



Family Guidebook

2020 – 2021

4300 Tacony Street

Philadelphia, PA 19124

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LETTER FROM THE CEO

August 2, 2020

Dear Parents/Guardians,

Your parental encouragement and involvement in school is vital to our student success and achievement. I value our partnership with you in the education of your child and know that your attention, guidance, and support to your child's completion of homework assignments and learning progress make a tremendous difference. You can also help your child by having high expectations of them and encouraging them to do their best. You can help them by letting them know that you are interested in what they are learning, and you can ask questions of them, their teacher, and school.

This Family Guide serves to provide you information about our school. In particular, please read and review the Student Code of Conduct. Our expectation is that every student follows our school rules and procedures and demonstrates good behavior at all times when they engage in

school activity whether in school and or remote learning. Please be aware that we take any harassment, intimidation and bullying of any sort either in person or online very seriously. There are severe student consequences for violating the Code of Conduct.

This year, we begin with remote instruction for all students. Our priority is to provide students a healthy, safe, caring school community and teach them so they graduate prepared as life-long learners and leaders of the global community. We firmly expect students to engage in our rigorous instructional learning program. We want our students to take advantage of all learning opportunities including engaging in this year's many new online intervention programs.

Our school's dedicated staff welcomes you and your child to what we believe will be an incredible year of student learning and success. My aim is that we develop positive relationships with you and every child in our school and that we provide all of our children with an excellent quality education. My desire is that our students enjoy their academic school experience and get involved in our terrific music and arts program. I want all of our children to successfully complete their school year at or exceeding reading and math proficiency levels and ready for the next grade.

As we begin, please join us in working together to ensure a safe learning environment with a spirit of teamwork and a clear focus on meeting the learning needs of our students. Once again, we thank you in advance for your partnership in providing excellence in education to our students.

Sincerely,

Dr. Marilyn Martinez

Chief Executive Officer

MISSION

First Philadelphia Preparatory Charter School creates life-long learners and leaders of the global community by providing a well-balanced literacy-based education.

VISION

First Philadelphia is a safe, student-centered educational community where students, staff and families respect and support one another as we strive to develop well-rounded students and citizens.

PARENTING ADULT PLEDGE

I understand that my children's education today is essential for their success in life. This experience will support them to become successful and productive individuals. It will also prepare them for college and career. Because of this I am committed to the following principles:

- Ensuring my children attend school every day and on time unless they are ill.
- Ensuring my children have all of the resources and materials necessary to be successful.
- Communicating with the teachers of my children on a regular basis.
- Encouraging my children in all of their academic interests and ventures both in and outside of school.
- Taking at least five minutes each day to talk to my children about their academic goals.
- Setting academic and parenting goals for myself to help my children achieve their own goals.
- Supporting the Caring School Community Norms.
- Abiding by the Parent Codes of Conduct contained in this Guidebook.
- Communicating the Student Codes of Conduct contained in this Guidebook to my children and ensuring that they follow these codes.

SCHOOL CONTACT INFORMATION

COMMUNICATION GUIDELINES

First Philadelphia works to maintain open lines of communication with families. Due to our intense focus on instruction, our instructional staff members are not always able to answer phone calls and emails during the school day. Teachers and staff will make every effort to respond to your communications as quickly as possible. Sometimes, depending on the nature of your communication, our response will be a receipt statement letting you know we received your communication and are working to get a complete answer to your request.

In the case of an EMERGENCY, please call the front desk and ask for immediate help

Grade K-4 Front Desk (215) 743-3100
 Grades 5-12 Front Desk (215) 883-4080
<http://www.ap-schools.org/First-Phila-Prep/>

FORMAL VERSUS INFORMAL COMMUNICATION

Informal Communication	Formal Communication
<p>When you need to communicate everyday concerns such as:</p> <ul style="list-style-type: none"> ● A field trip question ● A lost uniform item ● A homework question <p>it is appropriate to send an email or write a note. Email communication is preferred and is to be only through the staff member's school issued email account.</p>	<p>When you need to communicate a more serious ongoing concern such as:</p> <ul style="list-style-type: none"> ● Academic concern ● Attendance concern ● Behavior or discipline concern ● Health issues and concerns ● Safety Concern <p>it is required that you schedule a formal meeting. Please do this by sending an email or writing a note to the appropriate teacher or staff member. If you do not receive a response by the next school day, please contact the appropriate Principal.</p>

You will find a complete Staff Directory, on our school's website:
<http://www.ap-schools.org/First-Phila-Prep/staff-directory/>

BOARD OF TRUSTEES

The School community is invited to attend meetings of the Board of Trustees. These meetings will take place at First Philadelphia. Each meeting will include time for comments and questions from the community. In order to attend and discuss an issue with the Board of Trustees, you are to email Dr. Marilyn Martinez mmartinez@ap-schools.org **24 hours prior to the meeting** in order to place you on the agenda.

**Times quoted below are subject to special agendas which may take longer than noted. The public is urged to arrive for the time posted however, may need to wait. Please check the website for up to date meeting information.*

BOARD MEETING DATES AND TIMES FOR THE 2020-2021 SCHOOL YEAR

Date	Location	Time
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August 5, 2020	First Philadelphia Preparatory Charter School	First Philadelphia –6:00 PM
September 2, 2020	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00 PM
October 7, 2020	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00 PM
November 4, 2020	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00 PM
December 2,2020	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00PM
January 6, 2021	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00 PM
February 3, 2021	First Philadelphia Preparatory Charter School	First Philadelphia –6:00PM
March 3, 2021	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00 PM
April 7, 2021	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00 PM
May 5, 2021	First Philadelphia Preparatory Charter School	First Philadelphia – 6:00 PM
June 2, 2021	First Philadelphia Preparatory Charter School	First Philadelphia –6:00 PM

GENERAL INFORMATION

SCHOOL CALENDAR

<p><u>August</u> 8/26 – First Day for Teachers and Staff 8/31 – First Day of School for K-12</p>	<p><u>September</u> 9/7 – School Closed – Labor Day 9/28 -- School Closed --Yom Kippur</p>	<p><u>October</u></p>
<p><u>November</u> 11/3-- Staff Development -- Students Off 11/11 -- School Closed -- Veterans Day</p>	<p><u>December</u> 12/22-31 – School Closed -- (Winter Break)</p>	<p><u>January</u> 1/1 -- School Closed -- New Year’s Day 1/2 -- School Resumes</p>

11/25-27 -- School Closed -- Thanksgiving		1/18 -- School Closed -- Dr. Martin Luther King, Jr. Day
February 2/15 -- School Closed -- Presidents' Day	March 3/29-4/2 --Spring Break	April
May 5/13 - Eid-al-Fir 5/31 --Memorial Day	June 6/14 – Last Day of School for students/staff	

GRADES K - 8		GRADES 9 - 12	
Arrival			
Doors will open at 8:00 a.m.		Doors will open at 7:45 a.m.	
Students will be marked late after 8:15 a.m.		Students will be marked late after 8:05 a.m.	
Dismissal			
Mon. - Thurs.	Friday	Mon. - Thurs.	Friday
2:45 p.m. (K) 3:15 p.m. (Gr. 1-8)	12:45 p.m. for K 1:15 p.m. for Grades 1-8	3:00 p.m.	1:00 p.m.

ARRIVAL PROCEDURES

K - 8

- Student arrival time is between 8:00 a.m. and 8:15 a.m. unless enrolled in Morning Care. **Please DO NOT drop off students prior to 8:00 a.m. as we cannot be responsible for them.**
- Any student in grades K - 2 who arrives after 8:15 a.m. is to be escorted into the building by an adult and signed in by the adult bringing the child to school.
- The Visitor Lot on the corner of Tacony and Church Streets is our drop off and pick up lot.
- The entrance to the lot is located on Melrose Street (the street behind Tacony Street; you are to enter from Church Street).
- All students who are driven to School (K-12) may be dropped off in this lot. Parents can park and walk their child onto the School property or can drop the students in the lot where staff will be stationed. No vehicles will be permitted onto the School grounds. This includes those dropping off students for Morning Care.
- To ensure safe entrance to and exit from the lot, please enter the lot, veer left and follow the arrows.
- Please use the designated EXIT GATE when leaving the lot.

- | |
|---------------|
| 9 - 12 |
|---------------|
- Student arrival time is between 7:45 a.m. and 8:05 a.m.
 - The Visitor Lot on the corner of Tacony and Church Streets is our drop off and pick up a lot.
 - The entrance to the lot is located on Melrose Street (the street behind Tacony Street; you must enter from Church Street).
 - All students who are driven to School (K-12) may be dropped off in this lot. Parents can park and walk their child onto the School property or can drop the students in the lot where staff will be stationed. No vehicles will be permitted onto the School grounds. This procedure ensures the safety and security of our students and is for all drop off, including Before Care.
 - To ensure safe entrance to and exit from the lot, please enter the lot, veer left, and follow the arrows.
 - Please use the designated EXIT GATE when leaving the lot.

DISMISSAL PROCEDURES

K	1 - 8
<ul style="list-style-type: none"> ● Students will be walked across the street to the Visitor Parking Lot to be picked up. Adults picking up students are asked to wait inside the gates in the section designated for adult pick up to ensure the safety of all students. ● The vehicle entrance is located on Melrose Street. This is a one-way street only accessible from Church Street. 	<ul style="list-style-type: none"> ● Students will be walked across the street to the Visitor Parking Lot to be picked up. Adults picking up students are asked to wait inside the gates in the section designated for adult pick up to ensure the safety of all students. ● The vehicle entrance is located on Melrose Street. This is a one-way street only accessible from Church Street.

- When exiting the lot all vehicles are to use the designated exit gate.

- When exiting the lot all vehicles are to use the designated exit gate.

Note on Early Dismissal:

While we believe that **early dismissal causes a student to miss valuable class time and therefore is discouraged**, you are asked to follow the following procedures if early dismissal is **necessary**:

1. The student is to bring a note signed by the parent/guardian requesting the early dismissal. You cannot make a phone call during the day to request an early dismissal or change of dismissal procedure. In case of an emergency, you are called to the school and make arrangements with the appropriate assistant principal.
2. Students are to be signed out at the receptionist desk by a legal parent/guardian.
3. The student is to be signed out by an adult over the age of 18
4. The individual is listed on emergency contact form
5. The individual has a valid photo I.D. and shows this photo I.D. to the receptionist
6. There is no early dismissal after the following times:

Kindergarten	Monday through Thursday 2:00 p.m. Friday 12:00 p.m.
Grades 1-8	Monday through Thursday 2:30 p.m. Friday 12:30 p.m.

NO STUDENT MAY BE SIGNED OUT FOR EARLY DISMISSAL BY A SIBLING.

Families Please Note: Our After School Program is for families who have registered for and paid for this service. If a student is not picked up at the designated dismissal time, the student will be taken to our Emergency After Care Program. This will be in Building A. The family will be assessed a fee for each day that the student has to go to emergency aftercare.

9 - 12

- Students will walk across the street to the Visitor Parking Lot to be picked up. Adults picking up students are asked to wait inside the gates in the section designated for adult pick up to ensure the safety of all students.
- The vehicle entrance is located on Melrose Street. This is a one-way street only accessible from Church Street.
- When exiting the lot all vehicles are to use the designated exit gate.

Note on Early Dismissal:

While we believe that **early dismissal causes a student to miss valuable class time and therefore is discouraged**, you are asked to follow the following procedures if early dismissal is necessary:

1. Students are to be signed out at the receptionist desk by a legal parent/guardian.
2. The student is to be signed out by an adult over the age of 18
3. The individual is to be listed on the emergency contact form

4. The individual has a valid photo I.D. and shows this photo I.D. to the receptionist
5. There is no early dismissal for students in grades 9 through 12 after 2:15 p.m. Monday through Thursday and 12:15 p.m. on Friday.

TRANSPORTATION

The School District of Philadelphia provides transportation according to School District Policy. This policy states that students who reside more than 1.5 miles from the school are eligible for school bus service (grades 1-6) or for a SEPTA transpass.

For additional information regarding the School District of Philadelphia's transpass policy, please visit the transportation page on the School District of Philadelphia's website:

<http://webgui.phila.k12.pa.us/offices/t/transportation> or call 215-400-4350 and ask to be transferred to the contact person who handles transpasses.

Bus Company Contact Information

Total Bus Co. - 215-383-0470

Yellow Bird - 215-289-1022

First Student - 267-752-0519

Any additional questions regarding transportation, please contact Ilia Ortiz at:
iortiz@ap-schools.org

TRANSPORTATION ON A SCHOOL BUS

Students who ride a bus to school are to remember that they are under the jurisdiction of the school, from the time they enter the bus in the morning until they leave it in the evening.

Students will be held accountable for their behavior on the bus. This includes yellow bus transportation for specialized programs and SEPTA buses. Misconduct and inappropriate language or tone will not be tolerated on the buses at any time.

The bus driver has jurisdiction over each student while the student occupies the bus. This being the case, students are expected to cooperate with the driver by respecting and obeying his/her requests immediately.

School rules and regulations apply on the bus. Those students who do not abide by the regulations will be subject to disciplinary action, which may result in the loss of bus-riding privileges.

In the event that a student is eligible for yellow bus transportation, the school district provides bus transportation to and from the student's residence of record only. No visitors are allowed to ride buses.

Riding a bus is a privilege; it is not considered a right. Students are not to carry prohibited or illegal items (radios, tape players, toys, weapons, etc.) onto the bus.

Parents are not permitted to enter the school bus for any reason and are subject to a \$300.00 fine if they do so.

Parents are expected to contact the bus company directly with questions and concerns. Please be ready to give your student's bus route number.

INCLEMENT WEATHER AND EMERGENCY CLOSING

In the event of inclement weather, if it is announced that the School District of Philadelphia is closed, First Philadelphia will be closed.

In the event that First Philadelphia may be closed because of any other emergency, a one-call announcement is sent.

First Philadelphia's School Closing Number is 135

During inclement weather it may become necessary to close school earlier than the usual dismissal time. Although this early closing is announced on the news, many parents are unaware of the closing and there may be no one home for your student. Keep our emergency closing number at work, home, and with any emergency contacts. Work out an emergency plan with your student. Any early dismissals will be announced via OneCall. It is recommended that you add our one call number to the contact list in your phone as FIRST PHILADELPHIA ONE CALL. You can do this after receiving your first one call of the year.

In the event that First Philadelphia must close separately from the school district, we will send a one call, place a post on Facebook, and update our school website as soon as a decision has been made to close school or to dismiss early.

Students in Kindergarten through fifth grade will go outside for recess each day if the weather permits. Students will not go outside for recess if the forecasted temperature is above 90 degrees or below 32 degrees.

EMERGENCY DRILLS AND EVACUATION SITE

Students will participate in fire/emergency drills throughout the school year. These drills prepare students and staff for any emergencies that may arise. Students are expected to remain quiet and

attentive during drills as important information may be disseminated that will assist the School, ensure the safety of all students, staff and visitors in case of emergency. Our drills include Fire Drills, Shelter-in-Place, Lockdown, Reverse Evacuation, Bus Evacuation, and Disaster Response or Emergency Preparedness Plan.

DRESS CODE

A neat, clean and professional image reduces distractions, promotes learning and creates a sense of comradery between all First Philadelphia students. We ask all families to adhere to the following guidelines:

- Students should always be neat, clean and well groomed. Uniforms must be clean, pressed, and in good repair.
- Any item listed below with an * is to be purchased from Flynn & O'Hara.
- No other shirts may be visible under the school uniform shirts (this includes neckline and arms).
- No shorts, leggings or pants may be visible under the skirt.
- All pants are to be secured at the waist with a belt and shirt tucked in.
- Clothing should fit the student and may not be oversized, too small, too tight and all skirts and shorts must come to the knee
- The school patch must be affixed to the left of the blazer
- Students who do not wear the proper uniform (for schools or gym) risk receiving a detention

Grades K-4			
BOYS * = must be purchased from Flynn & O'Hara		GIRLS * = must be purchased from Flynn & O'Hara	
WINTER UNIFORM	SUMMER UNIFORM	WINTER UNIFORM	SUMMER UNIFORM
White dress shirt with button-down collar (no other collar permitted) *Plaid tie Navy blue pants Navy blue or black socks Black dress shoes (NO BOOTS OR SNEAKERS/VANS) *Red v-neck sweater with school name (optional) Black Belt	*Red golf shirt with school name Navy blue walking shorts (one inch above the knee and not below the knee); no cargo shorts or capris ALL BLACK low-cut sneakers with black sweat socks Black belt	White Peter Pan collar blouse (no other collar permitted) Navy blue knee high socks or tights *Plaid jumper Navy blue or black dress shoes (NO BOOTS OR SNEAKERS/VANS) *Red sweater with school name (optional)	*Red golf shirt with school name Navy blue skirt. ALL BLACK low-cut sneakers with black sweat socks
GYM UNIFORM (BOYS & GIRLS)			
Uniform for Grades 5-8			

BOYS * = must be purchased from Flynn & O'Hara		GIRLS * = must be purchased from Flynn & O'Hara	
WINTER UNIFORM	SUMMER UNIFORM	WINTER UNIFORM	SUMMER UNIFORM
White dress shirt with button-down collar (no other collar permitted) *Blue striped tie *Navy blue blazer with school patch) Navy blue or black dress socks Black dress shoes (NO BOOTS OR SNEAKERS/VANS) Black belt	*Red golf shirt with school name Navy blue walking shorts (one inch above the knee and not below the knee); no cargo shorts or capris ALL BLACK low-cut sneakers with black sweat socks Black belt	White oxford shirt with button-down collar (no other collar permitted) *Plaid bow tie *Navy blue blazer with school patch *Plaid skirt or skort Navy blue knee high socks Black or blue loafers/dress shoes (NO BOOTS OR SNEAKERS/VANS)	*Red golf shirt with school name Navy blue skort. ALL BLACK low-cut sneakers with black sweat socks
GYM UNIFORM (BOYS & GIRLS)			
*Navy blue sweatpants with school name		*Gray gym t-shirt with school name	*Navy blue sweatshirt with school name
*Gym shorts with school name (May only substitute shorts for sweatpants during warm-weather months)			

Locations

FLYNN & O'HARA UNIFORMS (Main Office) 10905 Dutton Road Philadelphia, PA 19154 (215) 637-4600 (800) 441-4122	FLYNN & O'HARA UNIFORMS 6801 Frankford Avenue Philadelphia, PA 19135 (215) 624-1983	PHIL'S FAMILY SHOES 7332 Elgin Avenue Philadelphia, PA 19111 (215) 725-842
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Grades 9 - 12

BOYS * = must be purchased from Flynn & O'Hara		GIRLS * = must be purchased from Flynn & O'Hara	
WINTER UNIFORM	SUMMER UNIFORM	WINTER UNIFORM	SUMMER UNIFORM

<p>Gray dress pants (no khakis or work pants) Light blue long sleeve button down dress shirt with collar</p> <p>*Navy/red striped tie</p> <p>*Navy blue blazer with emblem* logo</p> <p>Solid White or Black crew socks</p> <p>Black/brown reversible leather belt</p> <p>Solid black shoes.</p>	<p>Gray dress pants (no khakis or work pants) or Gray walking shorts</p> <p>*Royal Blue polo shirt with school logo</p> <p>Solid black low-cut sneakers Solid white or black socks</p> <p>Black/brown reversible leather belt</p>	<p>*Navy & red plaid wrap around kilt White shirt button-down collar</p> <p>Navy blue knee-hi socks or tights</p> <p>*Navy blue blazer with emblem *Navy tie</p> <p>Solid black shoes.</p>	<p>Grey skort.</p> <p>*Royal Blue polo shirt with school logo</p> <p>Solid black low-cut sneakers White socks</p>
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EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS (ECYEH)

The Board of Trustees of First Philadelphia Charter School is committed to ensuring that all students experiencing homelessness have the opportunity to succeed in school consistent with the Education for Children and Youth Experiencing Homelessness (ECYEH) program, which is an initiative of the Pennsylvania Department of Education.

Based on the McKinney-Vento Homeless Education Assistance Act, some of the main objectives of ECYEH and First Philadelphia include increasing awareness about the needs of homeless students, assisting them to overcome possible educational barriers, and to provide support to students and their families.

More specifically, eligible students have rights to the following:

- Equal access to all educational programs, extracurricular activities and all other opportunities, as students who can show proof of residency
- “School stability,” for continued attendance at their current school or the school attended prior to becoming homeless, and may stay in the same school even if they move again, until permanent and adequate housing is secured
- Alternatively, immediate enrollment in a new school where eligible students are now living or where they have “any substantial connection,” even without documentation ordinarily required for enrollment
- Free transportation to and from a student’s school of origin

- Free school meals
- Free school uniform and school supplies

To implement this policy, a Homeless Liaison has been designated who may:

Assist students in homeless situations regarding:

- Enrollment and placement in school
- Participating in all applicable school programs
- Remaining in school if the student moves
- Transportation to and from school
- Receiving free school meals
- Receiving assistance with school-related expenses such as supplies or uniforms
- Ensuring that students receive all school services needed
- Social services/community referrals and/or coordination

Assist families regarding:

- Ensuring students are enrolled in school immediately, even without all paperwork ordinarily required
- Getting immunizations, immunization records or other medical records if necessary
- Informing parents/guardians and students about transportation services and setting up transportation
- Informing parents/guardians and students about all the programs and services available at the school
- Social services/community referrals and/or coordination

EVERY STUDENTS SUCCEEDS ACT (ESSA)

First Philadelphia Preparatory Charter School is committed to ensuring that all students, including those in foster care, have the opportunity to succeed in school in accordance with the Every Student Succeeds Act (ESSA).

As the "school of origin" for a scholar in foster care, First Philadelphia will:

1. Designate a Foster Care Liaison to serve as the primary link to, and to work collaboratively with, Philadelphia Department of Human Services ("DHS") including Child Welfare Operations staff and Education Support Center, to ensure that a scholar in foster care remains in his or her school of origin in order to ensure educational stability and provision of necessary and related support and services including transportation, even while any disputes are being resolved, unless it is determined not to be in the scholar's best interest to remain in the school of origin;

2. Make every effort to encourage a scholar in foster care to succeed in school, and reasonable efforts to eliminate existing barriers to attendance and education, in compliance with federal and state law;
3. Ensure that scholars in foster care have equal educational opportunities with provision of services comparable to those offered to other scholars attending First Philadelphia including, but not limited to, transportation services, school nutrition programs, programs for scholars with limited English proficiency, and educational services for scholars who meet eligibility criteria such as scholars with disabilities, programs for disadvantaged scholars, and gifted and talented scholars; and
4. Maintain scholar confidentiality, except to the extent necessary to collaborate with DHS and other agencies for support and services including transportation, and/or to facilitate enrollment/records transfers to DHS and/or any new school, so that educational stability can be maintained and scholar success can be achieved.

ATTENDANCE AND LATENESS

COVID-19 MODIFICATIONS FOR 2021-21 SCHOOL YEAR

Because of alternative instruction occasioned by COVID-19 into the 2020-2021 school year, the need for daily school attendance is, more than ever, critical to student academic achievement and success. Attendance in school will continue to be taken, as in March, 2020 when the mandatory school shutdown occurred.

However, unlike last school year, when final grades were frozen at the end of March, 2020, student work will be graded upon commencement of the 2020-2021 school year, based upon achievement, which is necessarily dependent upon regular school attendance. Compulsory school attendance remains the law in Pennsylvania. Therefore, students must comply with the school's attendance policy.

LATENESS

Parents are asked to make punctuality a priority. Punctuality is directly linked to a child's success in school. Please remember that Pennsylvania law states that it is the parent's/guardian's responsibility to ensure their children arrive at school on time.

Lateness will be defined as arriving at school after 8:30 am. Please take this into consideration when bringing your child to school. Please note that our attendance is due to the School District of Philadelphia by 10:00 am. If your child arrives after 10:00 am, he/she will be marked absent for the day but will still be admitted to class, however this may be updated at a later date.

Parents must write a note and/or sign their child in at the office. Please note that this written explanation does not automatically cause lateness to be recorded as “excused”. Students who arrive at school on time, but are late to class, may be given disciplinary consequences.

Attendance records can easily become subject to discrepancies and errors when a student’s lateness must be re-entered or corrected. Please help us ensure every child maintains an excellent attendance record by making every effort to have your student arrive on time each day.

