Westinghouse Arts Academy Charter School Student & Family Handbook 2020-2021
Student & Family Handbook Acknowledgement Form

Dear Students & Families,

We are excited to share with you a greatly improved student and family handbook this school year. Please take a moment to review this handbook with your family unit as within these pages you will find an abundance of information that is pertinent to the success of your student at our school. We encourage you to pay particular attention to the staff contact information, attendance policies, and student behavior policies as those have been updated this school year. Additionally, due to the pandemic situation we are in, additional information specific to our COVID-19 response plan, including information about our virtual program, has been included in this handbook.

Despite the challenges we face due to the novel Coronavirus, we look forward to another amazing school year. Thank you for trusting us with your student’s high school education.

Sincerely,
The Westinghouse Arts Academy Charter School Administrative Team

Please sign, detach, and return this form to your student’s homeroom teacher. Form can also be mailed to school at: 320 Marguerite Ave, Wilmerding, PA 15148  Attn: DOS Office

Student & Family Handbook Acknowledgement Signatures

Student Name:______________________________________________________________

Student Grade:_________  Date:___________

Student Signature:___________________________________________________________

Parent/Guardian Name:_______________________________________________________

Parent/Guardian Signature:___________________________________________________

Parent Email:_____________________________________________________________

Parent Email:_____________________________________________________________

Date:____________

By signing this acknowledgement form, you agree to support and abide by the policies and procedures set forth in this Student & Family Handbook.
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The Westinghouse Arts Academy Charter School Mission Statement
Westinghouse Arts Academy is dedicated to providing a comprehensive arts program for
high school students to further develop their artistic skills and achieve higher academic
goals through the arts. Westinghouse Arts Academy will also encourage the importance of
individuality, excellence, self-responsibility, as well as problem-solving, divergent, and
autonomous thinking. It is the intention of Westinghouse Arts Academy to achieve these
goals through an environment that accommodates diverse interests within a set of
uniform standards that allows each student to pursue their own objectives yet work
together to compete on a larger world stage.

The Westinghouse Arts Academy Charter School Student
The Westinghouse Arts Academy student may be thinking about the arts as a career,
simply exploring their talents further or just developing a deeper appreciation for the arts.
Students who attend are excited about new opportunities and studying with others who
love the arts. As a Westinghouse Arts Academy student, they know that they must
succeed in their academic goals in order to thrive in their art classes. A blended learning
environment utilizing computer-based and project-based learning will maximize time for
art studies while providing personalized learning and the tools for academic success.
Whether performing on stage, taking photographs for a studio show or writing a short
story, Westinghouse Arts Academy students are dedicated to devoting the time to create
and perform in the arts.

The Westinghouse Arts Academy Charter School Family
The Westinghouse Arts Academy Charter School family is dedicated to the academic and
artistic success of their WAACS student. They demonstrate this commitment by taking an
active role in the education of their students by staying abreast of school events and
activities and monitoring student progress using their Canvas parent account and/or
eSchool parent portal on a weekly basis (at minimum). Communication is key to the
success of our students and the Westinghouse Arts Academy Charter School family works
collaboratively with school staff to ensure that their student meets their academic and
artistic goals. If family contact information changes, the school is updated in a timely
manner.
2020-2021 School Year Bell Schedules

Daily Block Schedule
Advisory - 08:10-08:20
Block 1 - 08:24-09:46
Block 2 - 09:50-11:12
Block 3 (Phoenix Time) - 11:12-11:48
Block 4 - 11:52-1:14
Block 5 - 01:18-02:40

Early Dismissal Schedule
Advisory - 07:55-08:08
Block 1 - 08:10-08:53
Block 2 - 08:55-09:38
Block 4 - 09:40-10:23
Block 5 - 10:25-11:28
Lunch A (23 Min) Block 3A (40 Min)
11:10-11:33  11:10-11:50
Block 3B (40 Min) Lunch B (23 Min)
11:35-12:15  11:52-12:15
(PAT BUS Riders must eat during lunch A)

2 Hour Delay Schedule
Advisory - 09:55-10:06
Block 1 - 10:10-11:07
Block 2 - 11:11-12:08
Block 3 (Phoenix Time) - 12:08-12:42
Block 4 - 12:42-1:39
Block 5 - 01:43-2:40
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*T=Teacher Days; O=Orientation Days*
## 2020-2021 Yearly Calendar

**UPDATED: 8/5/2020**

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### Marking Periods

- Progress Report 1: 10/6/20
- 1st Report Card: 11/10/20
- Progress Report 2: 12/15/20
- 2nd Report Card: 1/20/2021
- 1/27: End of 1st semester
- Progress Report 3: 2/23/21
- 3rd Report Card: 3/30/21
- Progress Report 4: 5/11/21
- 4th Report Card: 6/16/21
- 6/16: End of 2nd semester

### Keystone Exam Testing Windows

December 1-15, 2020, January 4-15, 2021

### Snow Make-Up Days

Five Flexible Instructional Days (FID) are approved.
Six additional instructional days are built into the calendar.
If make-up days are needed, they will be added onto the end of the school year.

- First Day of School
- In-Service (No school for students)
- Holiday (No school)
- Early Dismissal
- Last Day of School (Early Dismissal)
Staff Directory

Administration

Richard L. Fosbrink, Chief Executive Officer x7010 rfosbrink@westinghousearts.org
Bernadette Gibson, Interim School Principal x7002 bgibson@westinghousearts.org
Chapree Pagliari, Dean of Students and School Psychologist x7018 cpagliari@westinghousearts.org

Student Support Staff

Lisa Crowe, Special Education Coordinator x7019 lcrowe@westinghousearts.org
Stephen Flory, Technology Coordinator x7008 support@westinghousearts.org
Samantha Ayres, School Counselor x7005 sayres@westinghousearts.org
Becky Lohr, School Nurse x7007 blohr@westinghousearts.org

Business Staff

Shirley Brynda, School Administrative Assistant x7000 sbrunya@westinghousearts.org
Nadine Dunn, Business Administrator x7009 ndunn@westinghousearts.org
Susan Maskarinec, Director of Admissions and Public Relations x7017 smaskarinec@westinghousearts.org
Donna McCoy, Student Services/Special Education Admin Asst. x7013 dmc McCoy@westinghousearts.org
Susan Onder, Accounting and Transportation Specialist x7001 sonder@westinghousearts.org
Kathy Parelo, Director of Food Service x 7006 kparelo@westinghousearts.org
Elizabeth Speed, Director of Marketing x8037 espeed@westinghousearts.org

Academic Faculty

Amanda Bateman, English x8011 abateman@westinghousearts.org
Katie Bean, Science x8012 kbean@westinghousearts.org
Mark Demmler, Social Studies/Spanish x8015 mdemmler@westinghousearts.org
Chris Estadt, Mathematics x8016 cestadt@westinghousearts.org
Amanda Hallam, Mathematics x8019 a hallam@westinghousearts.org
Kaitlyn Hauser, Mathematics x8021 khauser@westinghousearts.org
David Humberston, Special Ed/English x8023 dhumberston@westinghousearts.org
Kacie Kubitza, English x8024 kkubitza@westinghousearts.org
Josette Kurey, English x8025 jkurey@westinghousearts.org
Leslie Leopold, World Languages x8027 lleopold@westinghousearts.org
Leslie Robbins, Science x8033 lrobbins@westinghousearts.org
Jason Sinicrope, Social Studies x8036 jsinicrope@westinghousearts.org
Terry Thompson, Social Studies/English x8038 tthompson@westinghousearts.org
Arts Faculty

Amanda Bateman, Literary Arts  abateman@westinghousearts.org
Bailey Chick, Studio Arts x8013  bchick@westinghousearts.org
Alea DelPrete, Digital Arts x8010  adelprete@westinghousearts.org
Stephen Flory, Music x8017  sflory@westinghousearts.org
Kristen Hallas, Studio Arts x8020  khallas@westinghousearts.org
Mallory Grantz, Theatre/Music x8018  mgrantz@westinghousearts.org
Kacie Kubitza, Literary Arts /Theatre  kkubitza@westinghousearts.org
Josette Kurey, Literary Arts  jkurey@westinghousearts.org
Angela Mazzocco, Theatre x8028  amazzocco@westinghousearts.org
Travis Rigby, Music x8032  trigby@westinghousearts.org
Taylor Robinson, Dance x8034  trobinson@westinghousearts.org
Katalina Scott, Dance x8035  kscott@westinghousearts.org
Jason Sinicrope, Digital Arts  jsinicrope@westinghousearts.org
Elizabeth Speed, Digital Arts x8037  espeed@westinghousearts.org
Tracey Casciato, Dance  tcasciato@westinghousearts.org
Robert Waters, Digital/Studio Arts  rwaters@westinghousearts.org
WAACS FACTS FOR YOUR FRIDGE
(Please rip this page out and place it on your fridge)

Who Should I contact If...

Emergency
Please call the front desk and ask to speak with your child if necessary. Please do not call your child’s cell phone. We want to ensure that they have the privacy they and your family deserve in the case of emergency.

Attendance and Excuses
Please contact WAACS administrative assistant, Mrs. Brynda, to report daily absences at 412 646 1718. If your child is going to or has had significant absences, contact Mrs. Pagliari at 412 646 1718 ext 7018. Excuses can also be emailed to attendance@westinghousearts.org.

Lunch Balances
You all should have made a lunch account using SchoolCafe which allows you access to food services information. You could also contact Mrs. Parello, our Food Services Director for any additional assistance at 412 646 1718 ext 7006.

Grades
Teachers/faculty will be contacting parents or families regarding a child’s academic performance. Parents may contact their child’s teachers using the provided extensions within this handbook. Also, feel free to contact Mrs. Ayres, our school counselor, for any additional concerns.

2020-2021 School Year Calendar
9/8: First Day of School
9/22: Picture Day
9/24: Picture Day
9/25: In-Service (No school for students)
9/29: Picture Day
10/30: In-Service (No school for students)
11/10: 1st Report Card
11/11: Veterans Day (No school)
11/16: In-Service (No school for students)
11/25: Early Dismissal (Thanksgiving Break)
11/26-30: Thanksgiving Break (No school)
12/3: Picture Makeup Day
12/23: Early Dismissal (Winter Break)
12/24-31 & 1/1: Winter Break (No school)
1/18: Martin Luther King, Jr. Day (No school)
1/20: 2nd Report Card
1/19: In-Service (No school for students)
2/15: In-Service (No school for students)
3/26: In-Service (No school for students)
3/30: 3rd Report Card
4/1: Early Dismissal (Spring Break)
4/2-5: Spring Break (No school)
5/7: In-Service (No school for students)
5/31: Memorial Day (No school)
6/16: Last Day of School (Early Dismissal) 4th Report Card
GRADUATION!!!
2020-2021 School Calendar

8/31: New Teacher Orientation
9/1-9/2: In-Service (No school for students)
9/1-9/2: Chromebook pick up for virtual orientation
9/3: Student Orientation Online; Grade 9
9/4: Student Orientation Online; Grades 10 through 12
9/7: Labor Day (No school)
9/8: First Day of School
9/25: In-Service (No school for students)
10/30: In-Service (No school for students)
11/11: Veterans Day (No school)
11/16: In-Service (No school for students)
11/25: Early Dismissal (Thanksgiving Break)
11/26-30: Thanksgiving Break (No school)
12/23: Early Dismissal (Winter Break)
12/24-31 & 1/1: Winter Break (No school)
1/18: Martin Luther King, Jr. Day (No school)
1/19: In-Service (No school for students)
2/15: In-Service (No school for students)
3/26: In-Service (No school for students)
4/1: Early Dismissal (Spring Break)
4/2-5: Spring Break (No school)
5/7: In-Service (No school for students)
5/31: Memorial Day (No school)
6/16: Last Day of School (Early Dismissal)
6/17-6/18: In-Service (No school for students)

GRADUATION!

School Hours

Student Arrival: 07:30 AM-08:00 AM
8:10 am - 2:40 pm / Early Dismissal time: 12:15 pm
Student Pick-Up: 2:40 PM-3:00 PM

Snow Make-up Days

Five Flexible Instructional Days (FID) are approved.
Six additional instructional days are built in.
If needed, additional make up days will be added to end.
School Activities and Public Events 2020-2021

(All events and dates subject to change)

**DATES & EVENTS**

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<td>9/22/2020</td>
<td>Info night for prospective students</td>
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<tr>
<td>10/9/2020</td>
<td>Charity Walk</td>
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<tr>
<td>10/22/2020</td>
<td>School Fundraiser</td>
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<tr>
<td>10/23/2020</td>
<td>Homecoming Dance</td>
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<tr>
<td>10/24/2020</td>
<td>Haunted Hallways/Halloween Spooktacular</td>
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<tr>
<td>11/5/2020</td>
<td>Info night for prospective students</td>
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<tr>
<td>11/13/2020</td>
<td>Fall Play-1</td>
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<td>11/14/2020</td>
<td>Fall Play-2</td>
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<td>12/4/2020</td>
<td>Holiday Spectacular-1</td>
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<tr>
<td>12/5/2020</td>
<td>Holiday Spectacular-2</td>
</tr>
<tr>
<td>1/7/2021</td>
<td>Pop up coffee house</td>
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<tr>
<td>1/14/2021</td>
<td>Snow date (if needed) Pop up Coffee House</td>
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<tr>
<td>1/12/2021</td>
<td>Info night for prospective students</td>
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<tr>
<td>2/1/2021</td>
<td>Black History Month Begins</td>
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<td>2/11/2021</td>
<td>Musical Pasta Dinner</td>
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<tr>
<td>2/16/2021</td>
<td>Info night for prospective students</td>
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<tr>
<td>2/26/2021</td>
<td>Black History Month Celebration</td>
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<tr>
<td>3/11/2021</td>
<td>Spring Dance Concert</td>
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<tr>
<td>3/22/2021</td>
<td>Info night for prospective students</td>
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<td>3/24/2021</td>
<td>NHS Induction</td>
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<td>4/8/2021</td>
<td>Digital Arts Festival</td>
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<td>4/14/2021</td>
<td>Info night for prospective students</td>
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<tr>
<td>4/16/2021</td>
<td>Spring Musical-1</td>
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<td>4/17/2021</td>
<td>Spring Musical-2</td>
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<td>4/27/2021</td>
<td>Spring Art Show</td>
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<td>5/6/2021</td>
<td>POMP Release Party</td>
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<td>5/7/2021</td>
<td>Prom</td>
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<td>5/11/2021</td>
<td>Instrumental Music Dept. Concert</td>
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<td>5/13/2021</td>
<td>Choral Music Dept. Concert</td>
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<td>5/27/2021</td>
<td>Student Choreography Showcase</td>
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<td>6/1/2021</td>
<td>Arts Honor Society Induction</td>
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<td>6/5/2021</td>
<td>Art in the Park</td>
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<td>6/16/2021</td>
<td>Graduation</td>
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Finding Success at WAACS

A Westinghouse Arts Academy Charter School education can be an extremely rewarding experience for our students both academically and artistically. Many students have come to our school and found that they grew far more than they ever expected. Additionally, some students who have historically struggled in school have found success here due to our supportive staff, amazing student services and academic interventions, and welcoming atmosphere. However, there is still a learning curve to understanding our slightly outside the box approach to high school. The students who have found success at our school have shared some of the following tips that new and current students should subscribe to in order get the most out of their WAACS education:

Set Goals

Aim high and set goals for yourself. Decide what kind of student you want to be. Are you a chronic high-achiever who loves a challenge? Awesome; dream big but don’t forget to set small, manageable goals so that you stay motivated and on track. Also, make sure you take some time to breath and cut yourself some slack here and there. Keep things fresh so you don’t burn out. Or do you want to be our next success? It’s okay if you are a student for whom school has not always been “your thing”. We have lots of students who have completely turned their academic performance around by working hard and participating in our intervention programs. We have many supports available to you if you are willing to put in the time and effort. You got this!

Complete Orientation

Take the time to complete orientation and pay attention while you are doing so. There is so much going on here and of course, we are a little bit different, so take the time to get us before jumping in head first. You will be glad you did!

