

PREPARATORY CHARTER HIGH SCHOOL PARENT STUDENT HANDBOOK 2020-2021

MISSION STATEMENT

The Preparatory Charter School of Mathematics, Science, Technology and Careers (Prep Charter High School) will provide a nurturing and challenging atmosphere in which students in grades nine through twelve will acquire the knowledge and experience they need to prepare them to become productive members of society. The Prep Charter High School will simultaneously help its students achieve high academic standards and develop essential career skills while giving them extensive experiences in service to their community. In this way, the Prep Charter High School will also serve to strengthen the Philadelphia Community by deepening the commitment between the community and its young people.

NONDISCRIMINATION POLICY

The school shall not discriminate against any person on the basis of age, race, religion, sex, sexual orientation, disability, or creed.

It shall heretofore remain the policy of the Preparatory Charter School of Mathematics, Science, Technology and Careers to admit students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. The Preparatory Charter School of Mathematics, Science, Technology and Careers does not discriminate on the basis of race, color, age, sex, or national and ethnic origin in administration of its education policies, hiring policies, scholarship and aid programs and other school administered programs and operations.

Husky Pride School Rules

- P: Come to school PREPARED each and every day.**
- R: RESPECT yourself, your classmates and all Prep Charter staff members.**
- I: Conduct yourself with INTEGRITY, honor and truthfulness.**
- D: DEDICATE yourself to your education and your future goals.**
- E: Have EMPATHY and compassion for all members of the Prep Charter community.**

TABLE OF CONTENTS

The Mission & Nondiscrimination Policy.....	1
Husky PRIDE School Rules.....	1
Members of the Board of Trustees and Board Meeting Schedule.....	3
CPAC Information.....	3
The Prep Charter Academic Program	4
School Calendar/ School Curriculum and Instructional Sites	
Career Development Internship Program	
Pupil Progress and Promotional Policies	
General School Policies and Procedures (Listed Alphabetically).....	8
Uniform Policy	13
Attendance/Tuancy Policy.....	14
Code of Conduct/Discipline Policy	16
School Offenses and Consequences	
Hearings/ Appeal Process/ Discipline Definitions	
Students with Disabilities or Section 504 Services and Disciplinary Actions	
Controlled Substance Policy.....	25
Bullying Policy.....	26
Metal Detector Operating Policy/Procedures	29
Notice of Special Education Services.....	31
Identification of ELL and Services.....	38
The Language Instructional Program.....	40
Health and Medical Services.....	44
Exclusion and Re-entry for Communicable Condition Policy.....	46
Parent Consent Link.....	46
Appendix i - 2019-2020 School Calendar.....	47
Appendix ii- Title I District-Wide Parent and Family Engagement Policy	49
Appendix iii - Title I School-Wide Parent and Family Engagement Policy	59
Appendix iv - School Parent Compact	64

2020-2021 BOARD OF TRUSTEES

Frederic D. Musilli	President
Jennifer Massenburg	Vice-President
Christine Formosa	Secretary
Michael Giangjordano, II	Treasurer
Danee' Wright	Member
Honorable Vincent N. Melchiorre	Member
Gloria Wallace	Member
Mark Rago	Member
Dyana Baurley	Member
Jacquelyn Fitzpatrick	Member
Deadra Blow	Member
Nakia Carr	CPAC Member

The Board of Trustees meets in accordance with the following calendar. These meetings are open to all interested parties. Public comments are heard during the first ten minutes of the meeting.

Meetings are held at 5:30 p.m. at 1928 Point Breeze Avenue, Phila, PA.

BOARD OF TRUSTEES MEETINGS

2020-2021

July 8, 2020

August 12, 2020

September 9, 2020

October 14, 2020

November 11, 2020

December 9, 2020

January 13, 2021

February 10, 2021

March 10, 2021

April 14, 2021

May 12, 2021

June 9, 2021

PREP CHARTER HIGH SCHOOL
COMMUNITY PARENT ADVISORY COUNCIL (CPAC)

CPAC holds full membership meetings for the Parents/Guardians of Prep Charter students on the second Tuesday of each month, unless notified otherwise. All are invited to attend! The CPAC Board also meets four (4) times yearly. These meetings are open to all interested parties for the first twenty minutes of each executive session. Notification of dates and times will be announced and posted on the Prep Charter website under the CPAC drop down menu.

All information regarding CPAC can be found at <https://prepchs.org/cpac/>

PARENTAL RECOMMENDATIONS FOR VOLUNTEER HOURS

A parent/guardian of each household is encouraged to participate by volunteering ten (10) hours annually in school related activities. Please contact CPAC to learn out about opportunities to volunteer for selected projects and activities.

PREP CHARTER ACADEMIC PROGRAM

Monitoring Student Progress

Report cards will be issued four times during the course of the year. Student progress is regularly updated on the PowerSchool portal. In addition, interim Progress Reports are posted midway through each marking period on the PowerSchool Portal. Two Parent/Teacher Conference nights will be held: One in the fall and one in the spring. However, parents and teachers are encouraged to discuss a student’s progress and development throughout the year. Teachers may be contacted via email from their addresses listed on the school website (www.prepchs.org) or via phone message using the teacher extension list located in this handbook. Additional information for students and their families, such as assignment information, school activities, special events and additional links, may be accessed viewing individual teacher Schoology classroom pages as well as the Prep Charter website (www.prepchs.org).

Academic Calendar 2020-2021

Beginning of 1 st Quarter	Tuesday, September 9, 2020
Back to School Night	Monday, September 17, 2020
End of 1 st Quarter	Monday, November 6, 2020
1 st Quarter Report Card Conferences	Thursday, November 10, 2020
Beginning of 2 nd Quarter	Tuesday, November 9, 2020
End of 2 nd Quarter	Wednesday, January 15, 2021
Midterm Examinations	Monday-Thursday, January 19-22, 2021
2 nd (1 st Sem) Quarter Report Card	Week of January 25, 2021 (mailed)
Beginning of 3 rd Quarter	Tuesday, January 25, 2021
End of 3 rd Quarter	Friday, March 17, 2021
3 rd Quarter Report Card Conferences	Thursday, March 25, 2021
Beginning of 4 th Quarter	Monday, March 18, 2021
End of 4 th Quarter for Seniors	Wednesday, May 26, 2021
Senior Final Exams	Tuesday-Thursday, June 3-5, 2021
End of 4 th Quarter for underclassman	Wednesday, June 4, 2021
9-10-11 th Final Exams	Monday-Thursday, June 14-16, 2021
GRADUATION/Last day for students	June 22, 2020
Progress Reports: 1 st Quarter – October 19	
2 nd Quarter/Semester – December 7	
3 rd Quarter – February 19	
4 th Quarter/Final – April 20	

*All dates are subject to change.

School Curriculum

Prep Charter students' school day includes seven 50-minute periods and a 25-minute lunch period.

Freshmen, sophomores, juniors, and selected seniors are assigned to a Career Development Internship one day each week and are off-campus at their assigned sites.

Freshman Core Courses Include: Algebra I - Part I or Algebra I, Art I, Biology, Career Development I, English I, Health and Physical Education I, College-Ready Reading, Math Workshop, Technology I, and World History

Sophomore Core Course Include: English II, Career Development II, Chemistry, Algebra I - Part II or Geometry, Health and Physical Education II, Spanish I, U. S. History Part I, Technology II and (1) Elective.

Juniors Course Schedule: Algebra II, Career Development III, Environmental Science, Health and Physical Education III, Spanish III, Technology III, U. S. History Part II, Music I and (2) Electives.

Senior Course Schedule: English IV, Government, Health and Physical Education IV, Personal Finance, Senior Seminar, Integrated Math or Statistics, and Anatomy and Physiology, Art or Music, Technology Elective. Seniors who qualify for the Dual Enrollment Program may take an additional science and/or math course at CCP. Their course selection is dependent upon their standardized test scores and CCP entrance scores. Seniors who do not qualify for the program will participate in Career Development IV.

*Although students will be given a class schedule at the commencement of the school year, students may be transferred at any time into another class or section at the discretion of an administrator.

Instructional Sites for the 2020-2021 School Year

- **Main School Site & Mailing Address:** 1928 Point Breeze Avenue
Philadelphia, Pennsylvania 19145
- **Career Development Sites:**
 - Christopher Columbus Charter School: 1242 South 13th Street
 - City Hall (City Council): Broad & Market Streets
 - Court of Common Pleas: Broad & Market Streets
 - Criminal Justice Center: 13th & Filbert Streets
 - Philadelphia Family Court: 1501 Arch Street
 - Steven Girard Elementary School: 18th & Snyder Avenue
 - Hospital of the University of Pennsylvania: 34th and Spruce Streets
 - Methodist Hospital: Broad & Wolf Streets
 - Pennsylvania Hospital: 8th and Spruce Streets
 - Taggart Elementary School: 4th and Porter Streets
 - Jackson Elementary School: 1213 S. 12th Street
 - Bredgy Elementary School: 1700 Bigler Street
 - McCall Elementary School: 325 S. 7th Street
 - Francis Scott Key Elementary School: 2230 S. 8th Street

Career Development Internship (CDI) Program

1. Students are expected to respect each other – no running or playing will be tolerated.
2. On the day of Career Development, formal Prep Charter uniforms or hospital wear must be worn. The Identification Badge is to be worn on the front of the shirt or around the neck at all times. **Ladies are to**

wear pants to CDI; skirts are not permitted. A Prep Charter collared shirt must be worn. A quarter zip sweatshirt will be permitted if a collared shirt is clearly visible underneath the quarter zip. No outerwear is to be worn. Students are a reflection of Prep Charter High.

3. Arrival time is between 8:30am – 8:45am; at that time, attendance will be taken. Prompt arrival is imperative. Sites depend on students' help. Late arrival is an inconvenience and disruptive.
4. A marble composition book is needed to record journal entries.
5. Lunch is not provided therefore students must bring their own bag lunch and a drink –cafeteria services are not available.
6. There is to be no cell phone use of any kind, gum chewing, snacks, juices, or any type of food before lunch.
7. A journal entry is due for each day of Career Development. There are no exceptions (the journal is the homework assignment).
 - ❖ A journal entry will consist of not less than two paragraphs. A paragraph must consist of a minimum of five sentences and must be typed. The journal entry is due one week following the Career Development. The journal is to be handed in to the leader at the time the evaluation record is handed out. Entries should reflect feelings, interactions (positive and/or negative), or anything students would like to record and share that could be beneficial in career development.
 - ❖ Journals are to be typed, double spaced, Times New Roman 12 point font, and they must follow MLA format. The typed journal is to be stapled to a sheet in the student's composition book. Name, section, and date of the session being recorded must be typed across the top of the page. *The journal is very important to determine if the assigned site is beneficial for our students. It will be a very important part of the grade.*
8. There will be projects due for Career Development. The due dates for the projects will be announced throughout each marking period.
9. Career Development is an accredited major course, and the student's best effort is expected.
10. Each Career Development Facilitator will collect evaluation records as well as produce their own evaluation of student progress.
11. If a site manager requests that a student leave a site for a disciplinary infraction or performance issues, the student may receive an automatic failure for the course and will report to Prep Charter School for a full school day on their designated Career Development day.

Pupil Progress

Grades reflect academic achievement as determined by a variety of performance criteria. To provide consistency throughout our school, the following definitions will apply for the letter grades:

EXCELLENT

A: 100% - 90% - Demonstrates outstanding achievement, mastery of established objectives and the ability to apply knowledge. The student's work is characterized by accuracy, originality, thorough understanding, and maximum effort.

ABOVE AVERAGE

B: 89 - 80% - Demonstrates achievement and mastery above the class average. The student's work is characterized by a high degree of understanding.

AVERAGE

C: 79% - 70% - Demonstrates satisfactory completion of established objectives. The student's work is characterized by a sufficient degree of understanding.

FAILURE

F: 69% - 50% - The student fails to meet minimum requirements of the course. No credit is awarded and the student must repeat the course. A senior will not graduate or walk in graduation ceremonies if they have received a failing grade in any subject. The course must be repeated during the summer school session.

INCOMPLETE

A grade of "I" will automatically turn to an "F" if not made up within two weeks of the end of the marking period, (unless there are extenuating circumstances). A senior will not graduate with a grade of "I".

Late Work Policy*

Any class work (including projects or exams) or homework that is not completed and submitted within seven (7) days of its original due date, will not be accepted by any Prep Charter Teacher or Staff Member.

(*An individual teacher may also make the determination to not receive late work after the original due date if it has been stated as such in their course syllabus.)

Honors

First and Second Honors will be indicated on each report card, for all (4) Quarters of the school year..

- Students with a numeric average of 92 with no individual mark lower than an 85 in all courses will achieve *First Honors*.
- Students with a numeric average of 85-91 with no individual mark lower than an 80 in all courses will achieve *Second Honors*.

National Honor Society

Membership in the National Honor Society is limited to juniors and seniors. The honor is conferred upon students by the faculty in recognition of outstanding accomplishment in scholarship, leadership, character, and service. Members must abide by all the rules and policies of the local chapter in order to remain in good standing.

Promotion and Tutoring Policy

Students must receive a passing grade of **70% or higher** in all subjects in order to be promoted to the next grade.

Students who fail one or two subjects must:

- Attend Prep Charter High School's summer school program. Summer school tuition is \$250.00 per class. **Students may not attend any summer school program except those offered at Prep Charter to remediate a failure.**
- Students who do not attend the summer courses for which they failed and/or students who fail a summer school class will be retained in that grade level.
- Any student that has more than one (1) absence during the summer school session or has (2) latenesses may be dropped from the summer school roster and may be in danger of retention in their current grade level.

Students who fail more than two (2) subjects during the school year:

- Will be retained in that grade level and must choose between the following options:
 - A. Repeat the grade level and, if required by administration, attend summer school for remedial purposes at no charge to the family.

OR

- B. Transfer to another high school and should notify Prep Charter of that intention prior to June 25, 2021, so their records can be prepared.

Anytime during the school year when a student is failing or in danger of failing a subject, he or she will be required to attend mandatory tutoring. When a student who is failing does not attend the mandatory classes for which tutoring was ordered, Prep Charter will contact the parents/guardian to ensure compliance.