**Please see the following page for a complete list of lateness consequences.*

ATTENDANCE GUIDELINES

<p>Student is late three (3) times</p>	<p>The parent/guardian will receive a phone call from the Dean of Students or Assistant Principal.</p>
<p>Student is late five (5) times</p>	<p>The parent/guardian will receive a phone call from the Dean of Students or Assistant Principal.</p> <p>Administration will send a letter to the parent/guardian.</p> <p>The parent/guardian will be given the opportunity to request a meeting to discuss concerns and possible interventions that may be necessary to ensure the student’s punctual arrival.</p>
<p>Student is late ten (10) times</p>	<p>The parent/guardian will receive a phone call from the Dean of Students or Assistant Principal.</p> <p>Administration will send a letter to the parent/guardian.</p> <p>The parent/guardian will be asked to participate in a meeting with the school administration. During this meeting, a plan will be created to support the student in getting to school on time.</p> <p>After this meeting, the student may:</p> <ul style="list-style-type: none"> ● Have weekly check-ins with the Counselor or Social Worker regarding lateness and attendance.

	<ul style="list-style-type: none"> ● Receive disciplinary consequences for lateness, if the student is the cause of the late arrival to school.
<p>Student is late fifteen (15) times</p>	<p>The parent/guardian will receive a phone call from the Dean of Students or Assistant Principal. Administration will send a letter to the parent/guardian. An administrative review will take place. This may include any or all of the following steps:</p> <ol style="list-style-type: none"> 1. The school administration will review all communication between school and home. 2. The Dean of Students will send a letter requesting a meeting with the parent/guardian. 3. The parent/guardian must attend a meeting with FPPCS administrators to discuss the concern. <p>The disciplinary committee of the Board of Trustees will be notified. This committee may choose from, but is not limited to taking one of the following actions:</p> <ul style="list-style-type: none"> ○ Place student on probation ○ Suspend the student from extra-curricular school activities ○ Retain the student ○ Mandate attendance at an inter-session ○ Refer the case to: <ul style="list-style-type: none"> ■ GRADES K-3: Department of Human Services (DHS**) ■ GRADES 4-12: Truancy Court <p>At the end of the administrative review, the original plan will be revised to include any further actions taken by the Administration and Board of Trustees.</p>
<p>Student is late eighteen (18) times</p>	<p>The parent/guardian will receive a phone call from the Dean of Students or Assistant Principal.</p>

	<p>The Dean of Students will send a letter to the parent/guardian. Parents/Guardian will be asked to participate in a meeting with the school administration. During this meeting, the plan will be reviewed and revised until a working plan is created. If the issue persists, school may refer the case to:</p> <ul style="list-style-type: none"> ● GRADES K-3: Department of Human Services (DHS**) ● GRADES 4-12: Truancy Court
<p><i>**Before these actions are taken, procedural steps similar to those for a referral to an agency or court for truancy arising from unexcused absences will be observed.</i></p>	

ATTENDANCE

Attendance is essential to achievement. Student attendance at school is also mandated by law.

Compulsory student attendance for all students until age 17 is required by the Pennsylvania School Code. As defined by the Pennsylvania Department of Education, "truancy" by a student of compulsory school age is "any unexcused absence from school."

Tardiness counts as truancy. Section 1332 of the Pennsylvania Public School states that the name of any student who has been absent without a lawful excuse for three (3) days "or their equivalent," will be reported as absent without excuse.

When a Student is Absent from School

- If a student will be absent, his/her parent/guardian must call the school before 8:30 a.m. The parent must give the student's name, grade and reason for absence. This may be left on the answering machine.
- However, oral notification of an absence is not a substitute for submitting a note signed by the parent/guardian, which must accompany the student upon return to school, though in no event later than three (3) days after returning to school.
- Acceptable excuse notes must include the student's name, grade, dates of absence, reason for absence, and the signature of the student's parent/guardian. Failure to submit an excuse note will result in the absence being an illegal one, and will be marked as "unexcused."
- If a student is absent for more than three (3) days, he/she must return to school with a note from a doctor, as well as a note from his/her parent/guardian.
- The student's parent/guardian will discuss any work missed during the absence with the teacher. The student will be expected to make up this work according to the

teacher's make-up work policy.

EXCUSED OR LEGAL ABSENCES

The following are state-approved "excused absences" and, therefore, are the only conditions that FPPCS recognizes as reasonable cause for absence from school:

- ILLNESS -- Upon written parental request, a student may be excused during school hours for the purpose of obtaining professional health care or therapy service if rendered by a licensed practitioner of the healing arts. To the maximum extent possible, however, the school encourages that any such appointments be made outside of school hours in order to minimize interference with the student's regular program of study.
- QUARANTINE
- RECOVERY FROM AN ACCIDENT
- DEATH OF A FAMILY MEMBER - In the event that a student experiences a death in the family, the student's parent/guardian should be asked to contact the school to verify the reason for the student's absence. School Administration will work with the family to ensure a reasonable return to school and assist the family, if necessary, in finding support for the student in dealing with the death.
- COURT APPEARANCE
- EDUCATIONAL TOURS/TRIPS with prior approval from school administration.
- OBSERVANCE OF BOARD OF TRUSTEES-APPROVED RELIGIOUS HOLIDAYS AND ACTIVITIES - Upon written request by parent/guardian, students may be excused from school for religious holidays observed by bona fide religious groups and to attend classes for religious instruction pursuant to Section 1546 of the Public School Code of 1949 (24 P. S. § 15-1546). Excusal for religious instruction shall be limited to a total of not more than 36 hours per school year.
- OUT-OF-SCHOOL SUSPENSIONS -- A student who is suspended is absent but counted as an excused absence for reporting purposes.

All other absences are classified as unexcused. Long-term absences for legitimate reasons will be handled on a case-by-case basis. The School Administration reserves the right to determine the validity of all excuse notes.

UNEXCUSED OR ILLEGAL ABSENCES

The following conditions will be considered by FPPCS to be illegal, in which case the absence will be permanently recorded as unexcused:

- No note from a parent/guardian is received by FPPCS explaining the absence within three (3) days of returning to school.
- Absence due to loss of bus privileges.
- Lack of proper immunizations or waiver after the first day of school.

- Other reasons not listed as "Excused."

The consequences for illegal unexcused absences appear on the following page.

When a Student is Absent Without Excuse and/or Truant (3+ Unexcused Absences) When a Student is Absent From School

- Every unexcused absence will result in a documented telephone call or other contact with the student's parent/guardian.
- First Philadelphia will report unexcused absences directly to the Pennsylvania Department of Education through the Pennsylvania Information Management System (PIMS) system.
- At the **3rd unexcused absence**, First Philadelphia will send the parent/guardian an official notice of the student's truancy, containing a description of the potential consequences that may ensue if the student becomes habitually truant (i.e. fines ranging from \$300 for the first offense up to \$750 for a third offense, community service, attendance at a course or program designed to improve school attendance, referral to county children and youth services, up to 3 days in jail for contempt of court, etc.).
- When the official truancy notice is transmitted to a person in parental relation to a truant student, who is not the biological or adoptive parent, the notice also will be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with First Philadelphia and the parent/guardian is not precluded from receiving the information by court order.
- From the **4th unexcused absence**, First Philadelphia will offer, in advance and in writing, a School Attendance Improvement Conference to the parent or guardian of a truant student in grades K-5 and, to the student to participate as well, if he or she is in grades 6-12. At the School Attendance Improvement Conference, the student's absences and reasons for absences will be examined. For students in all grade levels, an individualized School Attendance Improvement Plan will be developed using the same, or substantially similar, form prescribed by PDE, for the purpose of documenting the outcome of the conference. A Truancy Elimination Contract also will be developed for a truant student in 6th grade and above. Additionally, during the conference, a City of Philadelphia Department of Human Services Parent/Guardian Consent to Disclose Educational Information form will be sought from the parent/guardian, should the student become habitually truant.
- From the **6th unexcused absence of a student with an IEP**, First Philadelphia will convene, in addition to the School Attendance Improvement Conference, an IEP meeting for revisiting the student's IEP so that goals for attendance may be established.
- If the parent/guardian of a truant student decides not to participate or fails to attend

the School Attendance Improvement Conference then, after attempts to contact the parent or guardian in writing and by telephone, First Philadelphia must still hold such conference and develop a written School Attendance Improvement Plan.

When a Student is Habitually Truant (6+ Unexcused Absences)

- For a **habitually truant student under age 15, who has accumulated 6 or more unexcused absences**, First Philadelphia either will refer the student to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. First Philadelphia will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.
- For a **habitually truant student above age 15, who has accumulated 6 or more unexcused absences**, First Philadelphia either will refer the student to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will file a citation in Truancy Court against the student or the person in parental relation who resides in the same household as the student. First Philadelphia will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

When a Student is Excessively Truant (10+ Unexcused Absences)

- **After accumulation of 10 days of absence per school year, whether excused or otherwise**, a physician's excuse will be required for any additional absences. Absences not covered by the appropriate documentation will be considered illegal.
- For an **excessively truant student under age 15, who has accumulated 10 or more unexcused absences**, First Philadelphia will refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. First Philadelphia will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held. In addition, First Philadelphia may bring to court the parent/guardian of an **excessively truant student under age 15 who has accumulated 10 unexcused absences**, by filing a citation in Truancy Court. First Philadelphia will verify that that official truancy notice was sent and a School Attendance Improvement Conference was held.
- For an **excessively truant student above age 15, who has accumulated 10 or more unexcused absences**, and who continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or refuses to participate in a school-based or community-based attendance improvement program as recommended through the

School Attendance Improvement Conference, First Philadelphia may refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. When referring a **habitually or excessively truant student above age 15** to DHS or filing a citation with the Court, First Philadelphia will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

- First Philadelphia will follow the Charter School Truancy Intervention Protocol (TIP) of the School District of Philadelphia including, but not limited to, designation of an Attendance Designee and Court Representative, when referring habitually truant students of First Philadelphia, who reside in Philadelphia, to DHS and/or to Truancy Court.
- **While First Philadelphia will not expel, suspend, reassign, or transfer a student for truancy, consistent with the attendance policy governing school attendance in the School District of Philadelphia, excessive infractions of the policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student's referral to the Disciplinary Committee of the Board of Trustees of First Philadelphia Preparatory Charter School. This may include any or all of the following:**
 - Directing that the student report for detention(s);
 - Placing the student on probation;
 - Suspending the student from non-curricular school activities or extracurricular activities;
 - Mandating attendance at an inter-session, Saturday school, or other additional session(s);
 - Retaining the student if excessive truancy results in consequent failure to achieve academic standards for promotion to the next grade; or
 - Any other interventions and/or consequences as may be appropriate in order to deter additional unexcused absence (but which do not result in any more missed classroom instruction).

Ten Consecutive Unexcused Absences (Removal From Active Roll)

Any student who is illegally absent from school for 10 consecutive school days is subject to removal from the active roll of First Philadelphia Preparatory Charter School, resulting in return of the student to his or her home school district, unless either of the following applies:

- The charter school has been provided with evidence that the absence may be legally excused; or
- Compulsory attendance prosecution has been or is being pursued.

FIRST PHILADELPHIA PREPARATORY CHARTER SCHOOL

CODE OF CONDUCT

2020-2021

SCHOOL DISCIPLINARY APPROACH

We believe that all scholars are capable of achieving high levels of success. A scholar is most successful when cooperative strategies are implemented between school and home. Parents/Guardians and families are an integral part of the learning process and a scholar's success.

We believe that a safe and nurturing environment is essential to student learning. All members of the school community deserve to be treated with dignity and respect. We support all scholars regardless of race, ethnicity, gender, class, sexual orientation or religious beliefs. We believe that all scholars have unique qualities that contribute to a positive learning environment.

WE BELIEVE IN YOUR SUCCESS!

We promise to respect and trust you.

We vow to prepare you for college, career and beyond.

We care about your future.

You are important to our Caring School Community.

WE PLEDGE TO

- support scholars by giving them proper tools to ensure academic, social and emotional development
- prepare scholars for high school, college and career readiness
- work cooperatively with students and families to ensure an optimal learning environment for all scholars
- build relationships through a variety of activities that encourage trust and a focus on community
- uphold the school wide norms that support academic achievement and positive social conduct

CARING SCHOOL COMMUNITY

First Philadelphia Preparatory Charter School has instituted the Collaborative Classroom's Caring School Community model. This is a well-researched program designed to promote fairness, personal responsibility, kindness, and appreciation for diversity throughout the school community. First Philadelphia will focus on building communities within each classroom, each grade level and school-wide through the use of class meetings, cooperative structures, buddy classes and inclusive school wide activities. Class meetings provide teachers and scholars with a forum to get to know one another, discuss issues, identify and solve problems, and make decisions that affect the classroom and school climate. Conducting daily class meetings and monthly scholar assemblies, will create an environment in which scholars' learning, opinions and concerns are taken seriously. As scholars learn to listen and talk to each other, they begin building a safe learning environment.

POSITIVE BEHAVIOR SUPPORT STATEMENT

It is the goal of First Philadelphia Preparatory Charter School to provide a positive educational setting for every scholar. This requires an understanding of and adherence to acceptable standards of respectful behavior which will allow learning to take place in classroom settings. The policies of the Family Guidebook must be implemented with attention to creating an environment where expected behaviors are taught and positively reinforced and where student interventions match the need.

It is therefore the school's responsibility to ensure that the standards of behavior are taught and positively reinforced in each classroom on a daily basis, using a school-wide process of positive behavior support. This includes careful monitoring of each scholar's

academic progress with appropriate interventions, to avoid behavioral disruptions often caused by academic failure, as well as attention to classroom and school environment. It is the school's belief that with an organized process of providing positive support, the school can reduce disruptions and disciplinary referrals. Interventions work best when they are proactive, not reactive. The utilization of an efficient and well-understood system of reinforcing expected behaviors and monitoring student progress using all available data is essential to scholar's success.

Teachers will focus on fostering classroom organization and creating clear expectations about daily routines. Teachers will model and practice all expectations with scholars. The entire First Philadelphia staff will focus on consistent follow-through with the understanding that responding to the seemingly smaller issues helps scholars understand the specifics of daily procedures and classroom expectations, therefore preventing larger issues from occurring.

DISCIPLINARY CONSEQUENCES

While the following procedures outline First Philadelphia Preparatory Charter School's process of progressive discipline, First Philadelphia considers the facts of each incident in determining whether suspension or expulsion may be an option. Therefore, while First Philadelphia is committed to progressive discipline, the severity of a given action by a scholar may warrant direct consideration of suspension and/or expulsion.

First Philadelphia Preparatory Charter School practices progressive discipline. This is defined as a system of discipline where the consequences increase upon repeat occurrences. We consider previous behaviors, and when those behaviors are repeated, consequences build from minor to moderate to severe.

First Philadelphia Preparatory Charter School has developed the following guidance for the conduct of scholars, school employees/volunteers, and parents/guardians. These guidelines will apply at all times that school is in session, during any school program or function, either in the building or at any other location, as well as during arrival and dismissal, and traveling to and from school. This includes travel on school district vehicles, private and public transportation.

Tier 1 Incidents and Consequences

The table below outlines the possible consequences for various scholar behaviors. Examples of inappropriate behavior include, but are not limited to, those listed in the left-hand column. The right hand column lists the possible consequences, all of which may apply to any of the listed behaviors.

Behavior*	Possible Consequences* <i>(More than one consequence may be assigned)</i>
<ul style="list-style-type: none"> ● Damage of property ● Disrespectful tone and/or body language toward a school employee ● Dress Code violation ● Eating gum, candy, seeds ● Hurtful word/action ● Inappropriate displays of affection ● Misuse of technology ● Not following directions (including during safety drills) ● Play fighting ● Scholar arguments ● Unexcused lateness to class ● Taking other people's belongings (K-2) ● Talking back ● Tantrums (K-1) that disrupt learning and/or make the class feel unsafe ● Unkind toward other 	<p>The following may apply to ALL behaviors listed in the column to the left:</p> <ul style="list-style-type: none"> ● Scholars may Take a Break. ● Scholars will discuss and practice expected behavior with a teacher and/or peers. ● Mediation may occur between all participants. This will include a chance to “fix” relationships or objects. ● Teachers may contact parents by phone, note or by email. ● Scholar may lose a privilege ● Scholars may be given a reflective assignment to be done at home. ● Scholars may be given in-school community service to “fix” relationships or objects. ● Parent Meeting may be requested. ● Behavior Success Plan may be implemented. ● Scholar may be assigned an After-School Detention (2nd-12th grade) ● Scholar may be assigned Saturday Detention (2nd – 12th grade)

Hierarchy of Consequences:

- If a scholar displays the same behavior for a third time, the scholar consequence will likely move to the next level of severity and a parent meeting will be required.

For example:

- o If a scholar has been assigned two after school detentions a Saturday Detention may be assigned
 - o If a scholar has been assigned two Saturday Detentions a parent meeting may be requested, and other administrative team members (teachers, counselors, administration) may be present.
- If a scholar has repeated Tier 1 infractions, a Behavior Success Plan may be implemented.

Tier 2 Incidents and Consequences

The table below outlines the possible consequences for various scholar behaviors. Examples of inappropriate behavior include, but are not limited to, those listed in the left-hand column. The right hand column lists the possible consequences, all of which may apply to any of the listed behaviors.

Behavior	Possible Consequences (More than one consequence may be assigned)
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<ul style="list-style-type: none"> ● Use of slurs or offensive language motivated either by any actual or perceived characteristic such as gender, age, race, color, sexual orientation, gender identity expression (known or perceived), ethnicity, national origin, religion, disability, physical appearance, socioeconomic status and/or political beliefs. ● Deliberately throwing chairs, furniture, school property ● Destruction of property ● Endangering self or others ● Harassing or instigating the harassment of another scholar ● Inappropriate use of the Internet and other social media ● Inappropriate touching ● Instigating a fight or assault ● Making threats ● Making threats that refer to the use of a weapon to cause harm ● Not following directions during safety drills ● Plagiarism/Cheating ● Physical Violence ● Spitting on another person or their things ● Stealing or assisting another scholar who is stealing ● Tantrums that disrupt learning and/or make the class feel unsafe 	<ul style="list-style-type: none"> ● The scholar may be immediately removed from the classroom and sent to the dean’s office. ● Scholar may discuss and practice expected behavior with the Dean and/or teacher. ● Mediation may be held for all participants. This will include a chance to “fix” relationships or objects. ● Parent may be called by the Dean.. ● Parent may be asked to speak with the scholar at the time of the call to discuss the behavior and expectations. ● A letter, documenting the incident, may be given to the parent. ● Parents are expected to sign and return the letter on the next school day. ● Scholar may lose a privilege. ● Scholar may be given an assignment to be done at home. ● Scholar may be given after-school community service. ● Scholar may be assigned after-school detention. ● Scholar may be assigned Saturday Detention. ● Scholar may be suspended. Parent will be asked to come to school and take the scholar home within one and-a-half hours. A reinstatement meeting will be held. ● Parent meeting may be required ● Behavior Success Plan may be implemented. Scholar may be suspended^[1]. Parent may be asked to come to school and take the scholar
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<ul style="list-style-type: none"> ● Bullying and Cyberbullying 	<p>home within one and-a-half hours. A reinstatement meeting will be held.</p> <ul style="list-style-type: none"> ● Parent meeting may be required. ● Behavior Success Planning may be implemented.
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EARLY ELEMENTARY DISCIPLINE- GRADES K-2

Prior to suspension of K-2 grade scholars, the Principal must review the incident to ensure that all progressive options have been explored. Scholars in K-2 will only be suspended for behaviors that are violent. For repeated violations students may be referred to the MTSS process. It is preferred that K-2 scholars be referred to a counselor to discuss appropriate behavioral or behavioral health support.

BEHAVIOR GRID--GRADES 3-5

- Students in Grades 3 - 5 who exhibit a pattern or disruptive behavior(s) and/or who commit serious violation(s) of the Code of Conduct will be referred to the Multi-tiered Systems of Support (MTSS) process.
- Any suspension over 5 days for Grade 5 must be approved by the Principal. Students must be provided with assignments to perform at home.
- For certain infractions marked with an asterisk (*), attempt of at least one strategic instruction or intensive intervention must be documented. If committed by a Student in Grade 5, he or she also must be referred to the counselor for a meeting to discuss appropriate behavior or behavioral health interventions and supports.

INFRACTIONS	LEVEL A	LEVEL B	LEVEL C
	In School Interventions	Out of School Suspension	Referral for Expulsion

Possession or use of tobacco or electronic smoking devices	✓	X	X
Profane or obscene language or gestures*	✓	X	X
Inappropriate use of an electronic device	✓	✓	X
Mutual fighting (without serious bodily injury)*	✓	X	X
Forgery of school staff or parent's/guardian's signature or cheating*	✓	X	X
Alteration of grade reporting, excuse notes, and/or school documents	✓	X	X
Destruction and/or theft of property (less than \$500)	✓	X	X
Harassment (including Sexual Harassment)	✓	✓	X
Bullying/cyberbullying*	✓	✓	X
Verbal or Physical Intimidation based on race, disability, sex, gender, religion, etc.*	✓	✓	X
Sexual act (consensual)*	✓	✓	X

Threatening students/staff with aggravated assault*	✓	✓	X
Destruction and/or theft of property (totaling \$500 or more)*	✓	✓	X
Breaking and entering school property	✓	X	X
Robbery	✓	✓	X
Extortion	✓	✓	X
Mutual fighting (with documented serious bodily injury)*	✓	✓	X
Simple assault on a school community member	✓	✓	X
Possession of alcohol and/or drugs	✓	✓	X
Possession and/or use of fireworks, including devices and/or explosives	✓	✓	X
Instigation and/or participation in a group assault*	✓	✓	X
Aggravated assault*	✓	✓	X
Sexual act (non-consensual)*	✓	✓	✓
Possession of a weapon	✓	✓	✓

Reckless endangerment*	✓	✓	X
Inappropriate touch	✓	✓	X
Possessing Pornographic Material	✓	✓	X
Gambling	✓	X	X
Leading/Participating in Riot in School or Out of School Conduct Adversely Affecting the School Community	✓	✓	X
Unauthorized use of school fire alarm system	✓	✓	X
Threatening phone calls or bomb scares	✓	✓	✓
Possession of a controlled dangerous substance	✓	✓	X

BEHAVIOR GRID 6-12

- Any suspension over 5 days for Grades 6-12 must be approved by the Principal. Scholars must be provided with assignments to perform at home.
- Scholars in Grades 6 through 12 who exhibit a pattern or disruptive behavior(s) and/or who commit serious violation(s) of the Code of Conduct may be referred for a formal hearing for possible expulsion.
- For certain infractions marked with a pound sign (#), attempt of at least one strategic instruction or intensive intervention must be documented.
- When a formal hearing is not scheduled during the period of scholar's suspension, he or she has the right to return to school pending the outcome of the hearing, unless the

behavior of the scholar continues to create such a risk of harm to the school community. In such cases, the school may seek an interim placement where available, and subject to a formal hearing prior to transfer unless waived. For a special education student, an interim placement also is subject to Manifestation Determination and formal hearing.

- For a weapons-related offense under Act 26, the CEO may, after a hearing, decide to allow the student who brought a weapon to school to remain in school.

