



Family Guidebook

2019 – 2020

4300 Tacony Street
Philadelphia, PA 19124

TABLE OF CONTENTS

Welcome from our C.E.O.	11
My Personal Vision for First Philadelphia:	12
First Philadelphia Preparatory Charter School Mission	13
First Philadelphia Preparatory Charter School Vision	13
First Philadelphia Parent Pledge	13
SCHOOL CONTACT INFORMATION	13
Communication Guidelines	13
Formal Versus Informal Communication From Parents to Staff	14
Contacts	14
Board of Trustees	15
BOARD MEETING DATES AND TIMES FOR THE 2019 – 2020 SCHOOL YEAR	15
GENERAL INFORMATION School Calendar (K-12)	16
Hours of Operation	17
Arrival Procedures (parent drop off)	17
Dismissal Policies (for students being picked up by a parent or other adult)	18
Transportation	19
Transportation on a School Bus	20
Inclement Weather and Emergency Closings	20
Emergency Drills and Evacuation Site	21
DRESS CODE	21
First Philadelphia Uniform Policy for the 2019-2020 School Year	21
EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS (ECYEH)	23
EVERY STUDENT SUCCEEDS ACT (ESSA)	23
ACADEMIC PROGRAMMING	25
Grading Guidelines Grades K-5	25

Grading Guidelines Grades 6-8	26
Grading Guidelines Grades 9-12	28
High School G.P.A. Scale	28
High School Class Ranking Guidelines	29
Dual Credit	30
High School Credit Requirements	30
High School Grade Promotion	31
High School Credit and Grade Recovery	31
English Learner Marking and Grading Guidelines K-12	32
Special Education Marking and Grading Guidelines K-12	33
Parent Portal	33
ATTENDANCE AND LATENESS	34
Absences	35
When a Student is Absent Without Excuse and/or Truant (3+ Unexcused Absences)	
When a Student is Absent from School	36
When a Student is Habitually Truant (8+ Unexcused Absences)	37
When a Student is Excessively Truant (10+ Unexcused Absences)	37
Ten Consecutive Unexcused Absences (Removal From Active Roll)	38
Lateness	38
Consequences for Excessive Lateness	39
POLICIES AND PROCEDURES FOR POSITIVE STUDENT BEHAVIOR	39
POSITIVE BEHAVIOR SUPPORT PLAN	39
POSITIVE RECOGNITION, REDIRECTION, AND REINFORCEMENT	40
Universal Expectations for Success	40
Roles and Responsibilities: Teaching Staff	41
Classroom Consequence for Misbehavior	42

Behavior Matrix: Kindergarten	43
Behavior Matrix: Grade 1	44
Behavior Matrix: Grade 2	45
Behavior Matrix: Grade 3	46
Behavior Matrix: Grade 4	47
Behavior Matrix: Grade 5	49
Classroom Behavior Matrix: 6th, 7th, 8th Grade	50
Behavior Matrix: Grades 9-12	53
K – 12 INTENSITY 4 INFRACTIONS	56
Act 26 (Pennsylvania Law)	57
Application of Code of Conduct to Off-Campus Activities	58
Bullying, Cyberbullying, Harassment, Cyber Harassment and Hazing	58
Definitions	59
Responsibility	60
Disciplinary Consequences	61
Procedures	61
Awareness and Prevention	62
Compliance	63
Discipline of Students with Disabilities	63
Discipline of Students with an IEP	63
Protections of "Thought to be Eligible" Students	64
Controlled Substances: Drug and Alcohol Abuse Policy	65
Harassment/Intimidation	65
Personal Electronic Devices	66
Recording and Reporting of Behaviors	66
Search and Seizure Policy	67

Social Networking and Social Media Policy	68
Purpose	68
Prohibited Use of Social Networking and Social Media	68
Accountability	69
General Guidelines for Students Using Social Media and Social Networking	69
General Guidelines for PARENTS/GUARDIANS	70
Student Athlete Eligibility	71
Academic Guidelines	71
Behavior Guidelines	71
Attendance Guidelines	72
Sportsmanship	72
Disciplinary Accountability	72
Students and the Police	73
Substance Abuse	73
Prevention	73
Immediate Investigation and Action	74
Intervention	74
Suspensions, Hearings and Expulsions	75
Suspensions	75
Conditions for Suspension	75
Procedure for Suspensions	75
Statement of Purpose of Suspensions	76
Due Process and School Hearings	76
Terroristic Threats	77
Tobacco Use	77
Weapons	78

