

EDSYS, INC.

EDUCATION DELIVERY SYSTEMS



CITY CHARTER HIGH SCHOOL

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NOVEMBER, 2023

EDSYS, INC.

EDUCATION DELIVERY SYSTEMS

BOARD OF TRUSTEES MEETING

WEDNESDAY, November 15, 2023

- I. Presentation of 2021-2022 Financial Audit Report by Maher Duessel (*vote required*)
- II. Educational Highlight: Direct Online Marketing (DOM) Partnership for Enrollment Marketing
- III. Consent Agenda
 1. Approve October 18, 2023 Meeting Minutes
 2. Enrollment
 3. Metrics
 4. September 2023 Financials
- IV. Reports
 1. CEO's/Principal's Report
 2. Committee Updates
 - a. Finance
 - b. Governance
- V. Old/New Business
 1. Approval of Lease Reimbursement (*vote required*)
 2. Title I Annual Parent Involvement Policy and Compact (*vote required*)
 3. Approved of 339 Comprehensive Guidance Plan
- VI. Executive Session
 1. Adjudications
 2. Personnel Matters
- VII. Next Board Meeting- January 17, 2024
 1. Literacy Night~ November 16th
 2. Final Exams~ December 7th & 8th
 3. Last Day for Admin in the Building~ December 14th

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

Time and Place

A meeting of the Board of Trustees of EDSYS, Inc., a Pennsylvania nonprofit corporation, was held at City Charter High School, 201 Stanwix Street, Pittsburgh, PA 15222, October 18, 2023 at 5:30 p.m.

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

Gerry Dudley
Tom Ralston
Cindy Tananis
Nico Slate
David Lehman
Onyeka Egbuna
Cara Ciminillo

Also present was:

Kathryn Clark, Solicitor

Gerry Dudley chaired the meeting, which was called to order at 5:33 p.m.

Consent Agenda

The Consent Agenda included the following items:

- Approve September 20, 2023 Board Meeting Minutes
- Enrollment
- Metrics

Dara Allen requested to remove Old/New Business (Approval of Lease Reimbursement) from agenda and defer it to the November Board Meeting.

David Lehman motioned to approve the September 2023 minutes. Tom Ralston seconded the motion. The motion to approve the minutes was unanimously approved.

Reports

- ***Educational Highlights***

Ed Crist, Director of Technology presented “Technology at City High”. Highlights included the hiring of a full time Help Desk Technician, Matt Ziemba and implementation of new cyber security policies. There was an extended discussion regarding an electronic document retention policy. City High currently follows a 7-year retention policy, which is not a formal policy and observed as an organizational practice. Kathryn Clark expressed concerns over applying this practice with electronic documents, which could present potential cyber security risks. Ed Crist agreed and said that the policy will be reviewed and revisited.

Other major projects reported were upgrades to door access and security cameras, auditorium audio/visual equipment and Synergy, the new Student Information System, which replaced Admin+ after 15 years of usage.

- ***2023 Annual Report Presentation by Dr. Catherine Nelson***

Catherine Nelson presented an in-depth review of the 2022-2023 School Year. This review included survey results of students, parents, faculty and staff. There was a high participation rate of more than 70% for every category with the exception of parents. Notable highlights include scores rebounding in nearly all of the report areas including: Leadership and Management, City High Culture: Equity Issues; Student Outcomes; particularly regarding post-secondary outcomes; and benefits and challenges of the 4-day schedule. The full report will be posted on the Governance page of City High’s website.

- ***CEO’s/Principal’s Report***

Dara Allen presented the enrollment report and metrics for September 2023. Due to time, Dara Allen expressed that the Faculty Turnover item should not be moved to Executive Session and proceeded to detail that the termination was eluded to during the September 2023 meeting.

- ***Committee Updates-Governance***

Gerry Dudley reported that work is being done to revise the By-Laws. Also, Cara Ciminillo will be resigning from the Board and her position will become vacant as of the end of the October 2023 meeting. The Board extended their gratitude and well wishes.

Executive Session

David Lehman motioned and Tom Ralston seconded to go into Executive Session to discuss personnel matters and adjudications. City Charter High School staff and faculty were dismissed from the meeting to proceed with the discussion.

Adjudications

Following review and consideration of the foregoing Findings of Fact and Conclusions of Law, and consideration of the Recommendations of the Administration and the Board Officer, it is the final decision of the Board of Trustees of City Charter High School that B.B. shall be deemed expelled for 30 days.

Onyeka Egbuna motioned to approve the adjudication as concerning B.B. as written. Tom Ralston seconded the motion. The motion to accept the adjudication as written was unanimously approved.

Following review and consideration of the foregoing Findings of Fact and Conclusions of Law, and consideration of the Recommendations of the Administration and the Board Officer, it is the final decision of the Board of Trustees of City Charter High School that R.M. shall be deemed expelled for 30 days.

Onyeka Egbuna motioned to approve the adjudication as concerning R.M. as written. Tom Ralston seconded the motion. The motion to accept the adjudication as written was unanimously approved.

Following review and consideration of the foregoing Findings of Fact and Conclusions of Law, and consideration of the Recommendations of the Administration and the Board Officer, it is the final decision of the Board of Trustees of City Charter High School that N.E. shall be deemed expelled for 45 days.

David Lehman motioned to approve the adjudication as concerning N.E. as written. Onyeka Egbuna seconded the motion. The motion to accept the adjudication as written was unanimously approved.

Following review and consideration of the foregoing Findings of Fact and Conclusions of Law, and consideration of the Recommendations of the Administration and the Board Officer, it is the final decision of the Board of Trustees of City Charter High School that J.B. shall be deemed expelled for the remainder of the school year.

Tom Ralston motioned to approve the adjudication as concerning J.B. as written. Onyeka Egbuna seconded the motion. The motion to accept the adjudication as written was unanimously approved.

The next regular Board of Trustees meeting is scheduled for Wednesday, November 15, 2023.

Submitted by,

Jenea Y. Laymon

CITY CHARTER HIGH SCHOOL STUDENT ENROLLMENT REPORT November 2023

ENROLLMENT TO DATE	558
Regular Education	451 79.75%
Special Education	82 20.25%

CATEGORY (Race by Gender)	2023/2024	2022/2023
White Male	14.52%	14.62%
White Female	11.65%	12.82%
Black Male	27.96%	24.19%
Black Female	30.11%	31.41%
Hispanic Male	1.08%	1.44%
Hispanic Female	0.72%	0.54%
Multi-Racial Male	5.02%	6.50%
Multi-Racial Female	6.81%	5.60%
Asian Male	0.54%	1.44%
Asian Female	1.43%	0.90%
American Indian	0.18%	0.54%
Other	0.00%	0.00%
	558	554

Grade	Enrollment Comparison		
	2023/2024	2022/2023	%Difference
12th Male	41	61	-32.8%
12th Female	50	51	-2.0%
Total	91	112	-18.8%
11th Male	73	44	65.9%
11th Female	75	56	33.9%
Total	148	100	48.0%
10th Male	80	82	-2.4%
10th Female	92	85	8.2%
Total	172	167	3.0%
9th Male	81	79	2.5%
9th Female	66	96	-31.3%
Total	147	175	-16.0%
Total	558	554	0.7%

School Districts		
Avonworth	1	0.18%
Baldwin	0	0.00%
Bethel Park	2	0.36%
Carlynton	1	0.18%
Chartiers Valley	0	0.00%
Clairton City	4	0.72%
Duquesne City	2	0.36%
East Allegheny	1	0.18%
Fox Chapel	1	0.18%
Gateway	2	0.36%
Keystone Oaks	1	0.18%
McKeesport	12	2.15%
Montour	3	0.54%
Mt. Lebanon	0	0.00%
North Hills	1	0.18%
Northgate	2	0.36%
Penn Hills	27	4.84%
PPS	424	75.99%
Quaker Valley	0	0.00%
Shaler Area	1	0.18%
South Allegheny	0	0.00%
Steel Valley	5	0.90%
Sto-Rox	20	3.58%
West Allegheny	0	0.00%
West Mifflin	3	0.54%
Wilkesburg	19	3.41%
Woodland Hills	24	4.30%

Totals	558	100.09%
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CATEGORY (Race by Grade)	9th	10th	11th	12th	Total
Black	15.95%	17.92%	14.87%	9.32%	58.06%
White	7.35%	6.63%	7.89%	4.30%	26.16%
Multi-Racial	2.15%	4.84%	2.87%	1.97%	11.83%
Hispanic	0.36%	0.54%	0.54%	0.36%	1.79%
Asian	0.54%	0.90%	0.36%	0.18%	1.97%
American Indian	0.00%	0.00%	0.00%	0.18%	0.18%

CATEGORY (Social Economic Status)	9th	10th	11th	12th	Total
Free	19.53%	17.92%	10.75%	11.65%	59.86%
Reduced	12.19%	12.19%	7.35%	8.42%	40.14%
Paid	0.00%	0.00%	0.00%	0.00%	0.00%
No Entry	0.00%	0.00%	0.00%	0.00%	0.00%



Student Enrollment

Grade Level	Current Year/Prior Year	Notes
9 th	147/175	Current Enrollment is Significantly Lower than Prior Year
10 th	172/167	Current Enrollment High and Comparable to Prior Year
11 th	148/100	Current Enrollment Significantly Higher than Prior Year
12 th	91/112	Current Enrollment Lower than Prior Year
		Current School-Wide Enrolment is Comparable to Prior Year School-Wide Total: 558/554

Personnel Management

Measure	Current Year/Prior Year	Notes
Administrative Turnover	0/0	
Faculty Turnover	0/0	
Staff Turnover	0/0	
Open Positions	6/4	Learning Support Teacher; Learning Support TA; Math/Science TA (2); Building Substitute; School Safety Manager (note that we have an Assistant Security Manager and three officers)
Promotions	1/0	1 Apprentice to Journeyman
Leaves	0/0	

School Management and Leadership

Measure	Current Year*/Prior Year	Notes
Average Daily Membership	562.53/556.76	
Applications: New 9 th grade (2028)	41/57 / 56/79	Our new application launched October 1 st for next year's 9 th grade class of 2028.
Suspensions > 1 day	12*/25	
Expulsions	4/7	
Faculty Observations	58/45	
Student Attendance %	90.77%/93.91%	
Faculty/Staff Attendance %	*/97.40%	

**-will need to be updated based on new SIS transition*

Fiscal Health (As of September 30, 2023)

Measure	Description
Bank Balance	\$7.585 to \$5.046 M
P/L Comparison: 23-24 to 22-23 YTD	Income: \$3.130 M to \$2.824 M Expense: \$3.285 M to \$3.335 M

Compliance and Reporting

Measure	Description	Notes
PIMS	Various end of year/beginning of year PIMS reports.	Mr. Watson submitted various end of year and beginning of year PIMS reports.



Initiatives/Grants

Initiative	Purpose	Fiscal Impact	Notes
Partner 4 Work multi-year competitive grant	Expand City High’s career and technical course offerings and internship experiences in the IT (e.g. cybersecurity), Medical (e.g. nursing), and Manufacturing (e.g. mechatronics) fields.	\$62,000 annually (\$310k over 5 years)	Awarded March 31 st . This is a reimbursable grant. The new grant period began July 1 st .
Ron Caplan Scholarship Grant	Unrestricted donation by Ron Caplan that City High will designate for college scholarships to graduating seniors that will be selected through an internal application process.	\$40,000	Ron Caplan made a personal contribution to City High after the prior grant arrangement ended in 2019. Carry-over funds were used to support the classes of 2020 and 2021. We’ve received communication that we will receive another grant for the upcoming graduating class! A meeting is being scheduled for the week of November 20th
Grant (Division of Federal Programs)	American Rescue Plan ESSER III (Elementary & Secondary School Emergency Relief) COVID-19 Grant	\$1,955,179.00	Grant approved and funds are disbursed throughout the year. The grant period ends September 30, 2024.
PACSP Federal Grant (through PCPCS)	Expanding Opportunities Through Quality Charter Schools Program (CSP)	\$1.5 M multi-year grant	Awarded on 5-10-21 for \$1.5 M for 3 years. Some expenses and budgeted items later deemed ineligible despite prior approval. Grant amount reduced to \$969,258.60. While our original award was reduced, we were notified that our allocation was increased by \$800k through the end of the grant. The grant period ends on September 30, 2024.

Strategic Planning

Program	Date/Notes	Program	Date/Notes
Revamped marketing approaches for increasing student recruitment are on-going.	We continue to enhance our multi-media, marketing, and strategic communication strategies, which are supported through the PACSP grant.	4PLUS Model	We continue to experience positive indicators according to the data analysis by Dr. Nelson. In addition to her spring 2023 report, Dr. Catherine Nelson included additional evaluative data on 4PLUS in the Annual Report, which was presented at the October Board meeting
		PPS Annual Audit	Received site visit finding and awaiting a response to our letter rebutting findings cited.



		Middle States Accreditation	Our visit took place on March 21 st -24 th . We are being recommended for full reaccreditation in the fall, which will be voted on by the Commission.
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EDSYS INC DBA CITY CHARTER HIGH SCHOOL

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Balance Sheet

As of September 30, 2023

	Sep 30, 23	Jun 30, 23
ASSETS		
Current Assets		
Checking/Savings		
0101 · Huntington Bank Checking 5190	240,172.18	1,249,622.27
0101-01 · Huntington Bank MMAX 5231	6,262,428.12	5,462,342.60
0101-02 · Huntington Bank Chk FSA 5187	46,669.78	25,100.43
0102 · Huntington Bank SA Chk 5174	11,174.56	11,013.56
0103 · Investments		
0104 · PNC Bank Investment Cash	1,024,614.99	259,009.82
0105 · PNC Certificates of Deposit	0.00	749,322.50
Total 0103 · Investments	1,024,614.99	1,008,332.32
Total Checking/Savings	7,585,059.63	7,756,411.18
Accounts Receivable		
1200 · Accounts Receivable	601,147.86	809,268.88
1300 · Accts Receivable - Non Tuition	0.00	244,106.68
Total Accounts Receivable	601,147.86	1,053,375.56
Other Current Assets		
1310 · Accrued Interest Receivable	0.00	8,410.96
1400 · Prepaid Expenses - Amortized	82,962.75	67,215.20
1405 · Prepaid Expenses	0.00	17,351.50
1410 · Prepaid Insurance	67,148.09	13,707.18
1425 · Due From Student Activites	19,602.30	19,948.46
Total Other Current Assets	169,713.14	126,633.30
Total Current Assets	8,355,920.63	8,936,420.04
Fixed Assets		
1700 · Fixed Assets		
1710 · Leasehold Improvements	1,006,356.18	854,622.61
1720 · Furniture/Fixtures	1,147,254.18	1,147,254.18
1730 · Office Equipment	2,100.73	2,100.73
1735 · Kitchen Equipment	221,997.02	221,997.02
1740 · Computer Equipment	1,081,402.90	871,139.90
Total 1700 · Fixed Assets	3,459,111.01	3,097,114.44
1800 · Accumulated Depreciation		
1810 · Accum Depr - Leasehold Improve	(645,853.28)	(631,990.07)
1820 · Accum Depr - Furniture/Fixtures	(1,088,434.14)	(1,083,874.65)
1830 · Accum Depr - Office Equipment	(2,100.73)	(2,100.73)
1835 · Accum Depr - Kitchen Equipment	(221,503.78)	(221,292.22)
1840 · Accum Depr - Computer Equipment	(661,464.09)	(633,130.11)
Total 1800 · Accumulated Depreciation	(2,619,356.02)	(2,572,387.78)
Total Fixed Assets	839,754.99	524,726.66
Other Assets		
1900 · Right of Use Asset	5,459,793.27	5,795,767.61
Total Other Assets	5,459,793.27	5,795,767.61
TOTAL ASSETS	14,655,468.89	15,256,914.31
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		

