers will discuss specific school procedures in detail with their students during the first week of school. Students will also learn about appropriate and inappropriate behaviors in school and society during their character education classes.

Please see Appendix F for specific information about how YSGA handles discipline issues with special needs students.

APPENDIX K: EXCLUSION FROM SCHOOL

Exclusion from school may take the form of suspension or expulsion.

YSGA complies with state and federal regulations related to student discipline, including exclusion from school. The procedures described here are based on the Pennsylvania Code, Title 22. References are provided.

In all disciplinary matters, students have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions. A student may be suspended from instruction only after his or her rights to due process, described below, have been observed.

SUSPENSION

Suspension is exclusion from school for a period of 1–10 consecutive school days.

Suspensions may be given by the principal or designee.

No student will be suspended until he or she 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.

Parents or guardians and the superintendent of the district will be notified immediately in writing when a student is suspended.

When the suspension exceeds 3 school days, the student and parents or guardians will be given the opportunity for an informal hearing consistent with the requirements set forth in 22 Pa. Code § 12.8(c).

Suspensions may not be made to run consecutively beyond the 10-school day period.

Students are responsible for making up exams and classwork missed during a suspension. They will be permitted to complete these assignments within guidelines established by the Board of Trustees.

Informal Hearing

The purpose of an informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

The informal hearing is meant to encourage the student's parents or guardians to meet with the principal or designee to discuss ways by which future offenses can be avoided.

The following due process requirements are to be observed in regard to the informal hearing:

- Notification of the reasons for the suspension will be given in writing to the parents or guardian and student
- Sufficient notice of the time and place of the informal hearing will be given

- A student has the right to question any witnesses present at the hearing
- A student has the right to speak and produce witnesses on his or her own behalf
- The district will offer to hold the informal hearing within the first 5 days of the suspension

EXPULSION

Expulsion is exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls.

Most expulsions require a prior formal hearing under 22 Pa. Code § 12.8 (see "Formal Hearing" immediately below). However, if an informal hearing determines that a student's presence in school constitutes a threat to the health, safety, morals, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days unless the formal hearing is unreasonably delayed. Any student so excluded will be provided with alternative education which may include home study.

During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student will be placed in his or her normal classes except as set forth in subsection 22 Pa. Code § 12.6(d).

Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.

The initial responsibility for providing the required education rests with the student's parents or guardians through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.

If the parents or guardians are unable to provide for the required education, they must submit to the school district written evidence stating so within 30 days. The district then has the responsibility to make a provision for the student's education.

If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must recontact the parents or guardians and, pending the parents' or guardians' provision of such education, make a provision for the student's education, proceed under 22 Pa. Code § 12.6(e)(3), or do both.

If the approved educational program is not complied with, the school district may act in accordance with Chapter 63 of the Pennsylvania Juvenile Act of 2008 to ensure that the child will receive a proper education. See 22 Pa. Code § 12.1(b).

Formal Hearing

Access to K-12 public education is a statutory right for all school-aged children in the state of Pennsylvania. Therefore, when a student is to be excluded from school, he or she must be afforded all appropriate elements of due process (see below).

In every case involving possible expulsion, the student is entitled to a formal hearing, which is itself an element of due process. At our school, this hearing may be held before the YSGA Board of Trustees, an authorized committee of the board, or a qualified hearing examiner appointed by the board.

Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire Board of Trustees is required to expel the student.

The following due process requirements are to be observed with regard to the formal hearing:
1. Notification of the charges will be sent to the student's parents or guardians by certified mail.
2. Sufficient notice of the time and place of the hearing will be given.
3. The hearing will be held in private unless the student or a parent or guardian requests a public hearing.
4. The student has the right to be represented by counsel.
5. The student has the right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses.
6. The student has the right to request that any such witnesses appear in person to answer questions or be cross-examined.
7. The student has the right to testify and present witnesses on his or her own behalf.
8. A record must be kept of the hearing, either by a stenographer or tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.
9. The proceeding must be held with all reasonable speed.

Where a student disagrees with the results of the hearing, he or she should seek recourse in the appropriate court of the Commonwealth.

If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate federal district court.

DUE PROCESS

The Director of discipline may impose short-term or long-term suspensions consistent with the provisions of this handbook. The student will be told the reason for the disciplinary action and given the opportunity to present his or her version of the events. In addition, if the suspension contemplated is longer than 10 school days, the student will have the right to present witnesses on his or her behalf.

In the event that a suspension is implemented, the school will notify the parents or guardians by phone of the incident and the terms of the suspension. A formal written notice specifying the offenses and the terms of the suspension will be sent to the student's last-known address via express mail within 24 hours. A student suspended from school may only return to school when accompanied by a parent, guardian, or other adult who may be designated.