Required Expulsion Hearing for Weapons Possession Under Act 26	78
Definitions For Terms Found Within the Code of Conduct	79
SPECIAL EDUCATION AND RELATED SERVICES	83
Annual Public Notice of Special Education Services and Programs: Child Find	83
Identification Activity “Child Find”	84
Signs of Potential Developmental Delays and Other Risk Factors that Could Indicate Disability	84
Confidentiality of Information	85
Program Development and Provision of Services	87
Equal Opportunity in Educational Programs or Activities	87
Contact	88
CONFIDENTIALITY OF STUDENT RECORDS	88
Annual Notice of Rights under FERPA	88
Officials Responsible for Ensuring Confidentiality	91
Parent or Guardian Requests for Educational Records and Transcripts	91
Prior Notice to Parents	91
Parent Consent	92
Independent Educational Evaluation	92
Surrogate Parents	93
Definitions	93
Applicable Laws and Regulations	94
TITLE IX GRIEVANCE POLICY AND PROCEDURES	94
Purpose and Scope	94
Definitions	95
Title IX Grievance Process	97
A. Receipt of a Complaint	97

B. Informal Resolution Procedures	98
C. Formal Resolution Proceedings: Filing and Accepting a Complaint	98
D. Complaint Investigation	99
E. Report of Findings and Recommendation – Complaints Against Non-students	99
F. Report of Findings and Recommendation – Complaints Against Students	100
G. Appeal Procedure	101
H. Remedies	102
I. Confidentiality and Complainant Requests	102
J. Interim Protective Measures	102
K. Effect of Criminal Proceedings	103
L. Retaliation or Reprisals is Prohibited	103
M. Filing of False Complaints	104
N. Time Frames	104
O. Title IX Grievance Procedures	104
NON-DISCRIMINATION OF PREGNANT/PARENTING/MARRIED STUDENTS	104
Definitions	104
Mandatory Regulatory Guidelines	105
Attendance and Absenteeism	106
Health Services	106
Confidential Communications	107
NON-DISCRIMINATION OF TRANSGENDER AND GENDER NON-CONFORMING STUDENTS	107
Authority	107
Title IX	107
City of Philadelphia Bill No. 130224	107
Definitions	107

Scope	108
Names/Pronouns	108
Privacy/Confidentiality	108
Gender-Segregated Activities	109
Gender-neutral Language	109
Restroom Access	109
Locker Room Access	109
Physical Education Classes & Intramural Sports	109
Interscholastic Competitive Sports Teams	109
Dress Codes	109
Training Requirement	109
Curriculum	109
Discrimination/Harassment	109
TITLE I ANNOUNCEMENT	110
School-Parent Guidebook	110
School Responsibilities	110
Parent Responsibilities	111
Student Responsibilities	111
Parent Involvement Opportunities	112
Introduction	112
Part 1: School Expectations Requirements	112
Part 2: Description of How the School will Implement Required Parent Involvement Components.	112
Part 3: Additional School Responsibilities Policy Components	113
Part 4: Agreement	113
Parents/Guardians Right-to-Know: Highly Qualified Teachers Policy	113

BUILDING AND SCHOOL PROCEDURES AND PRACTICES	114
Cafeteria	114
Child Abuse Reporting Policy	114
Closed Campus	114
Confidentiality	115
Custody and Parent/Guardian Contact	115
Emergency Drills	115
Emergency Behavioral Procedures	115
Enrollment	116
Entitlement to a Free and Public Education	116
Equal Opportunity and Non-Discrimination	116
Expectations for Parents/Guardians as a Partner in Responsibility	116
Field Trips	117
Flag Salute and the Pledge of Allegiance	117
Food Service	117
Grievances	118
Locker Policy	119
Lost and Found	119
Parent Involvement	119
Parent Volunteering	120
Parties and Celebrations	120
Personal Property	120
Record of Access	121
Amendment of Records at Parent’s Request	121
Fees for Searching, Retrieving, and Copying Records	121
School Nurse	122