Balance Sheet

As of September 30, 2023

	Sep 30, 23	Jun 30, 23
2001 · Accounts Payable	335,310.89	285,241.70
Total Accounts Payable	335,310.89	285,241.70
Credit Cards		
2100 · Huntington Bank CC Payable	0.00	7,189.59
Total Credit Cards	0.00	7,189.59
Other Current Liabilities		
2300 · Payroll Liabilities		
2310 · 401K	7,284.34	19,196.80
2320 · Retirement	40,378.46	21,805.13
2330 · Bus Pass	927.50	0.00
2340 · FSA Deposits	7,380.47	(1,188.03)
2350 · Life Insurance	1,189.81	1,296.05
2380 · Dental and Vision Withholdings	438.79	402.01
2390 · Payroll Suspense	(64.63)	0.00
2395 · FSA/HRA Settlement	(48,772.67)	(6,487.46)
Total 2300 · Payroll Liabilities	8,762.07	35,024.50
2400 · Accrued Liabilities	20,282.54	26,445.80
2405 · Accrued Liabilities PSERS	179,979.80	88,425.60
2420 · Escheat Property	5,960.01	5,912.38
2435 · Operating Lease Liability	5,514,813.74	5,842,284.01
2450 · Attendance Incentive	23,581.00	145,331.00
2460 · Benefits Incentive	0.00	49,731.00
2500 · Student Card Deposits	7,900.93	10,527.23
2560 · Due To Operating Fund	19,602.30	19,948.46
2600 · Refundable Advance	0.00	28,244.41
Total Other Current Liabilities	5,780,882.39	6,251,874.39
Total Current Liabilities	6,116,193.28	6,544,305.68
Total Liabilities	6,116,193.28	6,544,305.68
Equity		
3700 · Suspense	(18,566.01)	0.00
3900 · Net Assets	8,712,608.63	7,750,730.27
Net Income	(154,767.01)	961,878.36
Total Equity	8,539,275.61	8,712,608.63
TOTAL LIABILITIES & EQUITY	14,655,468.89	15,256,914.31

Net Asset Balances by Funding Source

As of September 30, 2023

	<u>Sep 30, 23</u>
10 WITHOUT DONOR RESTRICTIONS	8,536,369.89
20 WITH DONOR RESTRICTIONS	<u>21,471.73</u>
TOTAL	<u><u>8,557,841.62</u></u>

Accounts Receivable Aging Summary

As of September 30, 2023

	Current	1 - 30	31 - 60	61 - 90	> 90	TOTAL
10 WITHOUT DONOR RESTRICTIONS						
2. SCHOOL DISTRICTS						
AVONWORTH	2,535.10	0.00	0.00	2,535.09	25,351.00	30,421.19
BETHEL PARK SCHOOL DISTRICT	7,355.18	0.00	0.00	0.00	0.00	7,355.18
BRENTWOOD SD	0.00	0.00	0.00	0.00	(17,092.77)	(17,092.77)
CARLYNTON SCHOOL DISTRICT	950.62	0.00	0.00	2,341.43	0.00	3,292.05
CHARTIERS VALLEY SCHOOL DISTRICT	0.00	0.00	0.00	0.00	(52.30)	(52.30)
CLAIRTON CITY SCHOOL DISTRICT	1,115.68	0.00	0.00	1,115.67	11,156.76	13,388.11
DUQUESNE SCHOOL DISTRICT	4,510.92	0.00	0.00	4,510.92	0.00	9,021.84
EAST ALLEGHENY SCHOOL DISTRICT	0.00	0.00	0.00	0.00	1,936.66	1,936.66
FOX CHAPEL	771.91	0.00	0.00	0.00	0.00	771.91
GATEWAY	1,952.45	0.00	0.00	0.00	0.00	1,952.45
KEYSTONE OAKS SCHOOL DISTRICT	339.70	0.00	0.00	0.00	0.00	339.70
MCKEESPORT AREA SCHOOL DISTRICT	74,913.99	0.00	0.00	5,226.40	52,263.95	132,404.34
MONTOUR	4,058.80	0.00	0.00	0.00	0.00	4,058.80
NEW CASTLE SCHOOL DISTRICT	0.00	0.00	0.00	0.00	24,700.68	24,700.68
NEW KENSINGTON SD	0.00	0.00	0.00	0.00	792.13	792.13
NORTH HILLS	2,541.26	0.00	0.00	2,301.72	78,287.72	83,130.70
NORTHGATE SCHOOL DISTRICT	16,895.22	0.00	0.00	1,395.38	87,928.50	106,219.10
PENN HILLS	22,876.43	0.00	0.00	0.00	0.00	22,876.43
PLUM BOROUGH	0.00	0.00	0.00	0.00	974.35	974.35
SHALER AREA SCHOOL DISTRICT	2,428.78	0.00	0.00	0.00	0.00	2,428.78
SOUTH ALLEGHENY SD	416.29	0.00	0.00	0.00	0.00	416.29
STEEL VALLEY	1,160.13	0.00	0.00	0.00	(675.31)	484.82
STO-ROX	20,997.53	0.00	0.00	0.00	0.00	20,997.53
WEST ALLEGHENY	11,439.48	0.00	0.00	0.00	0.00	11,439.48
WEST MIFFLIN SCHOOL DISTRICT	1,132.81	0.00	0.00	(6.00)	0.00	1,126.81
WILKINSBURG BOROUGH	43,734.13	0.00	0.00	0.00	0.00	43,734.13
WOODLAND HILLS	49,801.54	0.00	0.00	44,227.93	0.00	94,029.47
Total 2. SCHOOL DISTRICTS	271,927.95	0.00	0.00	63,648.54	265,571.37	601,147.86
Total 10 WITHOUT DONOR RESTRICTIONS	271,927.95	0.00	0.00	63,648.54	265,571.37	601,147.86
TOTAL	271,927.95	0.00	0.00	63,648.54	265,571.37	601,147.86

Accounts Payable Aging Summary

As of September 30, 2023

	Current	1 - 30	31 - 60	61 - 90	> 90	TOTAL
AFLAC	515.28	0.00	0.00	0.00	0.00	515.28
AJ MYERS & SONS	3,832.50	0.00	0.00	0.00	0.00	3,832.50
ALL LINES TECHNOLOGIES INC	170,589.00	0.00	0.00	0.00	0.00	170,589.00
BEAR CO SIGNS LLC	0.00	140.00	0.00	0.00	0.00	140.00
BRENNAN, KAITLYN	3,000.00	0.00	0.00	0.00	0.00	3,000.00
CONSOLIDATED COMMUNICATIONS	658.43	0.00	0.00	0.00	0.00	658.43
DIRECT MAIL SERVICE INC	2,245.00	0.00	0.00	0.00	0.00	2,245.00
EAST ALLEGHENY SCHOOL DISTRICT	1,753.00	0.00	0.00	0.00	0.00	1,753.00
ESTOCIN TRANSPORTATION SERVICES	7,731.00	0.00	0.00	0.00	0.00	7,731.00
EVANS CONSULTING & EVALUATIONS LLC	1,758.75	0.00	0.00	0.00	0.00	1,758.75
GLOBAL WORDSMITHS	2,124.64	0.00	0.00	0.00	0.00	2,124.64
GOLD STAR FOODS	237.12	0.00	0.00	0.00	0.00	237.12
GOSA, JAMAAL	900.00	0.00	0.00	0.00	0.00	900.00
HD SUPPLY	1,707.85	0.00	0.00	0.00	0.00	1,707.85
HOLY FAMILY INSTITUTE	4,275.00	0.00	0.00	0.00	0.00	4,275.00
HOPE LEARNING CENTER	0.00	4,218.75	0.00	0.00	0.00	4,218.75
IRON MOUNTAIN	5,548.83	0.00	0.00	0.00	0.00	5,548.83
JUDY, JESSICA	320.00	0.00	0.00	0.00	0.00	320.00
KING, KARI OLMO	1,800.00	0.00	0.00	0.00	0.00	1,800.00
KREIDER PRINTING	3,192.00	0.00	0.00	0.00	0.00	3,192.00
MARAKAE MARKETING	768.58	0.00	0.00	0.00	0.00	768.58
NAVIGATE 360	1,545.00	0.00	0.00	0.00	0.00	1,545.00
OFFICE DEPOT - ODP BUSINESS SOLUTIONS	5,521.80	0.00	0.00	0.00	0.00	5,521.80
PAPER PRODUCTS COMPANY INC	0.00	2,869.08	0.00	0.00	0.00	2,869.08
PARAGON FOODS	1,647.70	0.00	0.00	0.00	0.00	1,647.70
PERFORMANCE FOODSERVICE	3,113.76	0.00	0.00	0.00	0.00	3,113.76
PMC PROPERTY GROUP INC	22,928.59	18,228.07	0.00	0.00	0.00	41,156.66
POINT PARK UNIVERSITY	1,829.92	0.00	0.00	0.00	0.00	1,829.92
PORT AUTHORITY OF ALLEGHENY COUNTY	8,542.50	2,750.00	0.00	0.00	0.00	11,292.50
PPG ARCHITECTURAL FINISHES	1,645.19	0.00	0.00	0.00	0.00	1,645.19
PRIME COMMUNICATIONS INC	607.00	0.00	0.00	0.00	0.00	607.00
PSERS #	0.02	0.00	0.00	0.00	0.00	0.02
ROENIGK INC, W L	650.00	0.00	0.00	0.00	0.00	650.00
STERICYCLE INC	310.75	0.00	0.00	0.00	0.00	310.75
STRASSBURGER MCKENNA GUTNICK GEFSKY	3,810.00	0.00	0.00	0.00	0.00	3,810.00
TURNER DAIRY FARMS INC	472.19	0.00	0.00	0.00	0.00	472.19
ULINE	427.41	0.00	0.00	0.00	0.00	427.41
UNIVERSAL INFORMATION SYSTEMS	4,149.00	0.00	0.00	0.00	0.00	4,149.00
US FOODS INC	5,578.18	0.00	0.00	0.00	0.00	5,578.18
WHC PA LLC	21,674.00	0.00	0.00	0.00	0.00	21,674.00
WPXI-TV	2,800.00	0.00	0.00	0.00	0.00	2,800.00
YMCA CAMP KON-O-KWEE SPENCER	6,295.00	0.00	0.00	0.00	0.00	6,295.00
ZEPTIVE INC	600.00	0.00	0.00	0.00	0.00	600.00
TOTAL	307,104.99	28,205.90	0.00	0.00	0.00	335,310.89

Comparative Income Statement

July through September 2023

	Jul - Sep 23	Jul - Sep 22	\$ Change	% Change
Ordinary Income/Expense				
Income				
6500 · Earnings on Investments				
6510 · Int on Investments & Int Chck	57,279.73	13,102.29	44,177.44	337.17%
6530 · Unrealized Gains/Losses	677.50	1,845.00	(1,167.50)	(63.28%)
Total 6500 · Earnings on Investments	57,957.23	14,947.29	43,009.94	287.74%
6600 · Food Service Revenue				
6613 · Milk Proceeds	18.00	0.00	18.00	100.0%
6620 · Daily Sales -Non Reimburable	3,813.60	0.00	3,813.60	100.0%
6692 · School Store Proceeds	1,568.50	0.00	1,568.50	100.0%
Total 6600 · Food Service Revenue	5,400.10	0.00	5,400.10	100.0%
6900 · Other Revenue from Local Source				
6920 · Contributions / Donations	0.00	7,489.20	(7,489.20)	(100.0%)
6940 · Receipts from LEAs				
6941 · Tuition Regular	2,295,924.93	1,821,765.50	474,159.43	26.03%
6942 · Tuition Special Education	505,562.10	526,893.93	(21,331.83)	(4.05%)
Total 6940 · Receipts from LEAs	2,801,487.03	2,348,659.43	452,827.60	19.28%
Total 6900 · Other Revenue from Local Source	2,801,487.03	2,356,148.63	445,338.40	18.9%
6990 · Miscellaneous Rev Grants	0.00	5,299.24	(5,299.24)	(100.0%)
7000 · Revenue from State Sources				
7600 · Lunch/Milk Subsidies	796.07	0.00	796.07	100.0%
Total 7000 · Revenue from State Sources	796.07	0.00	796.07	100.0%
8000 · Rev from Federal Sources				
8390 · ERATE Revenue	2,377.80	523.89	1,853.91	353.87%
8514 · Title I Revenue	25,642.85	12,949.16	12,693.69	98.03%
8520 · PA Charter Grant	0.00	127,831.77	(127,831.77)	(100.0%)
8531 · Lunch/Milk Subsidies	26,412.67	628.00	25,784.67	4,105.84%
8743 · ESSER II - CARES Act	95,682.52	196,178.70	(100,496.18)	(51.23%)
8744 · ARP ESSER	113,899.27	109,329.71	4,569.56	4.18%
Total 8000 · Rev from Federal Sources	264,015.11	447,441.23	(183,426.12)	(40.99%)
9000 · Other Financing Sources				
9900 · Other Financing Misc Receipts	34.40	671.04	(636.64)	(94.87%)
Total 9000 · Other Financing Sources	34.40	671.04	(636.64)	(94.87%)
Total Income	3,129,689.94	2,824,507.43	305,182.51	10.81%
Gross Profit	3,129,689.94	2,824,507.43	305,182.51	10.81%
Expense				
100 · Personnel Services - Salaries	1,595,755.35	1,569,365.10	26,390.25	1.68%
200 · Personnel Services - Benefits				
211 · Medical Insurance	137,993.44	264,443.57	(126,450.13)	(47.82%)
212 · Dental Insurance	8,822.02	8,362.88	459.14	5.49%
213 · Life Insurance	5,575.68	7,081.46	(1,505.78)	(21.26%)
214 · Vision Insurance	2,439.07	76.20	2,362.87	3,100.88%
215 · Additional EE Medical Expenses	4,374.39	0.00	4,374.39	100.0%
220 · Social Security	133,260.41	131,095.26	2,165.15	1.65%
230 · Retirement	253,860.28	0.00	253,860.28	100.0%
235 · 401K Retirement	59,801.28	47,848.10	11,953.18	24.98%
240 · Staff Tuition Reimbursement	7,500.00	5,249.99	2,250.01	42.86%
250 · UCOMP (Self Insured)	2,557.20	0.00	2,557.20	100.0%