Understanding Academic Flex

You might have noticed in the samples schedules something called, “Academic Flex”. Academic Flex, or just “Flex,” is part of what makes our model more flexible and a bit different from other schools. Academic Flex classes are an integral part of the Blended Learning academic model at Westinghouse Arts Academy. Students take each academic course in a Live format for half of the days in a cycle, three out of six days. On the other three days in the cycle, students complete assigned work that is intended to reinforce and
apply concepts learned in the Live sessions. These classes, known as Academic Flex blocks, are located in larger spaces with students seated in groups with others who are in the same course. A subject-certified teacher facilitates the sessions and provides small group and one-on-one instruction as needed for the lessons. The Flex blocks are NOT Study Hall sessions, and the interactive lessons provided in the online learning management system challenge each individual to demonstrate their understanding of the topics for the course. In the early high school courses, the content of each Flex block is specified in detail. As the students move toward more independent learning in the upper courses, students learn to organize their own time and complete the assignments by the specified due dates. We have received feedback from our graduates that this concept of Blended Learning and Academic Flex blocks prepared them well for postsecondary education in college and careers.

Get Organized

Being organized is an important skill for young adults attending college, trade schools, the workplace, and further. This is especially important when students transition into high school because it is a different atmosphere. All students are young adults at this point in life and they will make the best decisions themselves along with their families. Therefore, all students have to be aware, responsible, and diligent within their coursework. This is a serious time in their lives because these years will be the most important when looking toward their futures. They may need all materials in order to be successful. Westinghouse Arts Charter School will provide students with their own individualized planners and we will work through them together. This also includes notes and relevant information for all students to utilize. Bookmarks allow students to pick up where they left off at a later point in time, easily. Students may also want different sets of notebooks that pertain to each of their specific classes. This is the key to success and we want all of our students to succeed while attending Westinghouse Arts Academy Charter School.

Participate

All students are able to participate in a multitude of ways. Westinghouse Arts Academy Charter School offers clubs, societies, activities, social events and school functions. You are able to make memorable moments throughout your high school experience. All students should want to participate in their courses as well to help with growth, acquisition and retention of their courses. More knowledge equals power!
Communicate with your Teachers

Westinghouse Arts Academy Charter School teachers, staff and faculty are here to help each of you. We are supportive, persistent, helpful, and allow for one’s own ideas to be included. Teachers are available face to face, virtually, and through email. If you have suggestions, involve your teachers and allow for assurance. Communication is key to building rapport and trust with your classroom teachers. All teachers should be appreciated, but remember patience within any classroom.

Use Social Media Responsibly

At Westinghouse Arts Academy Charter School, teachers, staff, students and other community members utilize social media as a form of networking within and outside our community and creating and enhancing educational resources within our classrooms. While utilizing social media is fun and a way to connect, sometimes the lines are blurred as to what is public, private, personal or professional. Be aware that there are risks associated with using social media/networking. Refer to the social media policy within this handbook.

Ninth Grade Academy (9GA)

Ninth Grade Academy began at the start of the 2019-2020 school year and it has been a huge success. Ninth Grade Academy provides resources and support for students transitioning into their freshman year of highschool. We all tend to be anxious, when beginning a new school or just simply becoming a freshman, but Westinghouse Arts Academy Charter School is here to assist you! We want all of your experiences in high school to go well and we will help you navigate through any challenges that can occur whether inter or intrapersonal.

Westinghouse Arts Academy Charter School offers a small team of members that either teach or counsel within our school. This team meets and reviews ninth grade students and we determine the best possible solutions in order to help individually. We continue training which allows us to have the most up to date information. This support is not only to find students at risk of poor attendance, behaviors or course performance, but also to bring family, students, and teachers together along with providing the appropriate assistance.
Be Who You Want to Be

Embrace who you are as an individual! If you can not be yourself, then who will be? We are all unique and different, but we also accept others for who they are. As each of you navigate through your high school experience, you tend to grow and find yourself in time. Never rush the process, it takes time to find your genuine & authentic self. We at Westinghouse Arts Academy Charter School open our doors to all students with such great opportunities! We signify respect and phoenix pride within our community, but we are open to different beliefs, ideas and further. Believe in yourself and be free!

Family Support

eSchool Parent/Guardian Portal

Parents/guardians will receive eSchool logins as we reveal our new student information system within our school community at the beginning of the school year!. Students, staff, faculty, parents and guardians will have access to our new student information system. Parents/guardians will be able to access relevant and important information regarding their student only. You will have access to grades, course performance, attendance and behavior details and so much more. However, parents will not be able to complete any assignments or take any exams or quizzes.

Canvas Login

Parents will be notified when they can access their canvas accounts of which all parents/guardians will be given this information. Students will also have access to the canvass portal as there will remain information and coursework to be completed. Students must make sure they are using this link to log into their canvas accounts at all times.

For both students and families
https://westinghouseartsacademy.instructure.com/login/canvas

Should parents/guardians need further assistance to set up an account, utilize this link to help you set up. https://community.canvaslms.com/docs/DOC-10913-414473163
Who to Contact with Concerns

Students should always contact their teachers, Dean of Students, School Counselor, or School Principal with any concerns about academic progress, bullying, or other concerns.

Reporting Bullying

Students should report any bullying instances to the Dean of Students, School Counselor, and/or School Principal. If necessary these three individuals may work together as a team and will contact the parent(s)/guardian(s) of necessary students and all other parties that may be involved.
## Student Behavior and Conduct

### Student Responsibilities & Expectations (RISE UP)

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<tr>
<th>Attendance</th>
<th>Respect</th>
<th>Integrity</th>
<th>Success</th>
<th>Endurance</th>
<th>Unity</th>
<th>Phoenix Pride</th>
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<tbody>
<tr>
<td>Be on time to school between 7:30 AM - 8:00 AM</td>
<td>Be on time to school or to class please have a hall pass to present to your teacher upon arrival</td>
<td>90% of Success is showing up. School Attendance Counts. Be there!</td>
<td>Always put 100% effort in</td>
<td>Assist your friends with getting to school on time</td>
<td>Show positivity</td>
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<td>Show up on time for all of your class periods</td>
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<td>Be present and enjoy your school day</td>
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<td>Congratulate others</td>
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<td>Positively influence our school climate</td>
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<tr>
<th>Hallway</th>
<th>Respect</th>
<th>Integrity</th>
<th>Success</th>
<th>Endurance</th>
<th>Unity</th>
<th>Phoenix Pride</th>
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<tr>
<td>Use appropriate language and volume</td>
<td>Keep the hallways clean</td>
<td>Walk with purpose</td>
<td>Keep the hallways clean</td>
<td>Treat others how you want to be treated</td>
<td>Keep the hallways clean</td>
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<td> </td>
<td>Be mindful of others personal space</td>
<td>Be to class on time</td>
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<td>Accept others as they are</td>
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<td> </td>
<td>Hats and hoods off in the school building</td>
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<td>Support each other</td>
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<tr>
<th>Classroom</th>
<th>Respect</th>
<th>Integrity</th>
<th>Success</th>
<th>Endurance</th>
<th>Unity</th>
<th>Phoenix Pride</th>
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</thead>
<tbody>
<tr>
<td>Be Respectful to your peers and teachers</td>
<td>Pay attention (Give your undivided attention)</td>
<td>Be present</td>
<td>Inquire/Ask questions</td>
<td>Treat others how you want to be treated</td>
<td>Support Your Fellow Peers</td>
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<tr>
<td>Be on time at the start of each class period</td>
<td>Raise your hand</td>
<td>Complete your assignments</td>
<td>Work Hard</td>
<td>Accept others as they are</td>
<td>Conduct our School Values</td>
<td></td>
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<tr>
<td>Turn your cell phones off or silence them</td>
<td>Wait your turn</td>
<td>Bring all required materials</td>
<td>Study Hard</td>
<td>Support each other</td>
<td>Create a culture of kindness</td>
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<td> </td>
<td>Be assertive in your learning</td>
<td> </td>
<td>Utilize Available Resources</td>
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<td>Listen to others</td>
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<td>Location</td>
<td>Rules and Guidelines</td>
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<td><strong>Bathroom</strong></td>
<td>Raise your hand and ask politely to use the restroom</td>
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<td>Sign in/Sign out when leaving your assigned classroom</td>
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<td>Use the restroom and return to your assigned class</td>
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<td>Allow others to use the restroom peacefully</td>
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<td>Use appropriate language</td>
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<td>Allow 5-7 minutes in the bathroom</td>
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<td>Interact with others appropriately</td>
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<td>Use facilities appropriately</td>
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<td>Flush toilets and wash your hands</td>
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<td>5-7 maximum in the restroom</td>
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<td>Return to class in a timely manner</td>
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<td>Use a hall pass</td>
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<td>Be conscious of your time</td>
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<td>Pay attention</td>
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<td>Move within a timely manner</td>
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<td>Treat others how you want to be treated</td>
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<td>Accept others as they are</td>
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<td>Support each other</td>
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<td>Show Your School Spirit</td>
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<td>Conduct our school values</td>
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<td>Create a culture of kindness</td>
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<td><strong>Cafeteria</strong></td>
<td>Appreciate the cafeteria staff</td>
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<td>Use your manners</td>
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<td>Keep the cafeteria clean</td>
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<td>Clean up after yourselves</td>
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<td>Check out appropriately</td>
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<td>Pick up after yourselves/ Remind others to pick up after themselves</td>
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<td>Stand in line patiently</td>
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<td>Wait your turn</td>
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<td>Treat others how you want to be treated</td>
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<td>Create a Culture of Kindness</td>
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<td><strong>Dining Commons</strong></td>
<td>Be quiet</td>
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<td>Use appropriate language and volume</td>
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<td>If you rearrange your seating area, please return back to original setting</td>
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<td>Clean up after yourselves</td>
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<td>Keep this area clean</td>
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<td>Keep all food in this area/cafeteria only</td>
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<td>Clean up after yourselves</td>
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<td>Manage your time wisely</td>
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<td>Treat others how you want to be treated</td>
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<td>Create a culture of Kindness</td>
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<td><strong>Nurse Station</strong></td>
<td>Be respectful to the school nurse</td>
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<td>Wait patiently</td>
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<td>Once you are seen return to class</td>
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<td>Once you are seen, go home</td>
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<td></td>
<td>Take care of yourself</td>
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<td></td>
<td>Make sure your space is clean after use</td>
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<tr>
<td></td>
<td>Please remain quiet</td>
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<td></td>
<td>Interaction with others should be kept to a</td>
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<td></td>
<td>Conduct yourself pleasantly</td>
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<td></td>
<td>Create a culture of kindness</td>
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</table>
## School Code of Conduct

Within Westinghouse Arts Academy Charter School, we share a code of conduct that sets rules in place that guide behavior. The code of conduct applies all the time whether in school, during any extracurricular activities, or community events. We believe that our students need to have a safe, supportive and accepting environment where all students can learn effectively. Students, staff & faculty are to responsibly contribute to this environment through positive demonstration of behaviors and be able to report and or handle inappropriate behaviors efficiently. The core values of Westinghouse Arts Academy Charter School are Respect, Integrity, Success, Endurance, Unity and Phoenix Pride (RISE UP). If any of our students are found to be demonstrating

<table>
<thead>
<tr>
<th>Virtual Learning</th>
<th>Once you are seen lie down</th>
<th>The school nurse will contact your parents if necessary</th>
<th>minimum</th>
<th>Treat others how you want to be treated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful to your peers and teachers</td>
<td>Wait your turn to speak</td>
<td>Be present</td>
<td>Inquire/Ask Questions</td>
<td>Treat others how you want to be treated</td>
</tr>
<tr>
<td>Be on time at the start of each class period</td>
<td>Be assertive in your learning</td>
<td>Complete your assignments</td>
<td>Work Hard</td>
<td>Accept others as they are</td>
</tr>
<tr>
<td>Respect the privacy of others</td>
<td>Bring all required materials</td>
<td>Study Hard</td>
<td>Utilize available resources</td>
<td>Support Each other</td>
</tr>
<tr>
<td>Turn your cell phones off or silence them</td>
<td></td>
<td></td>
<td></td>
<td>Listen to others</td>
</tr>
</tbody>
</table>

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<tr>
<th>Extra Curricular Activities</th>
<th>Be respectful to others</th>
<th>Use appropriate manners, language and volume</th>
<th>Be on time</th>
<th>Work hard</th>
<th>Interact with others appropriately</th>
<th>Conduct our schools core values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on time</td>
<td>Participate</td>
<td></td>
<td></td>
<td></td>
<td>Help others</td>
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</tbody>
</table>

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<tr>
<th></th>
<th>Support Your Fellow Peers</th>
<th>Conduct our School Values</th>
<th>Create a culture of kindness</th>
<th>Listen to others</th>
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inappropriate behaviors that do not reflect our core values at any time, further disciplinary action will take place.

**Be Respectful**

1. Respect yourselves and others including students, staff & faculty
2. Treat others as you would like to be treated
3. Respect others privacy
4. Be polite
5. Listen to others including students, staff & faculty
6. Use your inside voices
7. Do not use foul language, name calling, yelling or screaming
8. No bullying behaviors should ever be demonstrated
9. Wear appropriate clothing when in the school building
10. Hats/hoods should not be worn in school

**Show Integrity**

1. Show up to all classes on time
2. Have materials readily available
3. Meet with your teachers regularly
4. Stay up to date and on topic
5. Wait patiently in order to be helped
6. Be honest and truthful
7. Manifest humility
8. Take responsibility for your own actions
9. Do the right thing
10. Be reliable and consistent

**Be Successful**

1. No cheating or academic dishonesty
2. Work hard
3. Study Hard
4. Be present in the moment
5. Ask/Inquire
6. Don’t interrupt others when they are working
7. Take responsibility for your own learning
8. Put forth your best efforts in all classes
9. Be productive
10. Work in a timely manner

**Show Endurance**
1. Ensure safety
2. Clean up after yourselves
3. Do not eat outside of specified areas
4. Be present in school and on time
5. Show up to all classes or periods on time
6. Be strong
7. Be able to withstand adversity
8. Behave in a responsible manner

**Be Unified**

1. Work together efficiently and effectively
2. Help others
3. Encourage/SUPPORT others
4. Uplift/Empower one another and make others proud
5. Act appropriately in group settings
6. Make everyone feel welcome and accepted
7. Stand with one another
8. Cooperate with others including students, staff & faculty

**Demonstrate Phoenix Pride**

1. Be kind to one another
2. Show school spirit
3. No running in the hallways
4. Support each other
5. Enjoy yourself and others
6. Show positivity
7. Respect one another
8. Be responsible
9. Be open to others ideas

**Discipline Checklist/Consequences**

**Student Behavior**

Students within Westinghouse Arts Academy Charter School are given the opportunity to make positive behavior decisions and choices. But all students are held accountable for their actions whether negative or positive. Students are expected to follow the rules/expectations within our
code of conduct in school, community events, or extra curricular activities. Monitoring of student behavior is subject to electronic surveillance.

**Student/School Discipline**

Discipline refers to the rules and strategies applied in school to manage student behavior and practices used to encourage self discipline. It is addressed through schoolwide, classroom, individual needs through broad and targeted intervention and development of self discipline. We are taking the Positive Behavior Intervention Tiered System into our building policy. Positive Behavior Intervention is a proactive approach used to improve safety and positive behavior. It focuses on prevention, not punishment. Students can only meet behavioral expectations if they know what they are.

Discipline is an integral part of the educational process which relates to the development of personal integrity and maturity.

**Consequences/Disciplinary Actions**

Consequences can take place at any time a student misbehaves. Some are more major than others. This list is designed to help students, staff, faculty and parents understand that consequences are provided if students misbehave or if they need assistance in areas. By not abiding by the rules or expectations can result with disciplinary actions. Not every intervention, consequence or disciplinary action is applicable for each situation, and all situations will be reviewed case by case. Westinghouse Arts Academy Charter School would like to repair any damage, restore relationships and improve student behavior.

**List of Consequences**

- Verbal/ Written Warnings or Reprimand
- Parent/Student Conference (via phone, in person etc.)
- Lunch Detention
- Teacher Detention
- Before School Detention 07:00 AM-07:30 AM/ After School Detention 2:40 PM-3:30 PM
- In School Suspension/Out of School Suspension
- Restorative practices (cleaning the lunch room, wiping down windows/boards/walls/ lockers)
  - Positive Behavior Support Plan implemented
Suspension from School Bus/PAT Bus transportation
Loss of social, extra curricular activities or other privileges
Students who drive can lose parking privileges
Expulsion from school

Interventions

- Peer Mediation
- Resolution Journal
- Student Assistance Program referral
- Community Support referral (outside mental health evaluations & therapies, drug and alcohol meetings and etc.)
- Guidance Referral
- Student/School Attendance Review Team referral
- Positive Behavior Intervention Team referral
- Positive Behavior Support Plan implemented

Specific Interventions/Consequences & Details

Reprimands

A reprimand is direct, in class address to the student who is displaying a negative behavior. Coming from a teacher, administrator, or staff member, it should be given in a calm manner while using direct eye contact. This will address the problem behavior, actions to correct the problem behavior, and consequences if the student continues not to comply with rules.