INFRACTIONS	LEVEL A In School Interventions	LEVEL B Out of School Suspension	LEVEL C Referral for Expulsion
Possession or use of tobacco or electronic smoking devices	✓	X	X
Profane or obscene language or gestures#	✓	✓	X
Inappropriate use of an electronic device	✓	✓	✓
Mutual fighting (without serious bodily injury)#	✓	✓	X
Forgery of school staff or parent's/guardian's signature or cheating#	✓	✓	X
Alteration of grade reporting, excuse notes, and/or school documents	✓	✓	X
Destruction and/or theft of property (less than \$500)	✓	✓	X
Harassment (including Sexual Harassment)	✓	✓	✓

Bullying/cyberbullying#	✓	✓	✓
Verbal or Physical Intimidation based on race, disability, sex, gender, religion, etc.#	✓	✓	✓
Sexual act (consensual)#	✓	✓	X
Threatening students/staff with aggravated assault	X	✓	✓
Destruction and/or theft of property (totaling \$500 or more)	X	✓	X
Breaking and entering school property	X	✓	X
Robbery	X	✓	✓
Extortion	X	✓	✓
Mutual fighting (with documented serious bodily injury)#	X	✓	X
Simple assault on a school community member	X	✓	X
Possession of alcohol and/or drugs	X	✓	✓
Possession and/or use of fireworks, including devices and/or explosives	X	✓	✓

Instigation and/or participation in a group assault	X	✓	✓
Aggravated assault	X	✓	✓
Sexual act (non-consensual)	X	✓	✓
Reckless endangerment	X	✓	✓
Inappropriate touch	X	✓	✓
Possessing Pornographic Material	X	✓	✓
Gambling	X	✓	✓
Leading/Participating in Riot in School or Out of School Conduct Adversely Affecting the School Community	X	✓	✓
Unauthorized use of school fire alarm system	X	✓	✓
Threatening phone calls or bomb scares	X	✓	✓
Possession of a controlled dangerous substance	✓	✓	✓

Guidelines for Incidents Qualifying for Expulsion

When a scholar displays egregious behavior in the Behavior Grid above, including, but not limited to:

Behavior	Consequences
<ul style="list-style-type: none"> ● Inappropriate use of an electronic device ● Harassment (including Sexual Harassment) ● Bullying/cyber-bullying ● Intimidation ● Threatening students/staff with aggravated assault (including terroristic threat) ● Robbery ● Extortion ● Possession of alcohol and/or drugs ● Possession and/or use of fireworks, incendiary devices and/or explosives ● Instigation and/or participation in a group assault ● Aggravated assault ● Sexual act (non-consensual) ● Possession of a weapon ● Reckless endangerment ● Inappropriate touching ● Possession of pornographic material ● Gambling ● Leading/Participating in Riot ● Unauthorized use of fire alarm ● Threatening phone calls 	<p>The following may apply to ALL behaviors listed in the column to the left:</p> <ul style="list-style-type: none"> ● Scholars will be escorted to the Dean’s office. ● Parent/Guardians will be notified immediately. ● Parent/guardians will be asked to pick their scholar up IMMEDIATELY. ● A letter, documenting the incident, may be given to the parent. Parents are expected to sign and return the letter within five (5) days. ● Scholars will be suspended from First Philadelphia Preparatory Charter School ● until a full evidentiary hearing on the expulsion of the scholar can be held before the Board of Trustees. ● FPPCS may call the Department of Human Services (DHS).

First Philadelphia Preparatory Charter School will consider the facts of each case in determining whether expulsion of a student should be an option, under the Behavior Grid.

Application of Code of Conduct to Off-Campus Activities

A scholar may be subject to discipline for violation(s) of the Code of Student Conduct which occur even off school property, or in transit to/from school on the bus or other vehicle, if any of the following circumstances exist:

- The conduct occurs during the time the scholar is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school-furnished transportation.
- The scholar is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
- Scholar expression, language, or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
- 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 Code of Scholar Conduct if conducted in school.
- The conduct involves the theft or vandalism of school property.
- 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.

Bullying, Cyberbullying, Harassment, Cyber Harassment and Hazing

The Board of Trustees of First Philadelphia Preparatory Charter School recognizes its responsibility for, and is committed to, creation and maintenance of a safe and supportive learning environment, through student awareness activities, staff professional development, intervention and other efforts to prevent, mitigate and intervene in incidents of bullying, cyberbullying, harassment, cyberharassment and hazing (collectively "bullying behaviors"). **All forms of such bullying behaviors are prohibited, as well as reprisal or retaliation against persons who report such acts.**

Definitions

"Bullying" means an intentional electronic, written, verbal or physical act, or a series of acts:

- i) directed at another student or group of scholars;
- ii) which occurs in a “school setting” or outside of school and materially and substantially interferes with the educational process or program at the school such as to create a sufficient nexus with the school, as allowed by law;
- iii) that is severe, persistent or pervasive; and
- iv) that has the effect of doing any of the following:
 - substantially interfering with a scholar’s education;
 - creating a threatening environment; or
 - substantially disrupting the orderly operation of the school.

Bullying takes many forms and can include a variety of behaviors and may include, but is not limited to:

- i) Physical -- touching, hitting, kicking, pushing, shoving, or causing or encouraging another person to hurt someone.
- ii) Verbal -- slurs, name-calling, teasing, taunting, gossiping or spreading rumors.
- iii) Nonverbal -- threatening, intimidation, obscene gestures, isolation, exclusion, stalking or cyberbullying.

"Cyberbullying" means the use of electronic communication technologies with the intention of harming another person or with reckless disregard for the well-being of another person. Cyberbullying can occur through an electronic or communication device including, but not limited to, a telephone, cellular phone or computer, through email, instant messaging, text messaging, blogging, photo and video sharing, chat room messaging, posting on message boards or social networking sites, or any other medium of communication.

As a form of bullying, even if occurring off school premises, cyberbullying shall be subject to the Code of Student Conduct, if it materially and substantially disrupts the operations of the school, or if the school administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

"Harassment" means unwelcome verbal, written, graphic or physical conduct relating to a person's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not depend on intent

to harm, need to be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when it:

- i) is directed at another scholar or group of scholars;
- ii) has the purpose or effect of substantially or unreasonably interfering with a scholar's education; or
- iii) otherwise adversely affects a person's learning opportunities, health, safety or wellbeing.

“Sexual harassment” is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

"Cyberharassment" means direct use of electronic communications or electronic social media service to inflict harm to a scholar, including threats to inflict harm or making seriously disparaging statements or opinions about the student's physical characteristics, sexuality, sexual activity, mental or physical health. Though similar to Cyberbullying, Cyberharassment of a scholar, whether on school grounds or not, is a crime to warrant notification to the Police Department. This may result in a criminal investigation and criminal charges to be filed against the student.

“Hazing” means any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization. The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

Hazing of a scholar, whether on school grounds or not, is a crime if committed by any person or by a student in grades 7 and up -- to warrant notification to the Police Department. This may result in a criminal investigation and criminal charges to be filed against the student or person.

“School setting” means in the school, on First Philadelphia grounds, on school property, in school vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by First Philadelphia, and any time spent necessarily traveling to and from these locations.

Responsibility

The Board of Trustees believes that all students are capable of achieving high levels of success if provided with a safe and nurturing environment that is conducive to learning and personal growth. First Philadelphia scholars, administrators, teachers and other staff all deserve to be treated with dignity and respect, and not only are stakeholders in a positive school climate, but also all must be active participants in, and supporters of, efforts to prevent all forms of bullying behaviors in all school settings. This policy therefore applies to all First Philadelphia students and employees.

The Board delegates to the CEO responsibility for creating and maintaining a safe educational environment through implementation of this policy, including ensuring that:

- i) All administrators, teachers and staff members receive annual review, training and/or professional development on the prevention, identification, reporting, investigation and resolution of allegations of bullying behaviors.
- ii) All allegations of bullying behaviors are promptly, thoroughly and completely investigated.
- iii) Corrective and/or disciplinary action under the Code of Student Conduct is taken, once a complaint of bullying or variant is verified.
- iv) Scholars are made aware of: this policy prohibiting all forms of bullying; that each scholar is a stakeholder in the creation and maintenance of a safe educational environment, where each scholar is expected to treat others with civility and respect, without tolerance for bullying; the adverse consequences of such conduct on the scholar who was bullied, the school community and scholar who engaged in bullying, and that even being a passive bystander or witness to any type of bullying behavior is harmful; and the procedure for reporting bullying in any form without fear of retaliation or reprisal.

Disciplinary Consequences

Though protection of a victim of bullying or any form thereof shall be paramount and steadfast, consequences for a scholar who commits one or more acts of bullying behavior, shall be unique to the particular incident, and will vary in method according to the nature and severity of the behavior, the scholar's history of similar behaviors, and must be consistent with the Code of Student Conduct. Bullying of any type is a Tier Two offense, for which consequences shall range from remedial measures designed to correct the problem behavior, in school or out of school suspension, for Grades 6 - 12, expulsion from First Philadelphia Preparatory Charter School. The full range of possible disciplinary consequences as set forth in the Family Guidebook and Code of Student Conduct shall be considered and enforced, as long as a complaint of bullying, in any form, is founded.

In addition to the above school consequences, a juvenile charged with the crime of Cyber Harassment or Hazing by law authorities may be subjected to a diversionary program that might include an educational program on Cyber Harassment or Hazing. Also, as a criminal misdemeanor of the third degree, Cyber harassment and Hazing are punishable by a maximum \$2,500 fine and/or one year in prison.

Procedures

Though protection of a victim of bullying or any form thereof shall be paramount The Board encourages all members of the school community including scholars, witnesses, parents, guardians and volunteers, to report any and all instances of bullying behavior to the CEO and/or his or her designee, or to any teacher or staff member. Reports may be made anonymously, but formal disciplinary action may not be based solely upon an anonymous report.

The Board requires the CEO and/or his or her designee to be responsible for receiving complaints alleging violations of this policy. All employees must report alleged violations of this policy to the CEO and/or his or her designee.

The Board requires the CEO to be responsible for determining whether an alleged act constitutes a violation of this policy and the Code of Student Conduct. In so doing, a prompt, thorough, and complete investigation of each alleged incident must be conducted, including:

- Individual interviews with the victim, the accused and others with knowledge of the alleged incident;
- Evaluation of any other information and materials that may be relevant to the investigation;
- The victim shall not be required to meet face-to-face with the accused;

- Attempt shall be made to secure statements from all participants in, and witnesses to, the incident(s).
- When a scholar with limited English proficiency is a party to a complaint, interpretation and/or translation services shall be provided.

The parents or guardians of a victim of bullying behavior and the scholar who allegedly committed bullying shall be notified immediately of the incident(s). The parents or guardians of the victim and the accused shall be notified of the progress at appropriate stages of the investigation.

If the complaint of bullying behavior is substantiated, notification of resources and support also shall be given to the student who was bullied.

Awareness and Prevention

This policy shall be disseminated annually, including incorporation in the Family Guidebook and Code of Student Conduct, to all school staff, scholars and parents or guardians, with a statement explaining that it applies to all forms of bullying that occur in school, on school grounds, on school property, in school vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the school, and any time spent necessarily traveling to and from these locations. Additionally, any student's out-of-school conduct that materially and substantially interferes with the educational process in the school shall be subject to this policy.

This policy prohibiting all types of bullying also shall be made available:

- In the Family Guidebook
- On school's website;
- In every classroom; and
- By posting in a prominent location within each school building.

The CEO shall ensure annual review of this policy with all teachers and the entire school staff, as well as professional development, on the prevention, identification, reporting, investigation and resolution of allegations of all forms of bullying.

The CEO will ensure that bullying awareness and prevention activities and educational programs are conducted for students, such as:

- Establishing, teaching and reinforcing rules against bullying behaviors; and

- Spotlight of the subject in assemblies.

Compliance

First Philadelphia Preparatory Charter School shall comply with federal and state laws as may be applicable to this policy, including the Pennsylvania School Code, the Charter School Law, Chapter 711 of Title 22 of the Pennsylvania Code and the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and applicable implementing regulations.

Discipline of Students with Disabilities

There are special rules in Pennsylvania for excluding students with disabilities for disciplinary reasons.

Suspension of a special education scholar identified as Intellectually Disabled may occur only with either written agreement of his or her parent/guardian or written approval of the Bureau of Special Education.

For other disabled students, including those with 504 Service Agreements, out-of-school suspension may be imposed with cessation of educational services for up to five (5) consecutive days without providing special education procedural safeguards. For a scholar with a disability who is excluded for more than 10 consecutive school days, or subjected to a series of removals that constitute a pattern because the removals cumulate to more than 10, and up to fifteen (15), school days in any one school year, a change in placement has occurred and prior written notice is required.

In addition, a “manifestation determination” must be conducted by the IEP team to decide if the scholar’s behavior was caused by the scholar’s disability or is a “manifestation” of the disability. In order to determine that a behavior was not a manifestation of the disability, the team must decide that the current IEP and placement are appropriate and have been put into place; that the scholar was able to understand the consequences of the behavior, and that the scholar could have controlled the behavior. Scholars with disabilities cannot be punished for behaviors that are related to, or are manifestations of their disabilities. If the IEP team decides that the scholar’s behavior was not related to the disability, the scholar’s placement may be changed for disciplinary reasons and the scholar may be subject to the appropriate disciplinary consequences for his or her actions.

Discipline of Students with an IEP

Scholars with IEPs are required to follow First Philadelphia's Code of Conduct, except as described below.

1. Instead of a Behavior Contract that a student without an IEP might be given, a scholar with disabilities, with the agreement of the IEP team, may be given a Positive Behavior Support Plan based upon a Functional Behavioral Assessment, or if such interventions are already in place, these should be revisited for possible revision.
2. A scholar with disabilities who receives special education services cannot be suspended for more than 10 consecutive days or 15 total days in a school year, unless his or her parent/guardian agrees or a special education hearing officer (appointed by the state, not the school system) approves such suspension.
3. In any case where the school, as a disciplinary measure, proposes to change a special education scholar's placement (exclusion from school for more than 10 consecutive school days or more than 15 cumulative school days or transfer to an alternative educational program absent "special circumstances" below), then within 10 days of any decision to change the placement, the relevant members of the IEP team, including the scholar's parent/guardian must conduct a manifestation determination to determine: (1) if the conduct in question was caused by or had a direct and substantial relationship to the scholar's disability; or (2) if the conduct was the direct result of the local educational agency's failure to implement the IEP. A formal invitation for the manifestation determination meeting will be sent to the scholar's parent/guardian stating the purpose; parent/guardian also will be provided with notice of procedural safeguards.
4. If the answer to both questions above is "no," the scholar may be disciplined as a regular education student including out-of-school suspension and/or permanent exclusion; * However, any alternative educational program must implement the student's IEP and as appropriate, the School must provide a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur. The parent/guardian has a right to request an expedited special education due process hearing to challenge the manifestation determination and/or any change in placement.
5. When a scholar with a disability is excluded for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern because the removals

cumulate to more than 10 school days in any one school year, a change in placement has occurred and a Notice of Recommended Placement/Prior Written Notice is required.

6. If the answer is “yes” -- to either the question whether the conduct in question was caused by or had a direct and substantial relationship to the scholar’s disability, or whether the conduct was the direct result of the local educational agency’s failure to implement the IEP -- then the IEP team must: (i) conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavior plan exists, review the plan and modify it as necessary to address the behavior; and (ii) return the student to the placement from which the student was removed, unless (a) the parent/guardian and the School agree to a change in placement; or (b) “special circumstances” in number (7) exist.

7. A special education scholar can be transferred to an alternative educational placement for up to 45 school days, regardless of whether or not the conduct was a manifestation of disability, if any of the following “special circumstances” exist: (i) the student brings or possesses a dangerous weapon* at school, to or from school, or to any school function, (ii) knowingly possesses, uses, buys, or sells a controlled substance other than a controlled substance legally possessed or used under the supervision of a licensed healthcare professional in school, at school, on school premises, or at a school function or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

*Change of placement for a scholar with a disability, on account of possession of a "dangerous weapon" at school, to or from school, or to any school function, means a weapon, device, instrument, material or substance that is used for, or is readily capable of causing death or serious bodily injury. However, in the case of a pocket knife, blades less than two-and one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a “dangerous weapon.”

8. While any decision to transfer a student must be discussed and is usually made by his or her IEP team, the school may ask for an expedited hearing conducted by a special education hearing officer to seek a 45-day interim placement, if the behavior has been determined to be a manifestation of the scholar’s disability and special circumstances do not exist, but the School believes that maintaining the current placement is substantially likely to result in injury to the student or others.

A parent/guardian also can ask for an expedited, special education due process hearing if he or she believes that the transfer or proposed change of placement is inappropriate. 9. First Philadelphia will hold a manifestation determination for scholars diagnosed with an

intellectual disability who are excluded for any amount of time. In other words, for scholars with an intellectual disability, a disciplinary exclusion for any length of time amounts to a change in placement, to trigger a manifestation determination.

Protections of “Thought to be Eligible” Students

If disciplinary procedures are brought against a student who has not been identified as being eligible for special education and related services, First Philadelphia Preparatory Charter School may impose an out-of-school suspension for up to 10 consecutive days and up to 15 total days in a school year, or recommend permanent exclusion, to the same extent that as for a non-disabled student for the same offense, provided, however, that:

1. The school did not have knowledge that the scholar was a scholar with a disability before the violation occurred; and
2. If an evaluation is requested after the violation occurs, the school must conduct the evaluation in an expedited manner and, in the event that a disability is found, then the process for manifestation determination is to be completed, the outcome of which will determine whether discipline may be imposed or if special education and related services will be initiated with parental consent.

First Philadelphia Preparatory Charter School will be deemed to have knowledge of a disability and the student is entitled to the procedures applicable to students with IEPs if, prior to the violation:

1. The parent/guardian expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the student that he or she may require special education and related services; or
2. The student's teacher and/or other school staff has expressed specific concerns about the student's academic and/or functional performance directly to the Special Education Coordinator or other supervisory personnel; or
3. The parent has requested an evaluation; or
4. The student has a 504 plan or the school is in possession of information indicating that he or she has or may have a disability which could have been a causal factor for his or her conduct.

First Philadelphia will not be deemed to have knowledge of a disability if:

1. The parent/guardian of the scholar has not allowed an evaluation despite the school's request; or
2. The parent/guardian of the scholar has refused services; or
3. The scholar has been evaluated and it was determined that he or she is not a scholar with a disability under the IDEA; or
4. No circumstances exist to establish that the School had or should have had knowledge of a disability that could have been a causal factor for the conduct in question.

Drug and Alcohol Policy

CONTROLLED SUBSTANCES: DRUG AND ALCOHOL ABUSE POLICY

We recognize that the abuse of controlled substances is a serious problem with legal, physical, and social implications for the entire school community. The schools will strive to eliminate this insidious problem from its Caring School Community, for the safety, health and well-being of all members in general.

For the purposes of this policy, the term “controlled substance” includes all of the following:

1. Any controlled substance prohibited by federal and state law
2. Any item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or that is used in a manner likely to induce others to believe the material is a controlled substance
3. Alcoholic beverages
4. Anabolic steroids
5. Drug paraphernalia
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products
7. Any substance that when ingested causes a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law, such as but not limited to products containing synthetic cannabinoids
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted.

Scholars are prohibited from using, possessing, distributing, selling or being under the influence of any “controlled substance” during school hours, on school grounds, at a school program or activity, or traveling to/from school. The Police will be notified promptly if a scholar is suspected of unlawfully possessing any “controlled substance” that is prohibited by federal or state law. If any such substance is seized, the suspected contraband will be turned over to the Police for analysis. If it is determined, after investigation, that a student is in possession of a

“controlled substance,” is under the influence of a “controlled substance,” did or attempted to use, distribute or sell any “controlled substance” during school hours, on school grounds, at a school program or activity, or traveling to/from school, then the school will take corrective disciplinary action for this egregious violation, up to referral for expulsion from the School (grades 6-12).

Harassment/Intimidation

All scholars shall have the right to a learning environment that is free from intimidation, harassment, and hostility. The forms of harassment that are prohibited may include, but are not limited to the following list:

- Verbal harassment such as derogatory comments, jokes, slurs, or threats.
- Physical harassment such as unnecessary or offensive touching, or impeding or blocking movement
- Visual harassment such as derogatory or offensive posters, cards, pictures, cartoons, graffiti, drawings, gestures, or symbols

Any individual who is found to be responsible for harassment or other prohibited discriminatory conduct shall be subject to appropriate discipline. The severity of the disciplinary action will be based upon the circumstances of the infraction and may result in suspension or expulsion (Grades 6-12).

Personal Electronic Devices

Personal electronic devices, including, but not limited to, iPods, iPads, MP3 players, recorders, cameras and electronic games may not be used while on school grounds. Scholars maintain the responsibility for properly securing their property. Personal electronic devices, including earbuds/earphones, which are used on school property will be confiscated and may be retrieved from the Dean or by a parent or guardian only. If this is a repeated offense, these items will be held by the Dean until the end of the school year. **The school will not assume responsibility for any lost, stolen, or damaged personal electronic devices.**

Scholar cell phones may not be seen or heard in the building at any time. This includes texting in any form, at any time. This also includes using the clock, camera, or calculator feature on a cell phone. Cell phones which are seen or heard will be confiscated and may be retrieved from the Dean or by a parent or guardian only. If this is a repeated offense, the cell phone will be held by the Dean until the end of the school year. **The school will not assume responsibility for any lost, stolen, or damaged cell phones or any other electronic devices.**

Sometimes, personal social media used by students, including off-hours use, may result in disruption at school and the School may need to get involved. All infractions outlined in the Discipline Code prohibiting negative and bullying communication apply to electronic communication as well.

It is understood that scholars attending school events such as sporting events and other activities may take photos or generate social media regarding the event. Unless prohibited, this use of social media is acceptable. It is important to note, however, that if such social media is used to bully, harass, intimidate or otherwise defame students, staff, or the school. The School may decide to take action regarding misuse of social media.

Recording and Reporting of Behaviors

The School keeps a record of all behavioral incidents and the resulting outcomes. These records are then kept in a locked filing cabinet. At any time, a parent or guardian may request their student's behavioral record. The request must be written and may be addressed to the Dean. The request will take between 24 and 48 hours to process. The parent/guardian must then come to the school to pick-up the records, as records will not be mailed or delivered via student backpacks. The Parent/ Guardian does have the right to appeal any information in the scholar behavioral record. To appeal the factual information (this is different from "not agreeing" with the decision), please write a letter addressed to:

The Disciplinary Committee of the Board of Trustees

Mail or deliver the letter to your Dean. This letter will then be forwarded to the School's Board of Trustees. Parents will be contacted by the committee within 48 hours regarding their appeal. All records will be redacted to protect the privacy of other scholars involved.

Search and Seizure Policy

Various types of school property including, but not limited to, lockers, storage bins and computer terminals are assigned to scholars for their convenience of storage or educational usage. School property remains the property of First Philadelphia Preparatory Charter School. School property is not to be construed as belonging to, or for the sole use of a scholar, even though he or she assumes full responsibility for the security of such property.

In the interest of maintaining an educational environment and providing for the health and safety of all scholars. First Philadelphia reserves the right, when necessary, for the CEO or designee to search, without a warrant, a scholar's his or her locker, purse, book bag or backpack, for school

computers, if there are reasonable grounds for suspicion that the scholar has violated or is violating state or federal laws, city codes, or school policies.

If a school official has reasonable suspicion that a scholar's locker contains illegal or unauthorized materials, the school may conduct a locker search upon notification to the scholar, who will be given the opportunity to be present during the search. When school officials have reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of scholars in school, the locker may be searched without prior warning.

Without notice or consent of the scholar or his or her parent, a scholar's person and/or personal effects (i.e., purse, book bag, backpack or athletic bag, electronic devices) or computer may be searched, whenever a school official has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized material, contraband, evidence of a crime or evidence of a violation of the school's rules and policies. Should a need arise to search a scholar, the search shall be conducted by a school official of the same gender as the student's.

Parents will be immediately contacted if a dangerous or missing item is found on or in the possession of their scholar. Also, parental presence will be required if there is good reason to believe that an item of importance or value may be concealed in such a manner as not to be revealed by the above search procedures.

If items of importance or value are missing and there is a reasonable chance they have not left a defined area, that area and persons in that area may be searched.

If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities for ultimate disposition. Additionally, illegal or prohibited materials seized during a search may be used as evidence against the student in a school disciplinary proceeding.

To Summarize:

Personal Searches - A scholar's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized materials.

School Computers - School computers and any data they contain remain under control of First Philadelphia and are subject to inspection at any time.

Locker Searches - Lockers may be searched if a school official has reasonable suspicion that the locker contains illegal or unauthorized materials. The scholar assigned to the locker will be notified, and opportunity to be present during the search will be given. When there is reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of scholars in school, the locker may be searched without prior warning or opportunity to be present during the search.

SOCIAL NETWORKING AND SOCIAL MEDIA POLICY

First Philadelphia Preparatory Charter School recognizes that many individuals, including scholars, have embraced social networking and social media as a fun and rewarding way to share one's life and opinions with family, friends and fellow scholars. "Social media" means any form of online posting, publication or presence that allows end users to engage in multi-directional conversations. Social media includes, but is not limited to, Facebook, Twitter, YouTube, blogs, wikis, Second Life, social bookmarking, document sharing and email.

Engaging in such activity, however, carries with it certain risks and/or responsibilities – even though performed away from school or using a computer or other device that was neither supplied by the school nor connected to the school network.

Although the school's regulation of student activities is generally confined to the boundaries of the school, while school is in session or during a school-based or school-sponsored activity, scholars and their parents/guardians must nevertheless be aware that inappropriate behavior at student activities can and will be given consequences by school staff, if warranted, even though the conduct occurred off school premises, not on school-time, through the use of a personally-owned computer or other device, and/or on a non-school-owned or operated Internet or social networking site.