Comparative Income Statement

July through September 2023

	Jul - Sep 23	Jul - Sep 22	\$ Change	% Change
260 · Workers' Comp	6,179.87	4,013.66	2,166.21	53.97%
Total 200 · Personnel Services - Benefits	622,363.64	468,171.12	154,192.52	32.94%
300 · Professional & Technical Svcs				
330 · Other Professional Services				
331 · ESL Services	4,088.60	2,796.90	1,291.70	46.18%
333 · Student College/Tech/Career	2,003.12	0.00	2,003.12	100.0%
335 · Private School Tuition	6,775.00	3,510.00	3,265.00	93.02%
336 · Payroll/Bookkeeping/Audit/Fed	33,963.91	23,699.99	10,263.92	43.31%
337 · Legal	13,120.00	38,730.30	(25,610.30)	(66.13%)
339 · Misc Professional Services	26,444.22	10,370.35	16,073.87	155.0%
339.1 · Public Relations	17,930.00	8,134.12	9,795.88	120.43%
339.2 · Special Education Services	17,832.50	38,552.12	(20,719.62)	(53.74%)
Total 330 · Other Professional Services	122,157.35	125,793.78	(3,636.43)	(2.89%)
348 · Technology Subscription Services	23,480.52	42,893.91	(19,413.39)	(45.26%)
349 · Technology Support	4,119.00	9,825.00	(5,706.00)	(58.08%)
350 · Security Safety Services	10,800.00	12,074.58	(1,274.58)	(10.56%)
Total 300 · Professional & Technical Svcs	160,556.87	190,587.27	(30,030.40)	(15.76%)
400 · Purchased Property Services				
413 · Custodial Services	14,121.64	20,516.00	(6,394.36)	(31.17%)
431 · RPR & Maint - Buildings	2,924.22	1,948.86	975.36	50.05%
432 · RPR & Maint - Equipment	3,872.60	3,986.00	(113.40)	(2.85%)
438 · RPR & Maint - Tech	595.00	0.00	595.00	100.0%
440 · Utilities	64,745.40	66,831.29	(2,085.89)	(3.12%)
441 · Rental - Land & Buildings	420,118.69	519,798.67	(99,679.98)	(19.18%)
442 · Rental - Equipment	20,134.71	18,380.55	1,754.16	9.54%
449 · Other Rentals	0.00	4,442.40	(4,442.40)	(100.0%)
Total 400 · Purchased Property Services	526,512.26	635,903.77	(109,391.51)	(17.2%)
500 · Other Purchased Services				
513 · Other Student Transport Spec Ed	33,941.00	33,368.00	573.00	1.72%
515 · Transportation - Public Carrier	13,212.50	20,599.45	(7,386.95)	(35.86%)
519 · Student Transportation Misc	4,507.43	7,568.73	(3,061.30)	(40.45%)
529 · Other Insurance	16,815.02	8,677.50	8,137.52	93.78%
530 · Communications	12,336.15	15,301.86	(2,965.71)	(19.38%)
549 · Advertising	36,285.45	52,105.73	(15,820.28)	(30.36%)
550 · Printing & Binding	0.00	259.41	(259.41)	(100.0%)
581 · Mileage	135.06	0.00	135.06	100.0%
582 · Travel	396.35	453.59	(57.24)	(12.62%)
590 · Other Purchased Services				
591 · Student Activities	26,533.78	14,990.07	11,543.71	77.01%
592 · Staff Development/20th Aniv	1,495.00	44,578.74	(43,083.74)	(96.65%)
599 · Other Purch Services	15,870.25	11,711.74	4,158.51	35.51%
Total 590 · Other Purchased Services	43,899.03	71,280.55	(27,381.52)	(38.41%)
Total 500 · Other Purchased Services	161,527.99	209,614.82	(48,086.83)	(22.94%)
600 · Supplies				
610 · General Supplies				
611 · Gen Supplies	45,686.26	92,004.70	(46,318.44)	(50.34%)
612 · Art and Music Supplies	631.08	0.00	631.08	100.0%
613 · Instructional Materials	7,028.18	14,289.84	(7,261.66)	(50.82%)
614 · Custodial Supplies	7,665.93	11,327.98	(3,662.05)	(32.33%)

Comparative Income Statement

July through September 2023

	Jul - Sep 23	Jul - Sep 22	\$ Change	% Change
618 · Technology Supplies	34,447.93	5,247.28	29,200.65	556.49%
619 · ESL Supplies	0.00	74.19	(74.19)	(100.0%)
Total 610 · General Supplies	95,459.38	122,943.99	(27,484.61)	(22.36%)
632 · Milk	1,132.30	363.06	769.24	211.88%
634 · School Store - Food	55.10	618.43	(563.33)	(91.09%)
635 · Student Lunches	31,802.43	36,165.71	(4,363.28)	(12.07%)
636 · Refreshments	2,982.04	104.10	2,877.94	2,764.59%
640 · Books & Periodicals	7,345.16	9,804.93	(2,459.77)	(25.09%)
648 · Educational Software	7,778.76	19,551.18	(11,772.42)	(60.21%)
Total 600 · Supplies	146,555.17	189,551.40	(42,996.23)	(22.68%)
700 · Property				
740 · Depreciation	46,968.24	65,580.31	(18,612.07)	(28.38%)
752 · Capitalized Equipment	89,493.67	0.00	89,493.67	100.0%
756 · Technology Equipment	267,855.95	0.00	267,855.95	100.0%
790 · Other Property Purchases	16,513.88	0.00	16,513.88	100.0%
Total 700 · Property	420,831.74	65,580.31	355,251.43	541.7%
800 · Other Objects				
810 · Dues and Fees	150.00	0.00	150.00	100.0%
815 · Student Awards	0.00	4,300.00	(4,300.00)	(100.0%)
820 · Claims/Penalties/Late Fees	1,561.74	930.85	630.89	67.78%
Total 800 · Other Objects	1,711.74	5,230.85	(3,519.11)	(67.28%)
8600 · Fixed Asset Purchase	(351,646.57)	0.00	(351,646.57)	(100.0%)
Total Expense	3,284,168.19	3,334,004.64	(49,836.45)	(1.5%)
Net Ordinary Income	(154,478.25)	(509,497.21)	355,018.96	69.68%
Other Income/Expense				
Other Income				
9100 · Student Contributed Act Income	625.00	(70.00)	695.00	992.86%
Total Other Income	625.00	(70.00)	695.00	992.86%
Other Expense				
9150 · Supplies For SA	864.76	0.00	864.76	100.0%
9160 · SA Bank Fees	49.00	40.00	9.00	22.5%
9500 · Purchased Services For SA	0.00	500.00	(500.00)	(100.0%)
9800 · Prior Period Adjustment	0.00	1,369.16	(1,369.16)	(100.0%)
Total Other Expense	913.76	1,909.16	(995.40)	(52.14%)
Net Other Income	(288.76)	(1,979.16)	1,690.40	85.41%
Net Income	(154,767.01)	(511,476.37)	356,709.36	69.74%

Profit & Loss Budget vs. Actual

July through September 2023

	Jul - Sep 23	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
6500 · Earnings on Investments				
6510 · Int on Investments & Int Chck	57,279.73	100,000.00	(42,720.27)	57.28%
6530 · Unrealized Gains/Losses	677.50	0.00	677.50	100.0%
Total 6500 · Earnings on Investments	57,957.23	100,000.00	(42,042.77)	57.96%
6600 · Food Service Revenue				
6613 · Milk Proceeds	18.00	150.00	(132.00)	12.0%
6620 · Daily Sales -Non Reimburable	3,813.60	10,000.00	(6,186.40)	38.14%
6650 · Price Reduction - Reduced Price	0.00	0.00	0.00	0.0%
6691 · School Store - Nonfood	0.00	300.00	(300.00)	0.0%
6692 · School Store Proceeds	1,568.50	12,000.00	(10,431.50)	13.07%
Total 6600 · Food Service Revenue	5,400.10	22,450.00	(17,049.90)	24.05%
6700 · Revenue From LEA Activities				
6790 · Revenue From Student Activites	0.00	25,000.00	(25,000.00)	0.0%
Total 6700 · Revenue From LEA Activities	0.00	25,000.00	(25,000.00)	0.0%
6830 · Federal Revenue Intermed Source				
6832 · IDEA Funds	0.00	125,000.00	(125,000.00)	0.0%
6830 · Federal Revenue Intermed Source - Other	0.00	0.00	0.00	0.0%
Total 6830 · Federal Revenue Intermed Source	0.00	125,000.00	(125,000.00)	0.0%
6900 · Other Revenue from Local Source				
6920 · Contributions / Donations	0.00	15,000.00	(15,000.00)	0.0%
6940 · Receipts from LEAs				
6941 · Tuition Regular	2,295,924.93	8,317,674.56	(6,021,749.63)	27.6%
6942 · Tuition Special Education	505,562.10	3,099,033.51	(2,593,471.41)	16.31%
Total 6940 · Receipts from LEAs	2,801,487.03	11,416,708.07	(8,615,221.04)	24.54%
Total 6900 · Other Revenue from Local Source	2,801,487.03	11,431,708.07	(8,630,221.04)	24.51%
6990 · Miscellaneous Rev Grants	0.00	62,000.00	(62,000.00)	0.0%
7000 · Revenue from State Sources				
7170 · State Building Reimbursement	0.00	40,000.00	(40,000.00)	0.0%
7271 · Special Ed Reimbursement	0.00	155,000.00	(155,000.00)	0.0%
7330 · Nurse Reimbursement	0.00	10,000.00	(10,000.00)	0.0%
7505 · Ready to Learn Block Grant	0.00	25,000.00	(25,000.00)	0.0%
7600 · Lunch/Milk Subsidies	796.07	15,000.00	(14,203.93)	5.31%
Total 7000 · Revenue from State Sources	796.07	245,000.00	(244,203.93)	0.33%
8000 · Rev from Federal Sources				
8390 · ERATE Revenue	2,377.80	40,000.00	(37,622.20)	5.95%
8514 · Title I Revenue	25,642.85	263,000.00	(237,357.15)	9.75%
8515 · Title II Revenue	0.00	25,000.00	(25,000.00)	0.0%
8516 · Title III Revenue	0.00	3,000.00	(3,000.00)	0.0%
8517 · Title IV Revenue	0.00	20,000.00	(20,000.00)	0.0%
8520 · PA Charter Grant	0.00	111,186.00	(111,186.00)	0.0%
8531 · Lunch/Milk Subsidies	26,412.67	233,000.00	(206,587.33)	11.34%
8743 · ESSER II - CARES Act	95,682.52	225,000.00	(129,317.48)	42.53%
8744 · ARP ESSER	113,899.27	1,300,000.00	(1,186,100.73)	8.76%
Total 8000 · Rev from Federal Sources	264,015.11	2,220,186.00	(1,956,170.89)	11.89%
9000 · Other Financing Sources				
9900 · Other Financing Misc Receipts	34.40	50,000.00	(49,965.60)	0.07%
Total 9000 · Other Financing Sources	34.40	50,000.00	(49,965.60)	0.07%

Profit & Loss Budget vs. Actual

July through September 2023

	Jul - Sep 23	Budget	\$ Over Budget	% of Budget
Total Income	3,129,689.94	14,281,344.07	(11,151,654.13)	21.92%
Gross Profit	3,129,689.94	14,281,344.07	(11,151,654.13)	21.92%
Expense				
100 · Personnel Services - Salaries	1,595,755.35	6,409,715.00	(4,813,959.65)	24.9%
200 · Personnel Services - Benefits				
211 · Medical Insurance	137,993.44	860,534.46	(722,541.02)	16.04%
212 · Dental Insurance	8,822.02	35,223.86	(26,401.84)	25.05%
213 · Life Insurance	5,575.68	23,850.45	(18,274.77)	23.38%
214 · Vision Insurance	2,439.07	8,070.72	(5,631.65)	30.22%
215 · Additional EE Medical Expenses	4,374.39	0.00	4,374.39	100.0%
220 · Social Security	133,260.41	490,343.00	(357,082.59)	27.18%
230 · Retirement	253,860.28	1,200,000.00	(946,139.72)	21.16%
235 · 401K Retirement	59,801.28	300,000.00	(240,198.72)	19.93%
240 · Staff Tuition Reimbursement	7,500.00	24,000.00	(16,500.00)	31.25%
250 · UCOMP (Self Insured)	2,557.20	6,000.00	(3,442.80)	42.62%
260 · Workers' Comp	6,179.87	25,000.00	(18,820.13)	24.72%
Total 200 · Personnel Services - Benefits	622,363.64	2,973,022.49	(2,350,658.85)	20.93%
300 · Professional & Technical Svcs				
330 · Other Professional Services				
331 · ESL Services	4,088.60	15,000.00	(10,911.40)	27.26%
332 · Extended Day/Tutors Spec Ed	0.00	5,000.00	(5,000.00)	0.0%
333 · Student College/Tech/Career	2,003.12	20,000.00	(17,996.88)	10.02%
335 · Private School Tuition	6,775.00	90,517.00	(83,742.00)	7.49%
336 · Payroll/Bookkeeping/Audit/Fed	33,963.91	145,000.00	(111,036.09)	23.42%
337 · Legal	13,120.00	95,000.00	(81,880.00)	13.81%
338 · Strategic Program Development	0.00	40,000.00	(40,000.00)	0.0%
339 · Misc Professional Services	26,444.22	90,000.00	(63,555.78)	29.38%
339.1 · Public Relations	17,930.00	70,000.00	(52,070.00)	25.61%
339.2 · Special Education Services	17,832.50	138,593.00	(120,760.50)	12.87%
Total 330 · Other Professional Services	122,157.35	709,110.00	(586,952.65)	17.23%
348 · Technology Subscription Services	23,480.52	36,519.66	(13,039.14)	64.3%
349 · Technology Support	4,119.00	0.00	4,119.00	100.0%
350 · Security Safety Services	10,800.00	160,000.00	(149,200.00)	6.75%
Total 300 · Professional & Technical Svcs	160,556.87	905,629.66	(745,072.79)	17.73%
400 · Purchased Property Services				
413 · Custodial Services	14,121.64	70,000.00	(55,878.36)	20.17%
431 · RPR & Maint - Buildings	2,924.22	152,600.00	(149,675.78)	1.92%
432 · RPR & Maint - Equipment	3,872.60	5,000.00	(1,127.40)	77.45%
438 · RPR & Maint - Tech	595.00	0.00	595.00	100.0%
440 · Utilities	64,745.40	250,000.00	(185,254.60)	25.9%
441 · Rental - Land & Buildings	420,118.69	1,520,000.00	(1,099,881.31)	27.64%
442 · Rental - Equipment	20,134.71	85,000.00	(64,865.29)	23.69%
448 · Lease/Rental - Tech	0.00	0.00	0.00	0.0%
449 · Other Rentals	0.00	12,000.00	(12,000.00)	0.0%
Total 400 · Purchased Property Services	526,512.26	2,094,600.00	(1,568,087.74)	25.14%
500 · Other Purchased Services				
513 · Other Student Transport Spec Ed	33,941.00	164,792.00	(130,851.00)	20.6%
515 · Transportation - Public Carrier	13,212.50	100,000.00	(86,787.50)	13.21%
519 · Student Transportation Misc	4,507.43	80,000.00	(75,492.57)	5.63%
523 · General Property - Liabil	0.00	0.00	0.00	0.0%

Profit & Loss Budget vs. Actual

July through September 2023

	Jul - Sep 23	Budget	\$ Over Budget	% of Budget
525 · Bonding Insurance	0.00	0.00	0.00	0.0%
529 · Other Insurance	16,815.02	85,000.00	(68,184.98)	19.78%
530 · Communications	12,336.15	40,000.00	(27,663.85)	30.84%
542 · Board Development	0.00	15,000.00	(15,000.00)	0.0%
549 · Advertising	36,285.45	130,000.00	(93,714.55)	27.91%
581 · Mileage	135.06	0.00	135.06	100.0%
582 · Travel	396.35	8,000.00	(7,603.65)	4.95%
590 · Other Purchased Services				
591 · Student Activities	26,533.78	36,000.00	(9,466.22)	73.71%
592 · Staff Development/20th Aniv	1,495.00	20,000.00	(18,505.00)	7.48%
599 · Other Purch Services	15,870.25	50,000.00	(34,129.75)	31.74%
Total 590 · Other Purchased Services	43,899.03	106,000.00	(62,100.97)	41.41%
Total 500 · Other Purchased Services	161,527.99	728,792.00	(567,264.01)	22.16%
600 · Supplies				
610 · General Supplies				
611 · Gen Supplies	45,686.26	115,000.00	(69,313.74)	39.73%
612 · Art and Music Supplies	631.08	5,000.00	(4,368.92)	12.62%
613 · Instructional Materials	7,028.18	120,000.00	(112,971.82)	5.86%
614 · Custodial Supplies	7,665.93	50,000.00	(42,334.07)	15.33%
618 · Technology Supplies	34,447.93	55,500.00	(21,052.07)	62.07%
619 · ESL Supplies	0.00	3,000.00	(3,000.00)	0.0%
Total 610 · General Supplies	95,459.38	348,500.00	(253,040.62)	27.39%
621 · Natural Gas	0.00	0.00	0.00	0.0%
622 · Electricity	0.00	0.00	0.00	0.0%
630 · School Store - Nonfood	0.00	0.00	0.00	0.0%
632 · Milk	1,132.30	6,000.00	(4,867.70)	18.87%
633 · SAGE Store Food Supplies	0.00	0.00	0.00	0.0%
634 · School Store - Food	55.10	2,000.00	(1,944.90)	2.76%
635 · Student Lunches	31,802.43	180,000.00	(148,197.57)	17.67%
636 · Refreshments	2,982.04	25,000.00	(22,017.96)	11.93%
640 · Books & Periodicals	7,345.16	0.00	7,345.16	100.0%
648 · Educational Software	7,778.76	0.00	7,778.76	100.0%
Total 600 · Supplies	146,555.17	561,500.00	(414,944.83)	26.1%
700 · Property				
740 · Depreciation	46,968.24	180,000.00	(133,031.76)	26.09%
752 · Capitalized Equipment	89,493.67			
756 · Technology Equipment	267,855.95	195,060.00	72,795.95	137.32%
790 · Other Property Purchases	16,513.88	11,500.00	5,013.88	143.6%
Total 700 · Property	420,831.74	386,560.00	34,271.74	108.87%
800 · Other Objects				
810 · Dues and Fees	150.00	0.00	150.00	100.0%
815 · Student Awards	0.00	6,000.00	(6,000.00)	0.0%
820 · Claims/Penalties/Late Fees	1,561.74	2,000.00	(438.26)	78.09%
831 · Interest - Loans/Leases/Purch	0.00	0.00	0.00	0.0%
890 · Bad Debt Expense	0.00	0.00	0.00	0.0%
Total 800 · Other Objects	1,711.74	8,000.00	(6,288.26)	21.4%
8600 · Fixed Asset Purchase	(351,646.57)	0.00	(351,646.57)	100.0%
Total Expense	3,284,168.19	14,067,819.15	(10,783,650.96)	23.35%
Net Ordinary Income	(154,478.25)	213,524.92	(368,003.17)	(72.35%)
Other Income/Expense				