GENERAL SCHOOL POLICIES AND PROCEDURES
(Listed Alphabetically)

Academic Eligibility for Athletics

To be eligible for interscholastic athletic competition, in accordance with PIAA bylaws, a student must be passing at least four full-credit subjects, including passing 3 of 4 content area core subjects (Math, English, Science, History) during the season.

- Eligibility shall be cumulative from the beginning of a grading period, shall be reported weekly, and shall be filed in the Athletic Director/Assistant Principal's office. Where a student's cumulative work from the beginning of the grading period does not as of any Friday meet the standards, the student shall be ineligible from the immediately following Sunday through the Saturday immediately following the next Friday as of which the student's cumulative work from the beginning of the grading period renders him/her eligible.
- In cases where a student's work in any preceding grading period falls below passing for four full-credit subjects, said student shall be ineligible for at least fifteen (15) school days of the next grading period.
- **STUDENT ATHLETES must arrive by 8:30AM on game day in order to participate in a scheduled sporting event.**
- Student-athletes should refer to specific rules and policies noted in the PIAA Student-Athlete Handbook.

Admission Time and Lateness Policy

Students will be admitted at 7:00 a.m., at which time they will go to the cafeteria. Students should be in the building by 7:50 a.m. and use their lockers before the 7:55 warning bell. At 7:55 a.m. when the warning bell sounds, students will report to their first block classroom. Students are considered late if they arrive after 8:00 a.m. when attendance is being taken. The teacher will record lateness in the attendance record. **Arrival after 8:00 requires reporting to the late slip desk to collect a late slip.** Pupils who arrive late to school with a verified excuse from a medical professional, funeral notice, or court excuse will be given an excused lateness. Five (5) parent notes will also be accepted for lateness. Reasons may include illness, validated transportation issues or emergencies. Excuses such as oversleeping, missing the bus, car trouble, etc. **will not** be considered excused lateness. **Notes must be received within (1) school day of returning to school after the lateness.** After (2) unexcused latenesses, students will be assigned an administrative after school detention for each accrued unexcused lateness. After (10) unexcused latenesses, a parent will be notified and a meeting may be arranged.

***IF A STUDENT ACCRUES MORE THAN (20) UNEXCUSED TARDIES OVER THE COURSE OF THE SCHOOL YEAR, THEY WILL NOT BE PERMITTED TO ATTEND DANCES, PROMS, TRIPS, OR PARTICIPATE IN SPORTS OR OTHER EXTRACURRICULAR ACTIVITIES.**

Students must arrive by 9:30 a.m. to receive credit for a full day of school. Students who arrive after 9:30 will receive credit for a half-day. Students arriving after 12:00 noon will be marked absent for the day. A mandatory parent conference is required for students who have repeated latenesses. STUDENT ATHLETES must arrive by 8:30AM on game day in order to participate in a scheduled sporting event.

After School Activities: School Dances/ Proms

Students who are absent on the day of a dance or prom are not permitted to attend. Students who are attending the Prom or Hop will be permitted early dismissals as noted on the dance permission slips. All school rules regarding smoking, use of illegal substances, and conduct apply at dances and other school activities. Students may not leave the prom/dance before the designated time. If they do, they will not be permitted to return and future dance and extracurricular privileges may be suspended. **If a student has accrued 10 or more unexcused absences they will not be allowed to attend any Prep Charter Dance or Prom** (see attendance section for more information).

Cell Phone Policy

All cell phones must be turned OFF in school and kept out of sight. Students are prohibited from using cell phones in the bathroom, hallway, cafeteria, gymnasium, auditorium and classrooms. If a cell phone is discovered by any staff member to be in use or to be on (including vibrate or silent), the following consequences will occur:

- **1st Offense:** Phone will be confiscated and a detention will be issued for that afternoon. If the phone is not turned over by the student they will immediately proceed to the level of a 2nd Offense consequence.
- **2nd Offense:** A parent will be contacted and an in school suspension (ISS) will be imposed the next school day. If the next scheduled school day is a Career Development day, the student will complete his/her in-school suspension upon return to Prep Charter.
- **3rd Offense:** The student will receive an overnight suspension letter which states that the student may remain in class for the duration of the day that the offense occurred or that the referral was reviewed by administration, however, they may not return to classes at Prep Charter until a parent or guardian has had a meeting with a school administrator.
- **4 or more Offenses:** Student may be issued an overnight suspension letter or issued an Out of School Suspension depending upon the number of accumulated violations.
- Flagrant violations may result in cell phones being confiscated until a parent or guardian arrives at the school to collect the phone. More severe penalties will be imposed for subsequent offenses.

In addition, if a student is under investigation for a disciplinary infraction, the school reserves the right to confiscate the phone during said investigation and will return the phone to the student once the investigation is complete

This policy applies to the acceptable use of computers and other technology equipment used at Prep Charter. Each September, all students will receive the Prep Charter Acceptable Use Policy. Parents and students must sign the policy prior to the first day of school in order for a student to receive a loaner Chromebook and maintain computer privileges. A copy of the policy is available on the Prep Charter website at www.prepchrs.org

Early Dismissal

Any student wishing an early dismissal from school must bring a note from home or a clinic explaining the reason for the early dismissal. Every effort must be made to schedule doctors' appointments after school hours. The student should bring a written note to the office immediately after reporting to their homeroom. The office staff will verify the note before it is approved by administration. All notes should contain the phone number of the doctor, clinic, and parent/guardian. If a student should not have a note in their possession, the legal parent/guardian must speak to a member of the administrative staff before a student will be released from school.

Evacuation Drills and other Emergency Preparedness Drills

Evacuation drills are held throughout the school year to prepare for an emergency. All drills are executed as if an actual emergency exists. Specific directions for evacuation are posted in each room. During a fire drill, the following rules must be followed:

1. Stop all talking and movement.
2. Wait for directions from the teacher.
3. Close all doors and then leave the room in an orderly fashion.
4. There must be SILENCE during the drill.
5. Once outside, students must exit the school property through the gates and remain with their respective classes for attendance purposes.
6. Upon completion of the drill, students are to return to the room they left.

Students will be instructed regarding the appropriate actions and responses during other safety drills. Should a student disrupt any emergency/fire drills, Tier III disciplinary consequences will be assigned.

Extra Curricular Activities

Prep Charter offers a wide array of extra curricular activities including sports, chess, running club, music and arts club and Student Council. **Students may not participate in extra-curricular activities unless they are present that day in school. Any student that is failing a course may be exempted from these activities until all grades are passing.**

Hallway Use

Students who are in the corridors and hallways during class periods must have a classroom pass or a pass signed by a staff member. Students are asked to follow directions in using these areas. Failure to possess a pass may result in the assignment of a detention. Repeated abuse of corridor/hallway privileges will result in the assignment of a weekly bathroom pass and a parent phone call.

Leaving the Building

Students are not permitted to leave the building or any career development site at any time during the school day. Students who leave the building without an early dismissal note or without verbal approval from an office administrator or career development teacher will be marked truant for that day, face an in-school suspension and may have more serious consequences.

Lockers

Lockers are the property of the Prep Charter School and are loaned to the student for his/her personal use. **Each student must provide a lock for his/her locker.** Lockers will be assigned by the advisory teacher the first week of school. Only combination locks will be permitted for use on school lockers. Students may not give their lock combination to any other student. All locker combinations must be on file in the school office, or the lock will be removed. Students may visit their lockers before the 8:00 AM bell, before or after lunch and at the end of the school day. All other visits must be approved by the classroom teacher. Students may only use the locker to which they were assigned and may not trade locker locations with another student.

Lunchroom Policies:

Students will attend one of four lunch periods with their grade-level classmates. Lunches are as follows:

12th Grade Lunch:	10:52 AM - 11:17 AM
9th Grade Lunch:	11:44 AM - 12:09 PM
10th Grade Lunch:	12:11 PM - 12:36 PM
11th Grade Lunch:	12:38 PM - 1:01 PM

While in the cafeteria, all students are expected to:

- Remain seated while eating.
- Be responsible for the cleanliness of their eating area.
- Place paper and refuse in the trash cans and recycling bins provided.

- Speak in conversational tones.
- Eat lunch in the cafeteria.
- Refrain from using any electronic devices.

Failure to follow the cafeteria guidelines may result in a parent phone call and/ or an administrative consequence.

Obligations/ Textbooks

Students who do not satisfy outstanding financial obligations, which include the return of textbooks, by the deadlines established by the administration will be subject to sanctions including loss of privileges and exclusion from athletic and other school events. Seniors who do not satisfy their financial obligations, which may have accrued since freshman year, will not be permitted to participate in the prom, graduation ceremony and may not be issued final transcripts until such financial obligations are paid.

Students may receive a textbook in certain subject. Students are expected to take excellent care of them. Failure to do so will result in a financial penalty. It is the responsibility of all to keep them clean and unmarked, and to return them in satisfactory condition. If a textbook is not returned, report cards and/or final transcripts will be withheld as well as summer work requirements. A fee of \$80-\$100 for textbooks and \$15 for paperbacks will be assessed if the book is lost or returned in poor condition.

School Closings and Delayed Openings

Normal school closings will follow the yearly school calendar. Emergency closings due to inclement weather will be announced by local news media. Prep Charter High School's closing number is 1070 and can be heard on KYW News Radio 1060 and/or TV Channels 3,6, and 10. CCP's closing number is 238.

There are times that it is necessary to close the school and dismiss the students prior to the scheduled closing of the school day. Students are to be instructed by the parent as to where to report in the event of a school closing. The emergency housing and phone number should be on file in the school office.

In the event of a school closing or schedule change, a robocall will also be communicated to families. Please be sure to provide your most recent telephone number with our main office. If your number should change, please be sure to alert our office, otherwise you may not receive these calls.

School Identification Badge

Students must wear their school identification badges at all times. Badges must be prominently displayed. **STUDENTS MUST PAY FOR THEIR IDENTIFICATION BADGES. IF AN ID BADGE IS LOST, STUDENTS MUST PAY A REPLACEMENT FEE. The cost of an ID BADGE is \$10.00. Replacements also cost \$10.**

Search of Personal Property Policy

When it becomes apparent to the administrative staff that improper conduct is afoot and that such conduct may lead to the harm of others (faculty and students), the administrative staff reserves the right to inspect and/or search personal property including, but not limited to, lockers, purses, book bags, outer garments, and inside pockets of a student. Should fruits of a crime be discovered, i.e., implements, weapons or drugs, Philadelphia Police and parents will be contacted; and all incidents reported to the proper authorities.

Senior Class Dues

All seniors must pay dues of \$125 by December 2. Senior dues cover the costs of caps and gowns, yearbook, diplomas, and other graduation expenses. **Dues are not refundable.**

Transportation/ SEPTA

All students are to assume responsibility for arrival and departure to on-site and off-site facilities. Individual arrangements will be made to accommodate special needs students in an emergency.

Students who live more than 1.5 miles from Prep Charter as determined by the School District of Philadelphia, will be issued a free SEPTA school transportation pass each week. Students must be present in school in order to receive their pass on the day of distribution. Typically passes are given out during a student's advisory period the Friday of the previous week (with the exception of Friday Career Development students who will receive their passes on that Thursday). If a pass is lost or stolen a new pass **CANNOT** be issued and the student will be responsible for providing their own transportation.

Use of Telephone

Use of the school phone by students should be for emergency reasons only. The phone for student use is located in the main office. Only emergency messages will be forwarded to students so as not to disrupt their daily instruction.

Valuables

Valuables and/or large sums of money should not be brought to school unless necessary. The school cannot be responsible for any lost or stolen items.

Working Papers

Working papers are available in the school office. To obtain working papers a student must:

- complete an application, provided by the school counselor, and report to one of the six locations for processing.
- be accompanied by a parent/guardian, or bring a notarized statement requesting the issuance of an employment certificate.
- present proof of age.
- have intent of employment (a possible job with a specific business).

UNIFORM POLICY

- All students are required to wear a white or navy blue uniform shirt, crewneck sweatshirt or quarter zip with the Prep Charter embroidered school logo.
- Long-sleeved shirts worn underneath Prep Charter short-sleeved shirts must be solid white or navy blue only.
- Pants must be navy or khaki.
- Any standard heel dress shoes, boots or sneakers are acceptable with the exception of Timberland boots or open-toed shoes such as flip flops, slides or sandals.
- Gym: Navy school monogrammed T-shirt or sweatshirt; Solid navy shorts or navy sweatpants and sneakers are required.

Ladies:

- Sweaters or cardigans are acceptable as long as they are navy or white and include the Prep Charter school logo.
- Skirts or shorts may be worn but may not be above the knee and never rolled. No jeans, cut off shorts. sweatpants, stretch pants or leggings are permitted.
- Head scarves must be solid navy, black, white or khaki colored.

Gentlemen:

- Sweaters, cardigans or jackets are acceptable as long as they are navy and white, include the Prep Charter school logo, and do not have a hood.
- Solid navy or khaki shorts, which reach to the knee, are acceptable. No jeans, sweatpants or cut off shorts.
- Uniforms must be of proper fit and not so large as to be hanging or dragging. All shirts must be tucked in neatly with the belt fastened about the waist.

Additionally, in keeping with Prep Charter's policy on appropriate attire, the **following are not acceptable:**

1. Clothing that displays offensive or intrusive statements or illustrations.
2. Buttons badges and/or armbands bearing slogans are not permitted.
3. No cut offs or tights are to be worn.
4. No Timberlands
5. No black pants, jeans, leggings, spandex or yoga pants.
6. No hats.

*****Coats, jackets and hoodies are not to be worn , tied around a student's waist or slung over a student's shoulder in the classrooms, hallways or cafeteria during school hours. All non-Prep Charter attire should be secured in a student's locker or backpack. Any hoodies, coats or jackets that are in view of staff during school hours will be confiscated by administration and will only be returned if a student attends an after school detention on the day of the infraction or is returned to a parent or guardian.***

Students who violate the listed school uniform policy and refuse or are unable to comply, will have a parent contacted and will be sent home with an unexcused absence for the day or may spend the day in the In School Suspension room. Once appropriately dressed, the student may return to school that same day. If a parent cannot be reached, the student will spend the remainder of the day in the in-school suspension room.