The purposes of this policy are to provide clarity regarding prohibited use of social networking and social media which may be subject to punishment up to, and including expulsion (Grades 6 - 8), and to provide scholars and their parents/guardians with general guidelines for using social media.

Prohibited Use of Social Networking and Social Media

1. At no time during school or upon school premises, whether using school computer equipment or a personal computing device brought to school, may scholars access any social networking site unless specifically authorized to do so by the scholar's teacher for a legitimate educational purpose.
2. Unless specifically authorized by the administration, no scholar may represent himself or herself as a spokesperson for or on behalf of the school.

3. **No electronic communication between any scholar and any teacher is allowed through any social networking site.** Allowable electronic contact between scholars and teachers shall be confined to Email on the school's network, and only for a legitimate educational or school-business purpose.
4. Just as the school does not tolerate bullying, cyber-bullying, intimidation, harassment, obscene or derogatory language, etc., the school also will not tolerate any student's misuse of social media -- regardless of the location of the conduct, or occurrence after school hours -- if the conduct threatens another school community member, amounts to bullying and/or harassment, or otherwise substantially disrupts the school or adversely affects another member of our Caring School Community. *First Philadelphia Preparatory Charter School thus prohibits and may legitimately regulate and punish off-campus behavior (including misuse of social networking or social media) that creates a foreseeable risk of reaching school property or impacting the school environment and which causes a material and substantial disruption or interference with the school's work, operation or discipline, or substantially collides with or invades the rights of others to be secure and to be let alone.*

Accountability

The potential sanction for a violation of the school's Social Networking and Social Media Policy is dependent upon the nature of the posting and the severity of the offense. If the posting constitutes a serious offense such as, but not limited to, bullying or cyberbullying, harassing or intimidating any member of the school community, or threatening scholars or school personnel with assault then the appropriate consequence may be imposed, including long-term out-of-school suspension, expulsion (Grades 6 - 8) and/or referral to law enforcement officials.

General Guidelines for Students Using Media and Social Networking

- **Consult the Family Guidebook.** Be aware that all existing policies and behavior guidelines extend to school-related activities in the online environment as well as on school premises.
- **Be respectful.** Remember that you are a member of a "Caring School Community" with responsibility for behaving in a manner that helps promote a school environment that is caring, nurturing, safe, orderly, and conducive to learning and personal and social development. Scholars are a diverse group of people with many different backgrounds, customs, viewpoints and beliefs. Communications which are pornographic, racist, threatening or bullying are never appropriate. Broad generalizations ("all teachers ..."; "all Scholars ...") are almost never accurate.

● **Be reflective.** Think before you post online. If you are upset or angry, take time to cool down. Read, then Reply. Do not skim statements and respond. Try to understand the thoughts of another before you comment on them.

• **Be wise.** People often share too much information electronically. Those who reveal the names of their pets, parents, or other details may give hackers the clues to passwords. Information about planned vacations can be used by burglars. Think about how information can be used and misused.

• **Do not hack.** Never access someone else's identity or account, or restricted sources of information.

• **Contact someone immediately,** such as your parents, School Administration or the police, if you are threatened, harassed or bullied.

Guidelines for an online presence

• Exercise good judgment. Think about the type of image that you want to convey when posting to social networks and social media sites. How you represent yourself online should be comparable to how you wish to present yourself to others, consistent with the purpose and mission of the school.

• Be transparent. Do not misrepresent who you are. Never assume another's identity.

• Be cautious how you set up your profile, bio, avatar, etc. The same guidelines apply to this information as well as the substantive content you post. Do not post on blogs, wikis or other social media any identifying personal information such as full names, addresses or phone numbers.

• Keep confidences. Respect the power of public media, and do not violate the privacy of others. Social media may seem private, but it is highly public and durable. What you post will be viewed and archived permanently online once you hit the "publish" button.

• Do not threaten, harass or bully others using social media. You are responsible for your statements and can be held personally accountable by the school and subjected to discipline under its Code of Conduct, as well as criminally or civilly liable for your statements.

• Use appropriate language. Threatening, derogatory, obscene, insulting, inflammatory or bullying language is never appropriate.

- Be factual. Add to the information available to others, and provide value. Think about what you have to offer, whether it is thoughtful, relevant and based in fact. Do not Spam. Meaningless messages, mass messages or repetitive messages are not appropriate.
- Do not plagiarize. Do not copy the work of others. Follow copyright law. Whenever quoting or relying on another's work, give proper citation to your source. Develop and write your own thoughts.
- Be aware that photographs taken by professional photographers cannot be scanned and used on the Internet without the photographer's permission -- even if they are photos of you and for which you paid. It is not uncommon for photographers to seek compensation for "digital rights" to photos. When uploading digital pictures or avatars that represent yourself, be sure you select a school- appropriate image. Do not utilize protected images.
- Accept responsibility. If you make a mistake, correct it quickly. If someone correctly points out that you made a mistake, own up to it. Apologize, if an apology is owed.
- Write well. When posting to social networking or other social media sites, your comments convey a public image of you. Therefore, express yourself effectively. Use proper grammar, capitalization and punctuation. Check spelling avoid slang and excessive abbreviations.

General Guidelines for Parents/Guardians

- **Discourage rumors.** Do not rely upon or pass on unsubstantiated information or gossip. If information seems unlikely or inflammatory, when in doubt, go directly to the source.
- **Respect confidentiality.** Many issues involving other families and students, or personnel issues, are legitimately confidential.
- **Raise and debate issues constructively.** Schools often face legitimate controversies. The school respects and solicits parent/guardian voices in addressing such issues. You are invited and encouraged to raise your concerns with the school's Administration and/or through attending an open meeting of the Board of Trustees and participating in the "public comment" session of the meeting.

GOOD SPORTING CONDUCT

First Philadelphia Preparatory Charter School believes that athletic competition should be a positive and safe experience for everyone involved, conducted in an environment that cultivates values and ethics, strengthens the community, promotes competition without conflict and enriches the lives of scholar-athletes and all individuals involved. In order to promote core values such as discipline, fairness, responsibility, trustworthiness and citizenship, all participants, including players and spectators, are expected to exhibit good sporting conduct during athletic events and all activities relating to athletic events.

Student-Athletes in exhibiting good sporting conduct shall:

- Understand and follow the rules of the sport;
- Recognize skilled performance of others, regardless of team affiliation;
- Demonstrate respect for teammates, opponents, coaches and officials;
- Respect the judgment of officials and accept their decisions;
- Refrain from antics, taunting opponents, using insulting language or any other negative behavior;
- Be modest when successful and gracious in defeat;
- Recognize that their conduct reflects strongly on their schools; and
- Follow all school Discipline Policy rules pertaining to conduct on school property or during activities that are related to school events.

Spectators attending athletic events shall:

- Realize that the main purpose of the competition is the play of the game and that the role of the spectator is one of support;
- Show positive support to the teams and players;
- Show compassion for injured players, regardless of which team they are on;

- Refrain from angry or abusive language, including heckling, taunting or insulting players, officials, coaches or other spectators;
- Refrain from negative or harmful actions;
- Follow all school Discipline Policy rules pertaining to conduct on school property or during activities that are related to school events.

Disciplinary Accountability

School athletic events are school activities that are part of the educational program. Appropriate behavior by spectators provides a positive model for scholars and contributes to the value and educational purposes of athletic activities. Conversely, negative comments and unsportsmanlike behaviors are damaging to the purposes of athletic activities. School Administration, officials, and coaches have the authority and discretion to remove any scholar-athletes or spectators who do not comply with these rules of sporting conduct. At the discretion of School Administration, any violation of this Policy by any scholar may result in disciplinary consequences consistent with the Discipline Code of Conduct.

STUDENTS AND THE POLICE

First Philadelphia Preparatory Charter School recognizes their responsibility both for the protection of the legal rights of its scholars and for notification to parents/guardians of matters affecting those rights. Whenever the school has reasonable suspicion that a student has committed a criminal act, the Administration will promptly notify the Police.

The CEO and/or Principal shall permit properly identified Police, Court, or law enforcement officers to interview students on school premises. When Police request permission to interrogate a scholar at school, the CEO and/or Principal shall make a record of the name(s) of the scholars; the name and badge number of the officer; the purpose of the interview; and, the date and time of the interview and so inform parents and/or guardians.

Unless instructed otherwise by the Police, whenever a scholar is interrogated within the confines of a school building, the CEO, Principal or his/her representative shall be present throughout the proceedings. A female member of the staff shall be present when female students are interviewed.

When the Police request permission to arrest a scholar at school, the CEO and/or Principal shall attempt to inform the scholar's parents. The CEO and/or Principal must also request the arrest warrant and inspect it.

No scholar shall be released to Police authorities without proper warrant, appropriate evidence or written parental permission, except in the event of emergency or for the protection of life or property as determined by the CEO and/or Principal.

SUSPENSION HEARINGS AND EXPULSIONS

Suspensions

- Prior to suspension of K-2 grade scholars, the principal must review the incident to ensure that all progressive options have been explored. Scholars in K-2 will only be suspended for behaviors that are violent. For repeated violations and tantrums students will be referred to the MTSS process. It is preferred that K-2 scholars be referred to a counselor to discuss appropriate behavioral or behavioral health support.
- See the Behavior Grids for conditions for suspension and expulsion applicable to each.
- First Philadelphia will not suspend any scholar unless his or her conduct was violent and/or materially disrupted the health, safety, welfare, or education of another scholar or the school community.
- No scholar may receive a suspension unless the scholar has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- Communication to the parents or guardians shall follow the suspension action taken by the school.
- When the suspension exceeds 3 consecutive school days, an informal hearing with the principal shall be offered to the scholar and the scholar's parent or guardian within the first 5 school days in accordance with the procedures relating to hearings.

Conditions for Suspension

1. The CEO, Principal, Dean will meet with the scholar prior to the suspension and discuss the reasons for the suspension. The scholar is to be offered an opportunity to explain the circumstances surrounding the event for which he/she is being suspended.
2. A suspended scholar is to be retained in the school building under supervision until the end of the school day, unless released to parents, guardian, or other responsible adult. Every effort should be made to establish immediate contact with the responsible adult.
3. Scholars are permitted to make up examinations while under suspension.. Scholars who are suspended must make up missed assignments. Scholars will be provided with assignments to perform at home.

Procedure for Suspensions

1. Written notification that the scholar has been suspended is to be forwarded to the parent on the day that suspension is initiated. The notice must contain the following information.
 - The reasons for suspension as provided in the Code of Student Conduct
 - The number of days of suspension
 - The reinstatement date of Scholar
 - The date, time, and place for the parental conference.
2. Parents/Guardians will receive a request to come to school for a reinstatement conference as a result of a suspension. The purpose of this conference is to discuss ways by which future offenses can be avoided, as well as to discuss behavioral interventions that are available to support scholars. Parents/Guardians are expected to attend the conference during the scheduled reinstatement date and time. In the event that a parent/guardian is unable to keep the appointment, the parents should call the Dean to reschedule the reinstatement meeting.
3. Parents/Guardians receive a request to come to the main office to pick up missed schoolwork and assignments. Parents/Guardians are encouraged to call the main office to coordinate the exchange of schoolwork and assignments.
4. A scholar who does not return to school on the reinstatement date is to be taken off the suspension list and handled as an absentee. The usual procedures are to be followed to encourage the scholar's return to school.

Statement of Purpose of Suspensions

1. The use of suspension is for the engagement of parents/guardians in the remediation of a problem.

2. It offers an opportunity for scholars to reflect on choices and align future behaviors with the school norms.
3. It immediately diffuses a situation when the final resolution is not yet assured.
4. It is a forthright display of the dissatisfaction of the school with the behavior of the scholars.

Due Process and School Hearings

Education is a statutory right, and scholars must be afforded all appropriate elements of due process if they are to be excluded from school, whether by suspension or expulsion. In a case involving a possible expulsion, the scholar is entitled to a formal hearing, which is a fundamental element of due process. In addition, any scholar who is suspended for longer than three consecutive school days shall be entitled to an informal hearing.

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

- The informal hearing is held to bring forth all relevant information regarding the event for which the scholar may be suspended and for scholars, their parents or guardians, and school officials to discuss ways by which future offenses might be avoided.
- The following due process requirements shall be observed in regard to the informal hearing:
 1. Notification of the reasons for the suspension shall be given in writing to the parent/guardian and the scholar.
 2. Sufficient notice of the time and place of the informal hearing shall be given.
 3. A scholar has the right to speak and produce witnesses on their own behalf.
 4. A scholar has the right to question any witnesses present at the hearing.
 5. The school shall offer to hold the informal hearing within the first 5 days of the suspension.

Formal Hearings for Expulsions: A formal hearing is required in all expulsion actions. This hearing may be held before the Board of Trustees, a Disciplinary Sub-Committee of the Board, or a qualified hearing examiner appointed by the Board. A majority vote of the entire school

Board is required to expel a scholar. The following due process requirements are to be observed with regard to the formal hearing:

1. Notification of the charges shall be sent to the scholar'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 scholar and hearing procedures shall be included with the hearing notice. A scholar may request the rescheduling of the hearing when the scholar demonstrates good cause for an extension.
3. The hearing shall be held in private unless the scholar or parent/guardian requests a public hearing.
4. The scholar 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 scholar has the right to be presented with the names of witnesses against the scholar, and copies of the statements and affidavits of those witnesses. *
6. The scholar has the right to request that any such witnesses appear in person and answer questions or be cross-examined. *
7. The scholar has the right to testify and present witnesses on his own behalf.
8. A record must be kept of the hearing, either by a stenographer or by tape recorder. The scholar is entitled, at the scholar's expense, to a copy of the transcript. A copy shall be provided at no cost to a student who is indigent.

*If the Administration feels that this would be harmful to the scholars involved, we will require written statements in lieu of appearance.

The formal hearing usually occurs before completion of the 10th day of suspension, but must be held within 15 school days of the notification of charges, unless a longer time period is 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.

Notice of the right to appeal the results of the formal hearing will be provided to the scholar with the expulsion decision. If a scholar is expelled, his or her parent or guardian has thirty (30) days to find another educational program.

Terroristic Threats

First Philadelphia Preparatory Charter School recognize the danger that terroristic threats by scholars present to the safety and welfare of scholars, staff and community, even if the result is fear or disruption without physical injury. Therefore, First Philadelphia Preparatory Charter School will tolerate any such conduct by any scholar, which is prohibited. “Terroristic threat” is defined as a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience. Any scholar who is determined, after investigation, to have engaged in such conduct, alone or having any part thereof, shall have committed the egregious offense of “terroristic threat.” If committed by any student, he or she may be recommended for expulsion.

Tobacco Use

First Philadelphia Preparatory Charter School recognizes that tobacco use by scholars poses a health and safety hazard which can have serious consequences for both users and nonusers, and the safety and environment of the school. “Tobacco use” includes the use and/or possession of a lighted or unlighted cigarette, cigar, and pipe; other lighted smoking products; smokeless tobacco in any form; and paraphernalia associated with tobacco use such as rolling papers, matches, and lighters. “Tobacco use” by scholars is prohibited at any time in a school building or any property, facility, bus or other vehicle owned, leased or controlled by the school or by a third-party on behalf of the school and its scholars. Any scholar who is determined, after investigation, to have committed the offense of “tobacco use” will face appropriate disciplinary consequences.

Weapons

Possession of weapons in the school setting is a threat to the safety of scholars and staff and is prohibited not only by law.

The term “weapon” shall mean any object, device, or instrument designed as a weapon or capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury. This definition includes, but is not limited to: any firearm, bb gun, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agent such as pepper spray or mace; laser pointer; stun gun; incendiary device; any other tool, instrument or object used or intended to be used to inflict serious bodily harm to another. The term “weapon” shall also include any simulated, replica, toy, or look-alike weapon.

Scholars are prohibited from possessing any weapon on the way to or from First Philadelphia Preparatory Charter School, while on school property, while attending any school-sponsored activity, and/or while on any public vehicle providing transportation to school or to a school-sponsored activity, including SEPTA.

A scholar is regarded as in possession of a weapon when the weapon is found on the person of the scholar; in a scholar’s designated storage space; or under the scholar’s control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the scholar is coming to or from school or a school-sponsored activity.

Being in possession of a weapon is not limited to using it or intending to use it. Merely carrying the weapon, keeping it in one's designated storage space, locker, backpack or purse, or even holding it for a friend, is sufficient to be charged with this offense.

Required Expulsion Hearing for Weapons Possession Under Act 26

Act 26 (24 P.S. Section 13-1317.2) is a Pennsylvania law which **requires** the expulsion hearing of any scholar who possesses a weapon on school property, at a school function, or going to or from school. The definition of weapon under Act 26 is “any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury,” and therefore may include box cutters, pen knives on key chains or other common household items.

Act 26 additionally requires the school to notify the Police upon discovery of any weapon covered by the Act.

Any scholar who violates this weapons policy, which is an egregious offense, will be subject to a referral for expulsion, which constitutes the appropriate disciplinary consequences. However, the

CEO may, after a hearing, decide to allow the scholar who brought a weapon to school to remain in school.

Definitions for Terms found Within the Code of Conduct

Act 26: Pennsylvania State Code referring to a weapons violation. Please see a copy of Act 26.

Aggravated assault: An intentional act that causes serious physical harm or creates a substantial risk of serious physical harm to another student and/or school community member.

Alteration of grade reporting, excuse notes, and/or school documents: Scholars who, with the intent to deceive, alter grade reports, excuse notes, or official school documents.

Behavior Success Plan: A scholar may be placed on a Behavioral Success Plan when they display repeated behaviors. These behaviors may be classified Tier 1 or Tier 2 and may or may not result in consequences. The purpose of a Behavioral Success Plan is to give the scholar additional support to experience success in the school environment. This is not a punitive consequence.

A Behavior Success Plan will be created by a TEAM. This team will include the Parent/Guardian, Dean of Scholars, Counselor/Social Worker, Homeroom teacher, possible other teachers and the scholar.

This Plan will include a:

- Behavior modification plan to be completed by each of his/her teachers.
- Daily check-in with Dean and/or Counselor
- Weekly meeting with the Counselor and/or Social Worker
- Additional supports as suggested by the team
- Daily communication between home room teacher and parent
- Weekly phone call check-in with parents
- Bi-weekly parent/guardian meeting with Dean

The behavioral success plan will be revisited bi-weekly until the school decides the scholar is ready to graduate from the plan. Transitioning from the Behavioral Success Plan will be gradual and will vary for each scholar.

Breaking and entering school property: Scholars who enter any property owned or utilized by First Philadelphia Preparatory Charter School or by any vendor under contract to either through force (as minimal as pushing open a door) and without authorization.

Bullying, Cyberbullying, Cyber Harassment and Hazing: See Expanded Definition.

Cheating: To violate rules dishonestly. The consequence may include one or more of the following: loss of grade for the academic activity, loss of grade for the semester, mandatory summer school, or suspension (Grades 5-8).

Destruction and/or theft of property (less than \$500): Willful and malicious acts of damage or defacement to school property, personal property, including but not limited to graffiti, school pranks that cause a major disruption, or arson.

Destruction and/or theft of property (totaling \$500 or more): Scholars who intentionally damage, deface, or take school property or personal property without permission. Damage or defacement includes graffiti, school pranks that cause a major disruption, and arson.

Detention: Consequence that may be assigned by a Dean or a teacher for repeated minor incidents and/or a major incident. The Dean will contact parents 24 hours in advance in advance to inform them about the detention. Parents/Guardians must arrange transportation for the scholar.. Scholars who do not attend detention will be subjected to disciplinary action.

Disciplinary Referral Form: Form used by staff to record major or repeated minor behavioral incidents (see Tier 2 incidents table). When a scholar is sent to the Dean's office, they will be accompanied by a Discipline Referral Form. A copy of the discipline referral form is available from the Dean..

Dress Code Violation: Any scholar in grades 3-12 who does not ARRIVE to school in the approved First Philadelphia Preparatory Charter School, and/or does not comply with the Dress Code throughout the length of the school day will receive a logical consequence. The parent may be contacted to bring appropriate Dress Code attire or the scholar may be loaned appropriate Dress Code attire (if possible). If the scholar continues to dress out of code, a parent meeting will be required. Please note that this consequence will NOT apply to scholars whose parents/guardians contact the school about special circumstances regarding the reason for the dress code violation. Certain clothing items worn in school in violation of the dress code will be confiscated. This item will be returned at a later time.

Extortion: Scholars who obtain money, property or services from other scholars and/or school community members by expressed or implied threat of force.

Fight: Taking part in a physical struggle. Both parties involved will receive consequences. "Hitting Back" will be considered fighting. Scholars are expected to walk away from physical altercations and get help from the nearest staff member.

Forgery of administrator, teacher, or parent's/guardian's signature or cheating: Scholars who reproduce the signature of another with the intent to deceive or who cheat on any school assignment or test with the intent to copy work that is not their own.

Harassment (including Sexual Harassment): See Expanded Definition.

Impairment: Demonstrating physical signs of concerning behavior including but not limited to slurred speech, loss of balance, irritated eyes, a suspicious odor, or lethargy.

Inappropriate Touch: Unwarranted or unwanted touching of a scholar, personally or with an object

Inappropriate use of an electronic device: Including but not limited to sexting, videotaping fights, videotaping someone in a place where they have an expectation of privacy, or posting videos of inappropriate student conduct to a social media site that affect the school community in a negative manner.

Incident Report: Form used by staff to record major or repeated minor behavioral incidents (see Tier 1,2, and 3 incidents table). When a scholar is referred to the Dean's office, the teacher will be required to document the behavior on an incident report.

Instigation and/or participation in a group assault: Scholars who initiate or antagonize, by verbal, written, or physical act, a simple or aggravated assault (as defined in this section) by multiple scholars on one or more other scholars. This does not refer to a Mutual Fight as defined in this section, but a physical confrontation in which one or more students can be determined to be the aggressor.

Intimidation: Scholars who induce fear or a sense of inferiority in another student and/or school community member.

Logical Consequence: Defined (by Ruth Charney, Teaching Children to Care) as: reasonable and respectful, neither punishment nor permission. The consequence will help scholars assume responsibility through structured learning opportunities and the opportunity to try again.

Manifestation Determination: A Manifestation Determination is a process, required by the Individuals With Disabilities Education Act (IDEA 2004), which is conducted when considering the exclusion of a student with a disability that constitutes a change of placement.

Mutual fighting (without serious bodily injury): If one or more scholars are engaged in a physical confrontation in which, after an investigation is conducted, it is unclear which scholar is the aggressor and which scholar is the victim.

Mutual fighting (with documented serious bodily injury): When one or more scholars engage in a physical confrontation in which it is unclear which scholar is the aggressor and which scholar is the victim. Serious bodily injury means bodily injury that involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of a body part, organ, or mental faculty

Out of Bounds: To be away from the school, teacher, or classroom without direct permission. All scholars must have a pass at all times to travel through the hallways during non-transitional periods. Consequences will be assigned on an individual basis and will depend on the reason for a scholar being Out of Bounds.

Play Fighting/Roughhousing: Taking part in aggressive physical play that simulates a fight. Play fighting is considered to be dangerous as scholars often become injured or the play fighting escalates into a real fight. It is important to understand that for the safety of all scholars play fighting is not allowed under any circumstances. This would also include “Birthday Punches” and “Two-for-Flinching” type games.

Possession of alcohol and/or drugs: Controlled substances and illegal substances, as well as “look-a-likes”, which are defined as any substance that, by appearance, representation, or manner of distribution, would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

Possession and/or use of fireworks, incendiary devices and/or explosives: Scholars who have physical control over (including contained within the student's clothing, locker, or bag) fireworks, incendiary devices, bombs, firecrackers, bombshells and/or other explosives.

Possession or use of tobacco or electronic smoking devices: Scholars shall not use or possess tobacco or any electronic smoking device in school buildings, school buses, or on any school district property. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping kits, and hookah.

Possession of a weapon: See Act 26.

Profane or obscene language or gestures: Scholars who curse, use sexually explicit language, or gestures.

Reckless endangerment: Taking any action that creates a substantial risk such that serious bodily harm could result to any person. These include, but are not limited to, use of weapons of any kind for any purpose, jeopardizing the physical or emotional safety of oneself or another, or throwing objects, (i.e. snowballs).

Reinstatement: A meeting held to restore the scholar to active standing.

Robbery: Taking or attempting to take the property of another scholar or school community member by force, threat of force, or by putting the victim in fear.