Profit & Loss Budget vs. Actual

July through September 2023

	Jul - Sep 23	Budget	\$ Over Budget	% of Budget
Other Income				
9100 · Student Contributed Act Income	625.00	0.00	625.00	100.0%
Total Other Income	625.00	0.00	625.00	100.0%
Other Expense				
9150 · Supplies For SA	864.76	0.00	864.76	100.0%
9160 · SA Bank Fees	49.00	0.00	49.00	100.0%
9500 · Purchased Services For SA	0.00	0.00	0.00	0.0%
Total Other Expense	913.76	0.00	913.76	100.0%
Net Other Income	(288.76)	0.00	(288.76)	100.0%
Net Income	(154,767.01)	213,524.92	(368,291.93)	(72.48%)

EDSYS DBA CITY CHARTER HIGH SCHOOL
CASH FLOW

	<u>Cash In</u>	<u>Cash Out</u>	<u>Net In/(Out)</u>	<u>Balance</u>
				7,756,411.18
July 2023	1,284,389.95	1,392,734.95	(108,345.00)	7,648,066.18
August 2023	926,774.90	1,193,272.69	(266,497.79)	7,381,568.39
September 2023	2,191,124.91	1,987,633.67	203,491.24	7,585,059.63
October 2023	0.00	0.00	0.00	7,585,059.63
November 2023	0.00	0.00	0.00	7,585,059.63
December 2023	0.00	0.00	0.00	7,585,059.63
January 2024	0.00	0.00	0.00	7,585,059.63
February 2024	0.00	0.00	0.00	7,585,059.63
March 2024	0.00	0.00	0.00	7,585,059.63
April 2024	0.00	0.00	0.00	7,585,059.63
May 2024	0.00	0.00	0.00	7,585,059.63
June 2024	0.00	0.00	0.00	7,585,059.63
Ending Balance	<u><u>4,402,289.76</u></u>	<u><u>4,573,641.31</u></u>	<u><u>(171,351.55)</u></u>	<u><u>7,585,059.63</u></u>

EDSYS INC DBA CITY CHARTER HIGH SCHOOL

Financial Metrics
As of September 30, 2023

As of:	Cash Balance	Current Ratio*	Tuition Receivable	Accounts Payable	Accrued Payroll Liab
September 30, 2023	\$ 7,585,060	\$31.41 to \$1	\$601,148	\$335,311	\$32,343
August 31, 2023	\$ 7,381,568	\$26.80 to \$1	\$361,464	\$115,041	\$27,335

*Current Ratio = Current Assets/Current Liabilities

Tuition Receivable

	Total	Current	1 - 30	31 - 60	61 - 90	> 90
September 30, 2023	\$601,148	\$271,928	\$0	\$0	\$63,649	\$265,571
August 31, 2023	\$361,464	\$0	\$0	\$70,097	\$81,674	\$209,693

**For the 3 months
Ending September 2023**

	Total Revenue	Total Expense	Revenue Per Student*	Expense Per Student*
2024	\$3,130,315	\$3,285,082	\$5,818	\$6,106
23/24 Budget	\$14,281,344	\$14,067,819	\$25,779	\$25,393
% of Budget	22%	23%	23%	24%
2023	\$2,824,437	\$3,335,914	\$5,250	\$6,201



CITY HIGH ACT 158 PATHWAY TO GRADUATION

Keystone Proficiency Pathway

- ✓ Proficient or Advanced in Algebra 1
- ✓ Proficient or Advanced in Biology
- ✓ Proficient or Advanced in Literature

Keystone Composite Pathway

- ✓ At least 1 Keystone Score is Proficient or Advanced
- ✓ No Score is Below Basic
- ✓ Composite Score is 4452 or Greater

Alternate Assessment Pathway

- ✓ Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient.
- ✓ 1 Artifact from pathway criteria

Alternative Assessment Pathway Criteria: (1) of the following artifacts

- Acceptance into a 4yr College
- Successful completion of a pre-apprenticeship program

Evidence Based Pathway

- ✓ Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient
- ✓ 3 Artifacts from pathway criteria

Evidence Based Pathway Criteria

- ✓ (3) Artifacts needed consistent w/student goals
- ✓ ONE or more from *Section One*
- ✓ No more than (2) from *Section Two*

Section One:

- Successful completion of any Dual Enrollment course.
- Microsoft Certifications - 9th /10th Grade
- Acceptance into accredited, non-profit College.

Section Two:

- Letter guaranteeing full-time employment or military enlistment
- Completion of your internship.
- Successful completion of a service-learning project



CITY CHARTER HIGH SCHOOL
Chapter 339 Comprehensive Guidance Plan

201 Stanwix Street
Suite 100
Pittsburgh, PA 15222
(412) 690 - 2489
www.cityhigh.org

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Post High School Planning / School Counselors and Assignments:

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Holly Ickes, LCSW

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Jocelyn Zuniga, LPC

Counselor

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MISSION STATEMENT:

City Charter High School is a technology infused public school, whose mission is to graduate students who are academically, technologically, personally and socially prepared to succeed in post-secondary education, training, or employment.

Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

THE SIX CORE BELIEFS OF CITY HIGH ARE:

1. Connections to the real world.

A career-focused experience convinces students that what they do at City High impacts their future.

2. Continuous challenge.

A curriculum constructed with multiple levels best meets the academic needs of individual students.

3. Individual responsibility for learning.

Academic success is dependent on students taking an active role in their learning.

4. Personal academic connections.

Success relies strongly on each student feeling connected to one or more adults at City High.

5. Safe and caring environment.

Essential to active classroom engagement.

6. Collaboration.

A student's ability to collaborate is essential in today's work environment.

A COLLEGE / CAREER PLAN:

What happens when high school is over? We want you to be as prepared as possible for your future... whether it's college or trade school, a job, an apprenticeship, the military...

With our career focus, you'll quickly learn that what you do at City Charter High School impacts your future. Not only do we help you see the real life applications of your studies, you'll also gain valuable skills that will serve you well, wherever life leads you.

We help you figure out what you're good at and what you want to do in the real world. And we have an entire team dedicated to getting you where you want to be. Our Career Teachers and Transition Managers work with you to map out your future starting on day 1 in your Freshman year.

Here are some of the innovations we use to get you prepared for the real world:

- College/career goal setting and mapping, individualized for your interest and skill sets
- Career exploration: industry speakers and peers sharing career insights
- College and career field tours
- Mentored internships at an area business to explore a potential career choice
- Résumé and mock job interview classes
- Professional guidance reviewing transcripts and setting goals for grade requirements needed to be accepted into your dream college or trade school
- Weekly career counselor meetings, includes college or trade applications, as well as financial aid review, help and discussions

A REAL WORLD INTERNSHIP:

An internship is a great resume builder. It is also the best way to get first-hand exposure before committing to a career direction. At City Charter High School, every student gets to try out a career, with a business professional as your mentor.

To prepare you for your 13-week internship, we help you pick up workforce skills in the 9th, 10th, and 11th grades. You'll learn things like time-management, what to expect in the workplace, the importance of attendance and an overall professional work ethic among other things.

Best of all, our mentored internship lets you decide if your career choice is what you really want to do in life.

STUDENT WELLNESS:

City High has a full-time licensed counselor and a full-time licensed social worker who are available from 7:45 a.m. to 4:15 p.m. each day. Appointments can be made in advance, or students can drop in. Many students self-refer. Referral sources include staff, administration, other students, and parents. There are a wide range of issues that students bring to the counseling staff. These issues can relate to school, peer relationships, and a number of items outside of the school atmosphere including families, community violence, etc.

Services

We provide counseling services directly to students as follows:

- Early intervention in potential student conflicts is an essential part of keeping the school's mission. Conflict resolution and mediation is implemented.
- When it becomes apparent in the course of meetings that assessment and/or long term professional counseling is necessary, we assist the family in finding resources.
- We consult with faculty and administration regarding their interactions with students or student needs/behavior.
- Each grade has a liaison with whom we meet on a weekly basis. They identify students of concern and we check in with those students. In addition, teachers seek us out for assistance with a particular student or a broader situation (behavioral health, social justice, LGBTQ+, etc.)
- Attendance matters are monitored. Attempts are made to intervene with families early. When circumstances demand, court is utilized.
- There is communication and interaction with CYF on an ongoing basis. When indicated, Childline is utilized for situations that demand it.
- When necessary, severe mental health circumstances have demanded the hospitalization of students at risk. We help expedite that process. This could include the need for assistance from RESOLVE and parent/guardian.
- One of the counselors is the Homeless Liaison for the school. We collaborate with Allegheny Intermediate Unit and other school districts to assess and identify families and students for homelessness.

Agencies

Wellness interacts with a wide range of agencies and organizations of which some are:

- Community based institutions and services

- School-based mental health services offered through Pressley Ridge
- Outpatient mental health providers (WPIC, Mercy, AGH, private practitioners) - Includes individual and/or family therapy, crisis management, medication services
- Partial Hospital Program (WPIC, Mercy) - Used to prevent inpatient hospitalization or as a step down from an inpatient hospital stay. Partial Hospitalization offers various forms of therapy to help stabilize symptoms so that patients can resume their lives.
- Inpatient Hospitalization Programs (AGH, WPIC, Southwood) - Designed to provide treatment, as well as protection from harm, to patients who are at significant risk of harming themselves or others and are unable to resume their lives because of mental health symptoms.
- Child Protective Services (CYF) - Provides a wide range of preventive, protection, and supportive services to families in need
- RESOLVE Crisis Network - Offers mental health crisis intervention and stabilization services
- Drug and Alcohol Youth Services (Gateway Rehabilitation, Pyramid Healthcare, SHORES) - A variety of inpatient and outpatient programs aimed at giving adolescents the tools that they need to find recovery from their addictions
- Focus On Attendance Partnership helps students and families resolve factors that interfere with students attending school consistently.
- ELECT Teen Parenting Program provides services to pregnant and parenting teens living within the City of Pittsburgh.

Attendance Policy:

City High's school counselors monitor school attendance for truancy purposes. Each counselor monitors two grade levels. In addition to phone calls, emails, and meetings with students, letters are mailed to parents/guardians informing them of their child's absences and City High's attendance policy. The first letter is mailed when a student misses 3 unexcused days. Another letter is mailed after a student misses 5 unexcused days. The second letter asks the parent and student to attend a Student Attendance Improvement Plan (SAIP) meeting. The purpose of the meeting is to identify barriers interfering with the student's ability to attend school on a consistent basis. Focus on Attendance is offered to families who want to participate in

preventative interventions. If the student continues to accumulate unexcused absences following the SAIP meeting, truancy charges are filed with the magistrate and a hearing is scheduled.

Communication with Parents:

City High's school counselors contact parents/guardians in a variety of ways including phone calls, emails, and text messages to discuss unexcused absences. Meetings with parents/guardians take place when students have a minimum of five unexcused absences.

PLAN FOR STUDENT ASSISTANCE PROGRAM (SAP) REGARDING ALCOHOL, CHEMICAL, AND TOBACCO ABUSE PROGRAMS:

When a student and/or parent/guardian expresses concern about drug or alcohol use, City High counselors are available for support and to link families to drug and alcohol programs in our area. When appropriate, the school counselor will complete a referral. When a student is caught with a drug and alcohol infraction, City High's school counselor meets with the student to talk about their drug and/or alcohol use and discuss options for treatment. The counselor then follows up with the parent to provide information about treatment options to include the different levels of care that is available for drug and alcohol treatment.

PROGRAM GOALS:

City Charter High School's Post High School Planning Department's program goals are to develop a graduate who will:

- Possess foundational academic skills and the ability to access, synthesize and apply new knowledge.
- Have a comfort level with current technology and the confidence to adapt to future technology.
- Possess the personal qualities needed to be a self-assured, motivated, responsible young adult and to
- Possess the work ethic to succeed in post-secondary education or training.
- Effectively navigate through a variety of interpersonal situations in family, community, school and workplace settings.

STAKEHOLDERS:

- **Students:** Will receive a curriculum focused on academic, career, and personal/social skills in order to make educated decisions, grounded in their skills, interests and abilities, that will lead to their successful future. Students will participate in individual student planning to develop goals related to their interests and abilities. Students may have the opportunity to present their post high school planning experiences to other stakeholders.
- **Parents:** Have a pivotal role in helping their children as they move forward through career exploration to career/college choices. Parents will be informed of opportunities, standards, and options for their children. We want to empower parents with this knowledge so they can communicate these opportunities and help plan the future with their children. We want parents to be advocates for their children in the choices they make. Parents will be made aware of ongoing Post High School Planning services throughout the student's school years. Parents are stakeholders in their children's academic lives through participating in student decision making choices regarding career and college exploration. Parents will provide input to the Post High School Planning program through serving on the advisory council.
- **Educators:** Teachers, administrators, and school board members will be asked to promote the beliefs and mission of the school and the Post High School Planning program. Educators will accomplish this through classroom instruction, meetings with parents, students, and community members as well as attending and participating in programs developed by the Post High School Planning department. Educators will also

be asked to serve on the advisory council. Educators will advance their awareness of the Post High School Planning program through their participation on the advisory council as well as through informational sessions during professional development days, the schools Post High School Planning webpage, and presentations.

- **Business/Community:** Will benefit from the Post High School Planning program by having access to employees who have an understanding of the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workforce. As partners, members of the business community will provide opportunities to students to complete a 13 week internship, provide support of the Post High School Planning program in the areas of workplace expectations and serve on the advisory council.
- **Post-Secondary:** Partners will assist the Post High School Planning program in preparing the students for postsecondary success. They can provide services such as classroom presentations focused on employability, opportunities for students to meet with departments at the university level, and meaningful conversations between college students and high school students. There will be three representatives in the post-secondary realm, one from a four year university, one from a technical school and one from a community college. Their role on the advisory council will be to help guide the program in preparing our students for post-secondary success.

ROLE OF THE POST HIGH SCHOOL PLANNING TEAM AND WELLNESS STAFF:

As Leaders

The team lead students by removing barriers to their success and assisting them with reaching their full potential. They lead by example and help students develop their own leadership, advocacy, and communication skills. Through communication, collaboration, and advocacy. The Post High School Planning team members and Wellness Staff lead and contribute to students and their success.

As Advocates

Through advocacy, they assist students and their families in reaching and setting their academic, personal, and career goals. They support students and their families in addressing any needs or challenges that students are facing.