A student may appeal his or her suspension to the YSGA Board of Trustees. The board will convene a hearing at the earliest possible date. The board will give the student the

opportunity to present his or her appeal and may ask questions of the student. The board will respond to the student appeal within 48 hours. The board may, by majority vote, overturn or modify the decision of the principal or designee.

Only the Board of Trustees may expel a student. Upon the recommendation of the principal or designee, the board will convene an expulsion hearing. The student will be given a written statement of the charges and will have the opportunity to present his or her case to the board, call witnesses, and have representation present. The student will also receive a list of community agencies and free legal assistance that may be available.

The board's decision will be recorded in writing and sent to the student's last-known address within 48 hours of the hearing. Notices and conferences will be conducted in the dominant language or mode of communication used by the student's parents or guardians.

Discipline for Students with Special Needs

Please see Appendix F for information about how YSGA handles discipline issues with special needs students.

APPENDIX L: TOBACCO USE

NOTICE OF OUR TOBACCO-FREE SCHOOL
To promote a healthy environment, YSGA is a tobacco-free school. As a matter of policy, all smoking and tobacco use is prohibited in the school building, on school grounds, and at school-sponsored activities at all times. Please cooperate by extinguishing and disposing of tobacco materials prior to entering school grounds or school-sponsored activities.
This tobacco policy covers all smoking methods, including electronic smoking devices (e.g., e-cigarettes, e-cigars, e-pipes) and vaping-smoked products.

APPENDIX M: SUBSTANCE USE

The Board strictly prohibits the use, possession, sale, transfer, and intent to sell or transfer of any drug or drug paraphernalia, alcohol or look-alike substances on school property, or at any school-related activities, and during the time spent traveling for a school-related activity. This prohibition will apply to off-campus activity.
For the purpose of this section, the following definitions will apply:
Drug/Controlled Substance - A controlled substance is any substance the possession, use or delivery of which is regulated by the Controlled Substance, Drug, Device and

Cosmetic Act of the Commonwealth of Pennsylvania, Act of April 14, 1972, found in Purdon's Pennsylvania Statutes, 35 P.S. sections 780-101 through 780-144.43

"Look-Alike" Drug - A "look-alike" drug is a non-controlled substance that has a stimulant or depressant effect on human beings and/or substantially resembles a controlled substance in appearance.

Alcoholic Beverage - An alcoholic beverage is any intoxicating liquor, wine, or brewed or malt beverage regulated under the Liquor Code of the Commonwealth of Pennsylvania, Act of April 12, 1951, P.L. 90, Art. 1, Section 101, Et Seq., as amended.

Distributing - to deliver, sell, pass, give, or share from one person to another, or to aid therein.

Drug paraphernalia - any utensil or item that, in the judgment of an administrator, can be associated with the use of drugs, alcohol, mood-altering, or health-endangering substances including but not limited to vaping devices and/or products.

YSGA considers the possession, use, and/or distribution of any of the above substances on school property, transportation, or at school-related events as a serious offense. All substances and products will be confiscated by the administration and tested by law enforcement to determine their content. All costs incurred to test substances will be the responsibility of the parent/guardian.

First offense violations of possession, use, and/or distribution of the above substances will result in an Out-of-School Suspension of up to 10 days following an informal hearing, a referred-to law enforcement, participation in the Student Assistance Program, compliance with its recommendations, and placement on Administrative Review or Bad Standing.

Evaluation of the offense by the administration will determine if a referral to the School Board is appropriate for the first offense. Any second offense violations will result in the student being immediately placed on Bad Standing.

Possession, use, and/or distribution of a controlled substance and/or the second and subsequent offenses of drug involvement may/will result in a referral to the Board of School Directors with consideration for expulsion.

All violations will be referred to law enforcement for their disposition.

None of the provisions of this policy shall be construed to prohibit or regulate the student's use, possession, or transportation of medication prescribed for the student by a licensed physician.

Students using over-the-counter and prescription medications are required to follow the school's Medication Policy.

APPENDIX N: WEAPONS

The Board prohibits students from possessing, selling, or bringing weapons or replicas of weapons into any school district building, onto school property, to any school-sponsored activity, or onto any public conveyance providing transportation to school or a school-sponsored activities and events.

Violation of the weapons policy is a serious matter and carries a mandatory consideration of expulsion from school for a period of a full year. The CEO may recommend modification of the expulsion on a case-by-case basis and shall assure compliance with IDEA.