Immunizations	122
Schedule of Required Dental and Physical Examinations and Requirements for Physician’s Authorization and Other Forms	124
Medication	124
Asthma Inhaler	124
Self-Monitoring and/or Management of Diabetes	125
Severe Allergic Reactions	125
Illness or Infectious Condition	126
Lice and Ringworm	126
Bed Bugs	127
Ongoing Need for Current Information	127
Transportation	128
Return to School After Accident	128
Homebound Instruction	128
Suicide Awareness and Prevention	128
Prevention and Education	129
Visitors	129
Wellness Policy	130
Withdrawals	130
INTERNET ACCEPTABLE USE AGREEMENT 2019-2020	130

Dear Family Members of our First Philadelphia students,

I am excited to write to you as our new school year begins, First Philadelphia's 18th year of service to the students of the City of Philadelphia . . . and to their families. We have a fantastic school and offer great opportunities for students - - in and out of the classroom. Our staff is dedicated, caring, highly skilled and professional. We want your educational experience with us to be an enriching one.

Each school year is a new journey and offers a new educational opportunity for each one of our students. It is our goal to provide our students with sound instruction each day and to engage our students in the learning environment. Working together, we can maximize achievement for all of our students.

We want you to be involved in your child's education and to support the work we are doing to ensure that each and every child at First Philadelphia grows academically, socially and emotionally throughout the year. This *Guidebook* is an excellent resource to be used throughout the school year. Please read through this Guidebook and become familiar with its contents.

We want to establish an environment at First Philadelphia that fosters maximum learning and mutual respect. Students are expected to be respectful of the educational process and to take responsibility for their own learning. We count on your help as we strive to reach this goal.

Below you will find the vision I outlined for First Philadelphia when I arrived as CEO in 2014. I used the word INSPIRE to develop this vision; I know that together we will "**INSPIRE**" the students of First Philadelphia!

We hope you enjoy the 2019-2020 school year.

Sincerely yours,

Joseph E. Gillespie

Dr. Joseph E. Gillespie
Chief Executive Officer

Inspired, committed, dedicated faculty, staff and administration!

Never give in, never give up, no excuses, no limitations, never forget the power of “yet”!

Student centeredness is paramount; a Safe environment is created! Social Emotional Learning is fundamental!

Pedagogy is active, engaging, hands on, minds on! Professionalism in word and action is essential!

Involvement of the entire community - - students, families, faculty, staff, Administration, Board - - leads to success!

Rich engaging curriculum! Risk-taking is encouraged and supported! Respect for one another is vital!

Expectations are high; excellence through engagement is our goal!

FIRST PHILADELPHIA PREPARATORY CHARTER SCHOOL MISSION

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

FIRST PHILADELPHIA PREPARATORY CHARTER SCHOOL 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.

FIRST PHILADELPHIA PARENT 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. If you do not receive a response during the next day school is in session, please contact: Dr. Max Klink (Chief Academic Officer), Mr. Marvin Jones (Assistant Principal 9-12), Mr. Kyle Black (Assistant Principal 6-8), Ms. Jessica Harron (Assistant Principal 3-5), or Mrs. Stacy Hultquist (Assistant Principal K-2).

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 FROM PARENTS TO STAFF

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 assistant principal.</p>

CONTACTS

Dr. Joseph Gillespie	Chief Executive Officer	jgillespie@ap-schools.org
Mrs. Bonnie Newland	Executive Assistant to the CEO	bnewland@ap-schools.org
Dr. Max Klink	Chief Academic Officer K-12	mklink@ap-schools.org
Dr. Carleene Slowik	Assistant Chief Academic Officer, K-5	cslowik@ap-schools.org
Mr. Brian Fisher	Chief Operations Officer	bfisher@ap-schools.org
Mrs. Stacy Hultquist	Assistant Principal K-2	shultquist@ap-schools.org
Mrs. Jessica Harron	Assistant Principal 3 - 5	jharron@ap-schools.org
Mr. Kyle Black	Assistant Principal 6 - 8	kblack@ap-schools.org
Mr. Marvin W. Jones	Assistant Principal 9 - 12	mjones2@ap-schools.org
Ms. Danielle Terry	K-2 Dean of Students	dterry@ap-schools.org
Mr. Damon Crutchfield	3-5 Dean of Students	dcrutchfield@ap-schools.org
Mr. Darren Lewis	6-8 Dean of Students	dlewis@ap-schools.org
Ms. Davi-Ann Fearon	9-12 Dean of Students	dfearon@ap-schools.org
Mrs. Erika Thornton	School Psychologist K-12	ethornton@ap-schools.org
Mr. Marcelly Jean-Pierre	School Social Worker K-2	mjeanpierre@ap-schools.org