Restorative Practices

The goal of restorative practices is to improve and repair relationships between people and communities. An example: if a student was stealing food from the lunch room, they may be made to apologize to the cafeteria staff and made to clean lunch tables or help the cafeteria staff for one day to three days. This may also include peer mediation conferences between two students involved in conflict or the resolution journal to solve inter and intra personal conflicts. A restorative practice will usually occur if the infraction level is between level I, II or III.

Detentions

- A student can be assigned a lunch detention given notice the day before it has to be served by an administrator, staff member or teacher. Student(s) are to report to the assigned location or designated staff, administrator or teacher at the start of
their assigned lunch period. While in lunch detention, student(s) are allowed to eat their lunch and complete school related assignments. Students will have access to school chromebooks, but are not allowed to use other electronic devices such as cell phones or own computers, tablets and further. The student(s) will not be able to leave the designated area until their lunch period is over.

- A student can be assigned a teacher detention at the teachers own discretion for an amount of time, less than one hour. Teacher detentions are allowed to be assigned when the teacher is willing to supervise the student(s). The teacher(s) are to give notice the day before. If a student misses the assigned day of their teacher detention the student(s) will serve it once they return to school. Student(s) are to report to the assigned location or designated teacher. Students will have access to school chromebooks, but are not allowed to use other electronic devices such as cell phones or their own computers, tablets and more. The students will not be allowed to leave the assigned designated area until the full detention is served.

- A student can be assigned a before school detention which will begin at 07:00 AM and will end at 7:30 AM. An administrator, teacher or staff member will give notice to the student(s) the day before it has to be served. Student(s) are to report to the assigned location or designated administrator, teacher or staff member by 7:00 AM. While in morning school detention, the student(s) are allowed to complete any school related assignments/tasks.

- A student can be assigned after school detentions which will begin at 2:45 PM and end at 3:30 PM. Student(s) who require parent transportation will need to be picked up at 3:30 PM. After school detentions will be scheduled on select afternoons with advanced notification to parent and student by phone and or email or it could be reviewed within our student information system. At this time transportation will be coordinated. Westinghouse Arts Academy Charter is not responsible for providing transportation for students assigned to after school detention. If the student misses their assigned detention, they will be reassigned another detention. If a student misses the second assigned detention, they will be assigned an in school suspension.

Suspensions

- Suspension involves any disciplinary action that does not show cause for an expulsion, but a student is separated from school attendance for a period of time and will be assigned by administration. The suspensions can vary and range from in school suspension or out of school suspension for one (1) to ten (10) days time depending on the specific incident. If a student has to serve In School Suspension (ISS), the student(s) are allowed to complete any school related projects and assignments that will need to be turned in at the time of the due date. If a student is
serving an Out of School Suspension (OSS), when the student(s) return, they will be given specific instructions for when their assignments need to be completed by their classroom teachers and other involved school personnel that the student may interact with daily.

- A student can be assigned an **In School Suspension (ISS)** and the parent, student, and teachers will be notified in advance. Teachers may need to review coursework, but all students should be aware of the work needed to be completed within their syllabi. It is the student(s) responsibility to follow up with their teachers. Students will need to show up by 08:00 AM and they will be dismissed at the end of the school day at 2:40 PM. Students must work on school related tasks, assignments, projects and can utilize their school chromebooks. However, students are not allowed to utilize their cell phones, or their own electronic devices such as tablets, personal computers or more. Students assigned to ISS will be supervised by school administrators and they will stay in the designated area until dismissal time. Students will have to be escorted to lunch, to the restroom, water fountains or in case of emergency to the school nurse.

- Lastly when a student is in **ISS**, it will be considered an **excluded absence**!

- A student(s) can be assigned an **Out of School Suspension (OSS)** and will be assigned an OSS automatically for an action that poses a threat to the safety and security of the school/school environment. This will be assigned by an administrator and the administrator will contact the parent, student and teachers in advance via phone or email. Teachers may need to review coursework, but all students should be aware of the work needed to be completed within their syllabi. It is the student(s) responsibility to follow up with their teachers. The student(s) assigned OSS should not be on school property or at a school sponsored event. The student(s) should not be allowed to participate or attend any school extra curricular activities, events and so forth.

- For a student that is assigned OSS for more than (3) to ten (10) days, the parent/guardian along with the school administration will be required to attend an informal hearing to allow the student to return to the school building. The students will no longer have an excused absence. When a student(s) is assigned to **OSS**, this will be considered an **excluded absence**.

**Expulsion**

In Pennsylvania, any out of school district placement for more than ten (10) days is an expulsion. Any punishment that keeps your student out of school for more than days. Only a vote by the school board can determine if a student should face expulsion. If the administration seeks expulsion of a student, the school board will need to act on expulsion
prior to the 10 days of suspension (unless the parents or guardians ask for a continuance of 15 days of suspension.)

**Positive Behavior Support Plans**

A positive behavior support plan is able to help any student demonstrating problem behaviors. The main purpose of this plan is to reduce the negative behavior occurrences through positive and proactive means. Westinghouse Arts Academy Charter School staff & faculty, would like all students to display positive behavior to the best of their ability.

**Misconduct Level of Infractions**

Most of the classroom managed behaviors are level one and two infractions, but level three and four infractions are office managed behaviors. Level five infractions will result with administration, CEO, and/or community members such as the school board at Westinghouse Arts Academy Charter School.

Follow the chart below:

<table>
<thead>
<tr>
<th>Levels of Infractions</th>
<th>Definition/Handling</th>
<th>Types of Infractions</th>
<th>Interventions/Consequences</th>
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</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Teacher discipline of behaviors</td>
<td>❏ Disruptive Behaviors ❏ Class Integrity ❏ Disrespect ❏ Class integrity</td>
<td>Verbal/Written Reprimands Restorative Practices</td>
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<tr>
<td>Level II</td>
<td>Teacher discipline of behaviors</td>
<td>❏ Defiant Behaviors ❏ Inappropriate Language/Conversation ❏ Skipping a class ❏ Being in the</td>
<td>Teacher Detentions Lunch Detentions Parent/Student Conferences</td>
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</table>

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<thead>
<tr>
<th>Level III</th>
<th>Behaviors that need to have discipline referrals to the main office and dealt with school administration.</th>
<th>Repeated Disruptive Behaviors, Defiance</th>
<th>Continued not following the school dress code</th>
<th>Skipping class repeatedly</th>
<th>Not complying with bus rules or talking back to bus driver</th>
<th>Guidance Referral Positive Behavioral Support Plans Peer Mediation/Resolution Journal Before/After School Detentions SAP Referral Suspension from Bus Transportation</th>
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<tr>
<td>Level IV</td>
<td>Immediate attention by school administration/ from social media, emails, pictures or school grounds. Major office discipline.</td>
<td>Fighting</td>
<td>Bullying</td>
<td>Possession of Weapons</td>
<td>Vandalism</td>
<td>Academic Dishonesty</td>
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</table>
Students demonstrating Level IV (4) offenses may be immediately suspended for up to 10 days at the discretion of the Dean of Students/School Principal. An informal hearing with the student, parent(s)/guardian(s), Dean of Students and School Principal will take place for any suspension that lasts longer than three days.

Students demonstrating Level V (5) offenses may be immediately suspended for up to 10 days at the discretion of the Dean of Students/School Principal and possibly CEO. An informal/formal hearing will take place after three days of suspension or the leading of an expulsion with the Principal/CEO at their discretion.

Classroom Expectations

All students must show up to class on time. Teachers will shut their doors after the last bell rings for the start of their class. In each classroom there will be signs of behavior and expectations such as our general RISE UP positive behavior strategies and teacher’s classroom rules and expectations of their students. Students must follow both sets of rules throughout the entire school day or consequences will be administered. Students must respect their classroom and their classroom teachers at all times.

General Classroom Expectations:

- Arrive to class on time
- Abide by the 5 & 5 Rule
- Raise your hand
- Respect your teachers and yourselves
- Pay attention
- Stay on task/work hard
- Bring appropriate materials to class
- Listen to directions
- Complete your assignments within a timely manner
- Voice tone should be appropriate within a classroom

**Flex Expectations**

Flex is considered additional time that students are to complete their tasks/assignments given to them by their classroom teachers. Flex is **NOT** considered a study hall or free time. Students will get 3 flex blocks per academic including World Language during two trimesters. Please note this may vary as some students will not receive flex blocks for one trimester if they are subject to AP keystone triggered courses. A teacher will be assigned to a flex room where the students will complete their assignments for academic classes. This allows students and teachers additional interaction and assistance. **ALL** students are expected to work hard and quietly at their own pace and the assigned teacher will be expected to engage with students that have additional questions or concerns. They will be grouped in three different sections/stations within an academic flex classroom. Each group will work within three different stations.

**General Flex Expectations:**
- Arrive on time to flex
- Students must remain in their assigned flex block for 5 minutes prior to asking for a break
- Students must be back in their assigned flex before the last five minutes of their flex block
- Flex is not free time or socialization time
- Students in flex must remain silent unless they are interacting with a teacher
- Be prepared to work diligently
- Bring all of your necessary academic supplies
- Students should work by themselves at their own pace (unless teacher permits teamwork)
- Students should not be utilizing their electronic devices (cell phones, tablets, and etc.) unless permitted otherwise by a teacher
- If students want to work while using their headphones, please be considerate of other students. Headphone volume should not disrupt the classroom
Ask permission to leave your flex classroom and utilize the sign in and sign out sheet. You MUST have a hall pass.

5 & 5 Rule

Students will need to wait five minutes before the classroom teachers allow them to leave and all students need to be in their assigned classes five minutes before the class period ends.

No hall passes will be given during the first and last five minutes of each class period. Students must have a hall pass to be in the hallway. This includes restrooms, nurse’s suite, and offices. Students must also sign out of the class and sign in upon return.

Dress Code

Westinghouse Arts Academy Charter School recognizes that students' clothing is a form of self expression. We do not wish to restrict self expression; however, we have guidelines in place to allow all students to learn within a safe and supportive atmosphere. Students in violation of our dress code policy, will be addressed either by a classroom teacher or sent to the main office and asked to change or to cover up. In the events that a student continually violates our dress code policy, it will be handled within a level III consequence of disciplinary actions.

The following are NOT permitted at Westinghouse Arts Academy Charter School:

- Clothing with indecent, obscene or lewd messages and/or images
- Clothing that promotes or depicts illegal acts such as violence or drug use
- Clothing with gang related messages or images
- Visible undergarments or any clothing that is see through
- Wearing hats or hoods while in the school building
- Bare midriffs that exceed 4 fingers from the top of the pants/shorts/skirts to the bottom of the shirt when standing up straight. The bare midriff may not show undergarments or cleavage (unless the student is wearing dance attire-please see dance dress code)
- Bare feet, shoes must be worn at all times (unless you are in dance attire and participating in a dance/yoga course)
*Please reference the Dance Dress Code Policy below. The Dance Dress Code will also be within student syllabi, discussed within the dance courses, etc.

Dance Dress Code

Westinghouse Arts Academy Dance Department has a required dress code for dance classes. Students enrolled in dance classes must follow the dress code when in class. At the beginning of each semester, a representative from The Dancer’s Closet will visit the school to allow students to order the required dance attire and shoes if they do not already have them. Order forms will be provided prior to the visit. Students who cannot afford dance attire or shoes should speak with their dance teacher or a school administrator as soon as possible so arrangements can be made to provide them with required items. Adherence to the dress code is part of a student’s grade.

Please note: All Dancers should purchase masks as they are required to be worn in all dance courses. Bloch B-Safe Adult Face Mask

<table>
<thead>
<tr>
<th>LOCATIONS/CONTACT</th>
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<tbody>
<tr>
<td>Dancer's Closet*</td>
</tr>
<tr>
<td>4558 William Penn Hwy</td>
</tr>
<tr>
<td>Murrysville, PA 15668</td>
</tr>
<tr>
<td>(724) 733-4615</td>
</tr>
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<td></td>
</tr>
<tr>
<td>Dancer's Closet</td>
</tr>
<tr>
<td>253 E Pittsburgh St</td>
</tr>
<tr>
<td>Greensburg, PA 15601</td>
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<tr>
<td>(412) 832-1501</td>
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</tbody>
</table>

WOMEN

Women can choose from the two leotards below. It is highly recommended dancers buy at least 2 leotards. Leotards can be ordered from Dancer’s Closet at a discounted rate of $18 each.

- Capezio high-neck tank leotard
  - Item # CC201
  - Color: Burgundy

- Capezio short sleeve leotard
  - Item # CC400
  - Color: Burgundy

Black tights
- Convertible or Stirrup
- Any brand is acceptable
<table>
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<tr>
<th><strong>MEN</strong></th>
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<tbody>
<tr>
<td>Form-Fitting pants/leggings or tight shorts</td>
</tr>
<tr>
<td>Color: Black</td>
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</tbody>
</table>

**Dance belt**
Must be worn under tights/leggings, any brand/style/color is acceptable.
## SHOES

### Ballet
Split-sole ballet slippers (pink or black)
Canvas or leather
Any brand is acceptable

### Tap
Split-sole tap shoes (black or tan)
Capezio and Bloch are preferred

### Contemporary/Improvisation
Barefoot or turning shoes

### Jazz/Martinsville Jazz
Jazz shoes (black or tan)
Bootie or lace-up
Any brand is acceptable

### Modern
Barefoot

### Hip-Hop
Tennis shoes with white soles that are designated to the studio
(Shoes should not be worn outside)

## HAIR/JEWELRY

Long hair should be secured in a bun and kept off of the face and neck. All jewelry should be removed prior to class. This includes dangling earrings, necklaces, rings, bracelets, etc. Students may wear small stud rings in ear or body piercings.
Policies

Anti-Bullying Policy

Westinghouse Arts Academy Charter School will NOT accept bullying in any manner. Bullying within our school building is considered a level IV or V infraction with the same levels of consequences to be given or determined. Bullying is defined as an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm to another person or group of people. It will feel as though the victims of bullying can not stop this avoidable behavior.

Westinghouse Arts Academy Charter School strongly condemns acts of bullying and will take swift and appropriate action to respond to any accusations of bullying such as peer mediation, resolution journal or etc.. Harassment or bullying is any gesture or written, verbal, graphic, or physical act (including electronically transmitted act) that takes place on school property, at any school-sponsored activity, or in a school vehicle and is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; a disability or impairment; or by any other distinguishing characteristic. Harassment or bullying includes any gesture or written, verbal, graphic, or physical act (including electronically transmitted act) that takes place off school property if such act causes a hostile environment on school grounds.

Westinghouse Arts Academy Charter School encourages students who have been subject to bullying or harassment to promptly report such incidents to the School Principal, Dean of Students or School Counselor as soon as possible. All complaints of harassment or bullying shall be investigated promptly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained to the extent possible, consistent with Westinghouse Arts Academy Charter School’s legal and investigative obligations.

Consequences and appropriate remedial actions may range from restorative interventions up to and including suspension or expulsion. Consequences must be consistent with Westinghouse Arts Academy Charter School’s Code of Conduct and
infraction levels. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Tobacco, Drug and Alcohol Policy

**Smoking & Vaping**

Student use of alcohol and student use of controlled substances (drugs & vaping) for which the student does not have a valid prescription are illegal. Illegal use of drugs, including smoking, vape mechanisms and alcohol, has an adverse effect on everyone in the Westinghouse Arts Academy Charter School community.

Westinghouse Arts Academy Charter School is committed to providing a healthy, productive environment for staff, students, student families and community members. We believe that education has a central role to play in establishing healthy habits for students; we also believe it is appropriate to help students resist the use of tobacco. Students shall not be permitted to possess or use tobacco products of any kind or any form while in the school building, on school property, in a school vehicle, in a school bus, or while attending a school.