The term weapon shall include, but not be limited to knives of all types, cutting instruments, cutting tools, firearms, shotguns, rifles, guns (including BB and pellet guns), lead pipes, chains, nunchaku sticks, throwing stars, darts, metal knuckles, black jacks, fireworks, explosives (including bullets, firecrackers and M-80s), pepper spray/mace/other chemical agents, and any other tools or instruments capable of inflicting serious bodily harm and replicas of the foregoing.

APPENDIX O: VISITOR'S POLICY

YOUNG SCHOLARS OF GREATER ALLEGHENY CHARTER SCHOOL

Excellence in education

Young Scholars of Greater Allegheny Charter School
Board of Trustees Policy

School Visitors Policy and Procedures

The Board of Trustees recognizes the importance of a safe school environment to the educational process of Young Scholars of Greater Allegheny Charter School ("YSGA"). The Board has determined that a safe and secure environment in school is necessary for students to learn and achieve high academic standards. To ensure the safety and security of our scholars, the staff, and orderly operation of the school, all visitors to the school during the school day are required to follow the School Visitors Policy and procedures.

1.1 The term 'Visitor' shall include all who are not employees, volunteers, students or contractors of the Young Scholars of Greater Allegheny Charter School ("YSGA"). The School welcomes parents and others who have legitimate purpose for vistation and who do not interfere with instruction and daily operations.

1.2 The Chief Executive Officer has the right to refuse admission to YSGA for any excessive number or disruptive visitors, those who fail to make advance arrangements or whose presence conflicts with other YSGA activities.

1.3 Visitors shall not go directly to classrooms or interrupt staff members in the performance of duties. All visitors must show a state issued photo ID and sign-in and out (electronically) of the main building at the front office and obtain a visitor's pass which must be visable during their stay. If such visitors do not have current state and federal criminal and state child abuse clearances on file at YSGA, visitors must be accompanied by a staff member at all times if during school hours or at other times if students are in the school facility. Any and all YSGA staff members who observe visitors without proper identification or without a YSGA staff escort shall report it immediately to the front office.

1.4 Visitors are prohibited from carrying weapons into the YSGA building or onto School owned or leased property. Only law enforcement officers who are on duty are permitted to carry their weapon in the building.

10 Center Street McKeesport PA 15132 | Phone 412 673 7300 | Fax 412 254 8988
www.ysga.org

YSGA FAMILY CONTRACT

It is the school's responsibility to publish the YSGA Parent-Student Handbook on our website. A copy will be provided to each parent or guardian if requested. Copies will also be available in the front office.

It is our parents, guardians, and students' responsibility to read and understand the content of the handbook. Families must submit a signed copy of the YSGA Family Contract Paperwork to the office no later than one week after the school year begins or after receipt of a copy upon mid-year enrollment (see pages 7 and 8). Doing so indicates that you have reviewed and agreed to abide by the policies and procedures it contains.

Students who do not return the contract will lose their field trip privileges until it is submitted.

YSGA reserves the right to amend this handbook at any time. When changes are made, we will post a revised copy to our web page and notify parents and guardians of the update.

NOTICE OF OUR TOBACCO-FREE SCHOOL

To promote a healthy environment, YSGA is a tobacco-free school. As a matter of policy, all smoking and tobacco use is prohibited in the school building, on school grounds, and at school-sponsored activities at all times. Please cooperate by extinguishing and disposing of tobacco materials prior to entering school grounds or school-sponsored activities.

This tobacco policy covers all smoking methods, including electronic smoking devices (e.g., e-cigarettes, e-cigars, e-pipes) and vaping-smoked products.

Please submit a signed copy of this contract to a subject teacher or the office within seven days of receiving the YSGA Parent-Student Handbook.

As a student, parent, or guardian of YSGA:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel badly
- I will speak to others respectfully, not using profanity or uncomplimentary names
- I will show respect for all people working or helping in the school
- I will show careful regard for both my property and the property of others
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished
- I will attend school regularly
- I will be in class on time with all necessary materials
- I will make good use of class time and complete and turn assignments in on time
- I understand that I must make up assignments I miss because of an absence
- I will remain on campus during school time, including the lunch period
- I will not leave the school grounds without the permission of an adult
- I will do my best in my schoolwork, and I will let others do their best
- I will ask for help if I do not understand
- I will not bring contraband items to school
- I will help keep the school building and grounds clean and tidy
- I will walk in the halls
- I will not eat or drink in classrooms or hallways
- I will follow the dress code

I agree to follow all of the requirements of the YSGA Parent-Student Handbook, also referred to as the student code of conduct.

Parents and guardians, please sign the reverse side of this contract. Please also provide your child's or children's names and signature(s) after reviewing the handbook together. Thank you.