Self Defense: Self Defense applies only to those situations where a scholar could not walk away. Self Defense is NOT reacting to being hit or kicked. "Hitting Back" is not considered self-defense. Scholars are expected to walk away and get help from the nearest staff member if at all possible.

Sexual act (consensual): Scholars who expose or touch their own genitals, breast, or buttocks or those sexual parts of another person, engage in intercourse, oral sex, or simulated sex with the consent of witnesses and/or other participating scholars.

Sexual act (non-consensual): Scholars who touch their own genitals, breast, or buttocks or those sexual parts of another person, engage in aggressive sexual behavior, intercourse, oral sex, or simulated sex without the expressed consent of witnesses and other participating scholars (including compelling or forcing another to engage in sexual conduct).

Simple assault on a school community member: Scholars who intentionally and without provocation, hit, punch, or kick a school community member.

Student Intervention Program: The Multi-Tiered Student Support (MTSS) is designed to assist teachers with identifying behavioral, academic, or attendance concerns that pose a barrier to a scholar's success. This process is designed to provide Tier 1, Tier 2, and Tier 3 interventions to provide academic and socio-emotional support for scholars.

Teasing: To upset or annoy by taunting or making fun of another scholar. Teasing is a "one time" occurrence. Teasing that occurs on more than one occasion and/or becomes a patterned behavior is considered bullying.

Threatening students/staff with aggravated assault: Scholars who threaten, using aggressive verbal or written language or gestures, communicate a terroristic threat, an act that causes serious physical harm or creates a substantial risk of serious physical harm to another scholar and/or school community member.

Under the Influence: Having any detectable amount of alcohol or a controlled substance in your system and/or showing physical manifestations of being under the influence.

[1] No student shall be issued out-of-school suspension unless his or her conduct was violent and/or materially disrupted the health, safety, welfare, or education of another student or the school community.

Special Education and Related Services

SPECIAL EDUCATION AND RELATED SERVICES

First Philadelphia Charter School provides a full continuum of services to students with disabilities who qualify for Special Education or related services. These services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, learning support, emotional support, and autistic support.

If you are concerned about your student's academic, social or behavioral performance or their progress in school, please speak to your student's teacher about your concerns. As a school, we monitor our student's academic, social and behavioral progress closely. When you are working on your student's academics at home it is important to note that there may be a problem if your student's reading level is more than one year below grade level, if your student has memory retention issues, or an inability to remain on task and complete assignments. If you believe that your student may have special needs, please contact the Special Education Coordinator to discuss the options that the school can offer.

Annual Public Notice of Special Education Services and Programs

Each charter school and school district, along with other public education agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all students who need and may need special education and related services or other accommodations because of a student's disability. This notice, highlighting special education services and identification activities and procedures, is to help find these students, offer assistance to parent/guardians, and to describe their rights concerning confidentiality of information which is maintained not only during the identification process, but also throughout students' enrollment at First Philadelphia Preparatory Charter School (FPPCS). FPPCS performs identification activities in order to locate not only these exceptional students, but also protected handicapped students and mentally gifted ones, so that all students enrolled at FPPCS are provided with suitable programs and services.

Identification Activities (“Child Find”)

“Child Find” refers to identification activities performed by public education agencies such as charter schools to identify, locate, and evaluate students who are suspected of having a disability that may interfere with their learning, unless special education programs and related services are provided, in accordance with the federal Individuals with Disabilities Education Act and corresponding federal and state regulations. The purpose of locating such students is so that a free, appropriate, public education (FAPE) can be made available to them, regardless of the severity of their disability.

The types of disabilities that, if found to cause a student to need services, are:

- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment due to chronic or acute health problems
- Specific learning disability
- Speech and language impairment
- Traumatic brain injury
- Visual impairment including blindness

The identification activities, which are sometimes called screening activities, may include: review of group data (i.e., cumulative records, enrollment records, health records, and report cards), conducting hearing and vision screening, assessment of the student’s academic functioning, observation of the student displaying difficulty in behavior, and determining the student’s response to attempted remediation. Input from parents/guardians is another information source of identification.

Though scheduled annually, screening activities at FPPCS also occur in an ongoing fashion throughout the school year. FPPCS annually evaluates the effectiveness of its screening process.

Once a student is identified for suspected disability, he or she is evaluated by FPPCS, but only if the parent/guardian has given written permission to proceed with the evaluation process. Regardless of screening activities, at any time that parents/guardians feel that their student may qualify for special education, they may initiate testing procedures by forwarding a written statement stating the parent/guardian's concerns about the student, and that the parent/guardian wishes for the student to be tested. Verbal requests may be presented to administrators and staff, but should be followed up in writing as well. Before

FPPCS may proceed with an evaluation, it must notify the parent/guardian of the specific types of testing and assessment proposed and of the parent's/guardian's rights, which are fully explained and contained in Procedural Safeguards. A copy of Procedural Safeguards must be given to parents/guardians once a year and in certain circumstances, including initial referral or parent's/guardian's request for an evaluation. Once parent/guardian has given necessary written permission to enable FPPCS to commence evaluation testing, FPPCS has sixty (60) school days to complete the evaluation process. If FPPCS denies a request from a parent/guardian for an evaluation, the parent/guardian has the right to challenge the denial through an impartial hearing or voluntary alternative dispute resolution.

After the evaluation is completed and a report is prepared, a meeting will be held to discuss the results. If the student qualifies for special education and related services, the parent/guardian has the right to offer input into the educational programming and annual goals to be developed for his/her student. Together as a team, FPPCS and the parent/guardian determine the type and intensity of special education and related services according to particular student needs. Tailored to the student's unique needs, the educational program is described in writing in an individualized education program or "IEP," after joint development by an IEP team consisting of educators, parent/guardian, and other persons with special expertise or familiarity with the student.

Public schools including FPPCS must reevaluate school-age students receiving special education services every three years, though students with intellectual disabilities are reevaluated every two years. By agreement of the IEP team, including the parent/guardian, a reevaluation may be waived in some cases; however, waivers are not allowed in the case of a student with intellectual impairment.

Any parent/guardian wishing to initiate an evaluation may forward a written request with a statement of concerns or oral request to the Special Education Coordinator or persons listed in this notice.

Other Identification Activities Included in ("Child Find")

FPPCS' Child Find Identification activities extend to homeless students, wards of the state, highly mobile students including migrant students, and students with disabilities enrolled by their parents/guardians in private schools necessary to provide them with equitable services.

Child Find activities are also conducted for students with a disability who may not need special education, but who may be eligible for services or accommodations under Section 504 of the Rehabilitation Act of 1973 and companion federal and state regulations. Parents/guardians who believe that their student may be eligible for disability

accommodations in school may submit, at any time, a written request with a statement of concerns to the Special Education Coordinator or any person listed in this notice.

FPPCS engages in screening activities to identify students who may be mentally gifted, and uses the data generated during regular classroom instruction to determine whether a Gifted Multidisciplinary Evaluation (GMDT) is warranted. Parents/Guardians may request gifted screening or a GMDT evaluation at any time, in writing to the Special Education Coordinator or any person listed in this notice.

Signs of Potential Developmental Delays and Other Risk Factors that Could Indicate Disability

Students develop at their own pace, and the rate of normal development varies by the individual student. However, it is helpful for parents/guardians to be aware of signs of potential developmental delays or other risk factors that could indicate disability -- and need for evaluation and/or support and services in school -- particularly if, when compared to other students of the same age, problems are noticed in one or more areas of physical development, gross motor skills, cognitive development, communication development, social and emotional development and adaptive skills:

- Speech or Language Skills -- involving ability to express and receive information at age-appropriate levels
- Cognitive Skills -- involving ability to learn, solve problems and remember tasks
- Gross Motor Skills -- involving ability to use the large muscle groups that assist in walking, running, standing, sitting, changing positions and maintaining balance and coordination
- Fine Motor Skills -- involving ability to grasp, pinch and eat and dress
- Social and Emotional Skills -- involving ability to interact with others, understand social rules, demonstrate social reciprocity and self-regulation
- Adaptive Behavior -- involving everyday skills for functioning such as bathing, dressing, grooming, feeding one's self or performing age-appropriate skills independently

Risk factors for developmental delay are genetic, environmental or a complex mix of factors.

Questions or concerns, as well as written requests for an evaluation, may be directed at any time to the Special Education Coordinator or any person listed in this notice.

Confidentiality of Information

FPPCS maintains records concerning all students enrolled in the school, including students with a disability or suspected of having a disability, in accordance with state law and federal law, namely, The Family Educational Rights and Privacy Act ("FERPA"). Confidentiality requirements applicable to use of information pertaining to disabled students apply equally to gifted students.

Identification activities undertaken by FPPCS for a particular student constitutes an education record for him or her that FPPCS maintains in the strictest confidence, as it does for all other education records that contain confidential and personally identifiable information. FERPA serves to protect education records and personally identifiable information such as the student's name, the name of the parent/guardian or other family member, the address of the student or family, student number or biometric record, indirect identifiers such as the student's date of birth or mother's maiden name, or a list of characteristics or other information that would make the student's identity easily traceable.

FPPCS will gather information regarding a student's academic, intellectual, physical, mental, emotional and health functioning through testing and assessment, observation of the student, as well as through review of any records made available to the school from the student's physician and/or other providers of services such as any outside agencies.

FPPCS stores all education records and personally identifiable information of students receiving special education services, disability accommodations or gifted services in such a way as to protect the confidentiality and integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention. These safeguards are assured by one school official being responsible for ensuring the confidentiality of the records. Training is provided to all persons who need to use the information. A current list of employees by names and positions who may have access to the information is maintained for public inspection.

Consent of the parent/guardian is required before personally identifiable information contained in a student's education records is disclosed to anyone other than officials of the school collecting or using the information for purposes of identification activities and evaluation, or for any other purpose in order to make available FAPE to the student. School officials have a legitimate educational interest in the education record if review of the education record is necessary in order to fulfill their professional responsibility. Additionally, upon request, FPPCS discloses records without consent to officials of another school or school district in which a student seeks or intends to enroll.

Parents/guardians have a number of rights regarding the confidentiality of their student's records, including the right to inspect and review any education records pertaining to their student that are collected, maintained or used by FPPCS. FPPCS will comply with a parent/guardian's request to review the records without unnecessary delay, and before any meeting regarding planning for a student's special education program or Individual

Education Program (IEP), and before a hearing in the event of disagreement about a student's special education needs. In no event may FPPCS take more than 45 days to furnish a parent/guardian with the opportunity to inspect and review the student's records.

A parent/guardian of a student with, or suspected of having, a disability, has the right: to an explanation of the records; to be provided with a copy of the records if otherwise the parent/guardian would be effectively prevented from exercising the right to inspect and review the records; and to have a representative inspect and review the records upon authorization of parent/guardian.

FPPCS will not charge a fee to search for or to retrieve information in response to a request from parent/guardian. FPPCS may charge a fee of \$0.10 per page for copies of records that are made for parents/guardians, so long as the fee does not effectively prevent them from exercising their right to inspect and review those records. Upon request, FPPCS will provide parent/guardian with a list of the types and location of education records collected, maintained or used by FPPCS.

A parent/guardian of a student with, or suspected of having, a disability has the right to request the amendment of the student's education records, which the parent/guardian believes are inaccurate or misleading, or violates the privacy or other rights of the student. FPPCS will decide whether to amend the records within a reasonable time of receipt of a parent/guardian's request. If FPPCS refuses to amend the records, the parent/guardian will be notified of the refusal and right to a hearing. The parent/guardian will be given, at that time, additional information regarding the hearing procedures. Upon request, FPPCS will provide the parent/guardian with a records hearing to challenge information in the student's education files. If, as a result of the hearing, FPPCS still decides not to amend the record, the parent/guardian has the right to insert a statement which remains with the contested part of the student's record for as long as the record is maintained. These amendment procedures under FERPA cannot be used to challenge a grade, an individual's opinion, or a substantive decision made by FPPCS about the student.

Once a student graduates from or leaves FPPCS, FPPCS will maintain a permanent record of the former student's name, telephone number, grades, achievement, attendance, classes attended, grade level completed and year completed, without time limitation. When information gathered is no longer needed to provide educational services to the student, such information shall be destroyed upon request of the parent/guardian or after written notice to the parent/guardian.

FPPCS will ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and his/her family. No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists.

When a student reaches age 18, the rights of the parent/guardian regarding confidentiality of personally identifiable information is transferred to the student. A parent/guardian may file a written complaint alleging that the rights described in this notice were not provided to the following:

Pennsylvania Department of Education, Bureau of Special Education
Compliance Division
333 Market St.
Harrisburg, PA 17126-0333

Complaints alleging failure regarding confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Description of Special Education Programs and Services

FPPCS provides appropriate special education programs and related services that are:

- at no cost to parents/guardians;
- under the authority of FPPCS directly, or by referral or contract;
- individualized to meet the student's unique educational needs; and
- reasonably calculated to produce meaningful educational benefit and progress through an IEP, developed with meaningful input of parent/guardian.

Related services available to students, if appropriate to address their particular needs, include transportation, speech therapy, occupational therapy, school health services, hearing services, vision services, counseling and training.

For more information about FPPCS' Special Education Programs and Services, please see the Annual Public Notice of Special Education Programs and Services and Services for Protected Handicapped Students and Gifted Students. Questions or concerns also may be directed to the Special Education Coordinator or any person listed in this notice.

Outreach Activities

FPPCS performs awareness activities to inform the public of its efforts to locate and identify students thought to be eligible for special education services and programs, procedures for requesting services, and processes ensure confidentiality of information pertaining to students with disabilities. Outreach efforts include, but are not limited to, any of the following: parent/teacher conferences, resources in the school building, materials mailed home, and/or generally accessible print or electronic media as appropriate such as publication in the Student-Parent Handbook and posting on the school's website.

Information about FPPCS' special education programs and services, and the manner in which such services may be requested and accessed, also is made available to health and mental health professionals, daycare providers, county agency personnel and other interested professionals who work with homeless students, wards of the state, highly mobile students including migrant students, and students with disabilities enrolled by their parents/guardians in private schools.

Equal Opportunity in Educational Programs and Activities

FPPCS does not discriminate in educational programs or activities based on race, color, national origin, age, sex, sexual orientation, handicap, creed, marital status or disability. No student enrolled at FPPCS will be denied equal opportunity to participate in age and program-appropriate instruction or activities for any reason prohibited by federal or state law.

Contact

Parents/guardians who wish to learn more, or who believe that their student may need to be identified, are encouraged to contact:

Chief Executive Officer
Chief Academic Officer
Assistant Principal

Michelle Morgan - Special Education Coordinator (K-5)
Cheryl Horton – Special Education Coordinator (6-12)

First Philadelphia Preparatory Charter School
4300 Tacony Street
Philadelphia, PA 19124
215-743-3100

Mode of Communication

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should contact any person listed above or the Special Education Coordinator.

FPPCS will arrange for an interpreter for parents/guardians with limited English proficiency. If a parent is deaf or blind or has no written language, FPPCS will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

Parent Consent

The administration of the School must obtain your consent before conducting an initial pre-placement evaluation and before an initial placement of your student in a program providing special education and related services. (Except for pre-placement evaluation and initial placement, consent may not be required as a condition of any benefit to you or your Student.) The school may require parental consent for other services and activities if it establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the Student with a free appropriate public education.

This means that no part of a free appropriate public education or other benefit for your Student can be denied because of your electing to not consent to a school district proposal. For example, the school cannot refuse to provide one service because of your unwillingness to consent to another service. Similarly, the school cannot cease providing special education (or any other particular benefit) because of your unwillingness to consent to a change in the array of services or benefits provided to your Student.

Whereas state law requires parental consent before a Student with disabilities is evaluated or initially provided special education and related services, state procedures govern the school in overriding your refusal to consent. Where there is no state law requiring consent before a Student is evaluated or initially provided special education and related services then the school may use the federal procedures for due process hearings to determine whether your Student may be evaluated or initially provided special education and related services without your consent. If the hearing officer upholds the school, it may evaluate or initially provide special education and related services to your Student without your consent, subject to your rights to appeal the decision and to have your Student remain in his or her present educational placement during the pending of any administrative or judicial proceeding.

Independent Educational Evaluation

You have the right to obtain an independent educational evaluation of your student.

You have the right to an independent educational evaluation at public expense if you disagree with the evaluation obtained by the school. However, the school may initiate a due process hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate you still have the right to an independent educational evaluation, but not at public expense. This provision for independent evaluation at public expense excludes Students who are solely gifted or thought-to-be gifted.

If you obtain an independent educational evaluation at private 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 your Student, and may be presented as evidence at a due-process hearing regarding your Student.

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

The administration or special education coordinator of the school will provide to you, on request, information about 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.

Surrogate Parents

The provisions for surrogate parents do not apply to students who are solely gifted or thought-to-be gifted.

All First Philadelphia Charter School shall ensure that an individual is assigned to act as a surrogate for the parents of a student when no parent can be identified; the school, after reasonable efforts, cannot discover the whereabouts of a parent; or the student is a ward of the State under the laws of the State. The school must have a method for determining whether a Student needs a surrogate parent, and for assigning a surrogate parent to the student.

The school may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of a public agency which is involved in the education or care of the Student, has no interest that conflicts with the interest of the student he or she represents, and has knowledge and skills that ensure adequate representation of the student. (An individual is not disqualified as a school employee from appointment as a surrogate solely because he or she is paid by the school to serve as a surrogate parent.)

The surrogate parent may represent the Student in all matters relating to the identification, evaluation, and educational placement of the student, and the provision of a free appropriate public education to the student.

Definitions

Consent means that: (a) you have been fully informed of all information relevant to the activity for which consent is sought, in your native language or other mode of communication; (b) you understand and agree in writing to the carrying out of the activity for which your consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and (c) you understand that the granting of consent is voluntary on your part and may be revoked at any time.

Evaluation means procedures used in accordance with state special education rules found at 22 Pa. Code 14.25 and 342.25 to determine whether a Student has a disability and the nature and extent of the special education and related services that the Student needs. The term refers to procedures used selectively with an individual Student and does not include basic tests administered to or procedures used with all Students in a school, grade, or class.

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school.

Independent educational evaluation at public expense means that the school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you.

Personally identifiable means data or information including the following characteristics:

1. The name of a Student or the name of any Student's family members;
2. The address of the Student;
3. Any personally identifying piece of information such as the Student's telephone number or social security number; and
4. Any list of personal characteristics or other information which would make the Student's identity easily traceable.

Applicable Laws and Regulations

22 Purdon's Statutes §5-501, 13-1371, 13-1372, 13-1373.1, 13-1374, 13-1376, and 13-1377, Pennsylvania School Code.

22 Pa. Code, Chapter 14, Regulations of the State Board of Education.

22 Pa. Code, Chapter 342, Standards for Special Education.

20 USC 1401 et seq., The Individuals with Disabilities Education Act (1990), formerly known as Public Law 94-142, The Education of All Handicapped Children Act. This includes the Handicapped Children's Protection Act of 1986, P.L. 99-372, August 5, 1986.

34 CFR, Parts 300-303, Rules and Regulations for Individuals with Disabilities Education Act.

Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

Confidentiality of Student Records

First Philadelphia Charter School maintains education records for every student containing confidential, personally identifiable information ("PII") such as the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable. All academic records are located, under lock, in the main office. Student medical files are securely stored and maintained by the school nurse. All special education records are located, under lock, in the Special Education Department.

First Philadelphia must obtain parental consent before disclosing PII to anyone not entitled to see it under law. "Consent" means: the parents have been fully informed regarding the activity requiring consent in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time.

Student educational records may be forwarded without parental/guardian consent to a school in which the student intends to enroll or has applied for admission.

It is the annual obligation of First Philadelphia to inform students and parents of their rights concerning confidentiality of student records below.

ANNUAL NOTICE OF RIGHTS UNDER FERPA

Students and their parents have an expectation that their personal information is safe, properly collected and maintained, and that it is used only for appropriate purposes and not improperly disclosed.

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day that First Philadelphia receives a request for access.

A parent or eligible student should submit to the CEO a written request that identifies the records that he or she wishes to inspect. The CEO will make arrangements for access and will notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A parent or eligible student who wishes to ask First Philadelphia to amend a record should write to the CEO and clearly identify the part of the record sought to be changed, and specify why it should be changed. If First Philadelphia decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before disclosure of PII from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Pursuant to Sec. 99.31 of FERPA, First Philadelphia may disclose PII from the education record of a student without consent, as long as the disclosure meets one or more of the following conditions:

- (a) The disclosure is made to school officials who have specific, legitimate educational interests including professional staff of First Philadelphia such as, but not limited to, teachers, administrative

personnel, counselor, psychologist, support staff members, school nurse or person serving as a member of the school's Board of Trustees. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or other volunteer serving on an official committee such as a disciplinary or grievance committee; or a parent or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(b) Law enforcement and judicial authorities may receive from the school a report of a crime committed by a student. First Philadelphia is not prohibited from reporting a crime committed by a student with a disability to appropriate authorities or to prevent law enforcement or judicial authorities from exercising their responsibilities with regard to the application of federal and state law.

(1) When reporting a crime committed by a child with a disability, the school shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to which it reports the crime.

(2) When reporting a crime under this section, the school may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

(c) The officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(d) Federal and state officials for the purpose of an audit and evaluation of federally supported education programs or for enforcing or complying with federally legal requirements, which relate to these programs. Information provided shall contain the minimum necessary information that is personally identifiable, and such information shall be destroyed upon completion of such audit, evaluation, enforcement or compliance.

(e) Persons or agencies in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other persons.

(f) Persons or agencies in compliance with a judicial order or lawfully issued subpoena. First Philadelphia will provide written notice to the parent or eligible student of the order or subpoena and, if possible, in advance of the disclosure of educational records or PII. The parent or eligible student may receive a copy of the information released, if desired. Copies will be provided at the actual cost of reproduction.

(g) The disclosure is to authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities.

(h) The school may provide anonymous directory information from its records, including the official student record, for research purposes without consent under conditions where there is no likelihood of identifying any individual.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by First Philadelphia Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

FERPA permits First Philadelphia to disclose appropriately designated “directory information” without prior parental consent, unless the school is advised to the contrary in accordance with its procedures. Directory information means information contained in the educational record of a student which is generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow First Philadelphia to include this type of information from a student’s education records in certain school publications. Examples of directory information include, but are not limited to:

- Student name
- Address
- Telephone number
- Photograph
- Participation in officially recognized activities, clubs and sports
- Honors and awards received
- Grade level
- Dates of attendance
- Date and place of birth
- Weight and height of athletic teams
- Graduation date

Examples of how First Philadelphia may reveal directory information include disclosing the directory information in the following, by way of example:

- Annual yearbook
- Newsletters, newspapers or other news sources
- Class lists
- Activities or sports sheets
- Honors or other recognition lists
- Staff and/or Student Directories and/or listings
- A playbill showing student’s role in a drama production
- School Website
- School Bulletin Board

These examples are for illustration only and do not constitute an exclusive list of the manner in which directory information may be disclosed. This notice provides a parent or eligible student with an opportunity to object in writing to any or all of those types of information that First Philadelphia has designated as directory information.

Any refusal with the types of information subject to disclosure as directory information must be submitted in writing to the Principal.

Officials Responsible for Ensuring Confidentiality

Dr. Marilyn Martinez, CEO
Cheryl Horton, Special Education Coordinator 6-12
Michelle Morgan, Special Education Coordinator K-5

First Philadelphia Preparatory Charter School
4300 Tacony Street
Philadelphia, PA 19142
(215) 743-3100

PARENT OR GUARDIAN REQUEST FOR EDUCATIONAL RECORDS AND TRANSCRIPTS

In order to receive a student's educational records or transcripts, parents or guardians must submit a written request to the school registrar. Although First Philadelphia has up to 45 days to respond to a request to access records, the school will make every effort to respond sooner, and requests a minimum of 72 hours from receipt of a parent/guardian's request for records or transcripts to be available for pick-up or mail delivery. The student must return all equipment and property belonging to the school and/or pay any outstanding fees before records can be released.

To the extent that this policy is in conflict with federal, state or local law, such law shall supersede this policy

Prior Notice to Parents

All of First Philadelphia Charter School must provide you with prior written notice each time it proposes, refuses to initiate, or change the identification, evaluation, or educational placement of your student or the provision of a free appropriate public education to your Student.