Westinghouse Arts Academy Charter School will **NOT** tolerate or condone this type of behavior or actions on school property or grounds. We will take appropriate action deemed necessary if any student violates our code of conduct. Smoking, Vaping or the use of illegal substances on school property will immediately result in a level IV (4) or V (5) consequences. Westinghouse Arts Academy Charter School will provide educational guidance and supportive services to assist students in issues related to illegal drugs, smoking and vaping, and alcohol use. Students with drug and/or alcohol problems may be referred to appropriate supportive services after parents are informed and with permission to do so.

*Please Note: Students who are found to be smoking, vaping or using illegal drugs or alcohol on school property or grounds will result in disciplinary actions that are deemed necessary and appropriate.*
Transportation Etiquette

These are the appropriate and safe measures or helpful tips when using any of Westinghouse Arts Academy Charter School transportation including home district school bus and public transportation. The following ARE permitted when you are waiting or riding Public or Home District Transportation:

- Arrive 5 to 10 minutes prior to your appropriate bus transportation for school unless it is at the end of the school day
- Stand on the side walk and not out in the street
- At the end of the school day, bus transportation will be utilized and available
- Students will have five minutes from the end of the school day (2:40 PM-2:44 PM) to get to their appropriate school or public transportation. School buses are subject to leave at 2:45 PM unless it is an early dismissal.
- When boarding or exiting the school bus, please be in a single file line. You will all get the chance to enter and exit.
- Follow your bus driver's rules
- Stay seated
- Keep your legs and bookbags on the floor in front of you
- Keep the aisle clear
- Never put your hands or any limbs out of the window
- No vaping, smoking or use of illegal substances on the bus
- Have respect for your bus driver and yourselves
- No yelling, swearing or displaying of distracting behaviors
- No fighting
- No littering

Student Driver Parking

Driving a motorized vehicle to school is a privilege. Students will operate motor vehicles in a safe, careful manner at all times and in accordance with the laws of Allegheny County and the State of Pennsylvania. Everyone in the car should use safety measures such as seat belts.

- A valid parking permit must be visible at all times in the student parking lot
- Students must always park in the student lot behind the cafeteria
- Students must make sure their cars are secured before entering into the school building
- Students are not allowed to return to their car at any point of the day unless permitted by administration
- Vehicles are not permitted in the bus lane during pick up or drop off hours
- All students must yield to buses as they have the right away
- Students must obey all signs and pavement markings
- Students must report all accidents or damage that is done on school property
- Student handicap parking is in front of the main building (should you be issued one through the DMV)
- Vehicles on Westinghouse Arts Academy Charter School property may be subject to random searches by the Allegheny County Police Department and/or Pennsylvania State Police

Review our discipline policy for more information and if at any time these rules are not followed, this student privilege can be taken away.

## Deliveries

Parents/guardians and students are **NOT** permitted to order food for delivery at school from any restaurants or other establishments. The office staff or faculty will not accept delivery of food items for students from outside vendors.

Gifts, flowers and balloons are **NOT** permitted to be delivered or brought to the school; it is disruptive to the academic process. Any gifts, balloons, flowers brought to the school will remain in the main office until the end of the school day.
Technology Overview & Policies

School Provided Technology

Students have been provided with a protective case for the Chromebook that does not need to be removed to use the device. The protective case should remain on the device at all times. Students and parents are responsible for keeping the device secure and in good working condition. That said, accidents can happen. If a Chromebook is damaged or destroyed the student and parents are responsible for the cost to repair or replace the device.

To help families protect themselves against unexpected repair or replacement costs, families are required to purchase insurance for their Chromebook. The attached application explains the coverage. Manufacturing defects and failure as well as standard wear and tear are not covered, but families will not be held responsible for those issues. Cosmetic damage and unexplained loss are also not covered, but families will be responsible for these issues. The coverage is $25 and covers the entire school year.

Students and parents must also sign the attached Chromebook agreement before students will be allowed to take their Chromebook off school premises.

Rules and Guidelines

- Bring your Chromebook to school each day charged and ready to use. Bring your charger and headphones each day. A loaner Chromebook may or may not be available for you to use if you forget your device or if it is not charged.

- Only school appropriate images, content, and apps are permitted on the Chromebook.

- Do not take photos or video or audio recordings of others without their permission. This includes other students, teachers, and staff.

- Use headphones to avoid disturbing those around you. If you neglect to bring headphones on a regular basis, you may be required to leave a set at school to
ensure that you have them every day. Be aware of the volume even with headphones on. Some headphones allow significant noise to escape to those around you.

- Do not delete any content, links, or apps that have been installed by the school onto your device.

- Be careful of eating or drinking near your Chromebook. Spills and crumbs can damage your device.

- Keep your Chromebook in a secure and safe place. You are responsible for what happens to your device whether you are at school or off premises. Do not leave your Chromebook unattended and take it with you to all classes.

- Chromebooks will need to be in cases at all times.

- Please do not use stickers anywhere on your Chromebook.

- If you have any issues, please email techsupport@westinghousearts.org with your issue.

Chromebook Insurance
Worth Ave. Group is offering a special discount to students and faculty for your school to insure school-issued devices. Insurance with Worth Ave. Group will protect the device against an array of damages. This insurance policy will provide full replacement cost coverage. The policy is also transferable to a replacement unit.

### K-12 Student Rates

<table>
<thead>
<tr>
<th>Model</th>
<th>Coverage</th>
<th>Term</th>
<th>Deductible</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Issued Device</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- Cost $25.00
- Request NO Coverage/Parent Signature

*Required information: please PRINT clearly*

- Student Name: *
- Grade Level: *
- Parent Name: *
- Home Phone: *
- Cell Phone: *
- Email: *

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Worth Ave. Group is affiliated with National Student Services, Inc. Since 1971, Worth Ave. Group has been the leader in providing personal property insurance designed specifically for students, faculty and staff of colleges and universities. Our expertise has now expanded to include K-12 education, businesses and individuals. Our corporate headquarters is located in Stillwater, Oklahoma. We are licensed in all states, including Alaska and Hawaii. We are underwritten by an A.M. Best Company (Rated A - Excellent), an organization rating insurance companies based on operating performance and financial strength. Worth Ave. Group contact information is: (800) 620-2885, 8am-6pm M-F CST / www.worthavegroup.com. Mailing address is PO BOX 2077, Stillwater, OK 74076.
**Cell Phones**

Westinghouse Arts Academy Charter School embraces the use of technology and electronic devices as a learning tool within our classrooms which allows our teachers and faculty to creativity. Without specific teacher permission, the use of electronic devices/cell phones are not permitted if they are to interrupt the school day or learning environment and should remain on silent and out of sight within a classroom. We must maintain a conducive, supportive, safe and professional school atmosphere. ALL students must respect their classroom teachers and rules in place. Cell phones should be silenced, completely turned off, or out of sight when you are within a learning environment.

You are permitted to utilize your cell phone for emergency calls within an administrator approval while in the main office. If there is an emergency, parents/guardians please call the main office for assistance. However, students are allowed to utilize their electronic devices within the cafeteria/commons area or hallways unless permitted otherwise.

Cell phones are **NOT** permitted to be used during detentions or in school suspensions.

*Please note: Westinghouse Arts Academy Charter School is not held liable or responsible for your students electronic devices which include but are not limited to cell phones, watches, tablets, iPods, headphones, and etc. Students are responsible for their own electronic devices and should not hold any one else accountable if their devices are lost or stolen at any point. Students must make sure their items are safe and secure at all times. We allow students lockers with their own locks and combinations, should they needs to secure any personal belongings during the school day*

**General Acceptable Use of Technology**

Please use the technology appropriately. Westinghouse Arts Academy Charter School provides each student with necessary materials in hopes that you will use them properly. If anything should be done to the schools provided materials, alert staff immediately to resolve the issues.

**Internet Policy/Usage**

Students, staff, and faculty have access to the internet during the school day. This is a privilege and should be conducted as such. Students are expected to be respectful, hardworking, responsible, ethical, appropriate and safe while having this access. These guidelines should be followed at all times in order to continue having the access needed by all individual students, staff, and faculty.
Inappropriate Materials
Westinghouse Arts Academy Charter School has the right to block inappropriate websites. Accessing inappropriate websites or information may result in a disciplinary action.

Social Media Policy

At Westinghouse Arts Academy Charter School teachers, staff, students, and other community members utilize social media as a form of networking within and outside our community to create and enhance educational resources within our classrooms. While utilizing social media is fun and a way to connect, sometimes the lines are blurred as to what is public, private, personal, or professional. Be aware that there are risks associated with using social media/networking.

Students must follow Westinghouse Arts Academy Charter School Internet policies and social media guidelines anytime they post material that could identify them, their relationship to the school, or when using Web tools in any way related to classroom or school activities.

Students must:
- **Be safe online.** Never give out personal information, including last names, phone numbers, exact birth dates, and addresses. Students should not share their passwords with anyone besides their teachers and their parents.
- **Be aware of what they post online.** Social media venues are public and often permanent. Students should not post anything they wouldn’t want friends, parents, teachers, college professors, or future employers to see.
- **Be respectful.** Remember that you are a part of a caring school community and you should behave in a manner that promotes a caring, safe, orderly, and conducive learning atmosphere.
- **Follow the school’s policies when writing online.** What is inappropriate in the classroom is inappropriate online. Harassing, bullying, threatening and other types of inappropriate conduct are prohibited in school and online. It is acceptable to disagree with someone else’s opinions; however, do it in a respectful way. Criticism should be constructive (helpful or enlightening) and not hurtful.
- **Be reflective.** Think before you post to any social media outlets. Try to understand the thoughts of others before responding. Take time to read statements fully and if you are upset in any manner, take a second to calm down and breathe.
Utilize good judgment. Think about the type of image you would like to see for yourself and how others will perceive you. How you represent yourself using social media networks should be comparable to how you truly present yourself to others especially within our school community.

Be careful with links. Linking to other websites to support thoughts and ideas is recommended. However, the student should be sure to read the entire article prior to linking to ensure that all information is appropriate to a school setting.

Not plagiarize. Students are not to use other people’s work without their permission. It is illegal to copy and paste other people’s work (even parts of their work) without giving credit to that person. Students should hyperlink to their sources or include the web address where the information can be found. Pictures, videos, songs, and audio clips may also be protected by law. Students who don’t have permission to use the images, videos, songs, or other clips shouldn’t use them.

Not hack. Never access someone else’s account, identity, or other restricted sources.

Be genuine and transparent. Students should not misrepresent themselves by using someone else’s identity. Do not misrepresent who you are. Do not assume another’s identity either.

Write well. Blog and wiki posts should be well written. Students should use proper grammar, capitalization, and punctuation. If a student suggests edits to someone else’s work such suggestions should be made in the spirit of improving the writing.

Accept Responsibility. If you make a mistake, correct it quickly. If another person correctly points out the mistake, own up to it. Apologize when an apology is due.

Tell someone. If students find inappropriate material that makes them feel uncomfortable or disrespected, students should tell their teachers or trusted adults. If students cannot tell their teachers or trusted adults, they should tell their principals.

Please Note: Students should not request to follow teachers, staff, administrators or vice versa. Westinghouse Arts Academy Charter School is a unique community, but we are still a professional entity.

Network Supervision
Westinghouse Arts Academy Charter School will provide security and only provide the networks deemed appropriate and useful within our school building. Students must not utilize any websites or applications that will affect our conducive learning environment. We can remove accounts and applications as we see fit.
Security/Accounts
Students must adhere to the following rules and regulations when using the internet within Westinghouse Arts Academy Charter School or on their professional academic chromebooks.

- Never use another person's account to log in
- Do not give your passwords/account information to any other students
- Students are responsible for their misuse
- Speak to an administrator or technology administrator if there are any problems or concerns you may have

Prohibitions
All WAACS users must act in a responsible, ethical, and legal manner in accordance with WAACS policy, administrative regulations, and state and federal law. Specifically, the following uses of the computers, computer facilities, computer resources and computer networks are prohibited and constitute inappropriate use:

1. To facilitate illegal activity or any violation of WAACS Policy.
2. For commercial or for-profit purposes.
3. Computer gaming that is not under the supervision of WAACS instructional staff.
4. Product advertisement or for political lobbying.
5. To disclose, use, transmit or disseminate personal or individually identifiable information about any WAACS user, student, or employee other than for approved administrative purposes.
6. To create and/or proliferate hate mail, discriminatory remarks, or offensive, harassing, or inflammatory communication or to participate in any form of bullying/cyberbullying. Such action, when it occurs in a school/work setting and is used to harass, tease, intimidate, threaten, or terrorize another student, teacher, or employee of WAACS will result in appropriate discipline. For activity that takes place outside of the school/work setting, specific attention will be paid to the impact such bullying/cyberbullying has on the school/work setting in accordance with applicable legal standards. WAACS has a specific policy that prohibits bullying and cyberbullying.
7. For unauthorized or illegal downloading, installation, distribution, reproduction, or use of copyrighted material.
8. To access obscene or pornographic materials.
9. To access inappropriate material as defined above.
10. To use inappropriate language or profanity.
11. To transmit material likely to be offensive or objectionable to recipients.
12. To intentionally obtain, tamper with, and/or delete data files that are created by others.
13. To use the computers or computer networks to disrupt the work of others.
14. To destroy, modify, and/or abuse any computer or computer network hardware, software, or data is prohibited. This prohibitive use includes the use of computer viruses or other executable files, to damage or destroy data files.
15. To use electronic mail, instant messaging, social networks, or chat services, unless such use is expressly endorsed by WAACS and is part of the instructional program.
16. To present or proselytize for a particular cause, belief, viewpoint or position that is contrary to or inconsistent with the approved position of WAACS or is not related to bonafide pedagogical purposes.
17. To engage in the practice of “hacking” in order to bypass computer and network security for any purpose whatsoever.
18. To utilize school computer equipment, computer facilities, computer networks and computer resources to violate the policies of WAACS.

WAACS Digital Lab
- Students may use this room only with teacher presence unless otherwise granted permission.
- Students are not permitted to ever eat or drink in this classroom.
- Students should be responsible and utilize the computers for school work only.
- Student should not delete any programs, files, etc. that is already installed on the computers.
- Students should immediately report any computer damage or if it is broken.
Attendance Policy

At Westinghouse Arts Academy Charter School we believe that there is a direct connection between great attendance and high achievement. Students that demonstrate positive attendance usually show higher achievement, enjoy school and other learning opportunities, and experience success over the course of their lives whether personal or occupational. We want all of our students to succeed.

Within Westinghouse Arts Academy Charter School the administrators and faculty are responsible to carry out our attendance policy in a fair and consistent manner. With the help of our school community, faculty, staff, students, and families we can promote and stress the importance of attendance within our school.

An Attendance Improvement Plan is also implemented to ensure our success as a school and to help students and families to increase our school attendance rates. **90% of Success is showing up. School attendance Counts... Be there!**

Each student should enter the school building between 7:30 AM -08:00 AM in order to be marked present! Between the times of 7:30-08:00 AM students are able to purchase and eat breakfast.

Arrival and Departure

- School begins at 08:10 AM each day and ends at 2:40 PM each day. All students may arrive between 7:30 AM -08:00 AM. Students should not stay past 03:00 PM on any school day unless they are participating in an after school activity or they have permission to stay with an assigned staff/faculty member who will be supervising them.

- Students are required to attend their advisory by 08:10 AM each morning and will be dismissed from advisory at 08:20 AM. Students who arrive later than 08:07 AM will be given a warning the first two times. But if a student is not in their assigned advisory at 08:10 AM they will be marked tardy and students who arrive at 08:20 AM or later will be marked absent.
Absences (Lawful/Unlawful)

- “Absences” are when a student is not present in the school building for the current school day. Students will be excused for illnesses, family emergencies, death of a family member, medical, dental, school activities, and educational travel with prior approval (meeting). The Dean of Students or Administrative Secretary will take excuses up to only **three** days after the absence occurs. Excuses can also be emailed to attendance@westinghousearts.org.

- Any documentation or appropriate documentation will need to be given to the main office Administrative Assistant before the school day begins which will be between 7:30 AM-08:00 AM!

- Students will receive a pass to be excused at the time indicated on the note. Students 17 or younger will not be permitted to leave the school building without permission from parent/guardian or emergency contact or individuals that do not present identification within the main office.