ATTENDANCE AND TRUANCY POLICIES

STUDENTS WHO EXCEED 20 UNEXCUSED ABSENCES MAY NOT RECEIVE CREDIT FOR THEIR ACADEMIC COURSES AND THEREFORE MAY NOT BE PROMOTED. STUDENTS WHO EXCEED 10 UNEXCUSED ABSENCES MAY NOT BE PERMITTED TO ATTEND DANCES, PROMS, TRIPS, OR PARTICIPATE IN SPORTS OR OTHER EXTRACURRICULAR ACTIVITIES, INCLUDING GRADUATION CEREMONIES.

Excused Absences:

- Parent Note: May be used for no more than (5) absences. After the 5th, the student is considered to have an unexcused absence;
- Court appearance: Compelled by a duly issued subpoena;
- Death in the family or funeral day (Students may receive up to 5 excused bereavement days and must present the appropriate documentation).
- Medical appointment: Must be confirmed by a note from an authorized medical care provider;
- Medical illness: Student must provide a note that is supplied by the health care provider authorizing the period of absence;
- Documented serious emergency: As determined by the administration;
- Out of School Suspension;
- School Activity: Sporting event, class trip, etc.

**** It is the responsibility of the parent/student to furnish the school with the requisite supporting documentation within three (3) days of returning to school for the absence to be considered excused.**

Unexcused Absences:

- All absences other than those listed above are unexcused.
- After 3 unexcused absences, students are considered truant according to state law. After (6) unexcused absences a student is considered habitually truant according to state law and a parent conference will be required.
- **A student with ten (10) consecutive unexcused absences will be dropped from our school enrollment and will no longer be considered a student at Prep Charter High School, in accordance with the Pennsylvania State Code §11.24.**

*** Also note, any student accumulating more than (12) absences during their junior year will not be eligible to participate in the Community College of Philadelphia program their senior year.**

TRUANCY POLICY

Prep Charter High School adopts and complies with the Truancy and attendance policy set forth in the accordance with 24 P.S. 13-1333 et seq and compliance shall be enforced therewith. A student may not receive out-of-school suspension, expulsion, or disciplinary placement as a consequence for truant behavior.

Definition of truancy: Three (3) or more school days of unexcused absence during the *current* school year by a child subject to [the] compulsory school attendance [law].

Definition of habitually truancy: Six (6) or more school days of unexcused absences during the *current* school year by a child subject to [the] compulsory school attendance [law].

The law expressly requires schools to *notify parents or guardians in writing* within ten (10) school days of the child's third unexcused absence that the child has been "truant." This notice must include a description of the consequences if the child becomes habitually truant and may include the offer of an attendance improvement conference.

When a child is habitually truant (has more than 6 unexcused absences). The levels of intervention at Prep Charter are as follows:

→ **1st Level of Intervention:**

- After 6 unexcused absences, the student's name will be registered with the Philadelphia District Attorney's office (Project Go).
- The District Attorney's office will send a letter to the parent/guardian requiring a mandatory Truancy Elimination Plan (TEP) meeting between a Prep Charter administrator or counselor, the parent/guardian and the student.

→ **2nd Level of Intervention:**

- If unexcused absences continue, the District Attorney's office representative will arrange a meeting at Prep Charter to meet directly with a Prep Charter administrator or counselor, the parent, and the student.

→ **3rd Level of Intervention:**

- If additional unexcused absences continue, the student and parent/guardian are referred to either the Department of Human Services (DHS) or truancy court.

CODE OF CONDUCT/ DISCIPLINE POLICY

The objective of the Prep Charter High School discipline policy is twofold. First, it is to ensure the maintenance of an orderly school environment that is conducive to student learning. Second, it is to teach students to be proactive and to take responsibility in all types of situations. Students who disrupt the education of others will be subject to disciplinary sanctions including but not limited to permanent expulsion. The Prep Charter discipline code maintains due process at each step in the disciplinary process. The authority of any professional staff member shall extend over each student, whether or not school is in session, and whether or not the function is on school property. Discipline records are kept in confidential files in the school office.

School Offenses and Consequences:

The following guidelines provide examples of infractions in each of the three levels of discipline and a range of appropriate responses to promote student discipline. The examples are not all-inclusive but are intended to provide students, parents/guardians and faculty with a general idea of the seriousness of particular infractions and the levels of response that can be expected. The actual response to a particular incident will be determined by the specific situation in which the incident occurred at the discretion of the administrator. A Misbehavior Pyramid Model is also included in the back of this handbook for more details regarding infractions and consequences (Appendix ii).

The breach of discipline within the schools will fall into two major classes of offense:

1. Violation of the Student Code of Conduct (see Levels 1, 2 & 3); or
2. Violation of the Student Code of Conduct, which may also be a violation of the law (see Level 4).

Level I Offenses

Level I Offenses are actions that negatively impact Prep Charter's high achievement culture and community of safety, respect, and cooperation. Level I Offenses include, but are not limited to, the following list.

- 101 Unexcused lateness:** Arrival after the bell rings for the start of any class without a pass.
- 102 Disrespectful Speech or Actions:** Inappropriate language or actions directed at a teacher or fellow student.
- 103 Contraband:** Eating and/or drinking are not allowed in class (with the exception of water). Students may eat lunch in their teacher's classroom provided that they have permission from their teacher and a hall pass.
- 104 Classroom Misbehavior/ Disruption:** Any behavior which distracts students and prevents a teacher from maintaining an environment conducive to learning. These behaviors may include disruptive outbursts, talking while others are talking, throwing objects, inappropriate gestures and sounds, and frequent or lengthy departures from the classroom,
- 105 Disrespect of Property:** Failure to pick up after yourself and/or the disrespecting of school property.
- 106 Disobedience of Rules:** Failure to cooperate and follow any rules set forth by an individual teacher in their classroom;

Response by school: Teachers will enter the infraction into PowerSchool and will implement at least two of the following:

- Verbal redirection
- Teacher after-school detention
- Parent contact and/or parent conference
- Teacher-student restorative conference
- Restorative writing assignment
- Academic penalty
- Contact IEP Case Manager or Counselor
- Contact with coach or extracurricular sponsor
- Removal from the classroom if repeated offence

Level II Offenses:

Level II Offenses involve actions that significantly impact Prep Charter's high achievement culture and community of safety, respect, and cooperation. Level II Offenses include, but are not limited to, the following list.

- 201 Out of Uniform:** This includes, but is not limited to unapproved clothing or inappropriate footwear. *Repeated requests to comply with the uniform policy, or inability to comply with the uniform policy, will result in immediate removal from the classroom or hallway and the assignment of a Tier III consequence.
- 202 Phone (or other electronics):** Students are not permitted to use mobile phones, any type of headphone including cordless, iPods or music devices, video game devices, laser pointers, etc. in any part of the building which includes classrooms, bathrooms, hallways or the cafeteria. All devices shall be completely turned off (not in vibration mode) and secured in the student's locker or school bag during school hours. Such devices should not be visible within the classroom, hallways, or bathrooms. If observed by staff members, the item(s) may be confiscated. In addition:
- The confiscation of electronic devices may result in return to a parent/guardian during an appointment or routine time dedicated to such matters.
 - Prep does not accept any responsibility for the loss of students' electronic equipment due to theft or other loss. In addition, Prep will not be responsible for damage to or the loss of a device that is confiscated by staff.
 - The accrual of (2) cell phone violations will result in an in-school suspension, three (3) cell phone violations, will result in the mandatory assignment of an overnight suspension whereby the student must return the following school day with a parent or guardian.
- 203 Repeated Classroom Misbehavior:** The continuation of repeated classroom misbehaviors after being addressed by a teacher; These behaviors may include disruptive outbursts, talking while others are talking, throwing objects, inappropriate gestures and sounds, and frequent or lengthy departures from the classroom.
- 204 Failure to correctly identify one's self.**
- 205 Obscene gestures or profanity:** Language or actions that are directed at either fellow students, or any staff member.
- 206 Repeated Level I Offenses:** The student has had multiple Level I offenses (3 or more) and the negative behavior or actions are still repeated.
- 207 Failure to report to a teacher detention.**
- 208 Tardy Detention**
- 209 Walking out of class without teacher permission.**

Response by school: Administrator and/or teacher will enter the infraction into PowerSchool and an administrator will implement the following:

- Administrative after-school detention lasting 45 minutes.
- Parent contact and/or parent conference
- Teacher-student restorative conference
- Restorative Practices (mediation, written assignment, meeting, etc.)
- Contact IEP Case Manager or Counselor
- Contact with coach or extracurricular sponsor
- Loss of privilege
- Referral to Tier II of the PBIS program.
- Behavioral Program if repeated infractions.
- Removal from class/ In-school suspension

Level III Offenses:

Level III Offenses involve actions that greatly impact Prep Charter’s high achievement culture and community of safety, respect, and cooperation. Level III Offenses include, but are not limited to, the following list.

- 301 **Physical Aggression:** Physical contact (e.g., pushing, shoving, hitting, and slapping) involving one or more offenders where no student is injured. The incident is immediately stopped due to staff physical intervention and does not elevate to a Level IV Offense (e.g. fighting, simple assault).
- 302 **Pre-fight:** Threatening words or actions directed at a fellow student or staff member intended to provoke a reaction. This also includes posturing, “getting in their face,” or violating personal space, where staff intervention is necessary to de-escalate the situation.
- 303 **Provocation:** Argumentative words, or actions, directed at a student or staff member intended to provoke a reaction where staff members must de-escalate the situation.
- 304 **Inciting Violence:** Watching, encouraging, filming or instigating a pre-fight/fight before, during, or after school or through the use of any form of social media is prohibited. It is our belief that bystanders play a role in escalating violence; therefore, anyone watching a fight has an obligation to de-escalate the situation by staying calm, remaining nonpartisan, and seeking help.
- 305 **Inappropriate Behavior towards Students:** Harassing another member of the community through the use of profanity, name calling, or any other disrespectful language or gestures without the intent to provoke a violent reaction.
- 306 **Insubordination:** This includes, but is not limited to, directing the use of overtly loud, profane or disrespectful words and/or actions towards a staff member (e.g., “cursing out” a staff member, screaming about extreme disdain for class or school, and/or using obscene hand gestures) , ignoring any and all redirection, walking/running away from staff, or refusing to cooperate in any manner with a staff members’ requests.
- 307 **Plagiarism, Forgery, Cheating:** Plagiarism is using, without permission, the ideas and writings of another, either word for word or in substance, and representing such as one’s own. Forgery is the signing of a document in another’s name. Cheating includes deceit, fraud, or deception (e.g., copying another’s assignments, assisting another to cheat by lending one’s own work, and giving or receiving aid during a testing period).
- 308 **Cutting Class:** Cutting includes skipping scheduled or rostered activities as well as presence in the hallway, bathroom or nurses office without an approved pass or for a period in excess of 20 minutes without approval from a staff member.
- 309 **Damaging or Stealing (Misdemeanor):** Damage to or stealing of any property valued at \$50.00 or less.
- 310 **Contraband Possession:** Possession of any flammable, aerosol or other paraphernalia with our without the intent to cause harm to staff or students. (e.g., lighters, matches, poppers, etc.)
- 311 **Misuse of Technology:** Execution of any prohibited activity, as specified in detail under the “Student Technology Policy” section, such as viewing or transmitting profanity, vulgarities or other inappropriate language, or images; entering online chat rooms; or changing proxy, automatic configuration, or messaging settings.
- 312 **Truancy:** Students are required to communicate with a staff member or administrator before leaving the school premises or career development site. Students must sign out in the office and have verbal confirmation that they are allowed to leave. Failure to notify a staff member will result in a truancy marked in their attendance record as well as a Level III consequence.
- 313 **Bullying:** Electronic, written or cyberbullying, as well as physical or verbal bullying that includes any direct or indirect actions where aggressive behavior or intentional harm is carried out repeatedly over time within an interpersonal relationship where there is an imbalance of power (e.g. one person is physically larger, stronger, mentally quicker or socially more powerful). If the bullying behavior continues once

addressed as a Level III Offense, it will be referred as a Level IV Offense. (See **Bullying Policy** for additional information).

- 314 Repeated Level I or Level II Offenses:** The student has had multiple Level I and/ or Level II offenses (3 or more) and the negative behavior or actions are still repeated.
- 315 Skipping After School Detention:** Once a student has accumulated (3) infractions, a parent conference will be required before the student may return to classes.
- 316 Repeated Level III Infractions:** Student has been assigned ISS (3) or more times. An overnight suspension will be assigned and the student will have to return with a parent. Student may also be placed on a Student Behavior contract.
- 317 Repeated Cell Phone Infractions**

Response by school: Administrator and/or teacher will enter the infraction into PowerSchool and an administrator will implement two of the following:

- Administrative after-school detention/ Lunch detention
- Parent contact and/or parent meeting (restorative conference, collaborative problem solving, or family group decision-making).
- Teacher-student restorative conference
- Restorative Practices (mediation, written assignment, meeting, etc.)
- Contact IEP Case Manager or Counselor
- Contact with coach or extracurricular sponsor
- Meeting with school administrator
- Loss of privilege
- In-school suspension ranging from ½ day to full day depending upon the infraction.
- Referral to Tier II/III of the PBIS program.
- Behavioral Program if repeated infractions
- Overnight suspension whereby the student will not be reinstated and allowed to return to class until a parent conference has been conducted.
- Out-of-school suspension for one (1) day.

Level IV Offenses:

Level IV Offenses involve actions that are very serious infractions of our Code of Conduct and may be criminal violations of Pennsylvania law. When a Level IV Offense occurs, Prep Charter may report the incident to the state of Pennsylvania, and it will become part of the student's permanent record. Level IV Offenses include, but are not limited to, the following list.

- 401 Firearm, Weapon or Dangerous Instrument:** Any person found or observed on school property or at a school-sponsored event in possession of a firearm, weapon, or dangerous instrument (e.g., BB gun, dart gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, boxcutter, explosive or incendiary bomb or other instrument, material or device that can cause physical injury, etc.). Possession of these instruments fall under the jurisdiction of Pennsylvania Act 26. Law enforcement officials shall be informed.
- 402 Possession of an instrument that may cause bodily harm.** Examples of these instruments may include a paintball gun, pepper spray or other noxious sprays and stink bombs.
- 403 Threatening a Fellow Student or Staff Member with Violence or Bodily Harm:** The threat of physical violence, or intimidation intended to unlawfully place another person in fear of bodily harm, without displaying a weapon, an instrument of crime, or subjecting the person to actual physical attack. This includes stalking (i.e., secretly or stealthily pursuing another and/or spying on or watching another person, with or without the intent to harm, frighten, or coerce) as well as verbal, written, or electronic threats.
- 404 Fighting:** Violence in which physical aggression between two or more students escalates into punching, wrestling, knocking down, and/or damaging/destroying property. This form of physical

aggression typically lasts more than a few seconds and is not easily broken up. This also includes violence against any staff member or any other person on or around school property.