Ms. Jordan Nawa	School Counselor K-2	jweckerly@ap-schools.org
Ms. Mariah Powell	School Counselor 3-5	mpowell@ap-schools.org
Ms. Lauren Amendolara	School Counselor 3-5	lamendolara@ap-schools.org
Ms. Nafeesa Akbar	School Counselor 6-8	anafessa@ap-schools.org
Ms. Alexis Sierra	School Counselor 6-8	asierra@ap-schools.org
Ms. Drisana Garlington	School Counselor 9-12	dgarlington@ap-schools.org
Mr. Robert Pizzico	School Counselor 9-12	rpizzico@ap-school.org
Ms. Robin Wilkins	Special Education Coordinator K-6	rwilkinsk@ap-schools.org
Ms. Cheryl Horton	Special Education Coordinator 6-12	chorton@ap-schools.org
Nurse Yvette Valentin	9-12 Nurse	yvalentin@ap-schools.org
Mrs. Victoria Liu	Director of Information Management Operations	sliu@ap-schools.org
Ms. Ilia Ortiz	Transportation Coordinator	iortiz@ap-schools.org

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 the locations and times listed below. 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 call or email Mrs. Bonnie Newland (215-883-4075 x 2438 or bnewland@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 2019 – 2020 SCHOOL YEAR

Date	Location	Time
August 21, 2019	First Philadelphia Preparatory Charter School	Tacony – 6:00 PM First Philadelphia – 7:30 PM
September 18, 2019	Tacony Academy Charter School	First Philadelphia – 6:00 PM Tacony – 7:30 PM
October 16, 2019	First Philadelphia Preparatory Charter School	Tacony – 6:00 PM First Philadelphia – 7:30 PM
November 20, 2019	Tacony Academy Charter School	First Philadelphia – 6:00 PM Tacony – 7:30 PM
December 18, 2019	First Philadelphia Preparatory Charter School	Tacony – 6:00 PM

		First Philadelphia – 7:30 PM
January 15, 2020	Tacony Academy Charter School	First Philadelphia – 6:00 PM Tacony – 7:30 PM
February 19, 2020	First Philadelphia Preparatory Charter School	Tacony – 6:00 PM First Philadelphia – 7:30 PM
March 18, 2020	Tacony Academy Charter School	First Philadelphia – 6:00 PM Tacony – 7:30 PM
April 15, 2020	First Philadelphia Preparatory Charter School	Tacony – 6:00 PM First Philadelphia – 7:30 PM
May 20, 2020	Tacony Academy Charter School	First Philadelphia – 6:00 PM Tacony – 7:30 PM
June 17, 2020	First Philadelphia Preparatory Charter School	Tacony – 6:00 PM First Philadelphia – 7:30 PM

GENERAL INFORMATION SCHOOL CALENDAR (K-12)

<p><u>August</u> 8/12 – First Day for Teachers and Staff 8/19 – First Day of School for K-12</p>	<p><u>September</u> 9/2 – School Closed – Labor Day 9/5 -- Back-to-School Night 9/20 -- Q1 Progress Reports 9/30 -- School Closed -- Rosh Hashanah</p>	<p><u>October</u> 10/9 -- School Closed -- Yom Kippur 10/23-24 -- Q1 Report Card Conferences (Early Dismissal)</p>
<p><u>November</u> 11/5 -- Staff Development -- Students Off 11/11 -- School Closed -- Veterans Day 11/22 -- Q2 Progress Reports 11/27-29 -- School Closed -- Thanksgiving</p>	<p><u>December</u> 12/23-31 – School Closed -- (Winter Break)</p>	<p><u>January</u> 1/1 -- School Closed -- New Year’s Day 1/2 -- School Resumes 1/15-16 -- Q2 Report Card Conferences (Early Dismissal) 1/20 -- School Closed -- Dr. Martin Luther King, Jr. Day</p>
<p><u>February</u> 2/13 -- Q3 Progress Reports 2/14 -- Staff Development -- Students Off 2/17 -- School Closed -- Presidents’ Day</p>	<p><u>March</u> 3/26 -- Q3 Report Card Conferences</p>	<p><u>April</u> 4/8-13 -- School Closed -- Spring Break 4/20-5/1 -- PSSA Testing Window (Grades 3-8) 4/22 -- Q4 Progress Reports</p>