As Collaborators

In collaboration with students, teachers, parents, and other school staff, The Post High School Planning team and Wellness Staff assist students with achieving their goals and reaching their full potential. Collaboration allows them to increase their effectiveness, and allows their program to be supported and delivered by all stakeholders.

As Agents of Systemic Changes

The Post High School Planning team and Wellness Staff serve as agents of change by implementing needed services. Through development of curriculum, individual planning with students, as well as crisis and responsive services, they can enhance and contribute to the well-being and success of students.

ADVISORY COUNCIL:

City Charter High School's Post High School Planning Department advisory council will be composed of individuals from the five stakeholder groups as well as a representative from each grade level within the school. The group will meet as often as needed to discuss updates and action plans that impact student success.

The Advisory Council is a link between the schools Post High School Planning and Wellness departments and the various groups to be served. Representatives of the Advisory Council will reflect the diversity of the school/community and will include the following five stakeholder groups:

- Students
- Parents/guardians
- Educators/Administrators
- Business/Community Members
- Postsecondary Representatives

The Advisory Council will do the following:

- Serve in a leadership role to support the mission and goals of the Post High School Planning and Wellness program.
- Provide a communication link between the Post High School Planning and Wellness program and the five stakeholder groups.
- Act as a resource and support for the Post High School Planning and Wellness program.
- Review data and provide feedback on the effectiveness of the Post High School Planning and Wellness program.

PROGRAM CALENDAR:

9th Grade

Month	Career Class	Internship	Transition	Wellness
August	START OF THE SCHOOL YEAR			
September	<ul style="list-style-type: none"> - Syllabus - Grandma Asked Project - Transferable and Self-Management Skills - Career Interests - Occupation Sort - Career Cluster Exploration - SAT vocabulary work 			<ul style="list-style-type: none"> -Introduce Students to Wellness -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
October	<ul style="list-style-type: none"> - Career Cluster Brochure - Strengths Explorer -Holland Codes - Myers-Briggs - Holland Codes/Myers-Briggs Creative Project - SAT vocabulary work 	Career Exploration Team A in Career 9 (Kretschman)		<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
November	<ul style="list-style-type: none"> - Parachutes Activities (Workplace, Community, Reality Check) - QPA Activity 		- QPA Lesson (Vasquez)	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding

	<ul style="list-style-type: none"> - About Me Analysis and Project - SAT vocabulary work - End of Trimester Survey 			Resources <ul style="list-style-type: none"> -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
December	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
January	<ul style="list-style-type: none"> - Syllabus - ‘Grandma Asked’ Project - Transferable and Self-Management Skills - Career Interests - Occupation Sort - Career Cluster Exploration - SAT vocabulary work 			<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
February	<ul style="list-style-type: none"> - Career Cluster Brochure - Strengths Explorer -Holland Codes - Myers-Briggs - Holland Codes/Myers-Briggs Creative Project - SAT vocabulary work 	Career Exploration Team B in Career 9 (Kretschman)		<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
March	<ul style="list-style-type: none"> - Parachutes Activities (Workplace, Community, 		<ul style="list-style-type: none"> - QPA Lesson (Vasquez) 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students

	Reality Check) - QPA Activity - About Me Analysis and Project - SAT vocabulary work - End of Trimester Survey			-Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
April	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
May	- Syllabus - Grandma Asked Project - Transferable and Self-Management Skills - Career Interests - Occupation Sort - Career Cluster Exploration - SAT vocabulary work			-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
June	- Career Cluster Brochure - Strengths Explorer -Holland Codes - Myers-Briggs - Holland Codes/Myers-Briggs Creative Project - SAT vocabulary work	Career Exploration Team C in Career 9 (Kretschman)		-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
July	- Parachutes Activities		- QPA Lesson (Vasquez)	-Provide Counseling

	(Workplace, Community, Reality Check) - QPA Activity - About Me Analysis and Project - SAT vocabulary work - End of Trimester Survey			Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
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10th Grade

Month	Career Class	Internship	Transition	Wellness
August	START OF THE SCHOOL YEAR			
September	- Career 10 Syllabus - Roadmap - Interest Spark Stories - Post-Secondary Options Research - SAT Vocabulary Work			-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
October	- Post-Secondary Options Poster Project - Resume Writing - Cover Letter Writing - Job Application Work - Resume & Cover Letter	Resume Writing Workshop Team A in Career 10 (Kretschman)		-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor

	Revisions Work - SAT Vocabulary Work - Mock Interviews (<i>timing may fluctuate</i>)			Attendance for Truancy -Provide Staff Development
November	- Mock Interviews (<i>timing may fluctuate</i>) - Thank You Email Writing - QPA Activity - Personal Learning Plan - Career Profile - My Plan Presentation Project - Final Essay - Career 10 End-of-Tri Survey		- Iceberg Lesson Activity (Riley)	-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
December	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
January	- Career 10 Syllabus - Roadmap - Interest Spark Stories - Post-Secondary Options Research - SAT Vocabulary Work			-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
February	- Post-Secondary Options Poster Project - Resume Writing	Resume Writing Workshop Team B in Career 10 (Kretschman)		-Provide Counseling Directly to Students

	<ul style="list-style-type: none"> - Cover Letter Writing - Job Application Work - Resume & Cover Letter Revisions Work - SAT Vocabulary Work - Mock Interviews <i>(timing may fluctuate)</i> 			<ul style="list-style-type: none"> -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
March	<ul style="list-style-type: none"> - Mock Interviews <i>(timing may fluctuate)</i> - Thank You Email Writing - QPA Activity - Personal Learning Plan - Career Profile - My Plan Presentation Project - Final Essay - Career 10 End-of-Tri Survey 		- Iceberg Lesson Activity (Riley)	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
April	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
May	<ul style="list-style-type: none"> - Career 10 Syllabus - Roadmap - Interest Spark Stories - Post-Secondary Options Research - SAT Vocabulary Work 			<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff

				Development
June	<ul style="list-style-type: none"> - Post-Secondary Options Poster Project - Resume Writing - Cover Letter Writing - Job Application Work - Resume & Cover Letter Revisions Work - SAT Vocabulary Work - Mock Interviews (<i>timing may fluctuate</i>) 	Resume Writing Workshop Team C in Career 10 (Kretschman)		<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
July	<ul style="list-style-type: none"> - Mock Interviews (<i>timing may fluctuate</i>) - Thank You Email Writing - QPA Activity - Personal Learning Plan - Career Profile - My Plan Presentation Project - Final Essay - Career 10 End-of-Tri Survey 		- Iceberg Lesson Activity (Riley)	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development

11th Grade

Month	Career Class	Internship	Transition	Wellness
August	START OF THE SCHOOL YEAR			
September	<ul style="list-style-type: none"> - Career 11 Syllabus - Sokanu Survey and Project - Resume 	Internship Interviews Team A	College Essay class (Riley) Identifying and promoting outside opportunities	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist

	<ul style="list-style-type: none"> Revisions - Naviance Activity - SAT Prep - Career Guest Panelists - PEDCAP Intro Research - Post-Secondary High School Survey 			<ul style="list-style-type: none"> with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
October	<ul style="list-style-type: none"> - SAT Prep - Create Your Own Business Project - Safe, Match, Reach - Personal Fit Research - Educational and Employment Fit - Match School/Job Analysis 	Peer Share & Resume Goal Setting in Career 11 for Team A (Drummond)	Identifying and promoting outside opportunities	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
November	<ul style="list-style-type: none"> - SAT Prep - Scholarship Search - PEDCAP Workbook, Project and Presentation - Final Essay 		Identifying and promoting outside opportunities	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
December	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
January	- Career 11	Internship	College Essay	-Provide

	<p>Syllabus</p> <ul style="list-style-type: none"> - Sokanu Survey and Project - Resume Revisions - Naviance Activity - SAT Prep - Career Guest Panelists - PEDCAP Intro Research - Post-Secondary High School Survey 	<p>Interviews Team B/Internship Offers & Set Up Meetings Team A</p>	<p>class (Riley)</p> <p>Identifying and promoting outside opportunities</p>	<p>Counseling Directly to Students</p> <ul style="list-style-type: none"> -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
February	<ul style="list-style-type: none"> - SAT Prep - Create Your Own Business Project - Safe, Match, Reach - Personal Fit Research - Educational and Employment Fit - Match School/Job Analysis 	<p>Peer Share & Resume Goal Setting in Career 11 for Team B (Drummond)</p>	<p>Identifying and promoting outside opportunities</p>	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
March	<ul style="list-style-type: none"> - SAT Prep - Scholarship Search - PEDCAP Workbook, Project and Presentation - Final Essay 		<p>Identifying and promoting outside opportunities</p>	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development

April	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
May	<ul style="list-style-type: none"> - Career 11 Syllabus - Sokanu Survey and Project - Resume Revisions - Naviance Activity - SAT Prep - Career Guest Panelists - PEDCAP Intro Research - Post-Secondary High School Survey 	<ul style="list-style-type: none"> Internship Interviews Team C/Internship Offers & Set Up Meetings Team B/Team A out on Internships 	<ul style="list-style-type: none"> Identifying and promoting outside opportunities College Essay class (Riley) Registering students for SAT 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
June	<ul style="list-style-type: none"> - SAT Prep - Create Your Own Business Project - Safe, Match, Reach - Personal Fit Research - Educational and Employment Fit - Match School/Job Analysis 	<ul style="list-style-type: none"> Peer Share & Resume Goal Setting in Career 11 for Team C (Drummond) 	<ul style="list-style-type: none"> Identifying and promoting outside opportunities 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
July	<ul style="list-style-type: none"> - SAT Prep - Scholarship Search - PEDCAP Workbook, Project and Presentation - Final Essay 		<ul style="list-style-type: none"> -Identifying and promoting outside opportunities -Transition Team sends out post-high school planning survey to all juniors -Transition Team meets with each 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor

			junior student individually and begins making a list of important deadlines and action items related to the student's plan -Meet with eligible juniors to enroll them in Dual Enrollment at CCAC and Point Park University	Attendance for Truancy -Provide Staff Development
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12th Grade

Month	Career Class	Internship	Transition	Wellness
August	START OF THE SCHOOL YEAR			
September	Students complete career class in grades 9-11. Seniors do have career class.	Internship Offers & Set Up Meetings Team C/Team B out on Internships	-Create weekly meetings with all seniors and begin working on their post-high school plans -Review all senior college and career documents with students -Explain Financial Aid requirements with students and families -Assist all students with college applications -Provide direct training to seniors about how to use Naviance for the college search and applications	-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
October			-All college-bound	-Provide

			<p>students complete the FAFSA and PA Grant</p> <ul style="list-style-type: none"> -Meet with students and families to complete the FAFSA and PA Grant -Provide counseling to seniors regarding standardized tests and college applications items -Assist students in completing college essays -Transition Team sends out transcripts, recommendations, and all other school documents as required by the colleges in order to complete the student's application -Provide staff with PD on how to use Naviance to complete Teacher Rec's. -Senior students can complete applications for Dual Enrollment at Point Park or CCAC, Transition Managers maintain these records and enroll students in their classes at these institutions 	<p>Counseling Directly to Students</p> <ul style="list-style-type: none"> -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
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November			<ul style="list-style-type: none"> -Review all college and trade school applications -Continue providing students with college, career, and military counseling to ensure they meet all outside deadlines -Identify and promote scholarships to students and families and assist students in their scholarship applications 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
December	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
January		Team C out on Internships	<ul style="list-style-type: none"> -Meet with students to review all aspects of their college admissions decisions and financial aid letters -Assist students with communicating with admissions offices -Identify and promote scholarships to students and families and assist students in their scholarship applications -Continue 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development

			providing students with college, career, and military counseling to ensure they meet all outside deadlines	
February			<p>Meet with students to review all aspects of their college admissions decisions and financial aid letters</p> <ul style="list-style-type: none"> -Assist students with communicating with admissions offices -Identify and promote scholarships to students and families and assist students in their scholarship applications -Continue providing students with college, career, and military counseling to ensure they meet all outside deadlines 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
March			<p>Meet with students to review all aspects of their college admissions decisions and financial aid letters</p>	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding

			<ul style="list-style-type: none"> -Assist students with communicating with admissions offices -Identify and promote scholarships to students and families and assist students in their scholarship applications -Continue providing students with college, career, and military counseling to ensure they meet all outside deadlines -Counseling students on accepting admissions offers -Providing information and assistance to students and families about college affordability and accepting financial aid awards 	<p>Resources</p> <ul style="list-style-type: none"> -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
April	TRIMESTER BREAK			
Month	Career Class	Internship	Transition	Wellness
May			<ul style="list-style-type: none"> -Counseling students on accepting admissions offers -Providing information and 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding

			<p>assistance to students and families about college affordability and accepting financial aid awards</p> <ul style="list-style-type: none"> -Assisting students with completing forms to enroll in college in the Fall after high school -Assisting students with editing and updating resumes -Assisting direct to work students with finding employment opportunities and completing applications for employment 	<p>Resources</p> <ul style="list-style-type: none"> -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development
June			<ul style="list-style-type: none"> --Assisting direct to work students with finding employment opportunities and completing applications for employment -Assisting students with completing forms to enroll in college in the Fall after high school -Finalizing all post-high school plans with seniors -Seniors complete Exit Survey with current their current contact info and final plans for life after 	<ul style="list-style-type: none"> -Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development

			high school -Transition Managers send all final transcripts to colleges students intend to attend in the Fall	
July				-Provide Counseling Directly to Students -Assess and Assist with Finding Resources -Collaborate with Outside Agencies -Monitor Attendance for Truancy -Provide Staff Development

PROGRAM DELIVERY:

<i>PHSP Folder Contents/end of year</i>	<i>Career Class</i>	<i>Transition</i>	<i>Internship</i>	<i>Wellness</i>
<p>9th Grade</p> <ul style="list-style-type: none"> ● Inventory results ● Cluster PowerPoint ● Library Card 	<ul style="list-style-type: none"> ● Fundamental Workforce Skills <ul style="list-style-type: none"> ○ Time Management & Organization ○ Goal Setting ○ Professionalism ● Cluster Research and Presentation ● Establish PHSP Folder <p>Group discussion facilitated by Transition: Requirements for schools/employment, Pgh. Promise, etc.</p>	<ul style="list-style-type: none"> ● Introduction to Counselors in Advisory. Interest/Skills Inventory completed in small groups during Advisory. Students will meet individually to discuss. ● Once per trimester, in career class, Transition will facilitate a group discussion on requirements for schools and employment, Pittsburgh Promise requirements, keys for success (academics, volunteering, etc.) ● In Advisory, at end of trimester, Reflection – Letter to myself as a Senior - focusing on 	<p>Once per trimester in Career 9 - Career Exploration presentation (Kretschman)</p> <p>Third Trimester:</p> <p>Introduction to Managers in Advisory:</p> <ul style="list-style-type: none"> ● Basic overview to let students know who we are, what we do and how we watch school behaviors (workforce grades, attendance, tardies, etc.) as well as career interests, etc. 	<p>Meet and Greet</p> <p>Individual Counseling</p> <p>Group Counseling</p> <p>Crisis Intervention</p>

		alignment of academic progress and goals.		
<p>10th Grade</p> <ul style="list-style-type: none"> • Resume • Cover Letter • Thank you Letter 	<ul style="list-style-type: none"> • Resume • Cover Letter • Thank you Letter • Mock Employment Interview <p>1 session per trimester with Transition</p> <p>1 session per trimester with Internship</p>	<p>Once per trimester, in Advisory (2 sessions) , Transition will facilitate a discussion on</p> <ul style="list-style-type: none"> • alignment (academics + attendance = options); soft skills for future success in employment and/or college • the power of a transcript (alignment with goals) <p>Once per trimester in Career Class:</p> <ul style="list-style-type: none"> • Discuss PLAN cluster information • Discuss specific jobs within the clusters • Identify academic areas necessary for each cluster • Discuss how soft skills can be used for success in everyday life 	<p>Once per trimester in Career 10 - Resume Writing Workshop (Kretschman)</p>	<p>Meet and Greet New Incoming 10th Graders</p> <p>Individual Counseling</p> <p>Group Counseling</p> <p>Crisis Intervention</p>