405 Assault: An unlawful physical attack by one person upon another.

406 Sexual Harassment: Prep Charter recognizes that harassment on the basis of sex is a misbehavior of federal and state discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

- Submission to such conduct is made a condition of a student's status in a course or academic program;
- Such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or offensive educational environment; and/or
- Submission to or rejection of such conduct is used as the basis for academic decisions.
- Forms of sexual harassment include, but are not limited to, the following: derogatory comments, jokes, or slurs; sexually-oriented sounds or remarks; uninvited, unnecessary, or offensive touching, pinching, patting, grabbing; brushing against another person's body, or impeding/blocking movement; and derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures

407 Inappropriate Sexual Behavior or Sexual Misconduct: Consensual sexual advances, requests for sexual favors, or verbal and physical conduct of a sexual nature on school property; Attempting or carrying out a sexual act with oneself or another person, whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed.

408 Gambling: Betting or wagering for money, favors, or fun. The severity of the disciplinary action will be based upon the circumstances of the infraction and could include expulsion from school. Repeated or serious misbehaviors may also result in the filing of criminal charges as deemed appropriate by the school.

409 Possessing and/or using tobacco products, drugs or alcohol: The use of these items in any form, including but not limited to, controlled or uncontrolled substances, or possessing paraphernalia is prohibited anywhere within the school building or school grounds (See **Controlled Substance Policy** for further information).

410 Damaging or Stealing: Damage to or stealing of any property valued at \$50.00 or more.

411 Terroristic Threats: A Student commits the infraction of terroristic threats if the student communicates, either directly or indirectly, a threat to:

- (1) commit any crime of violence with intent to terrorize another;
- (2) cause evacuation of a building, place of assembly or facility of public transportation; or
- (3) otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

412 Trespassing or Unauthorized Entry: Entering the building after the security checkpoint has been closed without proper permission from a Prep Charter Staff Member; This also includes enabling the entry of Prep Charter Students or Non-Prep Charter Students into the building without the permission of a Prep Charter Staff Member.

413 Vandalism

Students guilty of vandalism (defacing or damaging school property or facilities) will face administrative action and possible expulsion, depending on the severity of the incident. In addition, the student or responsible parent/guardian will be responsible to pay for the necessary repair or replacement.

414 Repeated suspensions which include (4) or more separate incidents: Student status reviewed, loss of privileges, possible referral for expulsion.

Response by school: Administrator and/or teacher will enter the infraction into PowerSchool. The severity of the disciplinary action will be based upon the circumstances of the infraction and could result in the filing of criminal charges as deemed appropriate by the school. If a Level IV incident occurs the following consequences may be assigned:

- The student will face an in-school suspension lasting from (1) to (3) days.
- The parent/guardian will be notified.
- The student will be removed immediately from school during the school investigation.
- The student will face an out-of-school suspension lasting one (1) to ten (10) days.
- The loss of privileges which may include exclusion from social functions including prom and any or all graduation activities and ceremonies.
- The requirement to participate in an approved diversion program.
- The requirement to participate in an approved community service program.
- Depending on the severity of the offense, the student may face a preliminary or informal disciplinary hearing which will be held by the school's Board Hearing Officer. Possible outcomes of this hearing may include the following:
 - the return to the school community,
 - the return to the school community with the requirement for completion of community service hours,
 - the return to the community under contract,
 - the request for a formal disciplinary hearing with the Prep Charter Board of Trustees with the recommendation for expulsion.

Scope of Rules of Discipline: The rules shall apply to any conduct:

- a. On school grounds during the school day and before and after school hours;
- b. On school grounds at any time when the school is being used by a school group;
- c. Off school grounds at any school activity, function, or event;
- d. When traveling to or from school, including conduct or activity on any bus or public conveyance;
- e. Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, harms or constitutes a threat to harm the health, safety, or welfare of students, staff, school property; or otherwise causes disruption within the school.

Note: Internal school disciplinary action shall not in any way deprive the School or an individual victim from pursuing any legal remedies available in the Criminal, Civil, or Delinquency Courts of the Commonwealth of Pennsylvania and any other court having jurisdiction.

Off-Campus Activities: This policy shall also apply to student conduct that occurs off school property and would otherwise be in violation of the Student Handbook if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonable anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the school discipline policy if conducted in school.
5. The conduct involved the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Permanent Expulsion: Referral to the Board of Trustees for permanent expulsion will occur at the discretion of the Board Hearing Officer or the CEO for any student conduct occurring:

- a) On school grounds during the school day and before or after school hours;
- b) On school grounds at any time when the school is being used by a school group;
- c) Off school grounds at any school activity, function, or event;
- d) When traveling to or from school, including conduct or activity on any bus or public conveyance;
- e) Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, harms or constitutes a threat to harm the health, safety, or welfare of students, staff, school property; or otherwise causes disruption within the school and who engages in the following prohibited activity.

Hearings (Chapter 12.8 of PA Public School Code)

(a) General Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

(b) Formal hearings. A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- (1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- (2) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- (3) The hearing shall be held in private unless the student or parent requests a public hearing.
- (4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
- (5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- (6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- (7) The student has the right to testify and present witnesses on his own behalf.
- (8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

(9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

- (i) Laboratory reports are needed from law enforcement agencies.
- (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. § § 1400—1482).
- (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

(10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

(c) Informal hearings. The purpose of the informal hearing is to enable the student to meet with the appropriate school official and/or Board Hearing Officer to explain the circumstances surrounding the event for which the student is being suspended for more than (3) school days or to show why the student should not be suspended.

(1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

(2) The following due process requirements shall be observed in regard to the informal hearing:

- (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
- (ii) Sufficient notice of the time and place of the informal hearing shall be given.
- (iii) A student has the right to question any witnesses present at the hearing.
- (iv) A student has the right to speak and produce witnesses on his own behalf.
- (v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Appeal Process

When a student and/or parent encounter problems, discrimination, complaints, or grievances in matters of disciplinary action, academic areas, or school operational practices, the following procedures should be followed to insure an equitable resolution:

- Step 1. Discuss the complaint with the staff member who is closest to the source of the problem if the problem has not been resolved.
- Step 2. Parent or guardian appeals to the principal.
- Step 3. Parent or guardian appeals to the Chief Executive Officer.
- Step 4. If that decision is unacceptable, appeal in writing to the Prep Charter Board of Trustees. The appeal must be received five calendar days prior to the next regularly scheduled Board meeting.

Discipline Definitions

ACT 26: As defined by the Pennsylvania General Assembly, Act 26 **mandates** that students be expelled for one year for carrying a weapon (whether or not the incident results in injury) and for possession, sale, or use of alcohol or drugs. A weapon may be defined as firearms, knives of any size, chains, or box cutters.

Detention: Detention is assigned for lateness to school, dress code violations, and other infractions of school rules. Detention must be served as assigned. Detention is assigned daily from 2:50pm. – 3:50pm. If a student cannot make the after school detention, they may attend the following morning in the main office at 7:00am – 7:45am. Failure to serve detention will result in an in-school suspension, to be served the very next day. After 3 in school suspensions, the parent/guardian will be required to attend a meeting with school Administration.

Determination of Discipline Hearing: Hearings may be convened wherein a formal due process proceeding will be conducted for serious violations of the discipline policy including but not limited to offenses involving weapons, illegal substances, and violence, as provided in the Prep Charter High School Code of Conduct. A recommendation for an expulsion hearing will be made at the discretion of the CEO or Board Hearing Officer. The due process Discipline Hearing will be conducted before members of the Board of Trustees who shall convene for the stated purpose and shall determine any appropriate discipline to be imposed upon the student, including but not limited to permanent expulsion from Prep Charter High School. If a hearing is not recommended by the CEO or Board Hearing Officer, the student will face an out of school suspension lasting from one (1) to (10) days. Participation in an approved Diversion program may also be required.

Loss of Privileges: Students who continually violate school policy may lose privileges such as attendance at proms, other dances, school activities, trips, and participation in graduation exercises.

Out-of-School Suspension (OSS/Expulsion): OSS/Expulsion is a serious disciplinary sanction, which may be imposed upon a student when the student has materially and substantially interfered with the maintenance of good order in the school or during school sponsored programs, events, and activities. During any suspension, a student may not be present on school grounds, at any after school event or at career development sites without written permission from the Principal. OSS/Expulsion from school may be imposed upon a student for conduct or activity that occurs:

- (a) On school grounds during the school day and before or after school hours;
- (b) On school grounds at any time when the school is being used by a school group;
- (c) Off school grounds at any school activity, function, or event;
- (d) When traveling to or from school, including conduct or activity on any bus or public conveyance;
- (e) Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school; harms or constitutes a threat to harm the health, safety, or welfare of students, staff, school property; or otherwise causes disruption within the school.

Students with Disabilities or Section 504 services and Disciplinary Actions

Students who have been identified as eligible for special education services and/or Section 504 services have additional protections within the student discipline process. Prior to a Disciplinary Change of Placement for a student with a disability, the IEP team must conduct a Manifestation Determination Meeting. The general purpose of the manifestation determination review is for the IEP team to determine whether the behavior for which your child is being disciplined is directly related to their disability or if the school failed to implement the student's IEP. If it is related or if they did fail to implement, then the school cannot proceed with the proposed disciplinary change of placement.

A disciplinary change of placement occurs if:

1. the school removes your student from his educational placement for more than ten (10) consecutive school days, or
2. the school removes your student from his educational placement on several occasions that add up to more than fifteen (15) school days, or
3. the school moves your student to an alternative School, or
4. the school expels your student.

Except in the case of students with Intellectual Disabilities, the school can remove your student from their educational placement for up to ten (10) days without having to hold a manifestation determination review. During these first ten (10) days, the school does not have to provide your child with regular education or special education and related services unless it would provide those services to a non-disabled child in the same situation. Additionally, under very specific conditions (weapons, illicit substances, or serious bodily harm), the school may unilaterally remove a student for up to forty-five (45) days.

CONTROLLED SUBSTANCE POLICY

Prep Charter High School recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution our school shall strive to prevent abuse of controlled substances.

- For purposes of this policy, controlled substances shall include all:
 1. Controlled substances prohibited by federal and state law.
 2. Look-alike drugs.
 3. Alcoholic beverages.
 4. Anabolic steroids or other substances intended to enhance physical or athletic performance.
 5. Drug paraphernalia.
 6. Any volatile solvents or inhalants, including but not limited to glue and aerosol products.
 7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law, including but not limited to herbal incense or other products containing synthetic cannabinoids.
 8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Prep Charter High School policy.
- For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.
- For purposes of this policy, look-alike drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed and/or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.
- The school prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school owned or leased property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.
- The school may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.
- Incidents of possession, use and sale of controlled substances by any person on school property will be reported to the Office of Safe Schools as required by law and regulations.
- No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.
- **Anabolic Steroids:** Prep Charter High School prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Bodybuilding and muscle enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.
- Any student who is suspected of being under the influence of a controlled substance as set forth herein shall be required to immediately submit to a drug test that will be administered by an authorized school representative. In the alternative, Prep Charter High School may require any suspected student to directly proceed to a designated facility of its choice, for the purpose of submitting to drug testing.

- Failure to submit to the requested drug testing shall result in an Out-of-School-Suspension. Failure to submit to the requested drug testing on a second and separate occasion shall result in the activation of the formal hearing process with a recommendation for expulsion.
- Anything to the contrary notwithstanding, any student who violates the Controlled Substances Policy shall be subject to the Discipline Policy as provided in the Prep Charter High School Student Handbook.

BULLYING POLICY

THE PREPARATORY CHARTER SCHOOL OF MATHEMATICS, SCIENCE, TECHNOLOGY & CAREERS BULLYING POLICY

Resolved, that The Preparatory Charter School of Mathematics, Science, Technology & Careers (hereafter known as Preparatory Charter) hereby adopts the attached primary Policy on Bullying and its prevention/intervention in order to effectuate compliance with HB 1067 (PA), amending "Article XIII-A Safe Schools" in the Pennsylvania School Code of 1949, that requires each school entity to adopt a policy relating to bullying.

Preparatory Charter is committed to providing a safe, positive learning environment for district students. Preparatory Charter recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. Preparatory Charter recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Preparatory Charter prohibits bullying by school students and personnel.

Definitions:

Bullying is characterized by the following three (3) criteria:

- It is aggressive behavior or intentional harm doing.
- It is carried out repeatedly over time.
- It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one person is physically larger, stronger, mentally quicker or socially more powerful).

Bullying, as defined in this policy, refers to direct or indirect action, which may include but is not limited to:

- *Physical*: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- *Verbal*: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or
- *Non-Verbal*: threatening, obscene gestures, isolation, exclusion, stalking, cyber-bullying (bullying that occurs by use of electronic or communication devices through means of email, instant messaging, text messages, blogs, photo and video sharing, chat rooms, bash boards, or websites)

Bullying is the intentionally harmful (electronic, written, verbal, non-verbal, psychological or physical) act or series of acts that is directed at another person, in and/or outside of a school setting or using school property and is severe, persistent, or pervasive and has the effect of doing the following:

1. Substantial interference with a student's education
2. Creation of a threatening environment
3. Substantial disruption of the orderly operation of the school

School setting means in the school, on school grounds, in school vehicles, at a designated school bus stop or at any activity sponsored, supervised or sanctioned by the school. **School property** includes the school computer and/or telephone.