<p>May 5/11-22 -- Keystone Window (Grades 9-12) 5/26-29 -- Early Dismissal 5/29 -- Last Day of School for Students</p>	<p>June 6/1 - Last Day of School for Teachers</p>	

HOURS OF OPERATION

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 (PARENT DROP OFF)

K - 8
<ul style="list-style-type: none"> • 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 POLICIES (FOR STUDENTS BEING PICKED UP BY A PARENT OR OTHER ADULT)

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

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 the case of emergency, you are to call 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.

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 CLOSINGS

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 onecall 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 separate 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 are to always be neat, clean and well groomed. Uniforms are to be clean, pressed, and in good repair.
- Any item listed below with an * is to be purchased from Flynn & O'Hara.
- Clothing is to fit the student and may not be oversized, too small, too tight and all skirts must come to the knee
- All pants are to be secured at the waist with a belt.
- The school patch is to be affixed to the left of the blazer
- Students who do not wear the proper uniform (for schools or gym) risk receiving a detention

FIRST PHILADELPHIA UNIFORM POLICY FOR THE 2019-2020 SCHOOL YEAR

Elementary – Grades K-8

Kindergarten:

- * Sweatpants and sweatshirts (Navy Blue with logo)
- * Gym shirt (Gray with logo)
- * Gym shorts (Navy Blue with logo)

Grades 1-8:

- * Long or short sleeve polo shirt (Red with logo)
- Pants or Skirt/Skort (Navy Blue) - No tight, fitted, or jean-like pants are permitted
- Optional: Only a Navy Blue or Red thermal may be worn under long sleeve polo shirt.

Gym Uniforms Grades 1-8:

- * Sweatpants and sweatshirts (Navy Blue with logo)
- * Gym shirt (Gray with logo)
- * Gym shorts (Navy Blue with logo)

High School – Grades 9-12

- Button down, short or long sleeve, dress shirt (White)
- * School Tie (Red & Blue Striped)
- Pants or Skirt/Skort (Gray) - No tight, fitted, or jean-like pants are permitted
- * 9th & 10th Grades: Button-down sweater (Navy Blue with logo) – Mandatory November thru March
- * 11th & 12th Grades: Blazer (Navy Blue with logo) – Mandatory November thru March
- * Polo Shirt (Royal Blue with logo)* – Optional August thru October and April thru June

Gym Uniform Grades 9-12:

- * Sweatpants and sweatshirts (Navy Blue with logo)
- * Gym shirt (Navy Blue performance tee with logo)
- * Gym shorts (Navy Blue with logo)

Footwear – Grades K-12

- All black dress shoes or all black sneakers. Suggestion: Velcro or similar for Grades K-2.
- All black sneakers are required on days when students have gym; they are optional on other days.
- NO boots, sandals, slippers, flip-flops, open-back/sling back shoes

Socks/Tights – Grades K-12

- Socks - must be solid navy blue, solid black or solid white with no patterns or designs.
- Tights - must be solid navy blue or solid black with no patterns or designs.

Belts – Grades 1-12

- Students must wear a solid black belt with pants.

2019-2020 will be a transition year; some components from the previous year uniforms will be acceptable.

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

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.

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 STUDENT 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.

ACADEMIC PROGRAMMING

GRADING GUIDELINES GRADES K-5

Achievement marks will be reported on a 1,2,3 and E scale and cannot be equated to letter grades. A grade of “E” indicates a high level of achievement; it communicates that a student has a strong understanding of all the concepts and skills taught for that standard during the quarter and can demonstrate understanding independently and with very few errors. When determining grades for students, teachers consider the most current assessment data as evidence of learning. Earlier assessments may no longer be relevant if students have demonstrated further progress. Content areas in which the student is not instructed will be marked with “nt,” indicating that the standard was “not taught.” This mark will also apply for students not enrolled in optional programs such as band, strings or world languages.