_____

Student Name Grade Date Signature

_____

Student Name Grade Date Signature

_____

Student Name Class Date Signature

_____

Parent/Guardian Date Signature

CHROMEBOOK USE AGREEMENT

All users must also sign the following agreement before a Chromebook can be issued.

YSGA Chromebook Use Agreement

- I will take good care of my Chromebook
- I will never leave my Chromebook unattended
- I will never loan my Chromebook to other individuals
- I will not take my Chromebook to the restroom
- I will know where my Chromebook is at all times
- I will make sure my Chromebook is charged daily
- I will keep food and beverages away from my Chromebook because they may damage it
- I will not disassemble any part of my Chromebook or attempt any repairs
- I will protect my Chromebook by carrying it carefully
- I will use my Chromebook in ways that are educational and meet YSGA expectations
- I will not decorate my Chromebook (apply stickers, markings, etc.) or deface the serial number or YSGA tag
- I understand that my Chromebook is subject to inspection at any time without notice and remains the property of YSGA
- I will have my parents or guardians file a police report in case of theft, vandalism, or other acts
- I will be responsible for all damage or loss caused by neglect or abuse
- If my Chromebook is intentionally broken, my family will be responsible for covering the associated expenses ($50 for screen repair, $150 for full replacement)
- I will not explore or display inappropriate content on my chromebook.

_____

Student Name Date Signature

_____

Student Name Date Signature

_____

Student Name Date Signature

_____

Student Name Date Signature

YSGA PARENT/STUDENT HANDBOOK SIGNATURE PAGE

2026-27 SCHOOL YEAR

1 I have reviewed the Parent/Guardian/Student Handbook containing the policies, rules, and regulations for Young Scholars of Greater Allegheny Charter School. I have read the handbook and I understand that it is binding on the students and parents/guardians during the current academic year. I understand that the policies, rules, and regulations in the handbook are established for the welfare and benefit of all students. I understand that this is a school of choice and I accept responsibility to support the school in policies it has established and to see that my child adheres to the rules and regulations set forth in the handbook. I acknowledge receipt of the handbook.

2. **Acceptable Use of Technology Agreement:** We have reviewed, read, and understand and will abide by the Technology Policy outlined in YSGA Parent/Guardian/Student Handbook. Should I or my child commit any violation, our privileges may be revoked, and behavior or legal action may ensue. Should the device become broken, I understand that I am responsible for repair and costs associated with the repair.

3. **Attendance Policy:** We understand that consistent attendance is essential to my child's academic success. We understand that scholars need to be at the school no later than 8:20 and the late bell rings at 8:25. Instruction begins promptly at 8:30 AM. Late arrivals and early dismissals require a medical excuse or funeral notice at the time of pick up or drop off. Having three or more unexcused absences in the current school year means that my child is truant. Having 6 or more unexcused absences means that my child is habitually truant. Once my child becomes habitually truant, the school must take action. I understand that an in person attendance meeting is required and further legal action may be taken by the school. After 10 consecutive unexcused absences, my child may be removed from the school roster.

4. **Field Trip Policy:** We understand that all school field trips require a signed permission slip (and sometimes a signed waiver) by the scholar's parent/guardian. The permission slip is required to be turned in by the deadline or the child will not be permitted to attend the trip. In addition, a scholar may lose his/her privilege to attend the field trip due to displayed behavior that is a safety concern, behavior that is ongoing, even after disciplinary action, or behavior that is noncompliant with school policy. Excessive uniform and attendance violations may also prohibit my child from attending a field trip. We understand that if a scholar is not permitted to attend the field trip, the scholar is expected to be in school and will not be excused on the day of the field trip if the scholar remains at home. Field trips are not optional and my child may not 'opt out' in order to stay at the school.

5. **School Uniform.** We understand that YSGA requires a school uniform everyday with the exception of dress down or PE days.

6. **Proof of Custody** If applicable, I have provided documentation for proof of custody from legal divorce, separation, single parent/guardianship to the front office or enrollment coordinator before the beginning of school.

7. **Pictures.** The school reserves the right to use student pictures in publications and on the school's website. If I have decided not to have my child(ren)'s picture(s) used, I have notified the front desk or enrollment coordinator in writing.

8. **Bus and Transportation**. We understand that all bus transportation is provided through our home school district and all questions concerning transportation, stops, and schedules should be directed at our home district transportation office. We also understand that bus riding is a privilege that may be revoked at any time as a result of unsafe bus behavior.

9. **Contact Information.** I understand that I must keep my contact information updated at all times. Failing to do so can be a safety hazard for my child and may jeopardize my child's enrollment per the home district.

Scholar's Name(s): _____ Date: _____

Parent Signature: _____ Date: _____