Authority:

- Preparatory Charter prohibits all forms of bullying.
- Preparatory Charter encourages students who have been bullied or who witness bullying to immediately report such incidents to a school administrator or other such school officials.
- Preparatory Charter intends that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation of Responsibility:

- Each adult and student shall be responsible to respect the rights of others to insure an environment that is conducive to learning and free from bullying and intimidation.
- Preparatory Charter developed such administrative regulations as are necessary to implement this policy.
- Preparatory Charter commits to an annual review of this policy, and all administrative regulations, with staff, students, and parents.
- Preparatory Charter administration shall annually provide the following information in concert with the Safe School Report:
 1. Preparatory Charter's Bullying Policy
 2. Report of bullying incidents reported and substantiated.
 3. Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

Notification: The Student Code of Conduct, which shall contain this policy, shall be disseminated annually to students. This policy shall be posted in every classroom. The policy shall be posted in a prominent location within the school building and on the school website. This policy will be reviewed with the student body annually during the first week of school.

Education: Preparatory Charter shall implement research-based bullying prevention and intervention programs. Such programs shall provide training for school staff for effectively eliciting, investigating, responding to, intervening in and reporting incidents of bullying. All school bullying prevention and intervention efforts shall be consonant with the framework of the research-based Olweus Bullying Prevention Blueprint.

Consequences for Violations: Upon receipt of a complaint of bullying, the principal or other school administrator shall meet with the student(s) who is bullied and student(s) who bullies separately, starting with the student(s) who is bullied, and investigate the reported allegations.

If the allegations are confirmed, the principal or other school administrator shall do the following:

1. Inform the student who bullies the results of the investigation.
2. Review the definition of bullying and the school's policy on bullying.
3. Give the consequences for the behavior relative to the number of offenses and the severity of the behavior.

4. Notify the parents of the student(s) who bullies, including the actions of the student and the consequences.

A student who violates this policy shall be subject to the following disciplinary procedure:

Physical or Verbal Bullying:

- **First Offense:** Documented warning and parent notification.
- **Second Offense:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, in-school suspension with restorative writing assignment, or counseling within the school
- **Third Offense:** Suspension and/or referral to the Board of Trustees for possible expulsion. Depending on the severity of the incident, cases of bullying may immediately warrant the disciplinary actions of a third offense and may result in referral to the Board of Trustees for possible expulsion.

Electronic, Written or Cyberbullying:

- **First Offense:** Documented warning, parent notification and in-school suspension with restorative writing assignment.
- **Second Offense:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, out of school suspension with restorative writing assignment, or counseling within the school.
- **Third Offense:** Suspension and/or referral to the Board of Trustees for possible expulsion. Depending on the severity of the incident, cases of bullying may immediately warrant the disciplinary actions of a third offense and may result in referral to the Board of Trustees for possible expulsion.

METAL DETECTOR OPERATION POLICY/ PROCEDURES

It is the policy of The Prep Charter High School that everyone that enters the building to be subject to metal detection for the purpose of detecting weapons and contraband. The principal shall be responsible for the monitoring and enforcement of guidelines relative to metal detector operation procedures. The purpose of the metal detector use is to discourage students from bringing weapons into the schools. All students, staff members and visitors entering Prep Charter High School are subject to search.

Metal detector use will be conducted by trained security personnel or his/her designee using magnetometers (also known as walk-through metal detectors) and hand-held scanning devices, and monitored by a school administrator.

- A. Sign or signs announcing metal detector use to assist in a search for weapons and contraband shall be posted at a main entrance or entrances of the school.
- B. When a metal detector is being used, students, staff members and visitors will be permitted to use only designated entrances to the school or school-related function. Staff may be stationed at other entrances, as necessary, to prevent students, staff members, or visitors from opening those entrances to admit others into the building or school-related function. Anyone found in violation may be subject to criminal proceedings.
- C. All students, staff members, and visitors entering the school or school-related function are subject to metal detector monitoring although those conducting the metal detector monitoring may choose to limit the metal detector monitoring by any lawful random formula. For example, if the lines become too long, the monitoring may be limited to every second or third person.
- D. The principal or school administrators are prohibited from selecting a particular student or person to search unless there is a reasonable suspicion to believe that the student or person is in possession of a weapon.
- E. Prior to use in conducting a metal detector monitoring pursuant to these guidelines, each metal detector device to be used shall be examined by a person familiar with its operation to determine if it is in proper working order. A metal detector search device shall not be used if there is any question as to whether it is in proper working order.
- F. Each person operating a metal detector device shall be trained in the proper use of the device and the detection of any malfunction in the operation of the instrument. Adjustments in the settings of the device shall only be made by authorized personnel.
- G. As to each individual monitored, the screening personnel will ask the student or person to remove all metal objects from his/her person (e.g. belt buckles, jewelry) and to place the metal objects and any bags, backpacks, briefcases, knapsacks, purses, or parcels onto the scanning machine belt. The security personnel shall monitor each metal detector monitoring for compliance with these guidelines.
- H. The student or person will then be asked to walk through the magnetometer (i.e. walk-through metal detector). If the metal detector activates, s/he will be asked a second time to remove metal objects from his/her person and to walk-through the magnetometer a second time.
- I. If the walk-through metal detector activates a second time, the screening personnel is to approach the

student or person and explain the hand-held scanning device process, and then conduct a scanning beginning at the toes and continuing up to the head without intentionally touching the body. The bags and parcels will also be checked. The screening personnel shall observe each monitoring for compliance with these guidelines.

- J. If the hand-held device is activated, it will be at the discretion of the security personnel to determine if the student or person needs to be further screened.
- K. If a pat-down becomes necessary, the screening personnel must ask the student, staff member or visitor to consent to a pat-down. This is a pat-down search of outer clothing only geared to locate the item that triggered the scanning device. The principal of school administration personnel shall monitor this search for compliance with these guidelines.
- L. If security personnel feels an object during the pat-down, the student, staff member, or visitor will be asked, "What is this?". Depending upon the response, the security personnel will ask the person to remove the object or security personnel will remove the object themselves. If the object, once removed, appears to be the one that activated the device, the search ceases.
- M. The metal detector use is directed to assist in searches for weapons, however, other contraband discovered in the course of metal detector use or subsequent search may also be removed from any student.
- N. Property removed from the student or the student's bags or parcels which is in violation of the school discipline policy (located in the Prep Charter Student Handbook) or Act 26, shall cause a student to be disciplined in accordance with the policy or Act 26, and may subject the student to criminal prosecution and/or juvenile proceedings for violations of law.
- O. If student refuses to cooperate with the metal detection, hand held screening, or pat down search, the security person(s) is to notify the principal or administrator. Such students shall be subject to the Code of Conduct in Prep Charter School Handbook or Act 26 as applicable. Refusal shall also be grounds for immediate removal from school, facilities, and/or grounds and further discipline.
- P. Nothing in the procedures set forth above shall limit the authority of school employees to remove other contraband from a student, and to otherwise search a student when there is reasonable suspicion that a crime has been or is in the process of being committed, or reasonable cause to believe that the search is necessary to maintain school discipline or enforce school policies.

NOTICE OF SPECIAL EDUCATION SERVICES

The Preparatory Charter High School in Philadelphia, Pennsylvania, provides special education and related services to resident children with disabilities who are in grades nine through twelve. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for the program and services, (2) the special education programs and related services that are available, (3) the process through which the public schools screen and evaluate such students to determine eligibility, and (4) the special rights that pertain to such children and their parents and their legal guardians.

1. What types of disability might qualify a child for special education related services?

Under the federal Individuals with Disabilities Education Act, or IDEA, children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services: (1) mental retardation; (2) hearing impairments, including deafness; (3) visual impairments, including blindness; (4) speech or language impairments; (5) serious emotional disturbance; (6) specific learning disabilities; (7) traumatic brain injury, or neurological impairment; (8) orthopedic impairments, or physical disabilities; (9) other health impairment; (10) autism, including pervasive developmental disorders. Children with more than one of the foregoing disabilities could qualify for special education and related services as having multiple disabilities.

The legal definitions of these disabilities, which the public schools are required to apply under IDEA, may differ from medical or clinical criteria. The legal definition, moreover, could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special and related services as a child with “with other health impairments,” “serious emotional disturbance,” or specific learning disabilities,” if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Under Section 504 of the federal Rehabilitation Act of 1973, and under the federal American with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction facilities and activities. Children are entitled to such protections, adaptations, and accommodations, if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

2. What programs and services are available at Prep Charter for children with disabilities?

Prep Charter High School ensures that children with disabilities are educated to the maximum extent possible in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. Programs and services available to students with disabilities, in descending order of preference, are (1) regular classroom placement with supplementary aides and services provided as needed in that environment; and (2) regular classroom placement for most of the school day with itinerant service by special education teacher in a regular classroom.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, counseling, and family training.

The Prep Charter Student Study Team, in conjunction with the parent/guardians, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child’s program is described in writing as an individualized education program, or “IEP,” which is

developed by the IEP team, consisting of educators, parents/guardians, and other persons with special expertise or familiarity with the child. The parents/guardians of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant, but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, a statement of present levels of educational performance, an enumeration of the annual goals and short-term objectives or benchmarks established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress. For children who are ages fourteen or older, the IEP must also include a transition plan to assist in the attainment of post-secondary objectives. The public school must invite the child to the IEP team meeting at which the transition plan is developed.

3. How often does Prep Charter High School screen and evaluate children to determine eligibility for special education and related services?

Prep Charter must provide a Student Study Team evaluation for every child who is referred to the team for inquiry. The team is a group of professional educators and specialists who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents/guardians are designated as members of the team, as well. Parents may request an evaluation of their child at any time. They must do so in writing. A procedure is in place for such a request. For information about the process, please contact Jo Ann Moore, Principal, at 215-334-6144, Ext. 14.

Before we can proceed with an evaluation, we must notify parents/guardians in writing of the specific types of testing and assessment to be conducted, the date and time of the evaluation(s), and of the rights of the parents/guardians. The evaluation may not begin until the parent/guardian has signed the written notice indicated that he/she consents to the proposed testing and assessments and has returned the notice to the school.

All information regarding students who are referred for evaluation, whether they are identified for special education services or not, is kept in confidential files at Prep Charter High School. Parents/guardians always have access to their child's files.

4. What if a parent/guardian requests an independent evaluation?

Parents/guardians have the right to obtain an independent educational evaluation of their child. An independent evaluation is an evaluation by a qualified professional who is not an employee of Prep Charter High School. The parents/guardians may request an independent education evaluation at the school's expense if they disagree with an educational evaluation completed by the school. Prep Charter must respond to the request within a reasonable time. However, if the school refuses a request for an independent educational evaluation, the school must initiate a due process hearing to show it evaluation is appropriate. If the hearing officer decides that the evaluation is appropriate, the school will not have to pay for the independent evaluation. Of course, parents/guardians may seek an independent educational evaluation at their own expense. If a parent/guardian requests an independent educational evaluation, the public agency may ask for the parent's reason for the objection to the public evaluation. However, the explanation by the parent/guardian may not be required and the public agency may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation.

If parents/guardians obtain an independent educational evaluation at their expense, the results of the evaluation must be considered by the school in any decision made with respect to the provision of a free,

appropriate public education to the child and may be presented as evidence at due process hearing regarding the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense.

Prep Charter High School will provide to the parent/guardian information regarding where an independent educational evaluation may be obtained.

Whenever an independent evaluation is conducted at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the public agency uses when it initiates an evaluation to the extent those criteria are consistent with the rights of the parent/guardian to an independent evaluation.

5. What is the process of resolution of disputes?

In the majority of instances, parents and schools are in general agreement regarding special education issues relating to individual students. However, when disputes arise, parents/guardians have the following formal systems available to them for dispute resolution:

- i. Mediation is a voluntary process in which parents/guardians and the school involved in a dispute regarding special education agrees to obtain the assistance of a qualified impartial mediator. Mediation must be available, at a minimum, whenever a due process hearing is requested. This system can be accessed regardless of whether an impartial due process hearing has been requested. The Pennsylvania Department of Education's Bureau of Special Education maintains a list of individuals who are qualified mediators and who are knowledgeable in law and regulations relating to the provision of special education and related services. Parents can receive information regarding Pennsylvania's mediation services by contacting an administrator at the school. The essential requirements for mediation are described below.
 - a. Mediation services are provided at no cost to the parent/guardian.
 - b. Each session in the mediation process shall be scheduled in a timely manner and held in a location that is convenient to the parties.
 - c. Discussions occurring during the mediation must be confidential. Discussions occurring during mediation may not be used in any due process hearing or civil hearing that may occur at a later date.
 - d. Parties involved in the mediation may be required to sign a confidentiality agreement prior the start of the mediation process.
 - e. An agreement reached by the parties to the dispute in the mediation process shall be set forth in a written mediation agreement.
 - f. When the mediation conference results in a resolution of the dispute, each party shall receive an executed copy of the agreement at the conclusion of the mediation conference.
 - g. Mediation is voluntary and may not be used to deny or delay a party's right to an impartial due process hearing. The parents/guardians or Prep Charter may immediately proceed to an impartial due process hearing.
- ii. Impartial Due Process Hearing:
 - a. A parent/guardian or public agency may initiate a hearing regarding the public agency's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free and appropriate public education (FAPE).
 - b. Parents/guardians requesting a due process hearing must notify the school in writing of the nature of the problem including facts relative to the problem with the school's proposal of or refusal to initiate or change program, placement, evaluation, or

identification; and a proposed resolution of the problem to the extent known and available to parents/guardians at the time. This notice is mandatory, and the failure to provide it to the school can diminish or extinguish a claim for attorney's fees and costs if the parents/guardians are represented by legal counsel.

- c. The hearing will be conducted by Prep Charter High School.
- d. Prep Charter must inform the parents of any free or low cost legal and other relevant services available in the area if the parents/guardians request the information or if the agency or parent/guardian initiates a due process hearing.
- e. A hearing may not be conducted by a person who is an employee of Prep Charter or by any person having a personal or professional interest which would conflict with his or her objectivity in the hearing. (A person who otherwise qualifies to conduct a hearing is not an employee of the agency solely because he or she is paid by Prep Charter to serve as the hearing officer.)
- f. Each public agency shall keep a list of persons who serve as hearing officers. The list must include a statement of the qualifications of each of those persons.
- g. The public agency shall ensure that a final hearing decision is reached and mailed to the parties within forty-five (45) days after the receipt of a request for a hearing, unless the hearing officer grants a specific extension at the request of either party.
- h. The decision made in a due-process hearing is final, unless a party to the hearing appeals the decision under the procedures for impartial administrative appeal described below.