Marks in the “final” column on the progress report reflect the student’s achievement at the end of the year for that standard. This mark is not derived from “averaging” grades throughout the year, but reflects the level of knowledge and skills at that point in time. This is the column from which the grades for the transcripts are generated. In many cases, the final grade will be the same as the 4th quarter grade. In some cases, a teacher will need to take a more holistic look at the entire year to determine the grade, particularly in the areas of science and social studies where the units taught from quarter to quarter differ greatly but align to the same progress report standard.

Classroom teachers will assign the marks for language arts, history and social science, mathematics, and science. Specialists will assign grades for physical education, music, art, music, and world languages. Sometimes a teacher will take a holistic look at the quarter or the year to determine a grade in art, music or physical education, because content in units may differ greatly but align to the same progress report standard.

The following further defines each grade on the elementary progress report:

E - Consistently demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught

3 - Usually demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught

- Makes few major errors or omissions when demonstrating concepts or processes

2 - Sometimes demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, some of the time
- Requires moderate support in order to demonstrate understanding of concepts and skills
- Demonstrates a partial understanding of content taught
- Makes some errors or omissions when demonstrating concepts or processes

1 - Seldom demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, seldom
- Requires considerable support in order to demonstrate learning of concepts and skills
- Demonstrates limited understanding of concepts, skills, and processes taught
- Makes frequent major errors when demonstrating concepts or processes

In addition, a mark of “nt” may be used for a specific quarter in which a concept or skill is not taught or “na” when a standard is “not assessed” in a summative manner. However, it is expected that all skills will be taught and assessed for most students during the course of the year unless otherwise noted on the teacher alignments or the grade-level information for parents. Exceptions are students who enter the school later in the year or students who have extended absences throughout the school year.

GRADING GUIDELINES GRADES 6-8

Letter Grade	Numeric Average	Description
A	90-100	Excellent Progress
B	80-89	Good Progress
C	70-79	Fair progress
D	65-69	Poor Progress
F	64 and below	Failure

Students in Grades 6-8 will receive a letter-and-number-based report card which is an important component of their transition to high school. At the end of each quarter, students will be prescribed a grade by each of their core content and specialist teachers that is a reflection of their success in performing against the following criteria: product (i.e., performance on standards-based, grade-level appropriate assessment items), progress (i.e., their growth throughout the marking period), and process (i.e., the ability to adhere to procedural expectations such as

submitting work on time and being prepared for class). Grading policies for each core content and special area class will be distributed at the beginning of the year on course syllabus documents.

The following list includes examples of different grades that teachers may enter in each category. This list is not exhaustive. Please refer to the syllabus provided by your student’s teacher for a more detailed list of the kinds of activities that will satisfy each category.

Product Criteria	Progress Criteria	Process Criteria
<i>40% of Marking Period Grade</i>	<i>40% of Marking Period Grade</i>	<i>20% of Marking Period Grade</i>
<ul style="list-style-type: none"> - End-of-Unit Assessments (e.g., tests, projects, labs) - Quiz grades - Homework & classwork grades 	<ul style="list-style-type: none"> - Benchmark performance - Quiz grade improvement - Homework & classwork grade improvement 	<ul style="list-style-type: none"> - Class participation - Preparedness for class - Work completion - Adherence to deadlines

Students will receive grades in the following core content classes:

Grade 6

- Reading
- Writing
- Math
- Life Science

Grade 7

- ELA (Comprehensive Reading & Writing class)
- Math
- Physical Science
- World Culture

Grade 8

- ELA (Comprehensive Reading & Writing class)
- Math
- Earth Science
- US History (Beginnings--Civil War)

Additionally, all students in Grades 6-8 will rotate through special area classes including Physical Education, Library/Computer Science, Art, and Music. Students will take both a Fall and Spring semester of each special area class. Special area teachers will also assign grades based on student performance of tasks appropriate for that class.

GRADING GUIDELINES GRADES 9-12

Grades include the following components:

Component	Weight
Tests	25%
Quiz	25%
Classwork	20%
Homework	10%

Content area end of year finals will be worth 15% of the final grade

HIGH SCHOOL G.P.A. SCALE

The following chart indicates quality point values awarded to final marks:

Range of Final Marks	Quality Points	Honors Weighted Quality Points	Adv. Place. Weighted Quality Points
97-99	4.3	5.3	5.8
93-96	4.0	5.0	5.5
90-92	3.7	4.7	5.2
87-89	3.3	4.3	4.8
83-86	3.0	4.0	4.5
80-82	2.7	3.7	4.2
77-79	2.3	3.3	3.8
73-76	2.0	3.0	3.5
70-72	1.7	2.7	3.2
68-69	1.3	2.3	2.8
65-67	1.0	2.0	2.5

Students must be in attendance in district high schools for at least two years by the end of junior year in order to be officially ranked.