		<ul style="list-style-type: none"> The Assistant Principal will participate in this discussion on elective selection. (2 sessions over 1 week) 		
11th Grade <ul style="list-style-type: none"> Updated Resume, Cover Letter and Thank You Letter Completed application (college/employment) Post HS Plan with details SWOT Career Path Analysis Strategic Plan Life and Work Values Application Essay or Letter of Interest State ID Career Interest with details (college/training; salary; etc.) 	<ul style="list-style-type: none"> Research attainable post high school options; document /define paths to each option – include training/education, salary, employment opportunities Complete Application Packet (Employment and Post Secondary) Mock Admissions/Employment Interviews PHS Budget (Education or Employment) 	<p>Serve as a regular resource in classroom-2-3 times per week to work with the non-college bound group of students to ensure they are developing the necessary networks; also to work with the college bound students on alignment.</p> <p>Individual Discussions:</p> <ul style="list-style-type: none"> Clusters and PLAN/Explore scores Ensure that students are developing a realistic high school plan. Students should be able to discuss: enrollment criteria, cost, payment options, job outlook. GPA – 1st trimester 	<p>Once per trimester in Career 11 - Peer Share and Resume Goal Setting presentation (Drummond)</p> <p>1st Trimester</p> <ul style="list-style-type: none"> Individual interviews for Team A to focus on REALISTIC expectations, offers and internships in relationship to post high school plans <p>2nd Trimester</p> <ul style="list-style-type: none"> Make internship offers and conduct set-up meetings for Team A Individual interviews for Team B to focus on 	<p>Individual Counseling</p> <p>Group Counseling</p> <p>Crisis Intervention</p>

		<ul style="list-style-type: none"> • Post High School Budget <p>In Advisory - Reflection: Discuss how your current GPA will affect your Post High school options? Describe your Plan “B” if your first post high school option does not work out?</p>	<p>REALISTIC expectations, offers and internships in relationship to post high school plans</p> <p><u>Internships begin</u></p> <p>3rd Trimester</p> <ul style="list-style-type: none"> • Manage Team A Interns • Make internship offers and conduct set-up meetings for Team B • Individual interviews for Team C to focus on REALISTIC expectations, offers and internships in relationship to post high school plans 	
<p>12th Grade</p> <ul style="list-style-type: none"> • High School Diploma • Updated Resume • Library Card 		<p>Post High School Plan in action</p> <ul style="list-style-type: none"> • Have the skills necessary to execute their transition plan: find and complete 	<p><u>Internships Continue</u></p> <p>1st Trimester</p> <ul style="list-style-type: none"> • Manage Team B Interns • Make internship 	<p>Individual Counseling</p> <p>Group Counseling</p> <p>Crisis Intervention</p>

<ul style="list-style-type: none"> ● Driver's License ● Voter Registration Card ● Thank you Letter template ● Skills to access and complete an application ● 13 Week Internship Experience Summary ● Achievable Post High School Plan 		<p>college applications, request of letters of recommendations, contacting schools/businesses, completing financial aid applications, completing scholarship applications</p> <ul style="list-style-type: none"> ● Review letter to self from grade 9 <p>In Advisory:</p> <ul style="list-style-type: none"> ● Reflections - discuss how your internship has affected your career path decision. What are your plans for avoiding the debt trap that typically comes along with attending college? 	<p>offers and conduct set-up meetings for Team C</p> <p>2nd Trimester</p> <ul style="list-style-type: none"> ● Manage Team C Interns 	
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Curriculum Action Plan:

Career Readiness Curriculum

The Career Readiness curriculum is designed to create students who understand that career choice and planning is a lifelong process based on many influences and using many strategies. According to City Charter High School's Best Practice Brief, "Workforce preparation at City High is better understood as an underlying culture, not a standalone program." The career class serves as the connection among the school's culture of professionalism, the practical application of those skills and attitudes during the student's internship and a realistic post high school plan. The three year course utilizes an instructional model of inquiry, research, reflection, goal setting and planning. The goal of the curriculum is not only for students to have a realistic plan upon graduation, but also to recognize and acquire the process skills of personal reflection, critical thinking and inquiry necessary to maintain a personally and professionally rewarding career journey in a diverse and changing world. The course goals and objectives are aligned with the Pennsylvania Department of Education's Career Education and Work Curriculum Framework.

9th Grade

Freshman Career Readiness is a one-trimester course, co-taught by two teachers during a one-hour period with a full team of students in the room. Freshman Career Readiness class is structured around the questions - *What am I good at? How do I know I am good at it? What am I interested in?*

The big ideas addressed include:	The summative assessment for each big idea:	Resources necessary:
<ul style="list-style-type: none">● Articulation of current career goal and understanding why goal is a good fit	<ul style="list-style-type: none">● Poster creation - explain occupation of choice● Paragraph - explain why student has skills for that occupation/why it is a good fit● Presentation - present to class occupation requirements and why it is a good fit for	<ul style="list-style-type: none">● Onetonline.org● Occupational Outlook Handbook● Poster Rubric● Paragraph Rubric● Presentation Rubric

	them	
<ul style="list-style-type: none"> Formulating relevant questions is integral to the research and decision-making process 	<ul style="list-style-type: none"> Written analysis of action plan to achieve career goal - must incorporate questioning strategy 	<ul style="list-style-type: none"> “Three Beautiful Questions” article
<ul style="list-style-type: none"> Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice. 	<ul style="list-style-type: none"> Preparation and participation in a discussion in which a student can articulate their own interests and abilities and can explain how these impact career choices 	<ul style="list-style-type: none"> Discussion Rubric
<ul style="list-style-type: none"> Understand skills required to obtain and maintain a full-time employment 	<ul style="list-style-type: none"> Conduct an informational interview with an adult who has a full-time job 	
<ul style="list-style-type: none"> Debate multiple options to close skills gap between education and employment 	<ul style="list-style-type: none"> Successfully research, write, practice, and participate in a formal debate about closing the skills gap 	<ul style="list-style-type: none"> Newsela Pro/Con article Debate Rubric
<ul style="list-style-type: none"> Career clusters contain a breadth of occupations in the same field of work that require similar skills. 	<ul style="list-style-type: none"> Complete career cluster research utilizing onetonline.org Present material to class 	<ul style="list-style-type: none"> Onetonline.org
<ul style="list-style-type: none"> Articulation of current career plans and goals in a business letter using professional writing skills 	<ul style="list-style-type: none"> Written and mailed business letter home 	

<ul style="list-style-type: none"> ● Career acquisition, retention and advancement are dependent upon a student's interpersonal skills, work habits, attitudes and effective time management skills. 	<ul style="list-style-type: none"> ● Weekly Independent Learning assessment based on active engagement, preparedness, use of resources, time management, and goal setting 	<ul style="list-style-type: none"> ● Independent Learning Rubric
<ul style="list-style-type: none"> ● Reflection is an important component in the learning process and involves recognizing, analyzing and evaluating experiences and feelings. 	<ul style="list-style-type: none"> ● Periodic blog reflections (approximately every two weeks) 	<ul style="list-style-type: none"> ● Career Readiness blog and Career Readiness Reflection blog for student ● Blog reflection rubric
<ul style="list-style-type: none"> ● Effective speaking, listening, and writing are essential in the career acquisition process. 	<ul style="list-style-type: none"> ● Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> ● Technology is an integral part of the career research process. 	<ul style="list-style-type: none"> ● Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> ● Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition, retention and advancement process. 	<ul style="list-style-type: none"> ● Varies; these are incorporated into other big ideas throughout course 	

By the end of 9th Grade Career Readiness class, a student will be able to:

- identify which career cluster(s) match his/her interests and aptitudes through the use of the Career Cluster Interest Survey.
- reflect upon lessons learned through classroom activities and projects via his/her career blog and classroom discussions.
- list a career cluster and possible occupations which match his/her interests and abilities.
- research basic information about a specific career, such as education level, salary, duties, and skills required.
- articulate short and long term goals necessary for career acquisition.
- formulate questions to guide further research of a career choice.

10th Grade

Sophomore Career Readiness is a one-trimester course, team-taught by two teachers during a two-hour block with half of a team of students in the room for an hour each. Sophomore Career Readiness class is structured around the question – *how can I get where I want to be?*

The big ideas addressed include:	The summative assessment for each big idea:	Resources necessary:
<ul style="list-style-type: none"> ● Analysis of interests, values, and goals in life 	<ul style="list-style-type: none"> ● Creation of a Mission Statement and written explanation of significance to student 	<ul style="list-style-type: none"> ● Mission Statement Rubric
<ul style="list-style-type: none"> ● People have personalities and so do occupations; using the concept of Holland Codes, people can be matched with occupations that best suit their personalities. 	<ul style="list-style-type: none"> ● Creation of Holland Code Infographic analyzing the student's individual scores, occupations matching their Holland Codes, and analysis of education level required in different Job Zones ● Presentation of Infographic 	<ul style="list-style-type: none"> ● Mynextmove.org ● Holland Code Infographic and Presentation Rubric
<ul style="list-style-type: none"> ● Connection of interests, values, and 	<ul style="list-style-type: none"> ● Creation of “Road Map” Venn Diagram 	<ul style="list-style-type: none"> ● College Ed 9-10 Grade Curriculum: Unit 1 activities

<p>goals to occupations which are a good fit for the student</p>		
<ul style="list-style-type: none"> • Understand skills required to obtain and maintain a full-time employment in career field in which they are interested 	<ul style="list-style-type: none"> • Conduct an informational interview with an adult who has a full-time job in career field in which student is interested 	<ul style="list-style-type: none"> • Excerpts from Carol Christen’s <i>What Color Is Your Parachute? For Teens</i>
<ul style="list-style-type: none"> • Post high school options include employment, technical or trade school, two-year college, four-year college or the military. 	<ul style="list-style-type: none"> • Preparation and participation in a discussion in which a student can articulate the benefits and drawbacks of each option. Can verbally explain which post-high school option is best for their future career goals 	<ul style="list-style-type: none"> • Discussion Rubric
<ul style="list-style-type: none"> • The interview process for jobs include multiple facets of preparation for and presentation during a job interview 	<ul style="list-style-type: none"> • Create, edit, and revise a professional resume • Create, edit, and revise a professional cover letter • Completion of a job application • Participation in an interview simulation 	<ul style="list-style-type: none"> • Resume Rubric • Cover Letter Rubric • Interview Simulation Rubric
<ul style="list-style-type: none"> • Introducing the concept of information provided on a student’s transcript and QPA and how that impacts post-high school options 	<ul style="list-style-type: none"> • Individual presentation encompassing realistic QPA goal for end of high school, action plan for rest of high school, and analysis of future occupation of interest 	<ul style="list-style-type: none"> • Final Presentation Rubric

<ul style="list-style-type: none"> ● Comprehensive planning leads to realistic, effective career decisions. 		
<ul style="list-style-type: none"> ● Articulation of current career plans and goals in a business letter using professional writing skills 	<ul style="list-style-type: none"> ● Written and mailed business letter home 	
<ul style="list-style-type: none"> ● Habits developed as teenagers can help students be more successfully in school, in personal life, and in the future 	<ul style="list-style-type: none"> ● Complete active reading of Sean Covey's <i>The 7 Habits of Highly Effective Teens</i> ● Completion of activities based on readings ● Preparation and participation in bi-weekly fishbowl discussions of concepts discussed in book 	<ul style="list-style-type: none"> ● Sean Covey's <i>The 7 Habits of Highly Effective Teens</i> <ul style="list-style-type: none"> ○ This book would need to get implemented into the curriculum ● Discussion Rubric
<ul style="list-style-type: none"> ● Career acquisition, retention and advancement are dependent upon a student's interpersonal skills, work habits, attitudes and effective time management skills. 	<ul style="list-style-type: none"> ● Weekly Independent Learning assessment based on active engagement, preparedness, use of resources, time management, and goal setting 	<ul style="list-style-type: none"> ● Independent Learning Rubric
<ul style="list-style-type: none"> ● Reflection is an important component in the learning process and involves recognizing, analyzing and evaluating 	<ul style="list-style-type: none"> ● Periodic blog reflections (approximately every two weeks) 	<ul style="list-style-type: none"> ● Career Readiness blog and Career Readiness Reflection blog for student ● Blog reflection rubric

experiences and feelings.		
<ul style="list-style-type: none"> Effective speaking, listening, and writing are essential in the career acquisition process. 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> Technology is an integral part of the career research process. 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition, retention and advancement process. 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> Formulating relevant questions is integral to the research and decision-making process 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	

By the end of 10th Grade Career Readiness class, a student will be able to:

- obtain his/her Holland Codes and a list of matching occupations through the use of the O*Net Interest Profiler.
- compare and contrast the benefits of all post high school options.
- construct a professional resume.
- develop a professional cover letter.
- formulate responses to likely interview questions.
- participate in a mock job interview.
- reflect upon lessons learned through classroom activities and projects via his/her career blog and classroom discussions.

- develop a personal learning plan which includes QPA goal, elective choices and honors course decisions.
- formulate questions to guide further research of a career choice through the Question Formulation Technique

11th Grade

Junior Career Readiness is a one-trimester course, taught by one teacher during a one-hour period with half a team of students in the room. Junior Career Readiness class is structured around the question – *what is the most realistic first step after high school for me?*

The big ideas addressed include:	The summative assessment for each big idea:	Resources necessary:
<ul style="list-style-type: none"> ● The SAT Exam contains a Science, Math and Literature section which requires preparation and practice 	<ul style="list-style-type: none"> ● Completion of SAT Practice Exams in segments as a daily warm-up 	<ul style="list-style-type: none"> ● SAT Practice Exams ● SAT Practice Exams answer key and explanation
<ul style="list-style-type: none"> ● Necessity of having two plans for post-high school, and having in-depth research for each path 	<ul style="list-style-type: none"> ● Written letter of intent home describing two post-high school paths chosen, supported by evidence from web research signed by parent/guardian ● Completed research table of two paths on blog 	<ul style="list-style-type: none"> ● Online websites with college, military, trade schools, and employment information
<ul style="list-style-type: none"> ● Recognizing your strengths and being able to articulate proof of those strengths through anecdotal evidence is a key component to successful personal marketing. 	<ul style="list-style-type: none"> ● Successful completion of essay for City High scholarships ● Revision of professional resume 	<ul style="list-style-type: none"> ● College Essay Rubric ● Resume Rubric

<ul style="list-style-type: none"> • Understand skills required to obtain and maintain a full-time employment in occupation in which they are interested 	<ul style="list-style-type: none"> • Conduct an informational interview with an adult who has a full-time job in occupation in which student is interested 	
<ul style="list-style-type: none"> • Financial planning is a key component to a successful post high school plan. 	<ul style="list-style-type: none"> • Successful completion of research regarding expenses for post-high school for each student’s individual plan 	<ul style="list-style-type: none"> • Online websites with college, military, trade schools, and employment information
<ul style="list-style-type: none"> • Comprehensive planning leads to realistic, effective career decisions. • Each student will achieve and maintain a personally and professionally rewarding career journey in a diverse and changing world. 	<ul style="list-style-type: none"> • Creation of realistic action plan for rest of high school, post-high school training (if applicable), and acquisition of future career choice; incorporates QPA, SAT score, goals, and financial responsibilities • Presentation of action plan to class 	<ul style="list-style-type: none"> • Online websites with college, military, trade schools, and employment information • Written component rubric • Presentation rubric
<ul style="list-style-type: none"> • Career acquisition, retention and advancement are dependent upon student’s interpersonal skills, work habits, attitudes and effective time management skills. 	<ul style="list-style-type: none"> • Weekly Independent Learning assessment based on active engagement, preparedness, use of resources, time management, and goal setting 	<ul style="list-style-type: none"> • Independent Learning Rubric
<ul style="list-style-type: none"> • Reflection is an important component in the learning process and involves recognizing, analyzing 	<ul style="list-style-type: none"> • Periodic blog reflections (approximately every two weeks) 	<ul style="list-style-type: none"> • Career Readiness blog and Career Readiness Reflection blog for student • Blog reflection rubric

and evaluating experiences and feelings.		
<ul style="list-style-type: none"> Effective speaking, listening, and writing are essential in the career acquisition process. 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> Technology is an integral part of the career research process. 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition, retention and advancement process. 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> Formulating relevant questions is integral to the research and decision-making process 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	
<ul style="list-style-type: none"> Critical thinking skills are necessary when navigating resources to gather meaningful information during the research process. 	<ul style="list-style-type: none"> Varies; these are incorporated into other big ideas throughout course 	

By the end of 11th Grade Career Readiness class, a student will be able to:

- Identify resources available (library, internet, transition managers, networking, internship mentor, advisor)

- Use resources to gather information necessary to make an informed, realistic decision regarding their post-secondary path.
- Create a realistic, in-depth plan which includes one-year and 5-year goals
- Craft a well-written, reflective, concise personal statement
- Is aware of the financial responsibility of post-secondary education
- Has located financial aid (scholarships, grants
- Find and interview an expert in their chosen field
- Apply to the post-secondary path of their choosing

Internship ARC / Overview

The Internship experience at City Charter High School is a culminating course designed for students to apply and reinforce knowledge and skills gained from our Post High School Planning classes. *Successful completion of 130+ hours at the Internship with a grade of “C” or above is a graduation requirement.* The students are carefully matched to businesses in one of their career field choices. The Internship provides each student with a practical work experience while exploring a career interest, in preparation for their post high school transition. They are paired with an approved adult from that business to provide a one-to-one mentoring experience. Mentors and designated supervisors work with the students every afternoon for one trimester (approximately thirteen weeks) exploring the career and helping students gain practical work experience. By design, the Internship is an independent learning experience taking place off-site, yet coordinated and closely managed through the school. Students are responsible for arriving at their Internship location on time and conducting themselves in a professional manner. They are expected to respectfully take direction, demonstrate initiative, and complete tasks and projects on time and with competence.