<table>
<thead>
<tr>
<th>Absence Reasons</th>
<th>Required Documentation</th>
<th>Number of Times Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bereavement</td>
<td>Parent note required immediately when you return to the school building</td>
<td>With Appropriate Documentation</td>
</tr>
<tr>
<td>College Visit (Junior and Seniors)</td>
<td>Documentation from College/University including dates of visit</td>
<td>Up to Six (6) visits throughout the school year</td>
</tr>
<tr>
<td>Court Hearing</td>
<td>Documentation from Court/Parent</td>
<td>With Appropriate Documentation</td>
</tr>
<tr>
<td>Doctors/Medical Appointment</td>
<td>Physician’s note</td>
<td>With Appropriate Documentation</td>
</tr>
<tr>
<td>Family Emergency</td>
<td>Documentation from the hospital/funeral attended and/or parent note the day you enter back into the</td>
<td>With Appropriate Documentation</td>
</tr>
<tr>
<td></td>
<td>school building</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Field Trip</td>
<td>Teacher Documentation</td>
<td>With Appropriate Documentation</td>
</tr>
<tr>
<td>Professional Absence</td>
<td>Parent Request to administration two weeks prior to the dates; Documentation from the organization</td>
<td>Up to three (3) professional absences throughout the school year</td>
</tr>
<tr>
<td>Parent Excused Absences</td>
<td>Parent note required to be submitted to the main office prior to vacations or immediately following after an absence or any other reason</td>
<td>Up to six (6) parent excuse notes throughout the school year</td>
</tr>
<tr>
<td>Vacation</td>
<td>Parent note required and if it is educational please provide documentation from the organization or institution two weeks prior to the date</td>
<td>Up to six (6) missed school days throughout the school year. Not during a testing window if that child is scheduled to take a test.</td>
</tr>
</tbody>
</table>

**Bus Transportation**

- All students should be aware of the bus policies that should be followed for their resident school district. Proper behavior should be conducted at all times. Improper behavior can result in temporary or permanent privilege being revoked, or suspension or any other consequences.
- Please be aware that all students should report to their bus stop 5-10 minutes prior to their resident school bus pick up time. We at Westinghouse Arts Academy Charter School can not grant permission for students to ride another school bus other than their assigned resident school district. That permission may be granted by the school bus resident districts **only**.
Students who use the public transportation system are to arrive using the PAT 69 Trafford to the Herman Street Bus Stop by the Wilmerding Park by 08:00 AM. They will then enter at the Herman street entrance by the auditorium.

Class Attendance

“Class Attendance” will be conducted at the beginning of each period throughout the entire school day. Classroom attendance will be taken at the beginning of each period and entered into the Student Information System. After the second unexcused absence or third excused absence in the trimester, the teacher will contact the parent to notify them that the student is at risk for decreased grade or no credit for the course. If a student misses five class periods in one trimester, they will be referred to the Dean of Students for appropriate consequences.

Daily Attendance

“Daily Attendance” will be conducted as the student enters their advisory classroom each morning at 08:10 AM through our Student Information System. The attendance will be uploaded within our Student Information System by 08:20 am each morning.

Early Dismissals

“Early Dismissals” may be requested for funerals, doctor appointments, college visitations and court appearances. Students are to present an early dismissal request to the school office listing the date, time and reason for dismissal including a parent/guardian signature. At the time of dismissal the student must report to the front office to sign out of the building.

Emergency Closing

If Westinghouse Arts Academy Charter School is delayed or closed due to inclement weather, it will be posted on KDKA, WPXI, and WTAE.

If East Allegheny School District is delayed or closed due to inclement weather, we will also be closed or delayed.

If your student relies on their home school district transportation, please be aware that your transportation will be based upon your resident school district.

Absences and tardiness due to inclement weather will be considered excused with written documentation.
“Excessive Absenteeism” is when absences beyond 5 days in a nine week period occur and causes other school personnel to get involved.

Family Emergency

- A “Family Emergency” is something that happens instantly and influences the well being or security of your family members or relatives. This will affect your family in a huge way such as a car accident, funeral, sudden illness that will impact your family. If there is a family emergency in such a manner that will truly impact your family then it will be considered an excused absence.

FIVE-FIVE Rule and Hall Pass

- Students will need to wait five minutes before the classroom teachers allow them to leave and all students need to be in their assigned classes five minutes before the class period ends.

- No hall passes will be given during the first and last five minutes of each class period. Students must have a hall pass to be in the hallway. This includes restrooms, nurse’s suite, and offices. Students must also sign out of the class and sign in upon return.

Habitually Truant

- A child is “habitually truant” if the child is subject to compulsory school laws and has incurred six or more school days of unexcused absences during the current school year.

Student Drop Off and Pick Up

- Students who are driven to school must use the main entrance and enter the school building between 7:30 AM - 08:00 AM. By 08:10 AM students need to be in their assigned advisory classrooms.

- Students are to be picked up before 03:00 PM. Only students involved in extracurricular activities will be allowed to stay after school.
Student Drivers

- Any student wishing to drive to school must complete a student driver form in the main office. Students who drive to school must arrive between 07:30 AM-08:00 AM. By 08:10 AM students will need to be in their assigned advisory. Student drivers must park in the student parking lot behind the school near the auditorium and display their parking pass in their vehicle.
- Upon arrival, students are expected to secure and leave their vehicles, the student will not be allowed to return to their vehicles prior to their scheduled departure from school. Additional rules and regulations regarding motor vehicles will be distributed to those applying for parking permits.
- Any incidents or relies and expectations that are not followed, may result in the loss of privileges, towing, and/or suspension. Parking privileges may also be denied as a result of poor attendance, tardiness, misbehavior, or disciplinary actions that have occurred. Students who use the student parking lot must enter and exit through the Herman Street entrance, near the auditorium. The bus doors will lock at 08:05 AM.

Student Walkers

- Students who walk to school may enter either through the Herman Street entrance near the auditorium or the main entrance between 07:30 AM-08:00 AM. By 08:10 AM students will be in their assigned advisory classrooms. The Castle door will lock at 08:05 AM.

Tardies (Unexcused/Excused)

- Students in Westinghouse Arts Academy Charter School will be considered “tardy” at 08:10 AM. Students who are “tardy” to school must sign in at the main office. Tardiness for reasons of illness, funeral, medical and dental appointments, religious observance, college visitation, or court appearances will be considered excused with proper documentation. All other tardies will be considered unexcused.
- Three “unexcused tardies” will equal one unexcused absence and may lead to consequences for truancy.
Class Tardiness

- At the start of each class, the doors will be closed. No students are admitted into the classroom unless they receive a pass from the tardy kiosk, an administrator, or his/her designee.

Truancy

- A child is “truant” if the child is subject to compulsory school laws and has incurred three or more school days of unexcused absences during the current school year.

School Procedures/Legal Proceedings

This section addresses the attendance procedures and rules, notifications being made to students and families, the interventions, referrals or consequences utilized, and the engagement with outside community agencies or members deemed appropriate.

1. If a student has missed two consecutive days of their advisory period or is tardy to school three consecutive times, advisory teachers will notify the individual students' parents, Dean of Students, or Administrative Assistant.
   - Please note that all parents and students will be able to see their attendance in eSchools through our student and parent portals.

2. All teachers will take attendance at the beginning of each class period (documented in eSchools). The system will alert the school administrators of any absent or tardy students day by day. Reports will be run weekly for the Dean of Students to keep track of attendance.

3. The Dean of Students will meet face to face with each student before contacting the individual's parent with three (3) to five (5) unexcused absences or consecutively unexcused absences. After initial meetings are conducted, an email to the individuals’ parents will be sent.
   - Please note that if a student is absent, he/she will need to present an excuse immediately.
The student will remain unexcused until an excuse or appropriate documentation is provided to the school (written or emailed to attendance@westinghousearts.org). If an excuse is provided within the three-day time frame, the student may be changed (in eSchools) to an excused absence for the identified missed day.

The identified students may be referred to our School Attendance Review Team (SART), Student Assistance Program (SAP) or may be given reprimands, restorative practices, or consequences.

4. If a student consecutively misses six (6) to nine (9) school days or has six (6) to nine (9) unexcused absences, the Dean of Students will follow up with phone calls and letters will be emailed to the individual’s parent/guardian.

- A School Attendance Improvement Plan (SAIP) will be implemented with the student and parent during a scheduled meeting face to face, via phone call or virtual (deemed necessary).
- The purpose of a SAIP is to help the student to get on a positive track with attending school more, the SAIP shows documentation and the reasons as to what is holding the child back and how to better help the student and their family.
- Students may also be referred to the school counselor or may receive reprimands and consequences which can include loss of privileges, ½-1 day of In-School suspension, etc.

5. After 10 or more consecutively missed school days or 10 or more unexcused absences, there will be a mailed certified letter and emailed certified letter sent to the parent/guardian.

- A physician’s note will be required after 10 consecutively missed school days or 10 or more unexcused absences.
- Students will receive consequences which can include loss of school/ parking privileges, 2-3 days of In-School Suspension, etc.
- Truancy charges may be potentially filed with Westinghouse Arts Academy Charter School’s local magistrate.
- A student could potentially be dropped from Westinghouse Arts Academy Charter Schools’ roster.
Please note: Teachers/faculty will be contacting parents or families regarding a child’s academic performance due to absences or tardies within our school building. Westinghouse Arts Academy Charter School is going to follow the state laws, policies, and procedures for attendance. The consequences are built in this plan already based on the school and legal procedures.

Our main focus is to get our students to arrive at school and each class period on time, be present within the classroom, and to keep all students engaged in instructional learning time.

School Attendance Improvement Plan Overview & Consequences

A School Attendance Improvement Plan was incorporated during the 2018-2019 school year after specific training had taken place. This plan will continue to be implemented for individual students within the Tier two (2) intervention phase which means the individual is at-risk for attendance concerns. At risk will include six missed days or more within the school year. This plan’s purpose is to improve an individual student’s attendance.

The School Attendance Improvement Plan (SAIP) will be conducted in a conference room with a face to face meeting which includes the individual student, parents/guardians, Dean of Students and School Counselor. The Dean of Students will be the main point of contact when dealing with attendance and implementing this plan. The school counselor will discuss any grades or credit concerns for the individual student. Within this conference we will all discuss possibilities, strengths and weaknesses to further improve the students attendance rates within Westinghouse Arts Academy Charter School.

Please review the charts below as it details the consequences/interventions for students who are at-risk due to poor school attendance and tardies. These consequences or interventions will be followed and determined based on the individual student and reviewed case by case. Please allow students to remain in good standing within their given learning environment.

Unexcused Absences
### Unexcused School Absences

<table>
<thead>
<tr>
<th>Absences</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| 2        | Parents will be notified by advisory teacher  
Reprimands may be given within the classroom |
| 3-5      | Dean of students will notify parents  
Student may be referred to SAP  
Student may be referred to SART  
Reprimands  
Restorative Practices  
Detention |
| 6-9      | Dean of Students will notify parents  
Reprimands  
Hold SAIP conference  
Guidance Referrals  
(2) Detentions of any sort may be given  
Loss of school privileges/parking privileges  
½-1 day of In-School Suspension  
Emailed letters will be sent to parent |
| 10 or more | Parents will be notified  
Certified letters will be mailed home  
2-3 days of In-School Suspension  
Students must present excuses at any given time  
Legal proceedings may take place |

### Unexcused School Tardies

<table>
<thead>
<tr>
<th>Tardies</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| 3-5     | Parents will be notified by advisory teachers /Dean of Students through email  
Reprimands |
| 6-10    | Parents will be notified by Dean of Students through email  
Guidance/SAP/SART referrals |
### SART Team Overview

The students have many opportunities for connections with the adults in the school building throughout the entire school day. We are implementing Check and Connect which is an intervention that is designed to help students who are at risk of dropping out of school and have been showing signs of disengagement within the school system.

Check and Connect will allow us to lead a School Attendance Review Team which consists of six (6) team members that will meet every three (3) weeks throughout the entire school year reviewing attendance of individual students or groups of students. Each member of the SART team may be assigned a particular student. As a unified team, we will review school attendance, class attendance, course performance, behavior, and more, but most importantly we will address the barriers/challenges and find solutions to best support our students.

### Parent Pick-up Procedure

At Westinghouse Arts Academy Charter School when a student is going to be picked up from school early, the student must have appropriate/proper documentation that is given to the administrative assistant within the main office as soon as your student arrives at school. Appropriate/Proper documentation **MUST** include time, date, reason and parent/guardian signature. If someone other than the parent or guardian is picking up the student, that will also need to be included in the documentation and parent/guardian must contact the main office.
Anyone (parents/guardians) picking up a student that comes into the building will only be allowed to wait for their student in the vestibule. If you are wanting to go through the second set of locked doors you will need to be raptured in. However, you MUST present your state issued identification to the main office Administrative Assistant. This is required to secure everyone’s safety. Once the administrative assistant checks, you will be able to sign the student out before leaving the vestibule. After anyone signs out their student, the student will be immediately called out of their assigned class to the main office, at that time the student will be able to leave the school building.

Proper or official documentation is required when a student enters back into the school building. All early dismissals must be provided through written documentation. Students who leave half way through the day will be marked as half day. If official documentation is provided the following school day this will be considered excused.

Student Sign-out Procedures
Any student that will be missing part of the school day is to bring the required and appropriate documentation into the school building. The documentation/excuse/note must consist of the following:

- Date
- Time
- Reason
- Student’s first and last name
- Parent/Guardian first and last name in print only (If anyone else is picking up the student, please place their first and last name on the excuse/note)
- Signature of parent/guardian’s first and last name

Who to contact regarding attendance/excuses
If at any point in time a student is going to be absent for more than one day, please contact the Dean of Students, Chapree Pagliari at 412-646-1718 ext. 7018. Contact with the Dean of Students must happen two weeks prior to the scheduled absences. At this time, we can schedule an in person meeting to discuss the upcoming dates and prepare a plan for the individual student. Westinghouse Arts Academy Charter School wants ALL
students to obtain an effective learning environment without disruption to their academics and arts courses.

If at any time a student is missing school for a particular reason that specific day or you would like to provide excuses from days already unexcused, please submit these excuses via email at attendance@westinghousearts.org. Excuses can also be given in person contact. Please provide your student with appropriate documentation in which he/she will give to the Administrative Assistant, Shirley Brynda, within the main office.

Flexible Instructional Days

Westinghouse Arts Academy Charter School has five flexible instructional days that are approved and built into our school calendar. These days are defined as days during the school year where alternate instruction is provided to the students by faculty due to Westinghouse Arts Academy Charter School being prevented to open. Prevention to open is usually caused by hazardous weather conditions, disease, epidemic, school damage emergency, law enforcement energy and etc.

Attendance During Keystone Windows

Students will Not be allowed to miss any school days when testing such as Keystones is taking place. Testing windows are in the school calendar which allows you to note and is the students responsibility to be in school during those particular time frames. All students are required to participate in Keystones or any other assessments according to the laws outlined by the Pennsylvania Department of Education.

If a student is absent on a required testing day, the student will be marked unexcused unless there is proper/official documentation provided to the Administrative Assistant or the Dean of Students.
Food Service

Breakfast and lunch are provided each day for all interested students within the school building. Students may also bring lunch from home if they choose. Breakfast and lunch prices are as follows:
- Breakfast $2.80
- Reduced Breakfast $0.30
- Lunch $3.40
- Reduced Lunch $0.40

WAACS Cafeteria operates on a meal account system. Cash will not be accepted in the Cafeteria. Funds may be loaded onto student accounts by using the School cafe app or by cash or check that is directed to the main office.
- The website to utilize is schoolcafe.com
- **Please note:** All students will need to set up an account through School Cafe. Remember schoolcafe is the only account that parents and students have access to.
- Through the School Cafe account, parents/guardians will have access to all information such as your student’s balances, items bought, etc.

Free and Reduced priced meals are available for students who qualify and you **must** apply online for free/reduced meals.
- The free/reduced lunch application expires every year in June. You **must** reapply for free reduced meal accounts online at the start of every school year.
- **Please note:** This school year as of July 9, 2020 the free and reduced lunch applications through school cafe are readily available. Remember schoolcafe is the only account that parents and students have access to.