The prior written notice will include the following:

1. a full explanation of all of the procedural safeguards available to you;
2. description of the action proposed or refused by the School, an explanation of why the agency proposes or refuses to take the action, and a description of any options the school considered and the reasons why those options were rejected;
3. description of each evaluation procedure, test, record, or report the school uses as a basis for the proposal or refusal; and
4. description of any other factors which are relevant to the school's proposal or refusal

The notice must be written in language understandable to the general public, and provided in your native language or other mode of communication. If your native language or other mode of communication is not a written language, the administration of the school will take steps to ensure that the notice is translated orally or by other means to you in your native language or other mode of communication; that you understand the content of the notice, and that there is written evidence that these requirements have been met.

TITLE IX GRIEVANCE POLICY AND PROCEDURES

First Philadelphia Preparatory Charter School (FPPCS) is committed to providing a learning, living, and working environment that is free from sexual harassment, sexual assault, and sexual discrimination. We are dedicated to ensuring a safe school climate for all our students and the entire community. Through a comprehensive compliance, investigative, and adjudication program, we promote fundamental rights, individual and institutional integrity and uphold the aims of Title IX legislation.

This outlines FPPCS's commitment and efforts to comply with Title IX regulatory requirements by leveraging a myriad of resources dedicated to educational excellence. Current information is available through our website which serves as a focal point for students, faculty, and staff who may need Title IX assistance.

Purpose and Scope

It is the policy of FPPCS not to discriminate on the basis of sex in its educational programs and activities as required by Title IX of the Education Amendments of 1972. Title IX provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Gender discrimination includes sexual harassment and sexual assault. The purpose of this policy is to provide students, employees, and parents a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of affectional or sexual orientation, or sex. This policy shall apply to all students, staff, faculty, contractors, vendors, and/or visitors to FPPCS.

As a student of FPPCS you are protected from sex discrimination including, but not limited to:

- Admission to schools/colleges
- Access to enrollment in courses
- Access to and use of school facilities
- Counseling and guidance materials, tests and practices
- Physical education
- Competitive athletics
- Graduation requirements
- Student rules, regulations and benefits
- Financial assistance

- Health services
- School-sponsored extracurricular activities

Definitions

Gender Discrimination

Sex discrimination can occur when conduct is directed at a specific individual or a group of identifiable individuals that adversely affects the education or employment of the individual or group because of sex. Sex-based discrimination or harassment may include acts of verbal, nonverbal, or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. Conduct that may be sex-based discrimination include, but are not limited to:

- Exclusion from educational resources or activities because of one's sex
- Subjection to jokes or derogatory comments about one's sex; or
- Being held to different standards or requirements on the basis of one's sex

Sexual Harassment

In general terms, sexual harassment is unwelcome, sex or gender-based verbal or physical conduct that is sufficiently severe, persistent, or pervasive that it interferes with, denies, or limits an individual's ability to participate in or benefit from the institution's educational mission, programs, or activities.

Sexual Harassment can take two forms: quid pro quo and hostile environment

Quid pro quo sexual harassment exists when:

- There are unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature; and
- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's academic status or employment; or
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions, employment conditions or status that adversely affects such individuals.

For example: An employee of the institution causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct.

Hostile Environment sexual harassment exists when:

- Unwelcome conduct of a sexual nature is sufficiently serious that it affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening or abusive educational environment. A hostile environment can be created by a school employee, another student, or even someone visiting the school, such as a student or employee from another school.
- In an employment context, a hostile environment includes any situation in which there is harassing conduct that is sufficiently severe, persistent, or pervasive that it unreasonably interferes with an individual's work performance, or creates an intimidating, hostile or offensive work environment.

The determination of whether an environment is considered hostile is based on a totality of circumstances which may include, but is not limited to, the degree to which the conduct interfered with the complainant's educational or work performance; the type, severity, frequency, and duration of the conduct; the effect of the conduct on the complainant's mental or emotional state; and whether the speech or conduct deserves the protection of academic freedom or the first amendment.

A single or isolated incident of sexual harassment may be severe enough to create a hostile environment.

Examples could include references to an individual's body; use of sexually degrading words to describe an individual; offensive comments; off-color language or jokes; innuendos; and sexually suggestive objects or behavior, books, magazines, photographs, cartoons or pictures.

Sexual Violence

Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to reasons including, but not limited to an individual's age, use of drugs or alcohol, or because an intellectual or other disability prevents the individual from having the capacity to give consent. A number of acts fall into the category of sexual violence including rape, sexual assault, sexual battery and sexual coercion.

Further defined within the Pennsylvania Criminal Code, sexual assault is a non-consensual act involving psychological manipulation, physical force, or coercion by an individual through forcible sodomy, forcible sexual penetration, however slight, of another person's mouth, anal or genital opening with any object. These acts must be committed without the victim's consent either by force, threat of force or violence, intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware.

Notice of Title IX Coordinator

All questions regarding Title IX and its implementation may be referred to the FPPCS Title IX Coordinator. Contact information for the FPPCS Title IX Coordinator can be found on the FPPCS website. In addition, FPPCS retains identified staff members, trained in Title IX regulatory guidance, to assist the Title IX coordination team in responding to and administering Title IX complaints.

The Title IX Coordinator's core responsibilities include coordinating the institution's compliance with Title IX, to include oversight of Title IX reports and complaints, and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. This includes, but is not limited to, the coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students, and other members of the campus community.

The Title IX Coordinator is responsible for Title IX compliance for matters involving students, including training, education, communication, and administration of the grievance procedure for all complaints filed against FPPCS students. If a Title IX complaint is initiated against a FPPCS employee, visitor, or contractor, the Title IX Coordinator will generally be the individual who will respond to and administer the complaint.

Reporting a Title IX Complaint

FPPCS encourages any student, employee or visitor who thinks that they have been subjected to sex discrimination, sexual harassment, or sexual violence by another student, member of the faculty or staff, campus visitor or contractor to report that action as a complaint to FPPCS's Title IX Coordinator.

Individuals who are survivors of sexual violence are strongly encouraged to report the incident to local law enforcement. Reporting an incident of sexual violence to law enforcement provides the opportunity for

collection of evidence helpful in the Title IX investigation, in addition to facilitating a myriad of off-campus support services available to the survivor.

If a student or parent reports an act of sexual violence or harassment to an employee who is not the Title IX Coordinator, that employee will inform the Title IX Coordinator of the alleged act of sexual violence or sexual harassment.

Title IX incidents shall be reported in writing to the Title IX Coordinator.

Title IX Grievance Process

A. Receipt of a Complaint

Upon receipt of a Title IX complaint, the Title IX Coordinator will meet with the individual filing the complaint or on whose behalf the complaint was filed, identified as the Complainant, to review FPPCS's Title IX grievance procedures, discuss the specific incident, and determine the Complainant's desire to proceed with a formal or informal resolution.

If the Complainant elects to proceed with an informal resolution, the Coordinator will contact the individual(s), identified as the Respondent, against whom the complaint is filed, in accordance with the informal resolution section below.

If the Complainant desires to proceed directly with a formal Title IX complaint, the Respondent declines to participate in an informal resolution, or if attempts to resolve the complaint through informal procedures are unsuccessful, the Title IX Coordinator will evaluate the complaint in accordance with the formal resolution section outlined in a later section.

B. Informal Resolution Procedures

If the Complainant requests to proceed informally with the complaint, the Title IX Coordinator will initially evaluate the request to determine whether an informal resolution is appropriate given the severity of the allegations involved. However, in cases involving allegations of sexual violence or sexual assault, informal resolution or mediation is not appropriate, even on a voluntary basis.

In the event that the Title IX Coordinator determines that an informal resolution is appropriate, the allegation may, but need not, be preliminarily investigated by the Title IX Coordinator to the extent necessary to resolve any factual conflicts between the parties. The allegation(s) will be considered resolved and the matter closed when all parties agree to a written resolution that is approved by the Title IX Coordinator.

The Complainant has the right to end the informal resolution process at any time and begin the formal resolution process.

If the informal resolution process does not result in a mutually-acceptable resolution, the matter will be resolved pursuant to the formal resolution procedures established in a later section of this policy.

C. Formal Resolution Proceedings: Filing and Accepting a Complaint

Any individual may initiate formal complaint procedures by filing a complaint with the Title IX Coordinator whether or not that individual has attempted resolution through informal procedures. The individual who files the complaint is referred to as the "Complainant." The individual against whom the complaint is filed is referred to as the "Respondent." Collectively these individuals are referred to as the "parties."

FPPCS will work to investigate all complaints as quickly and professionally as possible. When investigations confirm sex discrimination and/or sex harassment and/or sexual violence allegations, appropriate corrective

action will be taken to prevent the recurrence of any discrimination or harassment.

Upon: 1) the Title IX Coordinator's receipt of the complaint; 2) the Coordinator's initial meeting with the Complainant; or 3) the Coordinator's determination that an informal resolution of the Complainant's complaint is no longer feasible—whichever is later—the Title IX Coordinator shall decide whether the complaint states a potential Title IX violation and shall notify the Complainant in writing of her/his determination.

If the Title IX Coordinator determines that the allegations of the complaint state a potential violation, the Title IX Coordinator will notify the Complainant that the complaint has been accepted and will thereafter provide written notice to the Respondent of the complaint's allegations. In addition to notice of the complaint being provided to the Respondent, the Title IX Coordinator shall provide notice to the Respondent's immediate supervisor (non-student) or the CEO's Office (in the case of a student), as the case may be.

If the Title IX Coordinator determines that the allegations of the complaint do not state a violation of FPPCS policy or federal or state laws, the Title IX Coordinator will provide written notice of that decision to the Complainant. The notice shall explain why the complaint does not state such a violation.

D. Complaint Investigation

All complaints will be investigated to assure a resolution that is consistent with the facts discovered. The term investigation refers to the process that FPPCS uses to resolve Title IX complaints. This includes all fact-finding actions and other processes to determine whether the conduct occurred, and what measures will be undertaken to address the hostile environment, or prevent its recurrence, which may include imposing sanctions on the perpetrator, and/or providing remedies for the Complainant or the broader school community.

FPPCS's investigation will be adequate, reliable, impartial, and prompt and will include the opportunity for both parties (Complainant and Respondent) to present witnesses and other evidence. The investigation may include, but is not limited to, conducting interviews with the Complainant, Respondent, and additional witnesses; reviewing law enforcement investigation documents; reviewing student/employee personnel files if applicable, and gathering and examining other relevant documents or evidence.

All interviews will be documented. Parties and witnesses will be informed that their statements will remain confidential to the extent allowed by law. The Complainant and Respondent will not be allowed to personally question or cross-examine each other during the investigation, or any subsequent disciplinary proceedings.

All evidence will be reviewed using a preponderance of the evidence standard (e.g. is it more likely than not that a violation of FPPCS policy and/or federal or state law has occurred).

E. Report of Findings and Recommendation – Complaints Against Non-students

The investigation and final report of Title IX complaints by employees or students against non-students will ordinarily be handled by the Title IX Coordinator pursuant to these Title IX procedures. An investigation and report in either scenario will normally be concluded within fifty (50) days by the Title IX Coordinator. The investigation and the issuance of the draft report shall normally be concluded within forty (40) days of the filing of the written complaint, at which time the Title IX Coordinator shall issue a draft report of findings and conclusions to the FPPCS CEO.

Within five (5) days, the CEO who receives the draft report of findings and conclusions shall ordinarily review and provide comment on the draft report to the submitting Title IX Coordinator, before the report is finalized. The investigating Title IX Coordinator shall then ordinarily finalize the report of findings and conclusions within five (5) days and provide it to the Respondent's supervisor and the CEO. The investigating Title IX

Coordinator shall also provide written notice of the outcome of the investigation to both the Complainant and the Respondent.

The final report shall include a summary of the Complainant's allegations, the Respondent's response to the allegations, findings of fact and conclusions, as well as appropriate disciplinary recommendations, if any.

If a complaint is directed against a supervisor who would otherwise act on a complaint, the function assigned to that supervisor will be delegated to the next level supervisor in the Respondent's line of supervision. The final report shall include a summary of the Complainant's allegations, the Respondent's response to the allegations, findings of fact and conclusions, as well as appropriate disciplinary recommendations, if any.

If the final report concludes that a violation of FPPCS policy and/or federal or state law occurred, within ten (10) days following receipt of the final report of findings and recommendations, the CEO will determine a disciplinary action that is appropriate for the severity of the conduct. Disciplinary action may include, but is not limited to, sexual harassment, non-retaliation and/or managerial training; a letter of reprimand; a formal letter of apology to the Complainant; a reduction in administrative duties (e.g. removal as chair of department); unpaid suspension and/or termination of employment, which will be taken in accordance with applicable FPPCS policies and procedures.

The supervisor shall communicate the discipline decision in writing to the Title IX Coordinator, and the Title IX Coordinator shall provide written notice to the parties of the outcome of the investigation.

F. Report of Findings and Recommendation – Complaints Against Students

The investigation ordinarily shall be conducted by the Title IX Coordinator. An investigation and report will normally be concluded within fifty (50) days by the Title IX Coordinator. The investigation and the issuance of the draft report shall normally be concluded within forty (40) days of the filing of the written complaint, at which time the investigating Title IX Coordinator shall issue a draft report of findings and conclusions to the FPPCS CEO.

Within five (5) days of receipt, the CEO who receives the draft report of findings and conclusions shall ordinarily review and provide comment on the draft report to the investigating Title IX Coordinator before the report is finalized. Following which, the investigating Title IX Coordinator shall finalize the report and provide the final report of findings and conclusions to the CEO, while simultaneously transmitting a written notice of the outcome of the investigation to the Complainant and the Respondent. The final report shall include a summary of the Complainant's allegations, the Respondent's response to the allegations, findings of fact and conclusions, as well as appropriate disciplinary recommendations, if any.

The CEO shall confer with the Board of Trustees regarding the Title IX Coordinator's report and recommendations to determine what, if any, disciplinary sanctions should be imposed upon the Respondent.

The CEO must accept as final and non-reviewable the findings of fact and conclusions contained within the Title IX Coordinator's report as to whether a violation of FPPCS policy or applicable federal/state law has occurred. Disciplinary sanctions may include, but are not limited to, sexual harassment and non-retaliation counseling, formal reprimand, disciplinary probation, suspension and dismissal.

The CEO shall ordinarily issue a written determination regarding the decision on the imposition of disciplinary sanctions following receipt of the Title IX Coordinator's final Report. The CEO will simultaneously transmit the disciplinary decision to the Complainant and the Respondent.

If the Title IX Coordinator's final report and/or the CEO's disciplinary decision results in a recommendation of dismissal, the recommendation shall ordinarily be forwarded to the FPPCS Board of Trustees, who retains final dismissal authority.

In the event that the Title IX Coordinator's report finds that there has been no sex or gender-based harassment, discrimination, or sexual violence, the CEO shall review the final report for possible violation of other FPPCS policies that have occurred.

FPPCS will take necessary steps to prevent the recurrence of any sexual discrimination or harassment found to exist.

In all disciplinary proceedings initiated pursuant to this Policy, the Complainant will be provided with the same procedural protections provided to the Respondent, including but not limited to the right to:

- appeal the determination of the CEO to the Board of Trustees;
- notice of the outcome of the complaint and any appeal.

As required by Federal law, any disclosure of the findings and decision in regards to student disciplinary proceedings will be governed by the provisions of the Family Educational Rights and Privacy Act.

G. Appeal Procedure

Either a Complainant or a Respondent may file an appeal of either the investigative report of the Title IX Coordinator or the discipline sanction imposed by the CEO by filing a written appeal with the Title IX Coordinator within five (5) days of receipt of the decision being appealed. By way of example, an appeal of the Title IX Coordinator's final report may be filed prior to the report being reviewed by the Board of Trustees. Similarly, the disciplinary decision of the CEO may also be appealed. However, a party may not appeal both the Title IX Coordinator's final report and the disciplinary sanction imposed by the CEO in one appeal. In the event that no timely appeal is taken to either the Title IX Coordinator's final report and/or the CEO's disciplinary decision, those decisions are final and unappealable.

Any appeal taken is limited to the following grounds for appeal, which must be set forth in the written appeal filed with the Title IX Coordinator:

- 1) the Title IX Coordinator or the CEO, as the case may be, exhibited unfair bias which influenced the decision rendered;
- 2) The discovery of new evidence which (i) was unavailable at the time of the decision being appealed, and (ii) could substantially alter the decision rendered;
- 3) substantial error in the conduct of the investigation or decision of the CEO which may have denied fundamental fairness to the appealing party; or
- 4) the sanctions recommended or imposed substantially and materially depart from the standards of FPPCS for the type of offense involved.

The appeal shall be in writing and contain all grounds for the appeal. Upon receipt of an appeal, the Title IX Coordinator shall promptly forward a copy of the appeal to the CEO and Board of Trustees of FPPCS. The Board of Trustees of FPPCS may decide the appeal or appoint a designee to hear and decide the appeal. Ordinarily, within ten (10) days of the receipt of the appeal, the Board of Trustees or the Board's designee, shall issue a written decision on the appeal to the parties, the Title IX Coordinator, and the CEO. The decision shall include the following: (i) a summary of the grounds for appeal, (ii) whether the grounds for appeal are

accepted or rejected, (iii) the decision to uphold, reverse, or amend the decision being appealed, along with the grounds for such decision, and (iv) if the decision subject to appeal is reversed, the resolution of the matter. The Board or the Board's designee's decision shall be final and unappealable.

H. Remedies

If the investigation concludes that a student or employee was the victim of sexual violence or sexual harassment, then FPPCS's administration may provide the victim with appropriate remedies.

Perpetrators of sexual violence and sexual harassment will receive sanctions in accordance with FPPCS's student code of conduct or employee handbook.

I. Confidentiality and Complainant Requests

While students (or parents of minor students) may request that the student's name not be disclosed to the Respondent or that no investigation or disciplinary action be pursued to address the alleged Title IX violation, there are situations that FPPCS in compliance with federal Title IX legislation must override the confidentiality request to fulfill its Title IX obligations.

For Title IX purposes, if a student requests that his or her name not be revealed to the Respondent or that the incident not be investigated or no disciplinary action taken against the Respondent, the Title IX Coordinator will notify the student that honoring their request may limit FPPCS's ability to fully respond to the incident, including pursuing disciplinary action. The Title IX Coordinator will review with the student that Title IX policy includes protections against retaliation, and that FPPCS will not only take steps to prevent retaliation, but will take strong responsive action if it occurs.

FPPCS will, to the extent practicable, limit disclosure of the Title IX incident, investigation, and findings to individuals responsible for handling the school's response or, as applicable, law enforcement authorities. Regardless of any requests for confidentiality, FPPCS will take appropriate steps to protect the Complainant as necessary, to include taking interim measures before the final outcome of the investigation.

J. Interim Protective Measures

FPPCS will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with its legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Requests for confidentiality, therefore, will be evaluated in the context of FPPCS's responsibility to provide a safe and nondiscriminatory environment for all students and employees, and the request will be weighed against whatever factors FPPCS deems relevant, including, without limitation:

- the complainant's age;
- circumstances that suggest there is an increased risk of future acts of harassment and/or sexual violence under similar circumstances; and
- whether FPPCS possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

All Complainants proceeding through the formal investigation process will be advised that his/her identity may be disclosed to the Respondent(s).

During the course of a formal investigation, the Title IX Coordinator will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that he/she learns and/or provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the Title IX Coordinator in accordance with FPPCS's records retention policy.

At times, the Title IX Coordinator may deem it necessary to implement protective means before or during an investigation to protect the rights and interests of the Complainant and/or the Respondent. Those measures may be designed to reduce or eliminate contact between the Complainant and Respondent so that both parties feel safe in their work or educational environment. Protective measures may also guard against further actual or perceived discrimination or retaliation.

Interim measures may include, but are not limited to, temporary changes in working conditions (e.g. changes in supervisor, shift, job site, or office location), changes to course schedule, directives to the Complainant and Respondent to avoid personal contact or refrain from such contact without a third party neutral person present, and in severe cases, interim suspension.

K. Effect of Criminal Proceedings

Because sexual violence may constitute a violation of Title IX, FPPCS policy, and criminal activity, FPPCS strongly encourages individuals to simultaneously report alleged incidents of sexual violence to FPPCS authorities and local law enforcement. Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. Because the standards for finding a violation of criminal law are different from the standards for finding a violation of this Policy, criminal investigations or reports are not determinative of whether sexual violence, for purposes of this Policy, has occurred. In other words, conduct may constitute sexual assault under this Policy even if law enforcement agencies lack sufficient evidence of a crime and therefore decline to prosecute.

The filing of a complaint of sexual violence under this Policy is independent of criminal investigation or proceeding, and except when FPPCS's investigation may be delayed temporarily while criminal investigators are gathering evidence, FPPCS will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation and may take interim measures to protect the Complainant and the FPPCS Community, if necessary.

L. Retaliation or Reprisals is Prohibited

It is contrary to Title IX, federal and state civil rights laws, and FPPCS policy, to retaliate against any person for asserting his/her civil rights, including filing a claim of discrimination or participating as a witness in an investigation. Retaliation or reprisals against any participant in an investigation will not be tolerated by FPPCS. Retaliation against a person who files a claim of discrimination (including sexual harassment or sexual assault) is grounds for a subsequent claim by that person. If a person believes that he or she has been retaliated against as a result of filing a grievance or participating in the investigation of a grievance, he or she may pursue a separate complaint charging retaliation.

M. Filing of False Complaints

Any employee or student who knowingly and/or intentionally files a false Title IX complaint under this procedure is subject to disciplinary action.

N. Time Frames

Time frames referenced in these policies may be extended by the Title IX Coordinator for good cause, such as holidays or when classes are not in session, or when it is necessary to complete an investigation due to difficulties reaching witnesses or parties to the complaint. In all cases, extension of timelines will be noted in writing by the Title IX Coordinator.

O. Title IX Grievance Procedures

This procedure shall constitute the grievance procedures for complaints alleging unlawful sex discrimination required under Title IX of the Education Amendments of 1972. As used herein, “complaint” is synonymous with “grievance”.

NON-DISCRIMINATION OF PREGNANT/PARENTING/MARRIED STUDENTS

A student who is eligible to attend First Philadelphia Preparatory Charter School and who is married and/or pregnant/parenting shall not be denied an educational program solely because of marriage, pregnancy, pregnancy-related disabilities, or potential or actual parenthood.

First Philadelphia Preparatory Charter School recognizes that young parents who leave school early face greater hardship and poverty than young people who complete their education. Therefore, enhancing educational opportunities and improving outcomes for all students remains a priority. First Philadelphia Preparatory Charter School is committed to supporting the retention of pregnant and parenting students in schools and acknowledges that one of the most effective ways to minimize the risk of negative outcomes in terms of health, welfare and educational achievement is to support pregnant and parenting students to remain connected to learning.

Definitions

Pregnant student: A female student who is pregnant. May also be referred to as an expectant student.

Parenting student: Any student, male or female who is the biological parent or legal guardian of a child. May also be referred to as a school-age parent, teen parent or adolescent parent. Parenting student does not include any person whose parental rights have been terminated.

Biological Parent: A parent who has conceived (biological mother) or sired (biological father) rather than adopted a child and whose genes are therefore transmitted to the child.

Custodial Parent: The parent who has either sole physical custody of the child or the parent with whom the child resides for a majority of the time. Although courts often give two parents who are both fit parents joint custody of the child, the court may refer to the parent with the larger timeshare with the child as a custodial parent at times in court documents and during hearings.

ELECT Program: Education Leading to Employment and Career Training (ELECT) is a comprehensive, school-based, community-linked program that provides a broad array of academic and social service supports designed to help expectant and parenting students stay in school, earn a high school diploma or GED, and achieve the self-sufficiency required to make a successful transition to employment.

Approved Documentation of Parenting Status: The following documents of evidence include: (1) birth certificate, (2) ultrasound, (3) letter from physician, (4) WIC paperwork, and/or (5) child’s medical card.

False Pregnancy or Pseudocyesis: A condition in which a woman believes that she's pregnant, yet conception hasn't taken place and no baby is forming inside.

Reasonable Adjustments: Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. For example, a larger desk, elevator access, or allowing you to make frequent trips to the restroom, when necessary because of your pregnancy.

Mandatory Regulatory Guidelines

First Philadelphia Preparatory Charter School will not deny enrollment based upon a student's marital, pregnant or parenting status. Pregnant/parenting/married students under the age of seventeen (17) are not excused from the requirements of compulsory attendance solely for the reasons of pregnancy or maternity.

Students shall not be expelled, suspended, or otherwise excluded from, or required to participate in, any school programs solely on the basis of their pregnancy-related condition, or marital status.