6. Disclosure of Evaluations and Recommendations

- a. At least five (5) business days prior to a hearing, each party must disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
- b. If the evaluation or recommendations are not provided to the other party within five (5) business days, a hearing officer will not allow the information to be introduced without the consent of the other party.

7. Due Process Hearing Rights

Any party has the right too . . .

- a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.
- b. Present evidence and confront, cross-examine, and compel the attendance of witnesses.
- c. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing.
- d. Obtain written or at the option of the parents/guardians, electronic verbatim record of the hearing at no cost to the parents.
- e. Obtain written or at the option of the parents, electronic, findings of fact and decisions at no cost to the parents/guardians.
- f. After deleting any personally identifiable information, the public agency shall transmit those findings and decisions to the State Advisory Panel and make them available to the public.
- g. Have the child present and to open the hearing to the public.
- h. Each hearing must be conducted at a time and place which is reasonably convenient to the parents/guardians and the child.

8. Administrative Appeal – Impartial Review

Any party aggrieved by the findings and decision in the hearing may appeal to a three (3) person panel appointed by the Pennsylvania Department of Education. If there is an appeal, the review panel will do the following:

- a. Examine the entire hearing record.

- b. Ensure that the procedures at the hearing were consistent with the requirements of due process.
- c. Seek additional evidence if necessary. If a hearing is held to receive additional evidence, the hearing rights described above apply.
- d. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing official.
- e. Make an independent decision on completion of the review.
- f. Give a copy of written, or at the option of the parent, electronic, findings and the decisions to the parties at no cost to parents/guardians. After deleting any personally identifiable information, the State Educational agency will transmit those findings and decisions to the State Advisory Panel and make the findings and decisions available to the public.

Each review involving oral arguments must be conducted at a time and place that is reasonable convenient to the parents/guardians and child.

The State Educational agency shall insure that a final decision is reached in an administrative review and mailed to the parties within thirty (30) days after receipt of a request for a review, unless the reviewing official grants a specific extension at the request of either party. The decision made by the reviewing panel is final.

9. Manifestation Determination

Students with disabilities other than mental retardation disabilities may be suspended if they violate school rules for up to ten consecutive (10) days at a time, but no more than fifteen (15) days in a school year, using the school's discipline rules as applied to students without disabilities. A proposed exclusion for more than 10 days at a time or 15 days in a school year is considered a "change of placement for disciplinary reasons."

Prep Charter follows certain procedures before such a "change of placement" can be made when Prep Charter wants to change a student's placement for disciplinary reasons, they must provide written notice to the parents of the proposed change in educational placement and provide notice of their procedural safeguards on the day that the decision to impose the disciplinary action is made. Additionally, within ten (10) school days of any decision to change the placement of a disabled student because of a violation of a code of student conduct, the parent, and relevant members of the Individualized Education Program (IEP) Team (as determined by the parent and the LEA) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- 1) If the behavior in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- 2) If the behavior in question was the direct result of the District's failure to implement the IEP. This process is known as a Manifestation Determination.

The impact of whether the student's behavior is determined a manifestation of his or her disability is substantial.

If it is determined that a student's behavior was not a manifestation of their disability, school personnel have the authority to implement the same disciplinary procedures as those for non-disabled students. If Prep Charter, the parent, and relevant members of the IEP Team make the determination that a disabled student's behavior was a manifestation of his or her disability, with the exception of situations involving weapons, drugs, or serious bodily injury inflicted upon another person, a disabled student must return to the placement from which he was removed unless the parent agrees to change the child's placement.

Prep Charter believes that all students can and must have an opportunity to reach their potential. It is our intent to take the necessary measures (i.e., specialized programming, services, and support) to meet the needs of individual students and to ensure that they receive a world-class educational experience regardless of disability. To this end, we have certified special education faculty, counselors, related service providers, and psychologists to provide ongoing support to students who have been identified as needing special education services. Our special education program complies with federal and state special education laws

Step 1: Child Find

Prep Charter identifies and refers students who might be eligible for special education services for evaluation through our child find process. Screening and referral processes include initial admissions, academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the Student Assistance Program (SAP). Whenever a student is referred by the SAP Team for a multi-disciplinary team evaluation, Prep must obtain written consent from a parent/guardian before the evaluation can be conducted. Please note that, if you consent to the evaluation of your student, you are agreeing to an evaluation of your student's eligibility for services, not special education services. Not all children who are evaluated meet the eligibility criteria for special education services. If your child is determined by the child find team to be ineligible, he or she may be a candidate for non-special education services, programs and interventions available at Prep. These may be discussed at the eligibility meeting.

If you think that your child might be eligible for special education services, please contact the Assistant Principal to request a multi-disciplinary evaluation for your child. When you make a request for an evaluation, the school will provide you with an evaluation request form to complete within ten (10) calendar days. Upon receiving the evaluation request form, the school will issue a formal Permission to Evaluate. The multi-disciplinary evaluation will occur within sixty (60) calendar days after receiving the signed Permission to Evaluate form. Once the multi-disciplinary evaluation is completed, the school psychologist and the Assistant Principal will meet with the parent/guardian to review the findings of the evaluation.

Students are eligible for special education, assistive technology, and related services if they need specially designed instruction and have one or more of the following physical and/or mental disabilities: autism; deaf-blindness; deafness; emotional disturbance; a hearing impairment; an intellectual disability; multiple disabilities; an orthopedic impairment; other health impairment(s) (e.g., ADD or ADHD); a speech or language impairment; a traumatic brain injury; a visual impairment; and a specific learning disability in the following areas: basic reading skills, reading comprehension, math calculations, math reasoning, listening comprehension, written expression, and oral expression.

Step 2: Individualized Education Program (IEP) Process

If your child is identified as needing special education services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes your child's needs and explains the specific services that Prep will provide to your son or daughter to assist him/her in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the student. The IEP is written by a team of qualified professionals, and parents/guardians are critical members of the team. As a parent/guardian, you are invited to all IEP meetings. We value parent/guardian and student input during these meetings; input allows the team to devise an IEP that will meet your child's individual academic and/or social-emotional needs. When your son or daughter turns 14 years of age within an IEP term, s/he will be invited to the IEP meeting to discuss post-secondary goals and transition needs.

After the IEP is written, parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, you indicate your approval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed by the parents/guardians. Please note that

parents/guardians are not required to sign the NOREP at the IEP meeting. Prep staff members encourage families to think deeply about the proposed services before signing the NOREP. We need the IEP/NOREP within 48 hours of the IEP meeting.

Step 3: Start Services and Progress Monitoring

After the NOREP is signed, indicating approval of proposed services, your child will begin receiving the services outlined in the IEP. Prep uses data to monitor the academic and social-emotional/behavioral growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home along with report cards.

Step 4: Transition Services

Prep wants to ensure that all students are able to transition from Prep into valuable post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach 14 years of age. Prep provides transition services to all special education students. This may include linking students to outside agencies and supporting students and families with the identification of post-secondary opportunities for students. When a student graduates or “ages out” of Prep’s special education programming, the student and his/her family will receive a copy of the student’s *Summary of Academic Achievement and Functional Performance*. The purpose of this document is to provide the student and his/her family with information regarding his/her academic achievement/functional performance and recommendations on how to assist the student in meeting his/her post-secondary goals.

IDENTIFICATION OF ELL AND SERVICES

Overview:

State regulation, 22 Pa. Code § 4.26, declares:

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

As used here, the term "program" refers to: (1) planned instruction by a qualified ESL /Bilingual teacher, (2) adaptations/modifications in the delivery of content instruction by all teachers based on the student's language proficiency level and the Pennsylvania Language Proficiency Standards (PA ELPS) for ELLs as well as the Pennsylvania academic standards.

Key components of the program that an LEA must provide to every ELL are addressed below. In addition, this BEC also sets out the PDE's interpretation of legal requirements on a number of related issues.

Enrollment:

For specific enrollment requirements and procedures, including those pertaining to the enrollment of ELLs, see the [Enrollment of Students](#) BEC.

Student identification for placement in an instructional program for ELLs

- Based on the responses to the home language survey (HLS), students must be assessed for potential placement in a program unless they meet the criteria outlined below. *There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).*
- *Students should meet two of the following three criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.*
- *Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);*
- *Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;*
- *Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from another state.*
- Newly enrolling students without academic records must be assessed for their ELP.
- LEAs must use the WIDA ACCESS PLACEMENT TEST (W- APT), which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess students for placement in language instructional programs for ELLs.
- LEAs may choose to use other formal, standardized ELP assessments for additional information BUT identification and placement must be based on the W- APT and the multiple criteria outlined above.
- The W- APT results are one of the indicators for placement in ESL /Bilingual programs and must be used in combination with the above multiple criteria, if available, to determine placement in an ESL program.
- Educators must take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs.

- Instructional placement of ELLs must be age and grade appropriate. Additionally, ELLs must be given equal access to all educational programs, opportunities, and extracurricular activities in the same manner as for all students.
- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL /Bilingual program is required.

Parents' Limited Right to Opt Out of ESL /Bilingual Program:

22 Pa. Code § 4.4(d)(3) of the Pennsylvania State Board of Education regulations requires school entities to adopt policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parents or guardians.

Consequently, a parent may not seek to have his or her child excused from a LEA's ESL /Bilingual program unless the instruction conflicts with the family's religious belief.

THE LANGUAGE INSTRUCTIONAL PROGRAM

Each LEA must have a written program plan that includes:

- a detailed description of the instructional models implemented by the LEA ,
- the process for identification of ELLs,
- the criteria for program exit, and
- the monitoring process after exit from a language instructional program.

The description must be sufficient to provide guidance to school personnel and families regarding the programs and services that students will receive. The language instructional program must include:

Grading of ELLs

ELLs must be graded using the same grading system as all other students.

Annual assessment of ELLs

- Assessment processes must align to the academic standards and PA ELPS.
- The annual state ELP assessment of ELLs is required by federal law. 20 U.S.C. §§ 6311(b)(7), 6826(b)(3)(C),(d)(2)
- The State ELP assessment must be administered annually to measure progress and/or attainment of the student's English language proficiency for each language domain, i.e., reading, writing, speaking and listening/understanding. These score results are maintained in the student's permanent record folder.
- The PSSA accommodations allowable for ELLs are published annually by PDE.

Language Instructional Program Exit Criteria

All LEAs must apply Pennsylvania's required exit criteria when exiting ELLs from the language instructional program. Students may not be exited from the language instructional program based only on their oral proficiency; proficiency in academic reading and writing must also be assessed. These [criteria](#) can be found on the PDE website.

Monitoring of ELLs after language instructional program exit

Monitoring is required for two years after a student exits an ESL /Bilingual program and appropriate records of student progress must be maintained. 20 U.S.C. § 6841(a)(4)

- Monitoring may include any or all of the following:
 - Periodic review of grades
 - Local assessments
 - Required state assessments
 - Teacher observation
 - Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.
- Monitoring is NOT an extension of the language instructional program.
- Students who are monitored CANNOT be counted as ELLs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

Monitoring guidance and forms can be found on the PDE website.

Area Vocational-Technical Schools (AVTSs)/ Career and Technical Centers (CTCs)

- ELLs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency.
- ELLs participating in vocational programs must be provided ESL instruction appropriate to their level of proficiency and properly adapted content-area instruction.
- Comprehensive AVTS/ CTC schools are responsible for providing ESL programs and staffing for students identified as ELLs as outlined in this document.

Retention/Promotion

A student may not be retained in a grade based solely on his/her lack of English language proficiency.

If an ELL is retained in a grade, the LEA must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELLs meaningful access to the general curriculum as well as to promote second language learning. Lau v Nichols, 414 U.S. 563 (1974)

ELLs with Disabilities

ELLs may be eligible for Special Education. The IEP team must consider the need for ESL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams must consider both special education services and ESL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

The IEP team

It is highly recommended that the IEP team for an ELL with disabilities include an ESL professional familiar with the student's language needs as well as the nature of his/her disability or, at a minimum, that the IEP team receive input from an ESL professional when appropriate. If a student is identified as an ELL, then the IEP team will check the Limited English proficiency under special considerations on Part I of the IEP. Any special considerations identified must be addressed in the IEP.

The academic program

ESL /Bilingual programs are identified in The Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an ELL with a disability must consider ESL just as it must consider any other general curriculum services available to non-disabled students. Programmatic decisions regarding ELLs with disabilities should be made by the IEP team with appropriate representation. It is not appropriate for an ELL with a disability to be denied access to general curriculum including an English language instructional program as defined above. Special education services do not replace an English language instructional program.

Requirement for annual English language proficiency assessment

Both Titles I and III of NCLB require LEAs and state educational agencies (SEAs) to provide an annual assessment of English language proficiency for all ELLs in the state enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing. This includes students with disabilities.

Even though ELLs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessment in all domains.

Participation in assessments

ELLs with disabilities participate in all assessments, including the annual state ELP assessment and PSSA (or PASA, if appropriate) in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in Part III of the IEP. An ELL student with a disability may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

Rules governing assessment accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELLs:

- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
 - based on a student's disability,
 - made by the student's IEP team,
 - properly documented in the student's IEP, and
 - properly coded on the assessment.
- *Program exit for LEP students*

Communication with Parents

- Communication with parents must be in the parent's preferred language and mode of communication. Civil Rights Act of 1964, Title VI
- It is the LEA's responsibility to provide for translation (written) and/or interpretation (oral) services. In order to do this, LEAs must determine the preferred mode of communication of the parent and develop a plan for translation and interpreter services.
- PDE provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements via [TRANSACT](#).
- Other translated PA forms for special education can be found at the Pennsylvania Training and Technical Assistance Network ([PaTTAN](#)).
- Individualized LEA documents must be provided by the LEA and must be part of the regular budget planning of the LEA for core language instructional programs.

Migrant Education

Students identified as migrant and who are determined to be ELLs must be provided language instructional programs as outlined in this document.

Funding

- The LEA budget must include provision for resources/materials, staffing for language instructional programs, and professional development for all school personnel as part of core programming outlined in 22 Pa Code § 4.26.
- Federal funds can be used to supplement local funding for language instructional programs, but not to supplant state/local funds.