When a student reaches a limit of $20.00 on their A La Carte items they will no longer be able to buy items from A La Carte. Letters from our cafeteria director/staff will be sent out to notify parents or families at the end of every month.
Please be considerate of the rules that will apply while being in our school cafeteria:

- Please be respectful/appreciative of the school cafeteria staff
- Please do not use obscene language
- Please use your inside voices when entering into the cafeteria line
- Please stand behind the black divider
- Please wait your turn
- Please stand in line patiently
- Check out appropriately
- Make sure you have a complete meal before checking out (fruit & drink)

Vending Machine Rules
We ask that ALL students adhere to the specific vending machine rules to be utilized.

- ALL food must be eaten in the cafeteria/commons area only
- You will have access to the vending machines throughout the day
- Notify the cafeteria staff if there are any issues with the vending machines
- Notify the main office if your money is lost while using the vending machines

Please note: Do NOT bring any food or drinks into your classroom (unless it is permitted by your teacher). Food and drinks are permitted in the cafeteria/commons area only (unless permitted by the school nurse or school administrators).
Student Services

Academic Counseling
If you need advice about your academic schedule, courses that you should take to prepare for the future or more, please contact our school counselor, Samantha Ayres, or call 412-646-1718 x7005.

Honor Roll
Honor roll is determined on the student’s marking period GPA.
- High Honor Roll – 3.75 and higher
- Honor Roll – 3.5 – 3.74

Adding and Dropping Courses
A student may not drop a course and add a new course after the first 10 school days of each term. All requests for changing courses are reviewed on a case by case basis.

Changing Arts Areas
For a student to change their arts area, they must reach out to our school counselor to discuss their concerns and determine how to move forward. Students will be required to audition for the new art area and qualify as they did upon entry to the WAACS.

Grading
The school year is divided into three trimesters. Each trimester consists of a ten (10) week cycle with a grade at the end of the cycle. When the course is complete, the cycles will be averaged for the final grade. Students may receive an incomplete grade due to extenuating circumstances as approved by the administration. This grade is subject to improvement based upon the timely completion of any assigned make-up work.

The cycle grades are calculated numerically, and the final grade is the average of the numeric grade. The grading system used is the 4.0 alphabetical system as follows.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Ten-point Conversion</th>
<th>Honors Courses</th>
<th>AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
</tbody>
</table>
Graduation Requirements

Graduation from Westinghouse Arts Academy for the class of 2021 and 2022 requires the satisfactory completion of a minimum of 26 credits comprised as follows:

- English: 4 credits
- Social Studies: 3 credits
- Science: 3 credits
- Math: 3 credits
- Health: .5 credit
- Physical Education: 1.5 credits
- 21st Century Skills: .5 credit
- Arts Orientation: .5 credit
- Electives: 10 credits

Credit Requirements for Promotion to the Next Grade Level

- 10th grade: 6
- 11th grade: 13
- 12th grade: 20

All students must also comply with any testing requirements as established by the Commonwealth of Pennsylvania.

Keystone Exam Testing Dates

- December 1, 2020 - December 15, 2020
- January 4, 2021- January 15, 2021
- May 17, 2021-May 28, 2021
- July 26, 2021-July 30, 2021
Withdrawing from School
Student services will issue withdrawal forms to students only upon receipt of parental request or administrative action. Parents should notify the Student Services office at least 3 days prior to the child’s withdrawal date.

Student Assistance Program (SAP)
In Pennsylvania, every middle and high school has a Student Assistance Program (SAP). SAP team members are trained to identify and assist students who may be having problems in school due to difficult life events, mental health, and/or drug and alcohol problems. These students may be referred to the school social worker or an outside agency for assessment and services. Students may be referred to the SAP team by teachers, school personnel, parents or other students. Any student can also refer themselves by going directly to a SAP team member and asking for assistance.

Participation in the SAP process is voluntary and confidential. Parents will be contacted to sign a permission form to move forward with the data collection process. Once the permission form is signed, SAP members will begin working with the student to identify needs and obtain appropriate services.

Identification
Identification of a student for SAP can be for a number of reasons. An appropriate SAP referral may be due to:

● Withdrawal from things they previously enjoyed;
● Choosing to spend time with new friends;
● Unexplained physical injuries
● Your student talks or writes about suicide (please do not wait if this is the case for your child. Let the administration or school counselor know immediately).
● Depressive symptoms;
● Disrespecting rules or people in their life;
● Acting differently;
● Lying;
● Needing money without an explanation;
● Change in academic performance;
● Use of drugs or alcohol;
● Tardiness or truancy
Parents/guardians, peers, faculty/Staff, and/or Community Members may also be concerned about a student’s reaction to:
- Death or loss of a loved one;
- Divorce or separation in the family;
- Other changes in their family life;
- Relationship problems;
- Other issues in their life that are traumatic to them

SAP - FAQs

How does the SAP team help?
The WAACS SAP Team helps parents find resources within school and community. We cannot diagnose or treat the student, but instead share information, resources, and referrals. The SAP team (and case manager) is an additional level of support within the school building. Once assigned, the case manager will become another adult for the students in a time of need. Parents/guardians and the student ultimately decide to participate in the program. **Once a need for a SAP Team is determined, parent permission is required to move forward.**

What happens after permission is granted?
There are several steps that the Team will take:
- The SAP Team will gather specific information about the student and how the issues are impacting their life at school.
- A Case Manager will be assigned, and communicate directly with the student and their family about the concerns and what can happen moving forward.
- The parents/guardians and the SAP Team will work together to develop a plan of action to help the student achieve success in school.
- The SAP Team will continue to work with and support your student if deemed appropriate.

Contacting the SAP Team
If you know a student who may need help, please contact a member of the SAP Team. For further information please contact: School Counselor

Privacy
The SAP Team and the school will respect student privacy at all times and maintain communication in the team setting as well as with appropriate staff only.

Positive Behavior Intervention Supports (PBIS)
PBIS is a program for all students to succeed academically as well as socially, emotionally, and behaviorally. The program is in place to reward positivity through Phoenix Pheathers and the following:

R - Respect
I - Integrity
S - Success
E - Endurance
U - Unity
P – Phoenix Pride

Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

1. Basic Grants provide funds to LEAs in which the number of children counted in the formula (formula children) is at least 10 and exceeds 2 percent of an LEA's school-age population.

2. Concentration Grants provide funds to LEAs that are eligible for Basic Grants and in which the number of formula children exceeds 6,500 or 15 percent of an LEA’s the total school-age population.

3. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of children receive more funds. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of formula children receive more funds. Targeted Grants provide funds to LEAs in which the number of formula children (without application of the formula weights) is at least 10 and at least 5 percent of the LEA's school-age population.

4. Education Finance Incentive Grants (EFIG) distribute funds to States based on factors that measure:
   - a State's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and
the degree to which education expenditures among LEAs within the State are equalized.

An LEA’s Title I allocation is the sum of the amount that the LEA receives under each formula. LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families. If a Title I school is operating a targeted assistance program, the school provides Title I services to children who are failing, or most at risk of failing, to meet challenging State academic standards. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students. LEAs also must use Title I funds to provide Title I services to eligible children enrolled in private schools. More information about Title I and other ESEA programs is available at: https://www2.ed.gov/policy/elsec/leg/essa/index.html.

McKinney Vento Act

The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, of the Every Student Succeeds Act (ESSA).

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. This particularly vulnerable population of children has been increasing; from the 2006-2007 school year to the 2013-2014 school year, the total number of homeless children and youths approximately doubled from 679,724 to 1,301,239 students, according to EHCT program data. Under the McKinney-Vento Act, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. SEAs and local educational agencies (LEAs) are required to review and undertake steps to revise laws, regulations, practices, or policies that may
act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The McKinney-Vento Act includes, among other things, new or changed requirements focused on:

1. Identification of homeless children and youths;

2. Preschool-aged homeless children, including clarification that local liaisons must ensure that these children and their families have access to and receive services, if eligible, under LEA-administered preschool programs, including Head Start, Part C of the Individuals with Disabilities Education Act (IDEA) (Early Intervention Program for Infants and Toddlers with Disabilities), and other preschool programs administered by the LEA;

3. Collaboration and coordination with other service providers, including public and private child welfare and social services agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities;

4. Professional development and technical assistance at both the State and local levels;

5. Removing enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;

6. School stability, including the expansion of school of origin to include preschools and receiving schools and the provision of transportation until the end of the school year, even if a student becomes permanently housed;

7. Privacy of student records, including information about a homeless child or youth’s living situation; and

8. The dispute resolution process.

In addition, the ESSA removes “awaiting foster care placement” from the definition of “homeless children and youths.”

The McKinney-Vento Act strongly emphasizes the importance of school stability for homeless children and youths. Changing schools multiple times significantly impedes a
student’s academic and social growth. The research on highly mobile students, including homeless students, indicates that a student can lose academic progress with each school change. Highly mobile students have also been found to have lower test scores and worse overall academic performance than peers who do not change schools frequently. Therefore, the McKinney-Vento Act calls for LEAs to maintain students in their school of origin to promote school stability and greater educational outcomes overall, unless it is not in the student’s best interest.

Significantly, a number of the changes that the ESSA made to the McKinney-Vento Act highlight and respond to the needs of homeless children and youths across the educational spectrum. There is an increased focus on services for preschool-aged homeless children, which data show compose a major share of the overall homeless population; this includes the explicit inclusion of preschools in the definition of “school of origin.” A number of changes also draw attention to the need for homeless youths in secondary school to be college- and career-ready, and the important role that school staff play in the transition to postsecondary education. The ESSA also requires that SEAs implement procedures to ensure full and partial credit transfer for these students. Additionally, the McKinney-Vento Act now has a strengthened emphasis on the unique needs of, and supports for, unaccompanied homeless youths, such as through the verification of independent student status for the purposes of the Free Application for Federal Student Aid (FAFSA) and improved coordination with other federally funded homeless assistance programs for which these youths may be eligible.

Homeless students will be provided services offered to other school students including, but not limited to, transportation services; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students. Students shall not be discriminated against, segregated, nor stigmatized based on their status as homeless.

You may qualify for certain rights and protections under the federal McKinney-Vento Act if you live in any of the following situations: a shelter; motel or campground due to the lack of an alternative adequate accommodation; a car, park, abandoned building, bus, or train station; or are doubled up with other people due to loss of housing or economic hardship.

As an eligible student you have the right to:

- receive a free, appropriate public education
- enroll in school immediately, if accepted, even if lacking documents normally required for enrollment
● enroll in school, if accepted, and attend classes while the school gathers needed documents
● Continue attending WAACS if that is your preference and is feasible
● Receive transportation to and from the school of origin, if requested
● Receive educational services comparable to those provided to other students, according to your needs as a student

More information about McKinney-Vento can be found on our website. If you feel that you may be eligible, contact our school counselor McKinney Vento Coordinator to find out what services and supports may be available or call her directly at 412-646-1718.

FERPA

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Private and parochial schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. The term “school official” is defined as any school employee. The term “Legitimate educational interest” is defined as the information that influences the education of a student by an individual responsible for the education of a student.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

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

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

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  ○ School officials with legitimate educational interest;
  ○ Other schools to which a student is transferring;
  ○ Specified officials for audit or evaluation purposes;
  ○ Appropriate parties in connection with financial aid to a student;
  ○ Organizations conducting certain studies for or on behalf of the school;
  ○ Accrediting organizations;
  ○ To comply with a judicial order or lawfully issued subpoena;
  ○ Appropriate officials in cases of health and safety emergencies; and
  ○ State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Confidential Communication
WAACS is committed to the confidentiality of all students and families who are a part of our community.


- All communication shared with families is about their child and any incidents that their child may be a part of. Others involved may not be spoken of to maintain their privacy and rights under FERPA.
- All communication shared with staff about students and their families is only on a need to know basis. Any records shared are also done so with utmost necessity.

**Special Education Services**

**Child Find Policy**

As required by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. (IDEA 2004”), Westinghouse Arts Academy Charter School identifies, locates, and evaluates all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services. Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents sufficient to inform parents of children applying to or already enrolled in school of (1) available special education services and programs; (2) how to request those services and programs; and (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities. This Policy is provided annually (Annual Notice) is to comply with Westinghouse Arts Academy Charter School ’s obligations under Chapter 711 of Title 22 of the Pennsylvania Code. The Annual Notice is made available through a variety of means: the school website, the main office, and orientation materials.

Procedure. *Qualifying for Special Education and Related Services*. Under the Federal IDEA of 2004, there are two steps for a student to qualify for special education and related services. The first step is a finding that the student has one or more of the following disabilities that interfere with his or her educational performance, such as

1. autism or pervasive developmental disorder,
2. deaf-blindness,
3. deafness,
4. emotional disturbance,
5. hearing impairment,
6. mental retardation,
7. multiple disabilities,
8. orthopedic impairment,
9. other health impairment (includes ADD, ADHD, epilepsy, etc.),
10. specific learning disability,
11. speech or language impairment,
12. traumatic brain injury, and/or
13. visual impairment including blindness.

IDEA of 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language.

The second step in determining eligibility for Special Education and related services is a finding by the school’s multidisciplinary team (MDT) that the student with one or more of these disabilities is in need of specially designed instruction.

What Parents Can Do If They Think Their Child May Qualify for Special Education.

Some potential signs of a student having a qualifying disability include experiencing years of difficulties in reading, writing or solving math problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the classroom, and difficulty controlling emotions (such as anxiety and depression) and behaviors. If parents believe that their child has had difficulties in school over the years and may have one or more of these conditions, they should contact Westinghouse Arts Academy Charter School’s Special Education Coordinator.

Parents who think their child is eligible for special education may request, at any time, that Westinghouse Arts Academy Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the school’s Special Education Coordinator. If a parent makes an oral request for a Multi-Disciplinary Evaluation, Westinghouse Arts Academy Charter School shall provide the parent with a form for that purpose. If Westinghouse Arts Academy Charter School denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing through voluntary alternative dispute resolution such as mediation.
Systematic Screening and Referral Processes. Through its systematic screening and referral processes, Westinghouse Arts Academy Charter School identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include the screening methods such as initial admissions academic placement tests, classroom performance, vision and hearing screening.

The school regularly assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. (The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.) If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a recommendation may be made for interventions other than a multi-disciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, screening or pre-referral intervention activities may not serve as a bar to the right of parents to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

Whenever a student is referred for an evaluation, Westinghouse Arts Academy Charter School must obtain written permission from a parent before the evaluation can be conducted. 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 of Pennsylvania, or the child is an unaccompanied homeless youth. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than thirty (30) days after it is determined that the child needs a surrogate parent.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the school’s Special Education Coordinator.

Evaluation. An evaluation 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. Westinghouse Arts Academy Charter School
doesn’t use a single measures 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 Westinghouse Arts Academy 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 Multi-Disciplinary 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 Multi-Disciplinary Evaluation process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the Multidisciplinary Evaluation may not be racially or culturally biased.

The Multidisciplinary Evaluation process results in a written report called 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. If the student’s Multi-Disciplinary Team determines that the student is eligible for special education and related services, then the student’s IEP Team and writes a detailed plan for supporting the student in his/her area(s) of need over the coming year so that he/she can be successful in school—and then later in life.

Programs and Services for Children with Disabilities.

Westinghouse Arts Academy Charter School, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program special education and related services that the school develops for that child. This program is called an Individualized Education Plan—the IEP—and is different for each student. An IEP Team consisting of educators, parents, and other persons
with special expertise or familiarity with the child. The participants in the IEP Team are dictated by IDEA of 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 of 2004, there may be situations in which a school may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs contain:
1. a statement of present levels of academic achievement and functional performance;
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 non-disabled children in the regular class and in activities;
6. a statement of any individual appropriate accommodations are necessary to measure the academic achievement and functional 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.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs 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; and
8. multiple disabilities support.
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, audiologist services, counseling, or training.

Westinghouse Arts Academy Charter School ensures 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 that environment;
2. regular class placement for most of the school day with itinerant service 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, such as an approved private school or other private facility licensed to serve children with disabilities.

Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations contained in Title 22 of the Pennsylvania Code.

Beginning not later than the first IEP to be in effect when the child turns 16, 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 reaching those goals. Westinghouse Arts Academy 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 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.

Confidentiality of Student Information. Every Effort is made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and protect the students' privacy rights.

After referral and evaluation, a written record of the evaluation results is generated and called an Evaluation Report. This report may include information regarding the student’s physical, mental, emotional, and health functioning through testing and assessment, observation of the student, as well as a review of any records made available to Westinghouse Arts Academy Charter School through the student's physician and other providers of services, such as counselors. Moreover, the evaluation report contains “personally identifiable information” of the student. Personally identifiable information includes the child’s name, the name of the child’s parents or other family members, and a list of characteristics that would make the child's identity easily traceable. Input from parents is also an information source for identification.