9th Grade

During Freshman year the Internship Office is introduced in the Post High School Planning class focusing on the student understanding the career cluster language and a general idea of workplace expectations. In addition, a peer sharing workshop opportunity is introduced in the class which allows upperclassmen who have completed their internship to share their experience and assist the Freshmen students to prepare for what to expect and gain from the internship experience.

10th Grade

During Sophomore year presentations are made in the Post High School Planning class to discuss the importance of the student’s role in their academic and career planning. This discussion reinforces the importance of a resume and how it will be used for the internship experience. We continue the discussion to focus on the importance of time management, attendance and an overall professional work ethic.

11th Grade

During the junior year we focus on each trimester :

1st trimester we review the student’s performance and introduce the concept of alignment

2nd trimester we make offers to 1/3 of the class and accompany the student to their setup meeting in preparation for their 3rd trimester internship experience

3rd trimester one third of the students from the class are out for Internship. The training received from previous career classes, coupled with their workforce skills and technology training lay the foundation for Internship outcomes.

By the end of the Internship experience, students will be able to:

- consistently arrive on time
- show up prepared for internship
- remain at site for full shift
- use time productively
- remain on task
- follow proper call-off procedures
- look for new assignments and opportunities when tasks are completed
- follow worksite dress code rules
- interact appropriately with others at the site
- speak/communicate in a respectful and professional manner
- remain engaged in the experience
- take initiative to advocate for oneself as ideas and opportunities develop
- demonstrate respect for company property
- comply with workplace rules and protocol

12th Grade

1st trimester and 2nd trimester are identical to the 11th grade 3rd trimester

Internship Office Timeline		
Trimester 1	Trimester 2	Trimester 3
		Weeks 2 - 4: Intros at 9th grade Advisory collectively w/Transition Managers - 3 presentations per team
1 Class Session - 10th grade Career Class discussion	1 Class Session - 10th grade Career Class discussion	1 Class Session - 10th grade Career Class discussion
Weeks 2 - 6: Individual 11th grade interviews	Weeks 2 - 6: Intros at 10th grade Advisory collectively w/Transition Managers - 3 presentations per team	
Weeks 6 - 12: Build Class Placement Plan		
Weeks 2 - 10: Make Offers to 3rd group	Weeks 2 - 10: Make Offers to 1st group	Weeks 2 - 10: Make Offers to 2nd group
Weeks 3 - 11: Set-Up Meetings for 3rd group	Weeks 3 - 11: Set-Up Meetings for 1st group	Weeks 3 - 11: Set-Up Meetings for 2nd group
Weeks 6 - 12: Conduct Site Visits for 2nd group	Weeks 6 - 12: Conduct Site Visits for 3rd group	Weeks 6 - 12: Conduct Site Visits for 1st group
		Weeks 5 - 8: Build Profiles for 10th graders
	Plan for Mentor Recognition	Hold Mentor Recognition

Transition ARC / Overview:

The Transition Department was designed to work closely with every student, starting in 11th grade, to develop and execute plans to pursue their post secondary educational and/or career goals. We work in conjunction with the Career Readiness Teachers and the Internship Managers to ensure that each graduating senior pursues options that are aligned with their academic credentials, strengths, and interests. Both the Career Readiness classes and the Internship program serve as the foundation for the transition process by exposing each student to a variety of professional options through instruction and hands-on experience. Students who complete the transition process will be technologically, personally, and socially prepared to succeed in post-secondary education, training, or the workforce. The transition process is aligned with the academic standards for Career Education and Work.

9th Grade

The 9th grade Transition process is a team effort that is a collaboration between the transition managers, career readiness teachers and student advisors. Students are introduced to the transition managers during their advisory program. Once per trimester, in career class, the Transition managers will facilitate a group discussion on the requirements to be accepted into college, employment opportunities, and scholarship requirements. Students will learn the basic keys necessary for success in high school that will lead to greater post high school opportunities.

By the end of the 9th grade Transition process, students will be able to:

- explain the transition process.
- identify the requirements to gain admissions into a college of their choice.
- identify employment opportunities that exist for students after they graduate from high school.
- research and identify scholarships and general requirements
- identify and explain key components for success in high school
- use information learned to begin focusing on the alignment of academic progress and future goals.

10th Grade

The 10th grade Transition process is a team effort that is a collaboration between the transition managers, career readiness teachers and student advisors. Once per trimester, during advisory, the Transition managers will facilitate a discussion on alignment (academics +attendance = options), soft skills for future success in employment and/or college; and the power of the transcript and the importance of alignment of academic ability and future goals. The Transition managers also present to the 10th grade Career class on the topics of career clusters and the academic areas necessary for each cluster, as well as the importance of extracurricular activities (school, volunteering, neighborhood).

By the end of the 10th grade Transition process, students will be able to:

- Understand the fundamental role that their academic progress has on their future opportunities.
- Discuss specific careers within their chosen career cluster.
- Identify academic areas necessary to complete for specific careers.
- Select elective courses aligned with their chosen career goals.
- Engage in school extracurricular or volunteer activities.

11th Grade

The 11th grade Transition process is a team effort that is a collaboration between the transition managers, career readiness teachers and student advisors. During the 11th grade year students are actively engaged in the Post High school planning process. Students have the opportunity to participate in college visits, sit for the PSAT and ACT exams, as well as engage in their first formal post high school planning meeting. This is the stage where students will begin to plan, analyze and apply how their academic progress aligns with their post high school plans.

By the end of the 11th grade Grad Project class, students will be able to:

- Locate primary and secondary post high school options
- Define, in detail the difference between the various post high school options
- Organize a plan on how they plan to reach their post high school goals.
- Discuss enrollment criteria, cost, payment options and job outlook.
- Prepare for the standardized exams
- Utilize multiple methods of resources to obtain information about their post high school plans.

12th Grade

The 12th grade Transition process is facilitated by the transition managers with the assistance of advisors, administrators, and any party that is able to provide assistance to the students transition to their post high school plans. Utilizing our new Senior Independent Model, students are expected to lead this process. Transition managers hold 1 individual meeting with students, as well as weekly meetings throughout the year. This is the year that we put students' post high school plans in action.

By the end of the 12th grade Transition process, students will be able to:

- Research and complete college/employment applications
- Request letters of recommendation
- Contact schools/businesses
- Write and evaluate college essays

- Complete financial aid forms
- Register for placement exams and courses necessary for post high school plans

Transition Post High School Timeline

March-July of Junior Year

- Transition Manager (TM) and Student Advisor (SA-teacher) will work together to organize and complete the ACT Registration process. Process includes the ordering of appropriate materials (TM), completion of the packets by the students (SA), and submission of the packets to ACT (TM). (March-April)
- Student Advisor collects information about student's career/academic interests (format to be provided by Transition Manager). Submit to Transition Manager top 3 college/employment/training choices and top 3 areas of interest. Timeline to be determined by team and Transition Managers. (May-June)
- Transition Manager will research each selection made by the student to determine the appropriateness of the option. The Transition Manager will revise the plan as needed. (May-June)
- Students will take the ACT (June)
- The Transition Manager will meet with each student for 20 minutes to discuss the selections and to provide guidance/counsel if redirection is needed, and to discuss what they should be doing during summer break in preparation for the senior year. The Transition Manager will also share the revised plan with the Student Advisor **PRIOR** to meeting with the student. (June-July) Revised plan will also be sent home to parents with a Transition Team introductory letter. (See sample)
- Students should spend their summer break considering the new plan, visiting colleges, researching scholarships, researching career paths, finalizing the college list, and preparing application materials. (July-August)
- Transition Manager will create post high school files for every student in which to place application copies, transcript requests, letters from colleges, etc. (July)

September-December of Senior Year

- The Transition Manager will again meet with each student for 20 minutes to encourage application submission, answer questions, and reinforce the importance of early applications. (September)
- Students should register for senior ACT or SAT (August-September)
- Students should begin the college applications process. This includes completing the admission applications, requesting transcripts (**all students MUST submit the address to the Transition Manager in order for a transcript to be mailed**), essays, recommendation letters, (should give teachers AT LEAST two weeks to complete), resumes, cover letters, etc. (September-October)
- Deadlines for early application or early decision are generally between October and November
- Students should see the Transition Manager during breaks and at lunch for follow-up with each college if no response within 4 weeks. Students will make the phone calls –How to best use advisory

- Student Advisor's should continually check on the status of apps, etc. during weekly advisory. (October-December)
- Transition Manager and Student Advisor will work together on college recommendation forms mailed directly from the schools. Teachers will write recommendation letters.
- Students will hear from colleges to which they applied via early application/early decision (December)
- The Transition Manager will notify the team of all ACT and SAT test and registration dates and post information on the senior floor. (September-December)
- All admission decisions (acceptance, denied, wait list, more information) should be communicated to the Transition Manager via letter from the college/university. The Transition Manager will send regular emails to the team.
- Transition Manager keeps a spreadsheet of where all transcripts are sent, when they are requested, and when they are mailed

January-April of Senior Year

- Students will register for FAFSA pin number during Advisory (Early January)
- Students will continue to complete college applications
- Transition Manager will plan "field trips" to area trade/training programs, potential employers, etc. for non-college bound seniors (February-March)
- Transition Manager will aid in FAFSA completion (February-March)
- Transition Manager will hold financial aid workshops during P-T conference (February)
- Students will continue to search for scholarships (January-April)
- Transition Manager will update "college bulletin board" with scholarship information and email qualifying students
- Student will notify college of enrollment decision (April)
- Transition Manager will review financial aid packages with students and make recommendations as needed (March-April)
- Student will complete PHEAA state grant application (Deadline is May 1st)

May-June of Senior Year

- Transition Manager will hold 15 minute exit meetings with each graduating senior to ensure final post high school plan (May)
- Transition Manager will continue to plan "field" trips to area trade/training programs, potential employers, etc. for non-college bound seniors (May)
- Transition Manager and Student Advisor will address "surprises" that may arise (May-June)
- Transition Manager will collect contact information for each senior to expand alumni network/outreach (May-June)

ORGANIZING CAREER RESOURCES:

<u>Resource Types</u>	<u>List Resources</u>
Organizations/Agencies	
Intermediary Organizations	
Umbrella Organizations	<ul style="list-style-type: none"> ● Greater Pittsburgh Chamber of Commerce ● Rotary
Community/State Agencies	<ul style="list-style-type: none"> ● Pennsylvania Department of Education ● PA Career Zone ● Job Corps
Networking Opportunities	
Community/Business Meetings	<ul style="list-style-type: none"> ● Post High School Planning Meetings ● BNY Mellon Human Resources Resume Information Session ● BNY Mellon Careers in Finance Forum ● City Charter High School Entrepreneurship Day: Millie's Ice Cream, Trap Yoga Studios
Community Events	<ul style="list-style-type: none"> ● NACAC College Fair ● Pittsburgh National College Fair ● Malcolm Bernard HBCU College Fair
Online/ Onland	<ul style="list-style-type: none"> ● naviance.com ● careerexplorer.com/

<p>Internet Based Links</p>	<ul style="list-style-type: none"> ● pacareerzone.com ● onetonline.com ● collegsimply.com ● nces.ed.gov/collegenavigator/ ● careersinthemilitary.com/home ● military.com ● Individual college websites ● Individual military websites ● Individual company website for job descriptions ● pittsburghpromise.org ● 16personalities.com ● jumpstart.org ● ww.ted.com/talks/ ● datausa.io/ ● roadtripnation.com
<p>Media/Advertising</p>	<ul style="list-style-type: none"> ● cityhigh.org
<p>Publications/Documents</p>	<ul style="list-style-type: none"> ● Is College Worth It? Documents: https://www.usnews.com/education/blogs/student-loan-ranger/articles/what-happens-to-student-loans-when-you-drop-out-of-college; https://essay.blogs.nytimes.com/2007/09/26/why-college-matters-6/; https://www.npr.org/sections/ed/2016/12/01/502187966/is-college-worth-it-recent-grads-share-their-experiences) ● RoadTrip Nation Roadmap

Student Name

Career

Readiness

Portfolio

Contents

Career 9

- Information Interview
- Letter Home

Career 10

- Resume
- Cover Letter

Career 9, 10, 11

- PEdCAP Workbook (includes Holland Codes (9); Career Clusters (9); Safe, Match, Reach (11); Educational Fit Research (11); Match Analysis (11); Financial Fit (11); Scholarship Search(11))

(Insert the above documents on the following pages in order from 9th grade to 11th grade)- (if you were NOT at City High in 9th grade then delete "Career 9")- delete this highlighted section when done



City Charter High School

Internship Site Selection Process

~ Two Trimesters Preceding Student Internship ~

1. Collect individual student data and record on the **Student Profile Sheet**
 - Provides a snapshot of student performance over the past school year.
 - Allows a space for Academic Advisors to provide additional, anecdotal information not found in regular data points (unique circumstances or situations relevant to site placement considerations). These comments are kept confidential but extremely useful in considering site locations, specific mentoring opportunities, etc.
2. Conduct one-to-one student interviews using the **“Career” Survey Form**
 - Relay what the school data depicts, and compare it to the student career wishes, especially for alignment purposes in performance and with career goals. This also provides a reality check opportunity for the student.

~ One Trimester Preceding Student Internship ~

1. Active sites are polled to see which will be available. Student files are then reviewed to plan site matches with available sites. Every effort is made to identify a viable opportunity. If there does not seem to be a good fit, a new site is recruited to fit that particular student’s interests and needs.
2. Confirm placement plan with Internship Mentor and secure an Internship Set-Up Meeting appointment.
3. Meet with students for internship offers, using the **Check Sheet for Internship Offer to Student Form**, and introduce the Internship Program and Expectations.
4. Contact a parent/guardian with the offer and meeting information (parents/guardians are welcome to attend the set-up meetings).
5. Hold the set-up meeting to introduce all parties, discuss the opportunities and expectations; the Internship Manager will help the student and mentor develop realistic and meaningful goals.
6. If everyone is in agreement, all parties sign off and the plan is set.