HEALTH AND MEDICAL SERVICES

The health program in our school district is formulated and implemented in compliance with the guidelines and practices of the Pennsylvania Department of Education, Division of School Health. It is a vital part of the education program in that its purpose is the attainment of optimum health for all students, which will assist in their learning process and aid in attaining their educational goals.

Emergency Cards

Parents or guardians are required to complete emergency cards with necessary information and return them to the homeroom teacher immediately. If a student has a chronic ailment, defect or handicap, the school nurse should be made aware so that correct treatment can be administered in case of an emergency. It is important that the authorization for medical treatment is signed in case the parents or guardian cannot be contacted. All information concerning the above is considered confidential. Emergency cards not properly completed and turned in within the first 5 school days will result in the student being placed in ISS until the card is returned.

Medical Services

A current physical examination report from a family physician must be submitted by the second week of the school year. Up-to-date immunization records must be completed as stated by Pennsylvania state code. Students not in compliance with the state law will be excluded from school.

Health screenings will be completed as mandated by state laws and guidelines. Referrals for further testing will be forwarded to student's parent/guardian.

A full time nurse is on duty at the Prep Charter. Students may visit the nurse's office only with a note signed by the classroom teacher indicating the date and time of issuance. The student will be evaluated based on the complaint or concerns voiced by the student. Appropriate interventions will occur based on the outcome of the evaluation.

Students may not carry any medication on their person, including over the counter medications, without a written doctor's note, e.g. inhaler for asthma; epi-pen for severe allergies. Students and parents must see the school nurse for approved prescription medications that may be brought to the nurse for administration. All medicines must be in the original container with the student's name. A permission slip signed by a parent/guardian and a prescription from a doctor must accompany the medicine to be administered.

Medications

The Pennsylvania Department of Health, which dictates school policies, states, "No school nurse will dispense any medications to students at any time, except under direct order of a physician." Parents of students who must take medication during the day are to leave the medication with the nurse at the start of the school day.

All medications, prescriptions, and non-prescriptions must be registered with the school nurse. Prescription medication requires parental written permission and the physician's permission (the current prescription label on bottle of medication may be used for the physician permission.) Parents must sign a special medication form which can be obtained from the nurse for both prescription and non-prescription medication. Verbal permission is not acceptable. Students are not allowed to carry any medication, vitamins, or food supplement with them during the school day.

Illness or Injury

In case a student becomes ill or sustains an injury in school, immediate first aid will be administered. Unless the problem is very minor, the parent or guardian will be notified. The school nurse may recommend further treatment, but the final decision rests with the parents. It is also the responsibility of the parents to provide transportation if the student is not able to remain in school. Due to the number of students and the area involved, it is physically impossible to provide transportation for students during the school day. Transportation is provided in emergency situations only.

If a condition warrants a student to be in possession of medication (i.e. inhaler for asthmatics), this will be assisted and arranged by the school nurse.

Examinations and Screenings

Pupils will receive examinations, screenings and tests periodically according to the following schedule:

SERVICE	K or 1	2	3	4	5	6	7	8	9	10	11	12	Special Education
Physical Exam	X					X					X		As Needed
School Nurse Services	X	X	X	X	X	X	X	X	X	X	X	X	X
Dental Exam	X		X				X						As Needed
Vision	X	X	X	X	X	X	X	X	X	X	X	X	X
Growth	X	X	X	X	X	X	X	X	X	X	X	X	X
Hearing	X	X	X				X				X		As Needed
Tuberculin Test	X								X				Age Appropriate
Scoliosis Screening						X	X						X
Health Counseling	X	X	X	X	X	X	X	X	X	X	X	X	X
School Follow Through	X	X	X	X	X	X	X	X	X	X	X	X	X

Immunizations are administered when advised by the Department of Health and approved by the school district. Parental consent is required.

Assistance with Medical Problems

The school nurse is available for conference during the regular school hours. If your child has a particular health need, contact the nurse to arrange for his/her needs.

- *Hearing* - may be referred to a specialist for evaluation.
- *Speech* - teachers are available to help students with speech impediments.
- Bureau of Rehabilitation - at age sixteen, students with physical defects or handicaps can be referred for evaluation.

EXCLUSION AND RE-ENTRY FOR COMMUNICABLE CONDITION POLICY

For the welfare of all students and staff, certain regulations must be enforced when a communicable condition is suspected. The rules established by the School Health Department are intended to accomplish just that.

I. Pediculosis (Head lice and/or nits)

1. Any student suspected of head lice or nits will have his/her head inspected by the school nurse, who will immediately exclude the infested child from school activities.
2. The student will then be excluded to a parent/guardian of authorized party with written instructions to eliminate the condition.
3. After the student's hair is properly treated and *every* nit removed from the hair, the parent/guardian will notify the nurse and return to the school with the student. The nurse will inspect the hair in the presence of the parent/guardian and if the student is NIT FREE he/she will be permitted to resume school activity. If the hair is not clear, the student is again excluded for additional treatment. Procedure for re-entry will be repeated.
4. Students will not be allowed to ride school buses until the problem is corrected. Parents are responsible to provide transportation to and from school until the condition is cleared.

II. All other communicable conditions: Parents will be notified and the procedure guidelines outlined by the Pennsylvania Department of Health, Chapter 27 will be followed.

Prep Charter reserves the right to add, implement, modify, interpret, suspend, or rescind any policy or procedure, at any time and without prior notice.

Appendix i

Preparatory Charter High School CALENDAR FOR SCHOOL YEAR 2020-2021

August 28, 2020	New Teacher Induction
August 31 – September 4, 2020	Staff Only – Professional Development
September 7, 2020	Labor Day – School Closed
September 8, 2020	First Day – 9 th GRADE STUDENTS ONLY
September 9, 2020	First Day – ALL STUDENTS
September 17, 2020	Back to School Night
October 12, 2020	Columbus Day – School Closed
October 30, 2020	Early Dismissal – Professional Development
November 3, 2020 Development	Election Day – No School for Students – Staff Professional
November 10, 2020	Report Card Night
November 11, 2020	Veterans Day – School Closed
November 25, 2020	Early Dismissal
November 26 -27, 2020	Thanksgiving Holiday – School Closed
December 23, 2020	Early Dismissal
December 24 - January 1, 2021	Winter Holiday Recess – School Closed
January 4, 2021	School Resumes
January 18, 2021	Dr. Martin Luther King, Jr. Day – School Closed
January 19, 2021	Early Dismissal – Professional Development
February 15, 2021	Presidents Day – School Closed
March 25, 2021 Night	Early Dismissal – Professional Development - Report Card

March 29 – April 5, 2021

Spring Recess – School Closed

May 10, 2021

Early Dismissal – Professional Development

May 31, 2021

Memorial Day – School Closed

June 22, 2021

Graduation - Last Day of School for Students

(The last day of school may be extended due to school closings for inclement weather or unforeseen school closures during the academic school year.)

Appendix ii



THE PREPARATORY CHARTER SCHOOL OF MATHEMATICS, SCIENCE, TECHNOLOGY & CAREERS

DISTRICT-WIDE PARENT & FAMILY ENGAGEMENT POLICY

Purpose

The Preparatory Charter School of Mathematics, Science, Technology and Careers (the District) recognizes that a child's education is a responsibility shared by parents, families, schools, and the community during the entire period the child is enrolled in school. Creating positive, home, school, and community partnerships is essential to carrying out the shared responsibility necessary to improve schools and reinforce the importance of academic achievement.

The Parent and Family Engagement Policy is being adopted in order to:

1. Support and secure strong effective partnerships among parents, families, schools and the community that serves to improve academic quality and student performance;
2. Provide the coordination, technical assistance and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance; and
3. Comply with Title I, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

This policy shall serve as written documentation of the District's commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children.

Definitions

District— refers to The Preparatory Charter School of Mathematics, Science, Technology and Careers.

Parent– these terms are used interchangeably and shall include parent, family, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child’s welfare, or a legally appointed Education Decision Maker).

Parent and Family Engagement- shall mean the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- a) that parents play an integral role in assisting their child’s learning;
- b) that parents are encouraged to be actively involved in their child’s education at school;
- c) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- d) the carrying out of other activities, such as those described in section 1116 of the ESSA.

Title I- Title I, Part A of the Every Student Succeeds Act, provides financial assistance to local educational agencies (LEAs) and schools to improve the academic achievement of disadvantaged students. This grant is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Guidelines

PART I. GENERAL EXPECTATIONS

The Preparatory Charter School of Mathematics, Science, Technology and Careers is committed to fostering and promoting family engagement, and strives to maximize engagement by implementing programs, activities and procedures that emphasize effective family-school-community partnership and shared responsibility for high academic achievement and student success. To accomplish this goal, these initiatives will be planned and implemented by:

- Fostering a welcoming and responsive environment for all families regardless of race, color, national origin, religion, gender identity or expression, sexual orientation, disability, age, socio-economic status, political beliefs, or any other protected affiliations;
- Promoting family and community engagement participation in school district, learning network and school level decisions;

- Increasing access to information to assist parents in navigating the school district so their children can obtain the resources required to help them achieve their maximum academic potential;
- Responding to parent concerns and/or complaints to ensure children’s educational needs are met;
- Providing parents opportunities to acquire necessary information, knowledge, and skills to build capacity for leadership and advocacy to support their children’s education at home and at school;
- Ensuring accountability of staff at all levels throughout the District in working with parents as partners; and
- Setting high expectations for excellent customer (parent/family) service.

District-wide programs and initiatives include:

- Offering multiple entry points that parents and community can use to access information and get support in resolving their concerns through:
 - Community Parent Advisory Council (CPAC), whose many functions include assisting schools in expanding family engagement opportunities and building stronger school-family partnerships, supporting parents in resolving their concerns
- Improving Access to Information
 - Making information about District programs, services, processes and procedures available on the Prep Charter website www.prepchs.org;
 - Using Facebook and Twitter and working with traditional media partners to share information with families and community
- Securing Input and Feedback
 - Working closely with interested parents and community stakeholders to raise awareness about the importance of their involvement at the school and district level and encourage them to invest in building relationships with teachers, principals and school based staff, attend Back to School Nights and parent-teacher conferences, stay in constant communication with the schools, visit their child’s classroom, come to school meetings and events, volunteer, join parent groups and assume leadership roles.
- Supporting linguistically and Culturally Diverse Families ensuring that multilingual families have access to information, support and family involvement opportunities.
 - School District has access to telephonic interpretation service in over 170 different languages and dialects, translation of district-wide and school-specific documents, maintaining an online database of translated documents and managing web pages for parents and community in many languages.
- Improving Customer Service

- o Actively solicit and respond to feedback on the effectiveness of our schools and our key departments through surveys

PART II. STATUTORY REQUIREMENTS

The Preparatory Charter School agrees to implement the following statutory requirements:

- The School District will put into operation programs, activities, and procedures for the engagement of parents in all of its schools, consistent with section 1116 of the Every Student Succeeds Act (ESSA), Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the School District will work with its schools to ensure that the required school-level family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the School District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The School District will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that the one percent reserved goes directly to the schools for parent-related activities as agreed upon between the parents and the school administration with approval of the Community Parent Advisory Council (CPAC) or similar organized parent/family groups and the school administration.
- The School District will ensure that all District schools host at least one parent meeting a year to involve all interested parents in the discussion of eligible family engagement programs and activities should be implemented at the school with the use of Title I funds set aside for family engagement, and reach an agreement with the parents on the expenditures and further collaboration in the implementation of these programs and activities.
- The School District will communicate to the schools that failure to comply with the requirements outlined in this section and in the rest of this policy may jeopardize their Title I funding.

PART III. DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Preparatory Charter School District will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1112 of the ESSA:
 - a. Annually, the District will conduct an evaluation of the content and effectiveness of the district-wide parent and family engagement policy, activities and programs.
 - b. In the spring, parents and community stakeholders are invited to participate in multiple focus groups to provide valuable feedback regarding the district-wide parent and family engagement policy. Parents are notified of the focus groups in multiple ways, email, flyers, robo calls, social media, and website announcements posted on the District's website. During the focus groups, participants hear the latest updates and provide input on the new/revised policy. Additions/deletions/revisions are discussed and agreed upon during the meetings. Formatting and revisions are made after the meeting and then sent back to participants for comment. Families and community stakeholders unable to attend the focus groups in person have an opportunity to participate via online format, allowing them time to review the document and submit input and feedback electronically.
 - c. Parents will be welcomed to submit feedback at any time throughout the year via the District's website or by submitting comments to their child's school. All feedback and input received will be used in consideration when updating the proceeding year's policy.
 - d. Once the district-wide parent and family engagement policy is finalized, the final document will be placed on the District's website, hard copies will be available at Annual Title I meetings held at each school, and will also be distributed and sent home with all students.

2. The Preparatory Charter School District will take the following actions to involve parents in the process of school review and improvement under section 1114 of the ESSA:
 - a. All District schools shall have an active and engaged Community Parent Advisory Council (CPAC) composed of majority family members, the school principal, teachers or other school based staff, students and community members, which champions the work for improved student achievement, effective teaching in the classroom, parent and community engagement in the educational process, and facilitates communication and support.
 - b. Appropriate District representatives will be available to work collaboratively with parent leaders and the Office of Family and Community Engagement staff to

provide District, learning network, and school level trainings on various aspects of Title I, including understanding school data, comprehensive school plans and budgeting process.

- c. Schools will develop means to obtain parent input and signatures of non-school district personnel on the Comprehensive Plan, Title I budget and School Improvement Plan (SIP).
 - d. Provide adequate advance notice to parents of meetings and cancellation of meetings through newsletters, robo calls, bulletin boards, organized parent/family groups and notices sent home.
 - e. Professional development will be provided to Community Parent Advisory Council (CPAC) (school-based staff, students, families and community partners) or other organized parent/family groups to help understand the roles and responsibilities of all parties in this process.
 - f. The District's English as Second Language Department will provide parents with limited English proficiency with full access to translation and interpretation services.
3. The Preparatory Charter School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance:
- a. In collaboration with parent and family groups, provide workshops to schools on family engagement.
 - b. Provide professional development facilitated by parents for new and existing principals and other administrators on how to involve and engage parents effectively.
 - c. Provide trainings for parents to include, but not be limited to, reading, math, sciences, PSSA and Keystone testing preparation.
 - d. Provide workshops to parents on school safety, cultural diversity, conflict resolution, how to engage in schools, improve family involvement, and other topics, as requested.
 - e. Train parents to serve as liaisons to principals and CPAC on District and Network level initiatives.
 - f. Encourage parent access to teachers and principals.
4. The Preparatory Charter School District will coordinate and integrate family engagement strategies in Title I, Part A with family engagement strategies under other Federal, State, and local programs available to grades ninth through twelfth.
- a. Inviting parents of Middle School students and parent to participate in District meetings, events, and activities.