Westinghouse Arts Academy Charter School protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employees' names and positions who have had access to the information. Westinghouse Arts Academy Charter School will inform parents when this information is no longer needed to provide educational services to a student and will destroy the information at the request of the parent. However, general information, such as the student’s name, address, phone number, grades, attendance record, classes attended, and grade level completed may be maintained without time limitation.

Parents of students with disabilities have a number of rights regarding the confidentiality of their child's records. The right to inspect and review any educational record related to their child that is collected, maintained, or used by the school. Westinghouse Arts Academy Charter School will comply with a request from parents to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program
(called an IEP meeting), and before a hearing should the parents and Westinghouse Arts Academy Charter School disagree about how to educate the child who needs special education and, in no case, take more than 45 days to furnish parents with the opportunity to inspect and review the child’s records.

Parents have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent parents from exercising their right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, Westinghouse Arts Academy Charter School will provide parents with a list of the types and the location of education records collected, maintained, or used by the school.

Parents have the right to request amendment on their child’s education records that parents believe are inaccurate or misleading or violate the privacy or other rights of the child. Westinghouse Arts Academy Charter School will decide whether to amend the records within a reasonable time of receipt of the parents’ request. If school administrators refuse to amend the records, parents will be notified of the refusal and your right to a hearing. At that time, parents will be given additional information regarding the hearing procedures and, upon request, Westinghouse Arts Academy Charter School will provide parents with a records hearing to challenge information in the child’s educational files.

Parent consent is required before personally identifiable information contained in the child’s education records is disclosed to anyone other than officials of Westinghouse Arts Academy Charter School collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Additionally, Westinghouse Arts Academy Charter School, upon request, discloses records without consent to officials of another school district charter school in which the child seeks or intends to enroll.

When a child reaches age eighteen (18), the rights of the parent with regard to confidentiality of personally identifiable information are transferred to the student.

A parent may file a written complaint alleging that the rights described in this notice were not provided. The complaint should be addressed to:
The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within sixty (60) days. The Department will take necessary action to ensure compliance is achieved.

**Confidentiality Policy**

Westinghouse Arts Academy Charter School (WAACS) recognizes the need to protect the confidentiality of personally identifiable information in the education records of students with disabilities.

WAACS shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations.

The rights provided by this policy apply to parents/guardians of students who receive special education programming and services from WAACS or an outside program provided through WAACS.

**Definitions**

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

**Disclosure** shall mean to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.
**Education Records**, for purposes of this policy, shall include the records and information covered under the definition of education records in the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

**Personally identifiable information** includes, but is not limited to:

1. The name of a student, the student's parents/guardians or other family members.

2. The address of the student or student’s family.

3. A personal identifier, such as the student’s social security number, student number, or biometric record.

4. Other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name.

5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

6. Information requested by a person who WAACS reasonably believes knows the identity of the student to whom the education record relates.

**Guidelines**

**Parental Access Rights**

WAACS shall permit parents/guardians to inspect and review any education records relating to their child(ren) that are collected, retained, or used by WAACS in connection with providing special education services to the student.

WAACS shall comply with a parental request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement, or the provision of a free and appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting.
WAACS shall presume a parent/guardian has authority to inspect and review records relating to his/her child unless it has been provided documentation that the requesting parent/guardian does not have this authority under applicable state law.

WAACS shall comply with a parental request for review within thirty (30) school days following receipt of the request.

A parent's/guardian's right to inspect and review education records includes the right to:

1. A response from WAACS to reasonable requests for explanations and interpretations of the records;

2. Request that WAACS provide copies of the records if failure to provide copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and

3. Have a representative inspect and review the records while present with the parent/guardian or with written consent of the parent/guardian.

If an education record includes information on more than one (1) student, the parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record.

WAACS shall provide parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by WAACS.

Fees

WAACS may charge a fee for copies of records that are made for parents/guardians so long as the fee does not effectively prevent parents/guardians from exercising their right to inspect and review those records.

WAACS shall not charge a fee to search for or to retrieve information in response to a parental request.

Record of Access
WAACS shall keep a record of parties obtaining access to education records collected, maintained, or used in providing special education to students with disabilities, except access by parents/guardians and authorized WAACS employees.

WAACS’s record of access shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Amendment of Records Upon Parental Request

If a parent/guardian believes that information in the student’s education records is inaccurate, misleading or violates the privacy or other rights of the student, the parent/guardian may request that WAACS amend the information.

WAACS shall decide whether to amend the information within a reasonable period of time from receipt of the request.

If WAACS declines to amend the information in accordance with a parental request, WAACS shall inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing.

Records Hearing

WAACS shall, on request, provide parents/guardians with an opportunity for a hearing to challenge information in the student’s education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. WAACS recognizes that parents/guardians who believe that there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing.

Hearing Procedures

A hearing to challenge information in education records must meet the following requirements:

1. WAACS shall hold the hearing within a reasonable time after receiving the request for a hearing.

2. WAACS shall give the parent/guardian reasonable advanced written notice of the date, time, and place of the hearing.
3. The hearing may be conducted by any individual, including a WAACS official, who does not have a direct interest in the outcome of the hearing.

4. WAACS shall give the parent/guardian a full and fair opportunity to present relevant evidence. The parent/guardian may, at his/her own expense, be assisted or represented by one (1) or more individuals of his/her choice, including an attorney.

5. WAACS shall inform parents/guardians of its decision in writing within a reasonable period of time after the hearing.

6. 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.

**Result of Hearing**

If, as a result of the hearing, WAACS decides that the information is inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights, WAACS shall amend the information accordingly and inform the parent/guardian in writing.

If, as a result of the hearing, WAACS decides that the information is not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights, WAACS shall inform the parent/guardian of the parent’s/guardian’s right to place in the student’s records a statement commenting on the information and/or providing any reasons for disagreeing with WAACS’s decision.

Any explanation placed in the student’s records shall be:

1. Maintained by WAACS as part of the student's records as long as the record or contested portion is maintained by WAACS; and

2. Included with the record or contested portion if the record or contested portion are disclosed to any party.

**Storage, Retention and Destruction of Information**

WAACS shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention.
WAACS shall maintain, for public inspection, a current listing of the names and positions of those WAACS employees who have access to personally identifiable information.

In order to comply with state compliance monitoring requirements, WAACS shall maintain education records for students receiving special education services for at least six (6) years.

WAACS shall inform parents/guardians when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon parental request.

No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists.

WAACS may maintain a permanent record of the student’s name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed.

WAACS shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and his/her family.

Disclosure to Third Parties

WAACS shall obtain parental consent before disclosing personally identifiable information to parties other than school WAACS officials with a legitimate educational interest or other educational institutions that provide special education services to the student for the purposes of meeting a requirement of law or regulation unless the information is contained in education records and the disclosure is permitted without parental consent under law and regulations.

Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a student is enrolled, or is going to enroll in a private school that is not located in WAACS of the parent’s/guardian’s residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in WAACS where the private school is located and officials in WAACS of the parent’s/guardian’s residence.

If the agency reported a crime committed by a student with a disability, the agency will ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).
Delegation of Responsibility

In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Board designates the Director of Special Education to coordinate WAACS’s efforts to comply with this policy and applicable laws and regulations.

All WAACS employees collecting or using personally identifiable information shall receive training or instruction regarding Board policy, administrative regulations, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information.

Individualized Education Program (IEP)

An IEP is a written plan for the implementation of services for the education of students with a disability who require specially designed instruction. Westinghouse Arts Academy Charter School has a responsibility under Child Find to identify children “thought-to-be” eligible for special education services and/or accommodations. This responsibility includes locating, identifying, and evaluating all students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made by the parent or guardian.

Two criteria exist for an IEP; both of which must be met:
· The student must meet one of the 13 disability categories defined by the (IDEA) Individuals with Disabilities Education Act: intellectual disability, hearing Impairment, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deafness, deaf-blindness, and multiple disabilities.
· The student must need special education; that is, the child requires specifically designed instruction to receive educational benefits A child must meet both qualifications in order to be eligible for special education. Eligible children have the right to a “free and appropriate public education” at no cost to the parents to meet the unique needs of a child with a disability. These students must have an individualized education program (IEP). The IEP is a document that is written and developed by an IEP team that includes: the student, the special education teacher, regular education teacher, Local Education Agency (LEA), and parents of the child.
504 Plans

Children with a disability that substantially limits their participation in, or access to school programs, but do not need specially designed instruction, may qualify for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973. The rules that apply to their education differ from the rules that apply to special education students receiving an IEP.

A child with a disability is one with a physical or mental impairment that substantially limits major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Accommodations often refer to building accessibility, classroom adjustments and curriculum modifications and may be updated or revised as the need changes. These students receive a Service Agreement that is written and developed by a 504 team, The team includes: the student, case manager, regular education teacher, Local Education Agency (LEA), school nurse if necessary, and parents of the child.

Evaluation Requests for Special Education or Chapter 15/Section 504

Your child may be referred for an evaluation in two ways:

- The school may contact you to ask permission to have your child evaluated wherein the school must send you a “Permission to Evaluate” form and a notice of your parental rights. The parent or guardian must give consent in writing. Charter Arts officials may not proceed until written permission is obtained.
- You may initiate the evaluation by making a written request for the school to evaluate your child wherein the school will send you a “Permission to Evaluate” form and a notice of your parental rights OR indicate in writing that they decline the request for evaluation.

Sample Request Letter

The following is an example of a letter that you may use to request an evaluation of your child by Child Find or the Special Education Department:

Your Name
Your Address
Your Phone Number/email address
Today's Date

Dear Mrs. Crowe,

My child, _________________ (DOB), is in the ___ grade. I have observed my child struggling in academic, social, and/or emotional ways, making it difficult for him/her to access their
education. Due to the following observations, I am requesting that an evaluation be carried out to determine what the problems are and how they can be addressed. The observations I have had are: _____________________________________________________________________________________.

I understand that I am a member of my child’s evaluation team and I wish to provide input to the team. Please let me know how and when I can participate in the process. I am looking forward to receiving more information and understanding of this process.

Sincerely,
Your Name

Medical Information

Westinghouse Arts Academy Charter School offers medical services for student illness or injury within our school building or property. If illness should occur, the student should report to the Nurse’s Station/Health Suite. To be admitted to the suite, the student must have a hall pass signed by the sending teacher, administrator or staff.

Medication in School

Students who require prescription medication to be administered at school must have a physician’s written order and parent/guardian’s written consent on file. The Medication Authorization Form is available from the Health Suite. Medications of any sort must be delivered to school by the parent/guardian in a container properly labeled by the pharmacy or physician. Over the counter drugs must be received in the original, unopened containers.

- Students are not allowed to bring medication to school.
- Students are not allowed to carry their own prescription or non prescription medication to school
- Medications are to be stored in the nurse's office at all times. Only exceptions to this rule are inhalers or Epi Pens. However, if students must carry these items, there must be a doctor's orders on file with the school nurse.
- Students should have on file their permission to be able to take medications such as TUMS/Tylenol/Ibuprofen/etc.
Students must not be possessing, using or distributing any medications (prescription or non prescription) such as Tylenol, Advil etc.

Should you need further assistance or have questions, please contact Westinghouse Arts Academy Charter School Nurse, Becky Lohr at blohr@westinghousearts.org or x7007.

Immunizations
Vaccinations are required for students to enter school in the state of Pennsylvania. This change or new regulation went into effect during the 2017-2018 school year. The regulations are to ensure that all students are safe and protected against potential outbreaks of preventable diseases. Vaccines are held to the highest standard of safety.

- **DTAP** (4 doses of Tetanus, Diphtheria, & Acellular Pertussis):
  One dose should be given on or after the students fourth (4th) birthday
- **Hep B** (3 doses of Hepatitis B)
  The third (3rd) dose should be administered on or after 24 weeks of age
- **IPV** (4 doses Inactivated Polio Vaccine)
  Fourth (4th) dose on or after on a students fourth (4th) birthday; at least six (6) months after the previous dose was given
- **MMR** (2 doses of Mumps, Measles, & Rubella)
- **VAR** (2 doses of Varicella chicken pox or evidence of immunity)
- **MCV** (2 doses of meningococcal conjugate vaccine)
  The first dose of this vaccine should be administered between the ages of 11 and 15 years of age; the second dose is required at the age of 16 years old or before entry into their senior year of high school (12th grade)
  However, if the required dose was given at 16 years of age; then only one dose is required
- **TDAP** (1 dose of Tetanus, Diphtheria, & Acellular Pertussis)

Upon entering into Westinghouse Arts Academy Charter School, all students must have these vaccines mentioned above or they are at risk of exclusion. Students can be exempt for medical reasons, religious beliefs, or strong moral ethic of conviction; however, there should be a parent signed waiver of documentation and it must be kept with student records. If there happens to be an outbreak of sorts, your students may be removed from school to avoid contact.
Emergency Procedures

Emergency Closing

If Westinghouse Arts Academy Charter School is delayed or closed due to inclement weather, it will be posted on KDKA, WPXI, and WTAE. If East Allegheny School District is delayed or closed due to inclement weather, we will also be closed or delayed. If your student relies on their home school district transportation, please be aware that your transportation will be based upon your resident school district. Absences and tardiness due to inclement weather will be considered excused with written documentation.

Our school could be affected directly or indirectly in a moment of crisis. Westinghouse Arts Academy Charter School will do our best to protect all students within our school building at any given time. Should there be an emergency, please contact your student via their cellphones to ensure their safety and our lines could be down, busy etc. and most importantly school lines will always be utilized for contacting emergency services if needed. In case of an emergency, you should all check the local news stations such as KDKA, WPXI, WTAE. Also, there may be alerts sent out through our Mobile Emergency Response Plan (M.E.R.P.)

Fire drills and emergency drills are held throughout the school year for safety purposes. Students must follow teacher directions and exit quickly in an orderly fashion. Emergency exit routes are posted in each classroom and office.

Evacuation & Reunification

Our Mobile Emergency Response Plan (M.E.R.P.) follows mandated guidelines at Westinghouse Arts Academy Charter School. If there is a need for an evacuation our procedures are easily accessible within our M.E.R.P. system. For every emergency, there will be someone in charge. If the school needs to evacuate, everyone in the building must leave immediately and abruptly. Students should report to the nearest adult for any guidance/directions needed.

As students are leaving quickly and quietly, students must only bring items/materials that are small or could fit into the clothing worn. Students must leave big items behind. Students must
also use the exit closest to them and go to their assigned destination. Students must not block roads or driveways and must allow entry for emergency vehicles etc. Students may not leave school property without the permission of an administrator.

If a student needs to be out of the school for a longer period, they will be taken to a designated area. Parents will be contacted immediately. If the student needs to be picked up, only the parent/guardian/ emergency contact on file will be able to relieve them from school building, property or grounds.

Reunification is for onsite (parents/guardians will come to the school building once given a specified time and entrance to pick up their student) and offsite (parents/guardians will come to a specific location, not within the school building, and be given a specific time). We will ensure bussing transportation is made aware.

Cooperation with Local Law Enforcement

Westinghouse Arts Academy Charter School will fully cooperate with local law enforcement for anyone breaking laws. Wilmerding/Allegheny County Police Department have a mutual understanding of being able to cooperate with each other in a professional manner if necessary.

School Right to Search

Westinghouse acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling Westinghouse’s interest in protecting and preserving the health, safety, and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

A student and/or his or her belongings shall be searched if there is reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety, and welfare of the school population, or evidence that there has been a violation of the law, or Westinghouse’s policies and rules.

Under certain circumstances, random or general searches of students and their belongings they may be conducted during the school day or upon entry into the school building or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials.
Such searches normally will be conducted in a minimally intrusive manner using screening methods such as certified drug-sniffing dogs, as well as metal detectors and other technology.

**Extracurricular Activities**

Westinghouse Arts Academy Charter School offers a variety of extra-curricular activities for students including clubs, honor societies and showcase opportunities for all art concentrations. Extra-curricular activities are driven by student interest. Students are encouraged to communicate their ideas to members of the staff and we will work to make the opportunity available if possible.

Students interested in participating in sports or any activity that is not offered at Westinghouse Arts Academy Charter School (ex. marching band, cheerleading), may be able to do so at their home school district. Contact your resident school district for more information.