~ The Internship Trimester ~

Starting on the first day of the internship trimester, the student participates in the internship each afternoon that school is in session, and must complete with a letter grade of C or better to graduate on time with his/her class.



City Charter High School

Student Profile Sheet

Intern Name: _____ **Date:** _____

Career Choices _____

Attendance _____

Tardies _____

Discipline Record _____

Suspensions _____

Academically at Class Level or WATS Concern _____

QPA/Academic Information _____

Workforce Skills/Career Class Grades _____

Career Survey Results _____

Sports Team Concern (at home school) _____

Other scheduling conflicts (sabbatical, etc.) _____

Admin Input _____

Other _____

Advisor Name _____

Advisor Comments:



City Charter High School

Career Survey Form

This survey is designed to help us learn more about you and your interests. By assessing what kinds of career and other interests you have, we can determine opportunities which might interest you and make the best possible internship placement for you in the future. Thank you for your time!

Name: _____ **Date:** _____

Cell Phone: _____ **Where do you live:** _____

What are your favorite subject(s) in school?

Please list your top 5 Career Interests/Industries where you might like to have an internship:

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

Do you know anyone in any of these careers? If so, please list them below:

List 3 of your favorite interests/hobbies/activities which are most important to you:

(Examples: Basketball, singing, movies, reading, photography)

1.) _____

2.) _____

3.) _____

Please check which types of opportunities you would most like to experience with a career mentor?

- Job Shadowing
- Work Experience
- Communications Development (Written & Verbal)
- Interpersonal (People) Skills Development
- Increasing Responsibility
- Information on Education & Training Requirements for a Particular Career Field
- Visiting Other Worksites/Businesses
- Participating in Meetings or Conferences
- Networking and Meeting New People
- Being a Part of a Team and Contributing
- Working Independently
- Other: _____

List 3 skills you are good at:

(Examples: Writing, computer programming, public speaking, drawing)

1.) _____

2.) _____

3.) _____

Do you have any work/volunteer experience? If so, please describe.

Have you participated in Brown Bag Lunch Series events? Yes or No

If so, was the information helpful in your career planning process? Yes or No

What is your dream job and WHY?

Please check which plans you are considering for after your graduation from high school?

- Immediate Employment
- Government/Civil Service Employment (Example: Postal Service, PAT driver)
- Training Program (Including Trade Unions)
- Vocational or Technical School (Certificate Programs: 6 – 18 month)
- Community College (Associate’s Degree: 2 years)
- College or University (Bachelor’s Degree: 4 years)
- Professional or Advanced Degree (Masters or Doctorate, or specialty degrees for Doctor, Dentist, Pharmacist, Veterinarian, Architect or Lawyer)
- Other: _____



City Charter High School

Check Sheet for Internship Offer to Student

Student Name _____ Internship Site _____

Mentor _____ Confirmation _____

Meeting Date / Time _____ Site Visit Student _____

___ If mentor agrees

___ Obtain student schedule

___ Make offer to student

___ Discuss Internship paperwork packet

___ If student agrees

___ Secure resume

___ Discuss bus pass and route & any after-school jobs _____

___ Parent/guardian contact information

___ Confirm set-up appointment with all parties:

___ Student (Cell Phone Number: _____)

___ Parent/Guardian (Phone Number: _____)

___ Calendar – Place appointment on team set-up schedule

___ Prepare Documents

___ Folders

___ Business Cards

___ Bus / Map

___ Hard copy folder

___ Mentor Contact Card

___ Clearances

Parent Participation in Setup Meeting: YES or NO



City Charter High School INTERNSHIP SET-UP MEETING DOCUMENTS

Student Name: _____

Internship Site: _____

Mentor: _____

Setup Meeting Date /Time: _____

What would you like to gain from this Internship Experience? Please be as specific as possible describing what you would like to accomplish/career goals for this Internship and any specific things you want to learn. Please turn in this Internship wishes and goals list (listing your strengths and skills as well) on a separate Word document, including your name, and attached to your current resume

by: _____ You can send via email attachment to:

[\[Internship Manager Last Name\]@cityhigh.org](mailto:[Internship Manager Last Name]@cityhigh.org) or deliver the documents to my office.

Thank you,

[\[Internship Manager Full Name\]](#)

POST HIGH SCHOOL PLANNING SURVEY RESULTS

Student Name:

GPA: ACT:

Post High School Plan: Four Year College (ex. Pitt, Penn State)

Post High School Choice #1:

Average GPA of Accepted Students:

Average ACT of Accepted Students: 2

Post High School Choice #2:

Average GPA of Accepted Students:

Average ACT of Accepted Students:

Post High School Choice #3:

Average GPA of Accepted Students:

Average ACT of Accepted Students:

Do you plan to retake the ACT, SAT or ASVAB?

Notes from our meeting:

CAREER AND TECHNICAL CENTER STRATEGY:

Grade	Intervention/Program/Event	Stakeholder Delivering	Data Used Success Indicator	Begin & End Date	Contact Person
9	Career 9 Class	Career Teacher			M. Kizior/M.Schenck
9	Holland Code Surveys	Career Teacher	Survey Results		M. Kizior/M.Schenck
9-10	Career Brown Bag Lunches	Internship Manager	Internship Interview		K.Drummond
11	Career Round Table		Career Roundtable Survey		P.Kretschman
11	DeLoitte Institute				
11/12	Graduation Project	Grad Project Instructor			
11	Career Interviews	Community Stakeholders/ City High Staff			
11/12	Partner 4 Work	CCAC, Point Park University, Partner 4 Work, Transition Department			
12	PNC Partner Up	PNC Staff			
12	Highmark Straight to Business	Highmark Staff, Vernon Botts			
11/12	Duquesne Light	Duquesne			

	EDT	Light Staff, CCAC			
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JOB DESCRIPTIONS:

CAREER TEACHER:

POSITION DESCRIPTION:

City Charter High School, a public 9-12 charter school, located in downtown Pittsburgh is looking to hire a full-time Career teacher to implement the post-secondary career curriculum that is aligned with City High's Internship and Transition planning programs. Position requires co-teaching the 9th grade career course and independently teaching the 10th and 11th grade career courses on a looping cycle. Position requires experience in teaching students about career clusters, writing cover letters and resumes, planning and preparing for college and/or employment and also working with the transition and internship team members.

- 1.) Teach Career Readiness 11:
 - a.) Create and update curriculum
 - b.) Prepare materials for classroom instruction
 - c.) Teach lessons, facilitate discussion, and assist with assignments
 - d.) Edit, check and grade assignments, tests and projects and input grades
 - e.) Maintain classroom discipline, handle issue, write discipline reports
 - f.) Collaborate with special education teachers and paraprofessionals
 - g.) Contact family members for academic, discipline or other reasons
 - h.) Familiarize students with Post-High School options and process
 - i.) Mock Admissions Simulation (2 days – plus extra preparation)
 - j.) Workforce grades for 11th grade

- 2.) Teach Career Readiness 10:
 - a.) Create and update curriculum
 - b.) Prepare materials for classroom instruction
 - c.) Teach lessons, facilitate discussion, and assist with assignments
 - d.) Edit, check and grade assignments, tests and projects and input grades
 - e.) Maintain classroom discipline, handle issue, write discipline reports
 - f.) Collaborate with special education teachers and paraprofessionals
 - g.) Contact family members for academic, discipline or other reasons
 - h.) Familiarize students with the Human Resources process
 - i.) HR Simulation & Mock Employment Interviews (extensive preparation)
 - j.) Workforce grades for 10th grade

- 3.) Teach Career Readiness 9:
 - a.) Create and update curriculum
 - b.) Prepare materials for classroom instruction
 - c.) Teach lessons, facilitate discussion, and assist with assignments
 - d.) Edit, check and grade assignments, tests and projects and input grades
 - e.) Maintain classroom discipline, handle issue, write discipline reports
 - f.) Collaborate with special education teachers and paraprofessionals
 - g.) Contact family members for academic, discipline or other reasons
 - h.) Familiarize students with Workforce Skills and Career Research
 - i.) Mock Scholarship Simulation (no outside volunteers)

j.) Workforce grades for 9th grade

- 4.) Facilitate “Career Guest Speaker” Series
- 5.) Facilitate “Opportunities,” especially career-related, for students as available
- 6.) Continuously read to stay updated on information regarding trends in education, workforce development, human resources, careers, post-high school planning, college admissions, scholarships, job-shadowing, volunteering and employment opportunities in order to best educate and encourage students
- 7.) Create “Career Readiness” documents (like Middle States overview), as required

INTERNSHIP MANAGER:

Job Description:

Responsible for overseeing all activities related to placement and management of students during their internship term. Additionally, responsible for overseeing all activities related to maintaining department information and communication.

Current Responsibilities:

- Meet individually with students, advisors and/or grade level team members to gather additional information and set up meetings. Confirm meetings with mentors, make offers of internships to students, secure current student resume, contact parent/guardian for set up attendance offers, and reconfirm appointments with mentors. Split attendance at these with Internship Assistant. Piggyback as many meetings as possible. Photograph and write up each internship story (approx.. 250 words) for website posting
-
- Develop and implement a student profiling system to aid in internship placements.
-
- Oversee daily, weekly and trimester time, performance, behavioral growth and grades for current interns. Communicate information to interns via the Dashboard.
- Deal daily with intern and mentor issues as they arise, and handle all daily communications necessary to remain operational.
- Develop a tracking system to record pertinent internship information for administration.
- By end of March 2008 – Revise and develop both internal and external literature pertaining to City High Internship. Simultaneously streamline current internship documents into a concise and easily-understandable syllabus.
- By end of March or early April 2008 – Develop long range plan for current 10th graders (currently 143 students) scheduling all to intern during their junior year, with few to no exceptions. (I am behind on this task, as advisors needed more time to make observations and comments for student profile sheets).
- Maintain relations with current mentors and internship sites, and attempt to reestablish relations with past sites.
- New business development – Large need exists to recruit new mentors/internship sites to meet the needs of current and upcoming students (IE: more sites need to be established for lower learners, more sites with hands-on

tasks, more sites related to music, art, building trades, theater, design and fashion).

- Condensing, properly identifying and continually updating contacts in Outlook Database, as well as organizing contacts into appropriate distribution groups (volunteers, mentors, etc.) Streamline 10th and 11th grade outreach for simulation panelists and graduation project judging.
- Consolidate and oversee management of hard copy filing systems for internship organizations and mentors.
- Create and facilitate an advisory program for 10th graders to familiarize students with internship information. Attend advisory sessions during 1st & 3rd trimesters. If we can handle the workload, the 3rd trimester will consist of personal interviews with each student.
- Organize mentor recognition events annually (create invitations, program, order, serve and clean up refreshments, order centerpiece, table covers, etc. and prepare presentation).
- Begin initiative to reach out to community and region for grants, fundraising and political relationships (received \$500 in fundraising to date, requesting \$1000 more from 2 potential donor organizations).
- Currently assists with set up and execution of 10th and 11th grade simulated job interviews (send out invitations to volunteers, track replies, confirm attendees, organize refreshments, set up rooms, write thank you notes, hold feedback sessions).
- Mario is currently considering new duty for my office: liaison for all student events – track invitations, confirm validity of event, inform appropriate grade(s), discuss chaperones, and organize attendance. This may or may not fall to internship department.
- Other individual responsibilities as requested by Rick and Mario on a case-by-case basis.
- Host intern for PCI President – coordinate scope of work within department needs and desires, create a timeline for execution, develop research, co-write paper to submit for publication, present at conferences (state to start, then nationally).

TRANSITION MANAGER

POSITION DESCRIPTION:

The Transition Manager will lead, direct and support the transition process from high school to post-secondary education or work for City High students. The candidate will be expected to enhance and sustain relationships and communications with graduates in order to track post high school student progress. The candidate must demonstrate knowledge and experience in Post-High School and Career Planning that includes Post-Secondary Educational Options, Vocational and Employment programs, Alumni Development, the College Admissions Process, Scholarship Opportunities, Financial Aid applications and FAFSA completion.

QUALIFICATIONS:

- Prefer a Master's Degree in secondary education, counseling, higher education, vocational education or pupil personnel services.
- Three to five years experience in college or post-secondary admissions, retention, or alumni development. Excellent verbal and written communication skills.
- Ability to work in a team based environment.
- Aptitude for and motivation to utilize emerging technology related to post-secondary transition.
- Evidence of working with students of high school age.

DESCRIPTION OF DUTIES:

- Establish ties with post-secondary institutions in order to facilitate student retention at public, private, 2 and 4 year programs. Travel will be required.
- Develop productive relationships with institutions to assist them in understanding the nature of the City High school curriculum and the quality of the students' preparation.
- Provide information and manage registration for PSAT, ACT, SAT testing to 11th/12th graders.
- Develop seminars for students in self advocacy, college success, interviewing, etc.
- Provide financial aid seminars for students and parents.
- Establish timelines for advisors for testing, applications and financial aid.
- Work with the activities director to arrange post secondary tours.
- Establish relationships with business, industry and agencies to facilitate student job placement.
- Develop transition programs for special needs populations including 504 students and other underrepresented students.
- Study research and updates on college trends and campus support services.
- Guide and counsel advisors and students throughout their post-high school search and selection process. Organize and hold regular staff meetings with the student advisors.
- Participate in the afterschool leadership meetings.

- Ensure accurate and complete alumni database records; capture contact, biographical and career information of alumni via surveys, projects (e.g. alumni directory), correspondence, website, postal returns, etc.
- Manage, organize, and create alumni-related events and activities.
- Provide job placement services.
- Facilitate post-high school transfer process when appropriate.

SCHOOL SOCIAL WORKER/SCHOOL COUNSELOR:

POSITION OVERVIEW:

The position of School Social Worker is integral to City High's core value that all students can learn and achieve at a proficient level when given a safe, secure and nurturing environment. Consequently, City High has two full time Social Workers, looking to hire a third, whose mission is to promote, counsel and support lifelong wellness for all students. By bringing counseling and nursing services into the school on a full time basis, City High is dedicated to the emotional, mental and physical health of its students. The role of the City High School Social Worker is to engage with students who are facing challenges in their lives. The goal is to develop individualized strategies that promote wellness and academic achievement. The School Social Worker also provides staff with strategies and support as they work with students.

QUALIFICATIONS:

To be considered for the position, the candidate must have:

- A minimum of a Masters degree in social work or a counselor-related program;
- A minimum of 10 years experience in provision of human services to teens and families;
- A background in working with diverse populations;
- Expertise regarding the impact of trauma and the skills to support at risk students;
- Specific knowledge of community resources relating to the needs of teen youth and their families;
- The ability to excel at collaborating with school staff and the leadership team;
- Experience with running teen groups;
- Knowledge and application of successful counseling strategies with respect to substance abuse is a plus; and
- Pennsylvania Home and School Visitor Certificate.

DESCRIPTION OF DUTIES:

- Provide support for students with personal, emotional and mental health needs.
- Link students to outside resources as needed.
- Collaborate with faculty, staff and administration.
- Communicate and meet with student families as dictated by circumstances.
- Coordinate with outside providers to maximize the effectiveness of their services.
- Think globally about the needs of students regarding the school.
- Provide support for staff and coordinate EAP services.
- Mediate student issues.
- Monitor and respond to attendance requirements in compliance with school policy.
- Report and address issues of suspected child abuse.
- Assist in the implementation of IEPs.
- Provide expertise on mental health to school personnel.

- Provide group counseling.
- Comply with all HIPAA and FERPA confidentiality requirements.
- Share aggregate data and trends with regard to student health and wellness with school administration and the leadership team.
- Adherence to the McKinney-Vento Assistance Act.