5. The Preparatory Charter School District will conduct an annual District-wide Parent/Guardian survey to collect data on school level and District-wide family engagement outcomes, and will reach out to parents to get their input and feedback during the survey design and review process.
 - a. Survey results will be used to identify barriers to greater participation by parents in family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The School District will use the findings of the evaluation to design strategies for more effective family engagement, and to revise, if necessary (and with the involvement of parents) its family engagement policies.

The primary goal of the Parent and Family Engagement Policy is to increase family engagement within The Preparatory Charter School District. Within this primary goal, three sub goals have been identified:

- a) Inviting parents' input into District policies and procedures;
- b) Making the schools and its educational and physical resources more accessible for parents and;
- c) Providing opportunities for parents to gain as much information as possible about their children's academic achievement and how to access resources to support their children's education.

The Preparatory Charter School District will implement the following activities to build the schools' and parents' capacity for strong family engagement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement:

- a. The School District, with the assistance of its administrative offices (Family and Community Engagement, Grant Compliance and Fiscal Services, Management and Budget, Specialized Instructional Services, Curriculum, Instruction and Assessment), will undertake the following actions to provide assistance to parents of children served by the School District or school in understanding topics such as the following:
 - i. the State's academic content standards;
 - ii. the State's student academic achievement standards;
 - iii. the State and local academic assessments including alternate assessments;
 - iv. the requirements of Title I, Part A;
 - v. how to monitor their child's progress; and
 - vi. how to work with educators.

- The Preparatory Charter School District will provide presentations and workshops about Title I requirements and parents' right-to-know under the Every Student Succeeds Act.
 - Recommend that principals include parents during staff development days at school sites when appropriate.
 - Sponsor and encourage schools to support parent attendance at CPAC meetings and events
 - Provide information to parents in clear and simple language.
- b. The School District, with the assistance of its schools, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and technology workshops, as appropriate, to foster family engagement by:
- i. Implementing parent workshops throughout the city to provide a range of educational offerings by School District personnel and other providers, including on how to support one's child in school and computer literacy
 - ii. Providing computer literacy training and other trainings for parents, including on how to use Parent and Family portal as a tool to monitor their children's achievement.
 - iii. Supporting schools in planning and implementing school based activities such as family literacy and family math nights and other workshops to help parents understand how to support their child's academic achievement with the assistance of appropriate District offices.
- c. The Preparatory Charter School District with the assistance of parents will be available to conduct professional development sessions at schools to educate teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate programs and build ties between parents and schools, by:
- i. With the help of parent facilitators providing professional development opportunities for principals and other administrators on how to develop promising partnerships with parents.
 - ii. Plan regular meetings between the School District and CPAC representatives or other parents to participate in a review of the schools' Title I Parent and Family Engagement Policy and Parent School Compact (as needed).

- d. The School District will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand:
 - i. To the extent practicable, provide communications in clear and simple language.
 - ii. Post parent communications on the District's website and Facebook page.
 - iii. Ensure that the District's communications include a telephone number that parents can call for clarification.
 - iv. Host parent and community meetings and workshops to address the most important topics.
 - v. Provide language access services to families whose first language is other than English through on-site or telephonic interpretation services, as appropriate

PART IV. OTHER DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Paying reasonable and necessary expenses associated with family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, as budgets allow;
- Training parents to enhance the involvement of other parents;
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; in order to maximize family engagement and participation in their children's education;
- Researching, adopting and implementing model approaches to improving family engagement;
- Establishing a representative and inclusive district-wide parent advisory council to provide input on all matters related to family engagement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities; and
- Providing other reasonable support for family engagement activities under section 1116 as parents may request.

PART V. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by agendas, sign-in sheets, and feedback provided online and during meetings.

This policy was adopted by The Preparatory Charter School on **April 16, 2019** and will be in effect until further revision. The School District will distribute information about this policy to all parents on or before **September 30, 2019**.



**THE PREPARATORY CHARTER SCHOOL
OF MATHEMATICS, SCIENCE, TECHNOLOGY & CAREERS**

SCHOOL-WIDE PARENT & FAMILY ENGAGEMENT POLICY

Purpose

The Preparatory Charter School of Mathematics, Science, Technology and Careers (the school) recognizes that a child's education is a responsibility shared by parents, families, schools, and the community during the entire period the child is enrolled in school. Creating positive, home, school, and community partnerships is essential to carrying out the shared responsibility necessary to improve schools and reinforce the importance of academic achievement.

The Parent and Family Engagement Policy is being adopted in order to:

1. Support and secure strong effective partnerships among parents, families, schools and the community that serves to improve academic quality and student performance;
2. Provide the coordination, technical assistance and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance; and
3. Comply with Title I, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

This policy shall serve as written documentation of the School's commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children.

PART I. GENERAL EXPECTATIONS

In support of strengthening student academic achievement, The Preparatory Charter School of Mathematics, Science, Technology and Careers receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The Preparatory Charter High School of Math, Sciences, Technology, and Careers (hereafter known as Prep Charter) agrees to implement the following statutory requirements as outlined in Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of

the school wide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).

- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the school wide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- A. *Parents play an integral role in assisting their child's learning*
- B. *Parents are encouraged to be actively involved in their child's education at school*
- C. *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child*
- D. *Other activities are carried out, such as those described in Section 1116 of the ESSA*

Part II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. JOINTLY DEVELOPED

Prep Charter will take the following actions to involve parents in the joint development of its school wide parental involvement plan under Section 1114(b) of ESSA:

- a. Extend an invitation to parents to attend a planning meeting.
- b. Organize a committee comprised of parent/guardian volunteers who attend the planning meeting, faculty, staff, and administration.
- c. Invite a representative of the Pennsylvania Parental Information and Resource Center to meet with the committee, as well as provide professional development for the faculty.
- d. Reach out to the existing parents' organization (CPAC) for support and include them in conversations related to the school wide parental involvement plan.

2. ANNUAL TITLE I MEETING

The Preparatory Charter School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the school-wide plan, and the school-parent compact.

- a. Hold our annual Title 1 meeting during Back-to-School open house in October.

3. COMMUNICATIONS

The Preparatory Charter School will take the following actions to provide parents of participating children with (1) Timely information about the Title I programs, (2) Flexible number of meetings, such as meetings in the morning or evening, (3) transportation, child care or home visits, as such services relate to parent and family engagement and may use Title I funds and (4) Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- a. Maintain ongoing school-to-home communication, including but not limited to letters, newsletters, calendars, Power School, www.prepchs.org, progress reports, report cards, Back-to-School Nights, Report Card Conference Nights, Dual Enrollment Orientation Events, Financial Aid Training Events, Open Houses, CPAC meetings, commencements, sporting events, outdoor signage, and advertisements.
- b. Encourage parents/guardians to attend school events such as athletic competitions, talent shows, fashion shows, and other events that showcase Prep Charter students.

4. SCHOOL-PARENT COMPACT

The Preparatory Charter School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Prep Charter will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies using any state or federal programs available to students in grades nine through twelve.

5. RESERVATION OF FUNDS

The school will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by sharing budget allotments for the upcoming school year at our annual Title I Parental Input Meeting. During this meeting, parents provide input for spending.

6. COORDINATION OF SERVICES

Prep Charter will, to the extent feasible and appropriate, coordinate and integrate parent involvement and activities using any programs available for students in grades nine through twelve that encourage and support parents in more fully participating in the education of their children.

Prep Charter will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that the parents can understand:

- a. Using the home language survey, determine the students who should take the ACCESS assessment and identify those who are eligible for ELL support.

- b. Survey those students to determine if school information should be sent home in an alternative format.
- c. Provide translators for parent conferences, as needed and practicable.

7. BUILDING CAPACITY OF PARENTS

Prep Charter will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the follow activities described below:

- a. Prep Charter will provide assistance to parents, as appropriate, in understanding topics such as
 - 1) Pennsylvania's Academic Standards
 - 2) Pennsylvania's Core Content Subjects
 - 3) Pennsylvania and local academic assessments, including alternate assessments
 - 4) The requirements of Title I, Part A
 - 5) Methods for monitoring student progress, including but not limited to dissemination of progress reports, report cards, posting of grades online at Power School, teacher phone calls and emails home
 - 6) How to work successfully with their children's educators to ensure academic success.
- b. Prep Charter will, with assistance, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training and using technology to foster parent involvement

8. BUILDING CAPACITY OF SCHOOL STAFF

Prep Charter will, with assistance of parents, educate its teachers, pupil services personnel, specialized instructional support personnel, administrators, and other staff members in successful methods to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and I how to implement and coordinate parent programs and build ties between Prep Charter and its parents by:

- a. Scheduling training for faculty and staff from the State Parent Involvement Office
- b. Providing training and support for parents/guardians to access grades on Power School, understand the content of Progress Reports, Report Cards, and Transcripts
- c. Requiring teachers to submit Parent Contact Logs at the end of each marking period to the principal

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: Prep Charter's Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement at Prep Charter to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- 1. Involving parents/guardians in the development of training for teachers, administrators, and other educators to improve the effectiveness of that training;
- 2. Providing the necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training;

3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;
4. Training parents to enhance the involvement of other parents;
5. Arranging school meetings at a variety of times or conducting in-home conferences between teachers and other educators, who work directly with participating students, with parents who are unable to attend those conferences at school, in order to maximize parental involvement and participation their children's education;
6. Adopting and implementing model approaches to improving parental involvement;
7. Establishing a parent advisory council to provide input on all matters related to parental involvement in Title I, Part A programs;
8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities;
9. Providing other reasonable support for parental involvement activities under section 1118, as parents/guardians may request.

PART IV. ADOPTION

This School-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by agendas, sign-in sheets, and feedback provided online and during meetings.

This policy was adopted by The Preparatory Charter School on **April 16, 2019** and will be in effect until further revision. The School District will distribute information about this policy to all parents on or before **September 30, 2019**.



**THE PREPARATORY CHARTER SCHOOL
OF MATHEMATICS, SCIENCE, TECHNOLOGY & CAREERS**

SCHOOL-PARENT COMPACT

The School Parent Compact will describe school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State’s high standards (*ESSA, Section 1116(d)*).

This school-parent compact is in effect during school year 2018-2019.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

1. Provide high-quality curricula and instruction in a supportive and effective learning environment that enables the participating students to meet Pennsylvania’s student academic achievement standards, as follows:
 - a. All students will be taught content area subjects by Highly Qualified Teachers.
 - b. All teachers will be certified by the state of Pennsylvania.
 - c. Content area curricula will adhere to the state standards and anchors.
 - d. Assessments will mirror state and national standardized assessments.
 - e. Guidance and support staff will work with students on a variety of adjunct topics, including but not limited to time management, study skills, motivational techniques, and test-taking skills.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student’s achievement. Specifically, formal parent conferences will be held at the close of the first and third marking periods, typically in mid-November and mid-April.
3. Provide parents with frequent reports on their student’s progress. Teachers will maintain grades on our Power School program, which parents/guardians may access at any time with internet service. Progress reports will be mailed four times a year, half way through each marking period. Report cards will be issued four times a year, at the end of each marking period, typically in mid-November, early February, mid-April, and late June.
4. Provide parents reasonable access to staff. All teachers’ guidance counselors, career development facilitators, and administrators have voice mail extensions through the school switchboard. Those extension numbers are published in the student handbook and on progress reports. Parents may also contact all teachers and staff through the Power School

email system. Teachers, administrators, and staff are available of personal conferences as requested by parents/guardians.

5. Provide parents opportunities to volunteer and participate in school activities and to observe classroom activities, as requested. Parents may volunteer through our CPAC parents' organization or independently, as requested. Volunteer for activities occurring throughout the year and at different times of the day to allow for working parents to participate.

Parent responsibilities

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

- Monitor attendance and punctuality. Parents are to contact the main office (ext 10/12) any morning his/her child will be absent. Parents will also provide an appropriate doctor note or written excuse for any absence.
- Make certain home work assignments and projects are completed by due dates.
- Regularly check Power School reports to monitor student's grades and assignments. If they have internet access.
- Volunteering at Prep Charter, either through the opportunities provided by our CPAC organization, during the school day, or during our evening events.
- Participating, as appropriate, in decisions relating to student policies and student education.
- Promote positive interactions and participation in after school sports, or extracurricular activities.
- Remain informed about education activities, grades and events by reading all notices and email and mailings from teachers, administrators and school-wide notices.
- Serving to the extent possible, on policy advisory groups, either through Prep charter or through state advisory council opportunities.

Student Responsibilities

As students, we will share the responsibility to improve and promote our school environment. We will strive for academic excellence by meeting or exceeding all Pennsylvania's academic standards.

Specifically, we will:

- Complete all homework, projects and assignments.
- Prepare for daily school coursework.
- Read at least 15-30 minutes per day/evening.
- Promote a safe learning environment.
- Attend Keystone State Assessment and school wide tutoring, before or after school.

We seek to build and develop a partnership with parents/guardians to help their students achieve PA high academic standards, Prep Charter will:

1. Notify parents/guardians of Prep charter's participation in any special events programs for Title I students.
2. Recommend to the Regional "No Child Left Behind" District Liaison, the names of parents of students participating in the Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Team.
3. Work with the School District of Philadelphia to ensure that a copy of the State Education Agency's written complaint procedures for resolving and issue of violations(s) for Federal statute or regulation of Title I, Part A programs is provided to parents/guardians of students and to appropriate private school officials or representatives.

4. Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in Section 1118 of Title I, Part A programs is provided to parents/guardians of students and to appropriate private school officials or representatives.

Prep Charter reserves the right to add, implement, modify, interpret, suspend, or rescind any policy or procedure, at any time and without prior notice.

[CLICK HERE TO COMPLETE THE CONSENT FORM FOR THE STUDENT HANDBOOK, ACCEPTABLE USE AGREEMENT, AND MEDIA RELEASE FORM \(REQUIRED\)](#)