*Please note: Transportation will not be provided if students want to participate in after school extra-curricular activities.*

**Code of Conduct**

Extracurricular activities at Westinghouse Arts Academy are an extension of the school day and therefore the school code of conduct applies at all times. Please understand that extracurricular activities are a privilege and you must uphold the core values of our school at all times. The core values are Respect, Integrity, Success, Endurance, Unity and Phoenix Pride (RISE-UP).

Behaviors that violate the code of conduct include, but are not limited to:

- Swearing
- Yelling or speaking in a disrespectful way (name calling, etc.)
- Touching in an inappropriate or aggressive way (fighting, etc.)
- Demeaning or disrespectful behavior toward fellow peers, staff, faculty, or community at large (during or after the school day when on school property or grounds)
When involved with after school clubs or activities, all students and parents/guardians must sign an extracurricular code of conduct in order to participate. Signing will mean that your student is agreeing to follow the rules. If this is not signed and returned to faculty, staff or administrative leader of the group, your student will not be allowed to participate.

After School Supervision

Students who remain in the Westinghouse Arts Academy Charter School building after school hours must be supervised by staff and faculty. At dismissal time, if your student is involved with an after school activity and they decide to leave and come back into the school, they must be present no later than 03:00 PM to be permitted back into the school building. Students who are not involved in after school activities must leave school grounds at the end of the school day (2:40 PM). Students waiting for a ride or transportation must wait in the main office vestibule.

*Please note: Westinghouse Arts Academy Charter School is not responsible for your students transportation from school and not responsible for the safety of your student who remains on school grounds after dismissal without approval or permission to do so.*

National Honor Society (NHS)

All second semester Sophomores, Juniors, and Seniors who have a cumulative high school Grade Point Average of 3.5 or above may apply for admission to the Westinghouse Arts Academy Charter School Chapter of the National Honors Society. Members will be required to have a total of **30 Service Hours** each calendar year which must be a combination of School Related Service and Community Service. National Honor Society offers opportunities for students to gain those hours, both in school and in the local community.

Students who are interested in joining complete an application after the second semester and participate in an induction ceremony. If students are coming into Westinghouse Arts Academy Charter School already a National Honor Society member from their previous school, that membership is honored here.
National Arts Honor Society (NAHS)

Recognizes high school students who demonstrate an outstanding ability and interest in art. It also promotes the highest standards in art scholarship, character, and service by bringing art education to the attention of the school and community. Any students are allowed to join the National Arts Honor Society.

_Students and parents/guardians who have further questions please contact the school for information._

Student Leadership Council

Student government body whose primary roles are talking to administration about concerns and solving issues facing the student body. This group usually consists of twelve (12) members and the students or members will be elected each April. Any student can be elected to participate in this group and the selection of students will be determined by the sponsor. Within this council, it provides students with learning about and practicing leadership abilities for application within the school and the community.

School Events

All activities or events on or off school property sponsored by Westinghouse Arts Academy Charter School is considered to be a school related event. Therefore, all rules and expectations will apply.

Students must be in attendance for the entire school day for them to attend any school events, field trips, and or after school activities. If a student should be accompanied by a guest to any social functions/dances, etc they will be allowed. However, the guest will not be allowed to participate if they are 21 years of age or older and our current student has not completed and returned the permission slip in order to have them participate. If students would like to bring a guest, the permission slip needs to be completed and returned to the main office one week in advance to the school function/dance etc.

_**Should you have any further questions or concerns please contact Westinghouse Arts Academy Charter School.**_
School Field Trips

When students participate on field trips, they must represent Westinghouse Arts Academy Charter School in a mature, respectful manner at all times. Students should be transparent, but also well behaved and professional as they represent our school entity. Field Trips or School Trips are designed to provide our students enrichment opportunities, learning experiences and enhance culture and curriculum. At any time students or parents/guardians are allowed to decline field trips, but students should still attend school.

Student absences due to field trips are excused, it is the students responsibility to complete any missed assignments/projects.

Student Property

Lockers

Lockers are the property of Westinghouse Arts Academy Charter School. Therefore, students have no expectation of privacy in their lockers. Lockers may not be used to store any illegal substances or items that are prohibited by law, Westinghouse Arts Academy Charter School policy or rules, or that presents a threat to the health, safety, or welfare of Westinghouse Arts Academy Charter School’s community or property.

Students will be provided a locker. Students are not required to use a locker, but all lockers in use must have locks. Students must supply their own combination lock and give the combination information to their advisory teacher. All students are responsible for personal possessions stored in their lockers and should be certain their lockers are secured at all times. Students should not share their combination with any other student. Westinghouse Arts Academy is not responsible for a student’s personal items stored in lockers or if personal items are lost or stolen.

*Please note: Students may not use any locker that is not assigned to them.*
School Provided Materials

Any materials that your student is given by the school is Westinghouse Arts Academy Charter Schools property. Students are supposed to utilize their given materials for school purposes only such as academic or art coursework and projects. Students are responsible for anything that is damaged, lost and or stolen property from the school. Chromebooks or anything the teacher has provided you should be returned in the fashion it came at the end of the school year. Students will be held responsible for any damage or if a student does not return something borrowed back to its original owners.

Lost and Found

Articles found should be turned into the main office, where the owner may claim his/her property by identifying the item. Students should be sure their lockers are properly secured in order to protect their belongings. Every two weeks, lost and found items may be emptied and may no longer be available. All unclaimed items will be donated at the end of each semester.

*Please Note: Westinghouse Arts Academy Charter School is not responsible for students personal belongings if damaged, lost or stolen. It is your students responsibility to make sure their personal belongings are safe and secure at all times.*

Visitors

Visitors are welcome with prior approval from Westinghouse Arts Academy Charter School administration or board approval (as needed). The visitor(s) will be issued a slip that is worn to identify the visitor, the date, and possibly the purpose of his/her visit. The visitors slip must be worn and visible while being in our school building due to the safety of our students, staff and faculty. Each visitor is required to provide identification to the main office Administrative Assistant. Each identification will be returned to the visitor at the end of their visit. If a visitor enters the building at departure or after school hours,
whomever is filling in at the front desk will check their identification and return it to them immediately.

Students are not allowed to have visitors/guests on school property.

*Contact Westinghouse Arts Academy Charter School for more information regarding a potential shadowing experience.*

**Raptor**

Westinghouse Arts Academy will be using the Raptor Visitor Management System as part of our program for the safety of our students, staff and faculty. Part of keeping students, staff and faculty safe is knowing who is in our building at all times and the Raptor system will allow us to do that. The Raptor system will better allow us to track visitors, contractors, and volunteers in our school and provide us with a safer environment for our students and staff.

Upon entering the building, visitors will be asked to present a valid state-issued ID, which will be scanned into the system. The Raptor system will check to ensure that registered sexual offenders are not entering our buildings. It is important to note that the Raptor system only scans the visitor’s name, date of birth and photo for comparison with a national database of registered sex offenders. Additional visitor data from the driver’s license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore any additional information on the ID is **not** scanned by the system and is not accessible to any of the users. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit.

A visitor’s badge will not be necessary for those who visit our school simply to drop off an item in the office or pick up paperwork and their student. In the event that a person does not have identification, he/she can still be given access to the building, but will be escorted by a school staff member.
ADDITIONAL INFORMATION

Court Order

All court orders should be on file within Westinghouse Arts Academy Charter School. Non custodial parents are allowed to receive unofficial copies of student records and staff are able to discuss students records, unless it is determined otherwise by the filed court order. Non custodial parents wanting important school information must inform the school of court ordered paperwork, any address change, etc. The school must have on file a notarized copy of the custody agreement when there is a divorce decree. Additional information may be required. At Westinghouse Arts Academy Charter School we will continue to abide by the filed documentation if at any point there are updates, please inform our school.

Mandated Reporting

A mandated reporter is someone that is legally required to report suspected abuse or neglect to prevent this from continuing. Westinghouse Arts Academy Charter School has required mandated reporters, but in any instance of our entity that anyone suspects abuse or neglect they have a right to contact the appropriate authority.

Complaint Procedure

All school employees, parents, students, volunteers, etc are to report any allegations of violation to this policy to administration or to Human Resources. Submission of the report may not be required, however, when reporting please use a report form that is available from school administration or human resources. If at any time you rather report orally or verbally, it will be considered official. Reports can be made anonymously, but at our school, this may not be able to be conducted appropriately based on any anonymous reporting.

The School board and administration are responsible to determine whether the alleged act constitutes a violation of our code of conduct and if it should, administration or appropriate school personnel will conduct an investigation of the alleged incidents.
Some incidents of harassment, bullying or intimidation may be isolated or more serious and at that time, the school administration or school personnel may be required to respond in the classroom setting, school building or contacting local law enforcement or appropriate authority. However, there are a variety of other consequences, restorative practices and referrals that may be administered appropriately case by case.

Retaliation

At Westinghouse Arts Academy Charter School we will not tolerate any form of retaliation. The school administration or designee will administer consequences, interventions, restorative practices or referrals shall we deem it necessary. This is determined only by school administration and/or school board after thoroughly investigating the incidents with regard to the federal or state laws and regulations.

False Accusations

At Westinghouse Arts Academy Charter School, we pride ourselves on being fair and appropriate and doing the best we can as a professional entity. However, if a student/school employee falsely accuses another of harassment, intimidation and bullying there will be appropriate consequences or interventions given within our policies, procedures, etc. For parents, visitors or volunteers that are found to be falsely accusing others for harassment, intimidation or bullying, administration and/or the school board will determine the appropriate course of action.

Non-Sexual and Sexual Harassment

Sexual harassment is defined as any unwelcome and inappropriate remarks or physical advances in a workplace, professional entity or social situations. This includes within a school or outside the school settings such as school field trips, social functions, dances, etc. All students at Westinghouse Arts Academy Charter School should feel free in their learning environment or elsewhere. These behaviors are prohibited and should not be tolerated.

If any of these behaviors take place, it has to be reported to school administration immediately. School administration and school personnel deemed appropriate will investigate these claims through interviews of all parties involved, verbally (written or oral). Administration will have written documentation with all pertinent information.
included. It is our responsibility and other immediate person to provide the most acceptable solution for these claims to be addressed.

Dissemination of Information

Each year the school board, administration and faculty should review the policies on harassment, intimidation and bullying to have the correct, accurate and most up to date research and information. Policies should be reviewed and distributed to all parties involved.
COVID-19 Addendum

**For students attending Hybrid learning at Westinghouse Arts Academy Charter School during the 2020-2021 school year only.** Advisory attendance will continue online throughout our six day rotation. All Core Art teachers will have an advisory. Students will need to zoom in or complete a google form to submit attendance.

If you are a student engaging in hybrid learning, within our school building, you will be identified within a team/group of students that share the same art as you! The first two days of online orientation will be September 3 & 4, 2020.

**TEAMS/GROUP ABC DAYS**
- Team/Group A students will attend school on Days 1 & 2!
- Team/Group B students will attend Days 3 & 4!
- Team/Group C students will attend days 5 & 6!

**Food Service**

Changes in food service will be made during Covid-19 mandated by the tSate of Pennsylvania and with regard to Pennsylvania Department of Health and Pennsylvania Department of Education recommendations. These changes are as follow:

- Breakfast and Lunch will be provided to students as usual, however meals will be prepackaged and prepared by staff. Meals will be delivered to the space assigned to students, rather than the cafeteria.
- Meals will continue to be priced in the same way.
- Students are allowed to bring meals from home that do not require refrigeration or heating.

**Policies**

While Covid-19 has impacted our school, policies that have been put in place will remain the same as cited throughout this handbook.
Advisory Expectations

In person/Hybrid Advisory

● Time: 08:10 AM-08:20 AM
● Within the school building where the advisor and students will prepare their materials, discuss Canvas & their schedules, & to be able to set themselves up for the entire school day
● In person/Hybrid Advisory will meet twice/week depending on the group they are in (A,B, or C)
● However, when the students group is not in the school building, all the students will still all join online advisory at 08:10 AM-08:20 AM
  ○ Please note If at any point that our school becomes all online/virtual, students will be placed in an online/virtual advisory.
● Students are expected to attend advisory at 08:10 AM everyday!
● Every advisory ends at 08:20 AM due to period one beginning

Online/Virtual Advisory

● Time: 08:10 AM-08:20 AM
● While online, students will be preparing their course materials from 08:10-08:20 AM
● Online students will be expected to attend advisory at 08:10 AM.
  ○ Please note If at any point that our school becomes all online/virtual, students will be placed in an online/virtual advisory.
● Students are expected to attend advisory at 08:30 AM everyday!
● Every advisory ends at 08:20 AM due to period one beginning

Hygiene Practices
Face Coverings

- Make sure you can breathe through it
- Wear it whenever you are going to public places
- Make sure it covers your nose and mouth
- Use a new mask every day
- If you want to reuse your same mask, please wash it everyday
- Masks should be worn at all times, unless your teacher states otherwise

When to use Soap and Water

- **Before, during, and after** preparing food
- **Before** eating food
- **Before** and **after** treating a cut or wound
- **After** using the toilet
- **After** touching garbage
- **If** your hands are visibly dirty or greasy

How to use Soap and Water

- **Wet** your hands with clean running water (warm or cold), turn off the tap, and apply soap.
● **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
● **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song twice.
● **Rinse** your hands under clean, running water.
● **Dry** your hands using a clean towel or air dry them.

**Hand Sanitizer**

- Soap and water work to remove all types of germs from hands, while sanitizer acts by killing certain germs on the skin.
- Although alcohol-based hand sanitizers can quickly reduce the number of germs in many situations, they should be used in the right situations.

**When to use Hand Sanitizer**

- **Before** and after visiting a friend or loved one in a hospital or nursing home, unless the person is sick with *Clostridioides difficile* (if so, use soap and water to wash hands).
- If soap and water are not readily available, use an alcohol-based hand sanitizer that contains **at least 60% alcohol**, and wash with soap and water as soon as you can.

**How to use Hand Sanitizer**

- Use an alcohol-based hand sanitizer that contains **at least 60% alcohol**. Supervise young children when they use hand sanitizer to prevent swallowing alcohol, especially in schools and childcare facilities.
- **Put** enough sanitizer on your hands to cover all surfaces.
- **Rub** your hands together until they feel dry (this should take around 20 seconds).
- **Do NOT** rinse or wipe off the hand sanitizer before it’s dry; it may not work well against germs.

**Building Changes**

- Students who are attending school in the physical building will be required to wear a mask at all times.
- Once students are seated and socially distanced in the classroom, their teachers will instruct them when they may remove their masks.
- Students will be asked to remain socially distanced in public spaces (floor markings will be made).
- Students will be directed to which stairwells they are to use for certain directions (signs will be posted).
Communal Spaces

- Students will not be allowed to walk around the building at their leisure
- Only three students at a time can be permitted to use a restroom
- Teachers or staff will need to be able to oversee these areas at all times (communication by phone system or messaging system)
- Floor markings will be placed and marked in the halls, classrooms and bathrooms
- Stand 6 ft apart until a bathroom is open.
- Students will be designated to using the bathroom of which floor they are on
- Wash your hands for 20 seconds with soap and water before you leave the restroom!
- Students must be in their assigned classroom for the entire day
- Students will not be permitted to easily move throughout the school building
- Students should not drink water from the fountains and perhaps should have their own water bottles readily available
- Students will need to remain on their appropriate assigned floor
- We will be closing down parts of the building that will not be in use
- Wear masks in the hallways & in the restrooms
- Students will eat at their assigned desks within their assigned classroom
- Students will need to keep their distance from other students such as walking in line 6 ft apart

Limiting the Sharing of Materials

- Teachers will discourage sharing of items that are difficult to clean or disinfect.
- Teachers will keep each student’s belongings separated from others’ and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Avoid sharing electronic devices, books, and other games or learning aids.
- Teachers should be aware and oversee the use of materials in their classrooms
- Students need to have their own individual materials and not share with another student if possible
- Materials will need to be wiped down with disinfectant if students must share between each use
Transportation

- Students will enter the school building with their assigned group only
- Students will be in three different groups (A, B, & C)
- A Group enters on day 1 & 2
- B Group enters day 3 & 4
- C group enters day 5 & 6
- Transportation and seating will be limited as well as the school building
- This reduces number of students on school buses entering into the building
- One student per every other row on the school bus if possible