First Philadelphia Preparatory Charter School shall not discriminate against any student on the basis of the student's actual or potential parental, family or marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Education and Support Services for Pregnant and Parenting Students

Students shall not be excluded from, denied the benefit of, or discriminated against any education programming or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom.

Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other First Philadelphia Preparatory Charter School students. A student's participation in such programs shall be voluntary.

To the extent feasible, educational and support services shall be provided, either through First Philadelphia Preparatory Charter School or in collaboration with community agencies and organizations, to meet the needs of pregnant or parenting students on a case-by-case basis and appropriate to the student's individual needs. The student may continue attending school in the regular classroom or continuation education setting.

Students who believe that they have been subject to discrimination or harassment due to their parental, pregnancy or marital status may file a complaint in accordance to the student complaint process or seek resolution with the First Philadelphia Preparatory Charter School's Title IX Coordinator.

Students will be allowed to return to the same academic and extracurricular status as before medical leave began, which should include giving students the opportunity to make up any work missed while they were out. Students are expected to resume progress toward the completion of all assignments and activities as appropriate to their grade level and benchmarks. Teachers are encouraged to remain flexible in their expectations of students who become new parents, so that students can meet the demands of their studies at the same time that they face new demands in their parental roles.

Attendance and Absenteeism

The Chief Executive Officer may grant students a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be allowed to reenter the school and be reinstated to the status held when the leave began in the same manner as any student whose nonattendance is a result of an excused absence or temporary disability.

Like teen mothers, teen fathers must grapple with the regular trials of adolescence while also attempting to navigate parenthood. We want young dads to be responsible and nurturing parents, and to receive effective support and guidance. Schools are to remain flexible when supporting male students in their parenting role.

After delivery, the custodial parenting student's absence from school shall be permitted for a period not to exceed thirty (30) school days for the mother's physical recovery and/or adjustment to parenting, unless an extension of time is medically justified. It shall be necessary for the student to present a medical certification in the form of a note from his/her doctor explaining that the student is unable to attend school and the note must also specify the beginning and end dates of the leave of absence deemed necessary by the doctor.

Pregnant and parenting students also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent.

Absences of parenting students shall be considered excused when absent due to the illness or medical appointment of a child or for whom the student is the custodial parent. First Philadelphia Preparatory Charter School may require verification for illness absences in accordance with policies applicable to all students.

Health Services

Students are permitted to take a leave of absence for pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.

A physician's note certifying that the student is physically and emotionally able to continue participation shall be required.

A pregnant/parenting student whose mental or physical condition prevents his/her from attending regular classes, when such condition is certified by a licensed physician, may be assigned to homebound instruction. Homebound instruction shall not be granted to the student because of lack of child care or solely because the student is in her third trimester.

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding.

Confidential Communications

Health and personal information is confidential and should not appear in cumulative records. Pregnancy information is confidential and shall not be considered for educational or job opportunities, awards or scholarships.

All health records established and maintained shall be confidential, and their contents shall be divulged only when necessary for the health of the child or at the request of the parent or guardian to a physician legally qualified to practice medicine and surgery or osteopathy or osteopathic surgery in the Commonwealth. This reference pertains strictly to health records.

An exception to confidentiality includes but not limited to, suspicion of child abuse, or a clear and present danger to the health safety of student. Information received in confidence from a student may be revealed to the student's parents or guardians, the principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy.

NON-DISCRIMINATION OF TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

First Philadelphia Preparatory Charter School desires to ensure the safety, equity, and justice for all students regardless of gender identity or gender expression so that they can reach their fullest human and intellectual potential.

Authority

This policy is intended to facilitate compliance with other local and federal laws and First Philadelphia Preparatory Charter School policies concerning bullying, harassment and discrimination.

Title IX

Title IX of the Education Amendments of 1972 (“Title IX”) specifically prohibits discrimination on the basis of sex in federally-funded education programs and activities. The United States Department of Education’s Office for Civil Rights has issued guidance recognizing that Title IX protects transgender students against discrimination based on their gender identity. Additionally, the U.S. Departments of Education and Justice have stated that under Title IX, “discrimination based on a person’s gender identity, a person’s transgender status, or a person’s nonconformity to sex stereotypes constitutes discrimination based on sex” and asserted a significant interest in ensuring that all students, including transgender students, have the opportunity to learn in an environment free of sex discrimination in public schools.

City of Philadelphia Bill No. 130224

City of Philadelphia Bill No. 130224 (April 2013) amends the Philadelphia Code to provide for equality of treatment of all persons in the City of Philadelphia regardless of gender identity or sexual orientation. Specifically, it provides for gender neutrality in certain City forms and online websites, access to public accommodations based upon an individual's gender identity, the right to dress consistently with one's gender identity, and the right of transgender individuals to request name and gender changes on pertinent records.

Definitions

“Sex assigned at birth” is the classification, either male or female, that a doctor assigns to an individual upon birth. This differs from biological sex, which encompasses sex traits both external and internal, including genitals, hormones, chromosomes, internal reproductive organs, etc.

“Gender identity” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth. Individuals determine their own gender identity and gender identity may change over time.

“Cisgender” describes people whose gender identity is consistent with their sex assigned at birth.

“Transgender” describes people whose gender identity is different from their sex assigned at birth.

“Gender expression” refers to the way a person expresses gender to others through behavior, clothing, hairstyles, activities, voice or mannerisms.

“Gender nonconforming,” “gender variant,” and “gender queer” describe people whose gender expression and/or gender identity falls outside the traditional male-female binary.

“Gender-neutral pronouns,” such as they/them/their (singular), are used by some transgender and gender non-conforming people.

“Social transition” refers to a change in any combination of the following: name, pronouns, gender identity, or gender expression. Social transition does not necessarily involve any legal name change or medical intervention and does not need to be certified by a doctor or therapist.

“Medical transition” refers to the use of puberty blockers, hormones, or surgery by a transgender or gender non-conforming person, designed to align their physical sex characteristics with their gender identity.

“Questioning” is the process of self-exploration and self-discovery about one’s gender identity, often involving unlearning one’s assigned gender and learning a new one. There is no timetable for this process.

Scope

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, and on school

computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, parents, and volunteers.

Guidance

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. The name and pronouns with which the student identifies shall be used in all interactions between them and school staff and students as well as on written records including class rosters, report cards, letters from the school, transfer forms, and photo ID. A court-ordered name or gender change is not required, nor is evidence of therapy or medical transition. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Privacy/Confidentiality

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender identity private at school. Information about a student's transgender identity, legal name, or sex assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including parents and other school personnel, unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, students will be included in the group that corresponds to their gender identity.

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including classroom activities, school ceremonies, and school photos — and maintain only those that have a clear and sound pedagogical purpose. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Gender-neutral Language

To the extent possible, First Philadelphia Preparatory Charter School will use gender-neutral language in written communication with all students and families, regardless of student's gender identity. This includes employing "they" (singular) instead of "he/she."

Restroom Access

Students shall have access to the restroom that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

Locker Room Access

Students shall have access to the locker room that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area. Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender identity confidential.

Physical Education Classes & Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. Schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender. In describing dress codes, First Philadelphia Preparatory Charter School will employ gender-neutral language rather than specify separate "girl" and "boy" uniforms.

Training Requirement

All First Philadelphia Preparatory Charter School staff shall be trained regarding this policy.

Curriculum

Continue to provide an age appropriate comprehensive health education curriculum that includes the four domains of health including; physical, mental, emotional, and social.

Discrimination/Harassment

It is the responsibility of First Philadelphia Preparatory Charter School to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender identity or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

TITLE ONE ANNOUNCEMENT

TITLE ONE ANNOUNCEMENT

Title I is a federally funded program intended to improve students' academic achievements by expanding learning opportunities and supplementing basic skills instruction in reading and math for students who have a need for improving such skills.

School-Parent Guidebook

The Staff, Students, and Parents/Guardians of our school community agree that this guidebook outlines how they will all share the responsibility for improved student academic achievement and the means by the School and parents/guardians will build and maintain a partnership to help student achievement.

School Responsibilities

The School will:

- Provide high-quality curriculum and instruction in an effective learning environment that supports students in meeting the Commonwealth's high academic achievement standards.
- Establish high expectations for staff, students, and parents/guardians by ensuring a rigorous and challenging curriculum, implementing programs targeted at increasing academic achievement, and committing to recruit, retain, and train qualified staff.

- Highlight ways that parents/guardians can extend and advance the learning environment at home.
- Implement programs, activities, and procedures that will be planned and operated at various times throughout the school year to engage parents/guardians as active participants in increasing student achievement, such as literacy activities with parents/guardians, Family Learning Nights, seminars with the school psychologist, and other activities and workshops.
- Ensure regular progress updates to parents/guardians by holding regular Report Card Conferences, which serve as opportunities for families to participate in discussions relating to the education of their student.
- Offer flexible scheduling times for meetings with parents/guardians, and parent/guardian workshops.
- Use, when appropriate and necessary, the school's Title I funds to pay reasonable fees for childcare to enable parents/guardians to participate in school related Title I meetings and training sessions.
- Offer flexible tutoring and intervention programs.
- Administer family satisfaction questionnaires every Spring.
- Administer family needs/interests surveys every Fall.
- Otherwise support a partnership between the school, parents/guardians, and the community to improve academic achievement; including helping parents/guardians understand the following topics: Pennsylvania's academic content standards, State academic assessments, the School Report Card, and how to monitor their student's progress.
- Provide materials and training to help parents/guardians improve their children's academic achievement including extended learning opportunities through parent/guardian involvement, take-home activities and books, in addition to articles in a monthly newsletter. Information can be found on the school's website.
- Ensure that information related to all school and family programs, meetings, and other activities will be sent home in a format and language that parents/guardians can understand, and honor requests for alternate formats, to the extent appropriate, in a language that parents/guardians can understand.
- Maximize parent/guardian involvement and participation in their student's education by offering Title I meetings at different times, distributing surveys and questionnaires asking parents/guardians for suggestions and recommendations for continued school program effectiveness and/or improvement, and responding to all suggestions and recommendations as soon as practicably possible.
- Provide parents/guardians with regular reports on their student's academic and behavioral progress through progress reporting during Parent-Teacher conferences, samples of student work, and updates on reading, writing and math assessments. The school will initiate parent/guardian contact whenever a pattern of behavior emerges that interferes with student learning.
- Provide parents/guardians with opportunities to become engaged with their student's educational program and progress, through volunteering and participating in their student's class and observing classroom activities.
- Provide parents/guardians reasonable access to staff.

Parent Responsibilities

Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication about Student academic learning and other school activities. This is to ensure that:

- Parents/guardians play an integral role in assisting in their student's learning;
- Parents/guardians are encouraged to be actively involved in their student's education at school.

Also, parents/guardians agree to support their student's learning in the following ways:

1. Establish routines to support their student's success in school:
 - appropriate bedtime
 - homework & reading
 - nutrition
 - grooming and hygiene
2. Communicate the significance of success in school and its relationship with success in life.
3. Volunteer time to the school during the school year.
4. Ensure that their student attends school on a regular basis and arrives at school on time.
5. Make sure that their student completes and returns homework on time.
6. Remain informed about their student's education and communicate with the school by promptly reading all notices from the school and responding as appropriate.

Student Responsibilities

Students will share the responsibility to improve their academic achievement and achieve the State's high standards. Specifically, students agree that they will:

- Attend school regularly and arrive at school on time.
- Complete all daily homework and return it to school on time.
- Support the mission of a Caring School Community.
- Follow the Code of Student Conduct.
- Be responsible for giving family members all information sent home from school.
- Plan a portion of each day for a period of uninterrupted reading time.

Parent Involvement Opportunities

Introduction

Parental involvement means the participation of parents/guardians in regular, two-way and meaningful communication about academic learning and other school activities. This is to ensure:

- That all parents/guardians play an integral role in assisting in their student's learning.
- That all parents/guardians are encouraged to be actively involved in their student's education at school.

Part 1: School Expectations Requirements

1. The School staff agrees to implement the following legal requirements: literacy activities; informational workshops; family involvement events; for the involvement of parents/guardians. These programs will be planned and operated at various times throughout the school year.

2. The staff will create a school/family compact. We believe the school staff and students share in the responsibilities for improved student achievement.
3. Annually, parents and guardians will attend Back to School Night for information on the School's participation in Title 1.

Part 2: Description of How the School will Implement Required Parent Involvement Components.

The school will take the following actions to involve parents/guardians in the process by:

- a. Administering family satisfaction questionnaires every Spring;
- b. Administering a family needs/interest survey during the school year
- c. Offering a variety of parent/guardian meetings and workshops;
- d. When appropriate and necessary, Title 1 funds may be used to pay staff for childcare services to enable parents/guardians to attend workshops and meetings;

The school will assist parents and guardians in understanding:

- a. The report card
- b. State academic assessments
- c. Common Core Standards
- d. How to monitor Student progress
- e. Strategies for helping Students learn to read
- f. Trips and activities

Parents/Guardians will be invited to attend:

- a. Back to School Night
- b. Report Card Conferences at least three times a year
- c. Workshops geared to specific grades

The school will provide materials and training to help parents/guardians improve their children's academic achievement through the use of parent/guardian involvement take home activities and books.

It is the school's policy that information related to all school and family programs, meetings and other activities will be sent home in a format and language the parents/guardians can understand. We will also honor requests for alternate formats to the extent appropriate, in a language the parent/guardian can understand.

Part 3: Additional School Responsibilities Policy Components

In order to maximize parent/guardian involvement and participation in their student's education, Title 1 meetings will be offered at different times.

Surveys and questionnaires will ask parents/guardians for suggestions and recommendations for continued school program effectiveness and or improvement. Also, report card conferences are opportunities for families to participate in discussions relating to the education of their student. The school will respond to all suggestions and recommendations as soon as practically possible.

Part 4: Agreement

This Title 1 Parent Involvement Policy is approved and adopted for the school year 2020-2021.

Parents/Guardians Right-to-Know: Highly Qualified Teachers Policy

Under the No Child Left Behind Act, parents/guardians have the right to know the following information:

- The qualifications of the school staff provide instruction to their student.
- Their student's level of achievement in each state academic assessment.
- Whether their student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified.

To satisfy the definition of a "highly qualified teacher," Pennsylvania public school teachers must:

1. Hold at least a Bachelor's Degree;
2. Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II or Intern certificate but not an emergency permit); and
3. Demonstrate subject matter competency for the core content area they teach.

In Pennsylvania, 75% of professional staff in a charter school must be certified and 25% can be non-certified. In order to be "highly qualified," all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must:

1. Hold at least a Bachelor's Degree; and
2. Demonstrate subject matter competence in each core content area and grade level at which they teach.

Parents/Guardians may request, and the School will provide in a timely manner, information regarding the professional qualifications of a student's classroom teachers including, at a minimum, the following:

- Whether the teacher has met state qualifications and licensing criteria for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any graduate certification or degree held by the teacher and the field of discipline of the certification or degree
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

CHILD ABUSE REPORTING POLICY

All First Philadelphia School employees are mandated by the Commonwealth of Pennsylvania to report suspected child abuse. They are required to make a report when they have reason to suspect that a student is being physically abused, emotionally abused, neglected, or sexually abused. When

staff members suspect child abuse, they are required to notify the Commonwealth's child abuse hotline, either via telephone or online. Following the report, staff members are required to notify the administration. After a call to ChildLine is made, the school may choose to alert the parents/guardians that a report was made, depending on the circumstances. There is no law requiring parental notification of reports of suspected child abuse. All staff members are mandated to keep confidential any discussion regarding suspected child abuse. The school administration may choose to share certain information with staff members on a need-to-know basis, only if this information will benefit the student.

All First Philadelphia Employees are trained in accordance with the requirements of ACT 126 (24 P.S. 12 § 1205.6).

CLOSED CAMPUS

First Philadelphia Charter School operates on a "closed campus" plan. The school officials have supervisory responsibility for all students while they are on school property during school time. Because of this responsibility, whether the student has walked, been delivered by a personally-owned vehicle, or ridden a school bus, he/she is not permitted to leave the premises until the end of the regular school day or after being signed out by a parent/guardian/designee at the office. Any student who violates this policy shall be subject to disciplinary action.

CONFIDENTIALITY

First Philadelphia Charter School maintains education records for every student. These records may contain confidential and/or personal information that includes, but is not limited to: student's name, name of parents/guardians and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

First Philadelphia Charter School must obtain parental consent before disclosing personally identifiable information to anyone not entitled to see it under law. "Consent" means that parents/guardians have been fully informed regarding the activity requiring consent in their native language or other mode of communication, they understand and agree in writing to the activity, and they understand that consent is voluntary and may be revoked at any time.

CUSTODY AND PARENT/GUARDIAN CONTACT

Please make certain that you have completed an emergency contact form at the beginning of the school year so that we can communicate in a timely manner. If at any time during the school year your address changes, please update your emergency contact form and provide us with two “proof of residency”.

First Philadelphia Charter School requires the submission of a copy of any Court Order or agreement affecting the custodial rights of a parent. It is important that the school understand custodial arrangements in order to determine who is eligible to pick your child up from school and communicate with school staff.

EMERGENCY DRILLS

Students will participate in emergency drills throughout the school year. These drills prepare students and staff for any emergencies that may arise. These may include, but are not limited to fire, lockdown, shelter-in-place, and evacuation drills. Students are expected to remain quiet and attentive during drills as important information may be disseminated that will assist staff members to ensure the safety of all students, staff, and visitors.

In case of a school evacuation students will be evacuated to an off-campus site.

EMERGENCY BEHAVIORAL PROCEDURES

The School relies on the use of positive methods for teaching students appropriate behaviors. However, designated employees receive annual training according to the principles of Handle with Care, and may use physical interventions to control acute or episodic aggressive or self-injurious behavior whenever a student is acting in a manner as to present a clear and present danger to him or herself and/or others, and whenever less restrictive measures and techniques have been attempted and proven to be ineffective.

In the event that physical intervention becomes necessary for a student with a disability, the student's parent or guardian will be contacted by phone, and invited to attend an IEP meeting to review the existing plan and its effectiveness for eliminating the need for physical restraint in the future.

ENROLLMENT

Students will be admitted without regard for sex, race, ethnicity, religion, income, or disability. Any student meeting the admission criteria as listed below will be considered without prejudice. Preference will be given to incoming siblings of currently-enrolled students. Enrollment for students residing in the Commonwealth is handled according to a wait list system.

The following criteria must be met for Student admission:

- The family must provide proof of birth, immunizations and proof of residency in the City of Philadelphia.
- Additional paperwork that will be helpful to determine programming for your child may be requested and other paperwork deemed necessary may be asked for at the time of admission.

ENTITLEMENT TO A FREE AND PUBLIC EDUCATION

- a. All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools.
- b. Parents/Guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age -- *if they are fulfilling their responsibilities as Students.*

EQUAL OPPORTUNITY AND NONDISCRIMINATION

The Board of Trustees requires equal educational opportunity for all Students enrolled in the educational programs and activities of the school including, but not limited to, course offerings, athletic programs, guidance and counseling, and tests and procedures regardless of gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status, or disability.

EXPECTATIONS FOR PARENT/GUARDIANS AS A PARTNER IN RESPONSIBILITY

Parents/Guardians are expected to act appropriately on the school premises at all times. Please remember that:

- Smoking is not permitted on the campus.
- Traffic and parking regulations of the City of Philadelphia must be followed. Police may give tickets for illegal parking and blocking traffic.
- Parents/guardians/other adults bringing students to school or picking them up are required to follow the driving pattern indicated by school staff.
- We recognize that there are times when parents/guardians may be frustrated or angry about a situation at the school. The best way to resolve conflicts is calmly. All staff members are expected to act professionally at all times. We ask that parents/guardians, also, remain that way. Raised voices and/or threats may lead to defensive behavior and then nothing is accomplished. Disruptive

adults may be escorted from the building. The police may be called and the adult may be banned from the school premises.

- Verbal harassment such as cursing, derogatory comments, jokes, slurs or threats is prohibited and a cause for a parents/guardians to be barred from campus.

- Physical harassment such as unnecessary or offensive touching, impeding or blocking movement, or touching a staff member or Student in anger is prohibited and a cause for a parents/guardians to be barred from campus. Police will be notified.

- Visual harassment such as derogatory gestures or symbols is prohibited and a cause for a parents/guardians to be barred from campus.

- Teachers are not able to stop teaching to take phone calls or meet with you. Please follow the procedure laid out in Communication Guidelines (p.5) to set up a meeting with a teacher.

Please remember that school is a professional workplace for our staff and an academic workplace for our Students. Please treat this environment as you would any other professional workplace.

FIELD TRIPS

All classes will have the opportunity to participate in field trips throughout the school year. Field trips provide valuable and worthwhile learning experiences for students and are related to the curriculum. Parental permission slips are required for each student participating in these activities. School Administration will determine the dress code for all trips although for most trips the school uniform will be worn.

In the event that a family is unable to afford a trip, please contact the student's teacher for payment arrangements. In some cases, a student whose parents/guardians are unable to pay may request financial support.

Any adult who chaperones a field trip is required to have the appropriate criminal background and child abuse clearances on file at the school.

FLAG SALUTE AND THE PLEDGE OF ALLEGIANCE

Each day, First Philadelphia Charter School begins with a recital of the Pledge of Allegiance and a flag salute.

- Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.

- Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

FOOD SERVICE

First Philadelphia Charter School has been approved by the Pennsylvania Department of Education as Community Eligibility Provision (CEP) sites. This means that all students are entitled to a free breakfast and lunch without the requirement of completing lunch applications. Students do not need to bring food to school, unless there is medical need.

In the event that a student wishes to pack a lunch, healthy packed lunches are permitted in the school building. These lunches should qualify as nutritious according to the Pennsylvania Department of Education's Division of Food and Nutrition Program.

Students who bring lunches that do not follow these healthy guidelines, will be given the opportunity to eat the school lunch. School staff will contact the parent/guardian to discuss the concerns.

Please do not include the following:

DO NOT SEND NUTS: First Philadelphia is a NUT FREE SCHOOL

- Candy
- Gum
- Fast Food
- Soda
- Glass Bottles or containers
- Containers that are difficult for your student to open
- Containers that easily leak or spill
- Food that must be heated or refrigerator

If you are dropping off breakfast or lunch for a student, you are to present a photo I.D. and label the package with the student's name and grade

[Wellness Policy](#)

GRIEVANCES

Parents/Guardians have the right to file a grievance for any actions/decisions made by the Board of Trustees that impact their student or family. The following steps are to be taken in order to file a grievance:

1. Write a letter to the Board President outlining or detailing your concerns.
2. In that letter, you may request a date for a hearing. The Board of Trustees will respond to the request within 30 days of receipt of this letter.
3. A sub-committee/mediator will be assigned to hear the grievance.
4. A decision completed in writing will follow within seven (7) days.

In the case that the school is unable to provide satisfactory resolution to a grievance or concern families may submit their complaints in writing to the Pennsylvania Department of Education at the following address:

Pennsylvania Department of Education
Division of Federal Programs
333 Market Street, 7th Floor
Harrisburg, PA 17126

In the case that the Pennsylvania Department of Education is unable to provide a satisfactory resolution to a grievance or concern families may submit their complaints in writing to the United States Department of Education.

LOCKER POLICY

Lockers are available to students during the school year. The lockers belong to the school and students are given the privilege of using them. Students are prohibited from placing any marks on or in the assigned lockers, and will be held responsible for defaced lockers. Students may not share, switch or use any other locker than the one assigned to them. They are to report any repairs that need to be made to the lockers.

Please know that as a Caring School Community locks are not used on lockers in any grade K-12. First Philadelphia Charter School expects students will respect the privacy and property of others. The school cannot guarantee the security of the contents of the lockers and is not responsible for loss or damage to personal property.

Students are NOT to leave food in lockers overnight.

Students are NOT to store or place anything illegal in the school lockers, such as:

- Drugs or Alcohol
- Stolen Property
- Anything that can be used as a weapon
- Anything deemed by the school or police to be a danger
- Anything else illegal to possess

First Philadelphia Charter School has the right to search a student's locker whenever the school has reasonable suspicion that the locker contains an illegal item in violation of law and/or school policy. Prior to a locker search, the student will be notified and given the opportunity to be present. If reasonable suspicion exists that a locker contains an item that poses a threat to the health, welfare or safety of the school community, the school may search the locker without prior notice or warning to the assigned student.

In the event that a school employee searches a locker and finds anything inappropriate or illegal in the locker, the employee may confiscate such items, secure them and use them as evidence for

school discipline, up to expulsion, for violations for possession of illegal substances or weapons. In addition, the school may turn found items over to law enforcement for possible criminal investigation and charges.

LOST AND FOUND

All lost articles, including textbooks, are placed in the lost and found. A student who finds an article can help in returning it to the office. A student who loses an article should go to the office for assistance.

PARENT INVOLVEMENT

The First Philadelphia Charter School community consists of teachers, non-teaching staff, administrators, students and parents/guardians. Parents and families are an integral part of a student's education. We welcome your participation in the school community. Students take pride in a school when they see parents, guardians and teachers working side by side to create an optimal learning environment. We look forward to working with you!!

For a full parent involvement policy, please reference the Title I section of this handbook.

Parent Volunteering

On Wednesday, June 10, 2015, Governor Wolf announced the State will waive fees for the Pennsylvania criminal record check and child abuse clearance for volunteers working with children. The fee waiver of \$10 per clearance has been in effect as of July 25, 2015. The child protection law requires volunteers who have not been a continuous resident of Pennsylvania for the last ten years to obtain an FBI criminal history check, which is not administered by the State government. Volunteers who need the FBI criminal history check will still be responsible for the \$27 fee. Volunteers who have lived in Pennsylvania for a full ten-years may provide a signed and witnessed waiver in lieu of the FBI criminal history check. We look forward to working with you!

Parties and Celebrations

Student birthdays may be acknowledged in their classrooms after speaking with your child's teacher. We ask that no treats (food or drink) be sent. This is for the protection of students with food allergies in the classroom, to ensure safety and security, as well as for overall healthy eating. Here are some fun suggestions to celebrate birthdays in your child's classroom without bringing food:

- Assemble goodie bags with pencils, erasers, stickers, and other dollar-store finds.
- Arrange for the children to play a game instead of eating a snack. If you don't have any ideas, talk to your child's teacher. They are likely to know what the children will enjoy and what will work well in the classroom setting.
- Simple and easy art projects or crafts.
- Bring in special party napkins (or even party hats) to use during the regular class meal time.

Please speak with your child's teacher for other creative alternatives.

To avoid hurt feelings, First Philadelphia will not permit invitations to private parties to be given out in School.

Personal Property

Please clearly mark your student's name on all personal and school related items such as lunchboxes, book bags, coats, sweaters, blazers, etc. For Student safety, his or her name should be marked on the inside of all personal and school-related items. First Philadelphia Charter School does not assume responsibility for any personal items that were brought to school by students.

The following items are not permitted in school:

Outside food and beverage items, electronic/video games, make up, radios, personal laptops, iPads, skateboards, bicycles, headphones/earbuds, money (unless needed for a trip or school related project; this money should be in an envelope), Cell phones (must be turned off before entering the building. They may not be used under any circumstances in the school building including as a camera or a calculator), iPods or MP3 Players, toys, trading cards, pets, or any other item that School Administration deems as a disruption to the learning environment.

Possession of any of these items during school may subject the student to disciplinary action, as well as confiscation of the items.

Record of Access

The school is required to keep a record of parties obtaining access to education records collected, maintained, or used under this part (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party was authorized to use the records.

Amendment of Records at Parent's Request

If you believe that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of your student, you may request, in writing, that the school amend the information.

The school is required to decide whether to amend the information in accordance with your request within a reasonable period of time of receipt of the request. If the school decides to refuse to amend the information in accordance with the request, it must inform you of its refusal and of your right to a hearing as set forth below.

The school shall, upon request, provide an opportunity for a hearing to challenge information in education records to ensure that such results are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

If, as a result of a hearing, the school determines that any information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the information is to be amended accordingly and so inform the parent/guardian in writing. If, as a result of a hearing, the school determines that the information in question is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it is required to inform you of your right to place in your student's records a statement commenting on the information or setting forth any reasons for disagreement with the school's decision. Any explanation placed in your student's records under this section must be maintained by the agency as part of the records of the student for as long as the record or contested portion is maintained by the agency; if the records of the student or the contested portion is disclosed by the agency to any party, the explanation must also be disclosed to the party.

Fees for Searching, Retrieving, and Copying Records

The school will not charge a fee to search for or to retrieve information under this part, but may charge a fee for copies of records which are made for the parent/guardian under this part if such fee does not effectively prevent the parents/guardians from exercising their right to inspect and review those records. The fee for copies is \$.10 per page.

Student Health Services Policies and Procedures

The 2020-2021 Student-Parent/Guardian Handbook sets forth the student health policies and procedures as follows.

COVID-19 Modifications for 2020-21 School Year

First Philadelphia Preparatory Charter School incorporates into the Health Policy below the School's 2020-2021 Reopening Health and Safety Plan, which also will be posted on the School's website and which will be reviewed throughout the year and updated as needed. The Reopening Health & Safety Plan details requirements for the School, staff, students and families in order to minimize health risks from COVID-19, and to ensure the safety of the school community.

Because of the COVID-19 pandemic, **the Pennsylvania Department of Health (DOH) has temporarily suspended requirements for immunizations to attend school in the fall of 2020 for two (2) months after the beginning of the school year** including the regulation at 28 Pa.Code Section 23.85, stating that students who do not meet the requirement for immunizations should be excluded, unless students with medical exceptions are verified by the School to be on a plan to get their immunizations and actually obtain the vaccinations.

Despite the temporary suspension of immunization requirement, however,

[t]he Department continues to stress the importance of immunizations. Childhood immunizations are essential to individual and population health. Immunizations protect children against the potentially devastating effects of vaccine-preventable diseases. The . . . regulations are being suspended temporarily only in response to the impact of the COVID-19 disaster emergency on the availability of immunizations before the start of the school year. [Emphasis added].

In order to avoid possible interruption of in-person attendance at school once the suspension of immunization regulations ends 2 months after the start of school, First Philadelphia recommends checking with your student's health care provider to see if the office has reopened for preventive medical visits, including those associated with the administration of vaccines. A number of medical offices have reopened in modified fashion.

School Nurse

First Philadelphia Preparatory Charter School has a registered professional nurse who is responsible for handling a variety of student health concerns, promoting student health, and for maintaining all medical records on each student. The nurse coordinates and conducts all mandated screenings and health programs, and works directly with students to provide care and to give guidance and educational support to students in health-related matters. Parents/guardians and students are asked to contact the school nurse regarding any special health problems.

If a student becomes ill during the school day, he or she should ask the teacher for a pass to go to the nurse's office. The nurse will determine what care procedure will be followed.

The school nurse will:

1. Provide first aid in emergencies. The nurse will notify parents/ guardians when a student has been hurt or suddenly becomes seriously ill and needs immediate care from a doctor and/or hospital.
2. Notify parents/guardians when a student can no longer remain in class and needs to be taken home because of injury, illness or a communicable condition, such as the following: fever of 100.4 or more, suspected contagious disease, vomiting, diarrhea, head lice, cannot remain comfortably in class, and undetermined rash.

Immunizations

The Pennsylvania Public School Code now requires all public schools, including charter schools, to determine that a student has been immunized in accordance with state law prior to admission to school. The school nurse is responsible to review each student's immunization records to ensure that he or she meets state requirements.

A student whose parent or guardian fails to provide complete and accurate immunization records to the school nurse risks exclusion from school until state immunization requirements are met.

Students in ALL Grades (K-12) need the following vaccines

4 doses of tetanus, diphtheria and acellular pertussis (usually given as DTP or DTaP or DT or Td) (1 dose on or after the 4th birthday)

4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given, but a 4th dose is unnecessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)

2 doses of measles (usually given as MMR)

2 doses of mumps (usually given as MMR)

2 doses of rubella (German Measles) (usually given as MMR)

3 doses of hepatitis B

2 doses of varicella (Chickenpox) or evidence of immunity

Students entering 7th Grade need the following vaccines:

1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade

1 dose of meningococcal conjugate vaccine (MVC) on the first day of 7th grade

Students entering 12th Grade need the following vaccine

Vision Screen-Convex Lens Test (Plus Lens)		X												1st grade students meeting criteria & new students (any grade) not previously screened
Vision Screen-Color Vision Test		*	*											*1st or 2nd grade & new students (any grade) not previously screened
Vision Screen-Stereo/Depth Perception Test		*	*											*1st or 2nd grade & new students (any grade) not previously screened

State law requires students to have updated health and dental examinations upon entering a school for the first time and at the following intervals:

- Updated dental assessments when starting 3rd and 7th grades
- Updated health assessments when starting 6th and 9th grades

We recommend that you submit a copy of updated health and dental assessments every year after your student sees his or her physician and/or dentist, so that the school nurse will have current information.

A doctor's authorization is also required for any of the following:

- Any medication given
- Any controlled drug
- Emergency medication kept in hand; i.e., inhalers, Epi-pens (physician instructions required)
- Annual update of doctor's authorization for long-term care.

Upon return to school after major surgery or hospitalization, a physician's release must be presented to the school nurse, specifying any necessary restrictions or concerns.

When a student is excused from participation in physical education for medical reasons, he/she must provide the school nurse with a written excuse from a doctor or the parent/guardian.

Students participating in school-sponsored athletic programs must complete a physical examination every year of participation.

Please contact the school office to obtain the necessary health forms. Your student's health provider must complete the forms, which may be returned to the school nurse in person or by mail or fax.

Medication

Students are not allowed to bring any kind of prescription or over-the-counter medication to school, except for the management of Asthma, Diabetes or severe allergic reactions (see below for additional information about these exceptions). All medications should, if possible, be given by the parent/ guardian at home.

In the event that medication must be administered at school, a physician must have prescribed the medication, and arrangements must be made through the school nurse's office for the school nurse to administer the medication. The medication must be furnished by the parent/guardian, in the original container and be properly labeled, at a meeting with the school nurse. The parent/guardian and the nurse will verify the medication and the written order. The medication will be counted and documented. The parent/guardian must have the form for medication administration completed by the student's healthcare provider.

Asthma Inhaler

Students with asthma should bring an inhaler prescribed by their doctor to school each day in accordance with Act 187. This law permits students who, with a physician's diagnosis of asthma, medication orders, parental permission, and demonstrable responsible behavior, to carry and self-administer their own medication via an asthma inhaler. In this situation, the school nurse will communicate the exception in writing to the appropriate staff members, so they are aware that a particular student is permitted to carry his/her inhaler. As supported above, exceptions must be approved by the CEO, though the school nurse may make an exception on a temporary basis when unusual circumstances exist.

First Philadelphia is relieved of any responsibility for the benefits or consequences of the prescribed medication, and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the student must notify a staff member as soon as breathing becomes difficult, and following each use of the inhaler, the student must notify the school nurse.

The student is prohibited from making medication or any medical equipment available to other students. Any student who does so will be in violation of, and therefore subject to discipline under the Student Code of Conduct. Violation of school policy and procedures also may result in restriction of the student's privilege to self-administer medication or equipment.

Self-Monitoring and/or Management of Diabetes

First Philadelphia recognizes that a number of students may have medically certified diabetes requiring medication, equipment or machinery to be administered during school hours in order to maintain health and to function in the school setting.

Diabetic students may possess on their persons, including bookbags and handbags, all necessary supplies, equipment and prescribed medication to perform self-monitoring and treatment.

Upon written consent of a student's parent/guardian, the student with diabetes will be permitted to perform blood glucose checks, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the student has successfully demonstrated the capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

First Philadelphia is relieved of any responsibility for the benefits or consequences of the prescribed medication, and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the student must notify the school nurse following each use of medication or equipment for the student's diabetes-related condition.

The student is prohibited from making medication or any medical equipment available to other students. Any student who does so will be in violation of, and therefore subject to discipline under the Student Code of Conduct. Violation of school policy and procedures also may result in restriction of the student's privilege to self-administer medication or equipment.

Severe Allergic Reactions

Upon written consent of a student's parent/guardian, a student at risk for severe and life-threatening allergic reaction will be permitted to carry and self-administer Epipen or other epinephrine auto injector. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the student has successfully demonstrated the capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

Parents/guardians of students with severe allergies are requested to provide the school nurse with an extra Epipen or other epinephrine auto injector in case of an emergency. The School is under no obligation to maintain a supply of Epipens or other epinephrine auto injectors, and is relieved of any responsibility if a student's parent/guardian has not provided the school nurse with an extra Epipen or other epinephrine auto injector for his or her student, or for the benefits or consequences of self-administration thereof, and bears no responsibility.

As part of responsible behavior, the student must notify the school nurse following each use of an Epipen or other epinephrine auto injector.

The student is prohibited from making the Epipen or other epinephrine auto injector available to other students. Any student who does so will be in violation of, and therefore subject to discipline under the Student Code of Conduct. Violation of school policy and procedures also may result in restriction of the student's privilege to self-administer medication or equipment.

Illness or Infectious Condition

A student may not attend school if any of the following symptoms are present or suspected by a physician or the school nurse:

- Fever: Students should remain home or be sent home if they have above-normal temperatures.
- Conjunctivitis ("pink eye"): A student may return only after discharge discontinues and 24 hours of treatment is completed.
- Rashes: Unidentified rashes must be diagnosed by a health care provider.

- Impetigo: Your student must be seen by a health care provider.
- Diarrhea: The student experiences diarrhea two days in a row or three times in one day.
- Vomiting: The student experiences repeated forceful evacuation with other symptoms or the student's inability to eat.
- Lice (see below).
- Ringworm (see below).
- Any other contagious condition: measles, chickenpox, mumps, whooping cough, or streptococcal infections that are still contagious.

In addition, a student shall not attend school if he or she is experiencing any unusual discomfort such as an earache or other pain that causes the student to cry or to experience significant pain.

Cooperation of parents/guardians with this policy, as mandated by state law, will minimize the number of days that students and staff are sick, thus helping to maintain a healthy learning environment.

Source: 28 Pa Code §§ 27.71 - 27.73

Lice and Ringworm

Title 28, Chapter 27 of the Pennsylvania Department of Health's Regulations of Communicable and Non-Communicable Disease, governs the exclusion from school and readmitting to school students regarding infectious conditions such as lice and ringworm. If a student has been diagnosed by a physician or is under such suspicion by the school nurse, the student will be excluded from school for the period of time until he or she is judged noninfectious by the school nurse or by the student's physician.

A student with lice should be treated with a lice shampoo, and the school nurse must be notified of appropriate treatment.

A student with ringworm of the body must be treated with an antifungal ointment and covered. Ringworm of the scalp requires treatment prescribed by a physician, and must be covered while at school. The school nurse must be notified of appropriate treatment.

The student will be readmitted to school if the nurse is satisfied that the live infestation is non-communicable, or when the student presents a certificate of non-infectiousness from a physician.

If a continued pattern of infestation is evident, the Department of Human Services (DHS) may be contacted.

Bed Bugs

While bed bugs are not known to transmit diseases, their occasional transport into school can cause annoyance. It is sometimes possible for a few bed bugs to be carried to school from a home by hiding in clothing or a backpack. Below are several steps that you can take to help reduce the risk of bed bugs hitchhiking to school:

1. Please keep all clothes, shoes, backpacks, lunch boxes, coats, homework, books and laptops away from beds and upholstered furniture.

2. Any items that are stored near beds or other furniture should be placed in a clear plastic bin or plastic bag until the student needs to take them outside the home.
3. If you suspect that these items have been in contact with beds or other furniture, please place these items in a dryer on medium-high heat for at least 20 minutes. If any of these items can be laundered, washing and drying on the hottest settings that the fabric can safely withstand (at least 113 degrees F for at least 1 hour) is recommended to kill bed bugs. The higher the temperature, the shorter the time needed to kill bed bugs at all life stages.
4. Use a protective cover that encases mattresses and box springs. Check the cover regularly for holes.

First Philadelphia will help by discreetly conducting its own check of items that are brought to school if there is information or reasonable suspicion that bed bugs were carried into school. This check will be accomplished without interruption to your student's education.

If a continued pattern of infestation is evident, the Department of Human Services (DHS) may be contacted.

Ongoing Need for Current Information

If a student has any chronic health problems, parents/guardians must update his/her health status yearly.

There may be instances when it would be essential for the school nurse to be able to immediately contact a student's parent or guardian. It is very important that the nurse have current telephone numbers in order to contact a parent, guardian or designated person in case of an emergency.

Transportation

It is the responsibility of a student's parent/guardian to provide transportation home, to a doctor, or by ambulance if such a need arises. It is their responsibility to obtain medical attention unless an emergency is so serious that the student must be taken immediately from school to a doctor. In case of such an emergency, the parent/guardian will be notified as soon as possible and a school employee will remain with the student until the parent/guardian arrives at the school or treatment site. First Philadelphia Charter School is not responsible for any costs of emergency care or transportation.

Return to School After Accident

If a student returns to school following an accident with restrictions, a physician's note outlining the restrictions must accompany the student. The student or the student's parent/guardian is required to deliver the physician's note outlining the restrictions to the school nurse on the first day the student returns to school following an accident.

Homebound Instruction

The purpose of homebound instruction is to provide students with some level of instructional services during a temporary period of absence so that, upon return to school, they can re-engage successfully with their instructional programs.

A student may be eligible for homebound instruction if he or she is confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The term, "urgent reasons," will be strictly construed and does not permit irregular attendance. The student's condition must be temporary in nature, and the temporary condition must be anticipated to last more than four (4) weeks. Additionally, the student's need for homebound instruction must be formally documented by a physician or psychiatrist.

Any parent/guardian who wishes to enroll his or her student in homebound instruction should contact the school counselor for additional information.

SUICIDE AWARENESS AND PREVENTION

The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students and the entire school community are significant. The Board of Trustees of First Philadelphia Charter School is committed to: maintaining a safe school environment; protecting the health, safety and welfare of its students; promoting healthy development; and safeguarding against the threat or attempt of suicide among school-aged youth. Therefore, in order to ensure the safety and welfare of its students, First Philadelphia will take a multi-faceted approach to educate students and staff on the actions and resources necessary to prevent suicide and promote mental well-being.

Preventing and Education

Students in grade 6 and above will receive age-appropriate lessons in their classrooms through health education or other appropriate curricula such the importance of safe and healthy choices, help seeking strategies for self and/or others, promoting a climate that encourages peer referral and emphasizes school connectedness, and addressing possible precursor problems such as depression and other mental health issues, anger, and drug use.

Intervention/Prevention

Staff, students, parents or guardians who suspect that a student may be contemplating suicide, or who becomes aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened, should immediately notify the CEO, who will ensure immediate involvement of the school's crisis response team and implementation of emergency response protocols.

If an expressed suicide thought or intention is made known to member of the school community during an internship or afterschool program and the CEO or other school administrator is not available, call for help:

215-686-4420 (Crisis Intervention Hotline in City and County of Philadelphia)

1-800-SUICIDE (1-800-784-2433) (Crisis Services of the Treatment Advocacy Center, National Hopeline Network)

1-800-273-TALK (8255) (National Suicide Prevention Lifeline; suicidepreventionlifeline.org)

Thereafter, as soon as possible, inform the CEO of the incident and actions taken.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

All Students will be issued the necessary textbooks and instructional materials for the subjects they are taking. The care of these textbooks and materials is the student's responsibility and any damage to a book beyond normal wear will result in a fine.

Parents/Guardians are financially responsible for damaged or lost textbooks. In an effort to decrease damage to books we strongly recommend the following precautions:

VISITORS

We welcome school visitors and hope you will come see us over the course of the year. For our Students' safety and for the benefit of their learning all visitors are required to first report to the main office. Visits during instructional time shall be permitted only with the CEO and/or Principal's approval and with a 24-hour notice. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. The Administration has the right to refuse entry or to request unauthorized persons to leave the school.

When arriving at school:

- Check-in with the school's front desk. You must show the front desk staff a state ID or driver's license.
- You will receive a visitor's pass that must be worn while in the school building.
- You may be escorted to your destination by a school employee.

WELLNESS POLICY

The Board of Trustees of the Charter School, in combination with students, parents, administrators, faculty and staff, is committed to providing a school environment that promotes and protects children's health, well-being and ability to learn by supporting healthy eating habits and physical activity. As a means to foster such a school environment, the Board of Trustees of First Philadelphia Preparatory Charter School sets forth the following goals and adopts the following Wellness Policy on Physical Activity and Nutrition. [Wellness policy](#)

WITHDRAWALS

In order for a Student to withdraw from school, it is necessary that the parent or legal guardian makes a written request using the withdrawal form. The withdrawal form can be obtained from the Office of the Registrar located in Building A. Records will be mailed to the new school after a release of records is signed.

INTERNET ACCEPTABLE USE AGREEMENT 2020-21

Please read this document carefully. Your signature on the final page, identifying that you have read the Family Guidebook also indicates agreement with the Internet Acceptable Use Agreement.

Internet access is available to Students and teachers at the school.

We are very pleased to bring this access to students and staff and believe the Internet offers vast, diverse, and unique resources to both Students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The signature(s) at the end of this book is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Technology is a valuable and real world educational tool. The policy outlined below applies to all technology use including but not limited to Internet use. The Acceptable Use Policy for Technology applies to all students, staff, and volunteers allowed access to school technology resources.

We recognize that the digital world allows anytime, anywhere access. Uses mentioned in this policy apply to inside school use and may in certain instances apply to personal use of technology outside of school. Where personal outside use of technology threatens a likelihood of substantial disruption in school, including harming or interfering with the rights of other Students or staff to participate in school, these activities may be viewed as a violation of the Acceptable Use Policy and may be subject to disciplinary measures. The types of electronic and digital communication references in this Acceptable Use Policy include, but are not limited to, social networking sites, cell phones, digital cameras, text messages, email, voice messages, chat rooms and instant messaging.

The School's goal is to prepare its members for life in a digital global community. To this end, the school will:

1. Integrate technology with project-based learning to enhance learning
2. Encourage critical thinking, communication and problem solving skills
3. Provide a variety of technology tools and related technology skills

Our school will make every effort to provide a safe environment for learning. School technology is to be used to enhance student learning.

Copyright/Intellectual Property Identity: All sources obtained for student work must be properly cited. Users are to respect the rights of and the intellectual property of others in accordance with

Federal Copyright Law. Transferring copyrighted material to and from a school without expressed permission from the owner is a violation of the Federal Law.

Users must adhere to the school policy that may further define uses of mobile devices. If a particular mobile device is to be used for educational purposes, the school and/or administration will provide the parameters for use.

Examples of Unacceptable Uses-users are NOT to:

- Use technology to harass, threaten, deceive, intimidate, offend, embarrass, or annoy an individual.
- Post, publish, or display any defamatory, inaccurate, violent, abusive, profane, sexually oriented material. Users must not use obscene, profane, lewd, vulgar, rude or threatening language.
- Use a photograph, image, video of any Student or employee without express permission of that individual and the principal.
- Create any site, post any photo, image or video of another person without the express permission of that individual and the principal.
- Attempt to circumvent the system security.
- Visit a site known for unacceptable material or any material that is not in support of our educational goals.
- Visit social networking sites, gaming sites, except for educational purposes under teacher supervision.
- Transmit any material that is in violation of any local, federal, and state laws. This includes copyrighted material, licensed material and obscene material.

Reporting: Users must report immediately any damage, or change to the school's hardware that is noticed by the user.

Administrative Rights: The administration has the right to monitor student use of computers, and computer accessed content. The administration reserves the right to amend, or add to this policy at any time without notice.

Policy Violations: Violation of the above school rules will be dealt with by the administration of the school. Violation of these rules may result in any or all of the following:

1. Loss of school network, computer and Internet access.
2. Issuance of consequence as found in the Student Code of Conduct.
3. Disciplinary action including, but not limited to, a hearing before the Board of Trustees and/or legal action by the school, including out-of-school suspension and expulsion.
4. Staff/parent contact for student misuse.
5. Confiscation of inappropriate item(s).
6. Restitution/restoration.
7. The CEO reserves the right to establish additional rules and take appropriate actions to implement this policy.

The CEO retains the right to amend this guidebook for just cause. Parents will be given prompt notification if changes are made.



FAMILY GUIDEBOOK COMPACT SIGNATURE PAGE

PLEASE SIGN THIS PAGE AND RETURN THE SIGNED PAGE TO SCHOOL

2020-2021 SCHOOL YEAR

We have read the Family Guidebook and have reviewed it as a family. We understand the written policies and procedures of First Philadelphia Preparatory Charter School. We will work to support these policies and procedures as well as the Mission of First Philadelphia Charter.

Student's Name (PRINT): _____

Student's Grade and Section: _____

Signature of Student: _____

Signature of Parent/Guardian: _____

Printed Name of Parent/Guardian: _____