Class Rank includes grades from subjects taken at and within the high school. Students may be granted high school credit toward graduation for a course taken at colleges and other institutions of higher learning, grades for such courses will be calculated into Class Rank

Counselors will use the grade point averages for students who have less than two years in attendance at district high schools to provide an equated rank if requested to do so for college admissions purposes only.

Class Rank is based upon the weighted grade point average (GPA) earned by a student.

All courses considered “honors” courses will receive the weighted quality of 1.0 as indicated below. Advanced Placement courses will receive a weighted quality of 1.5.

The following courses are considered honors courses:

English: All courses entitled “Honors”

Mathematics: All courses entitled “Honors”

Science: All courses entitled “Honors”

Social Studies: All courses entitled “Honors”

World Language: Spanish 3 or 4

Students who have been classified within the Special Services Department are not ranked, since earning a high school diploma depends on successfully completing their Individual Education Program (IEP).

Physical Education and Health Education grades are combined and the average of the two is included in computing Class Rank.

Edgenuity grades from Summer School are included in computing Class Rank.

Failing grades are included in computing Class Rank.

“Dropped” courses shall have no effect on GPA/Class Rank, if dropped during the school-sanctioned “Add-Drop” time period. Courses “dropped” after that time period shall fall into the “Withdraw Passing” or “Withdraw Failing” categories as described below.

“Withdraw Passing,” in which a student has a passing grade at the time of the withdrawal for the course, will have no effect on GPA/Class Rank. The course will appear on the final transcript as WP.

“Withdraw Failing,” in which a student has a failing grade at the time of withdrawal from the course, will have an effect on GPA/Class Rank. If the student substitutes a related course (e.g. one math class for another) the failing grade will carry over to the new course, will be averaged into the grade for the new course, and will be calculated into the GPA for Class Rank. If the student merely drops the failing course, that failing grade will be calculated into the GPA for Class Rank.

In the event of a tie for Class Rank, preference will be given to the student who has earned the greater number of credits at First Philadelphia.

DUAL CREDIT

In a process called dual credit, students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses under the following provisions:

- A. Students must complete the guidelines and an endorsement form to receive approval before registering for the dual enrollment college courses. Endorsement forms are located in the counselor’s office.
- B. Both the student and the parent/guardian must affirm this request.
- C. The student must provide the college with a copy of this endorsement.
- D. To obtain dual credit in year-long courses such as English IV, a student must take both replacement college dual credit courses.
- E. Courses may be taken at the high school during the school day at the college campus. The student is expected to pay a portion of the course cost tuition, and associated expenses as identified by the college. Students will receive BOTH college credit AND high school credit. In order to receive high school credits, the final course grade must be at least a “C”.
- F. Students are responsible for providing an official transcript from the college to document courses passed and earned for credit toward high school graduation.

HIGH SCHOOL CREDIT REQUIREMENTS

A 12th-grade student will graduate if she/he has earned a total of 21 credits which includes:

Credit	Course
4	English
3	Math
3	Science
3	Social Studies

2	World Language
1	Physical Education and Health
5	Electives

HIGH SCHOOL GRADE PROMOTION

Promotion from grade to grade is based on credits earned:

Promotion to 10th Grade- 5 credits

Promotion to 11th Grade- 11 credits

Promotion to 12 Grade- 17 credits

A student in 12 Grade who does not meet the graduation criteria, and who is within 2 credits of the required number for graduation, will be assigned to a Summer credit recovery program such as Educere or EdGenuity and will be retained if he/she does not complete the program as assigned.

HIGH SCHOOL CREDIT AND GRADE RECOVERY

High School students who have one or more failures are to complete credit recovery over the summer in order to stay on track to graduate. The cost and duration varies with the program.

Credit recovery may be obtained only from a program that has been approved First Philadelphia, such as Keystone Credit Recovery, Educere or EdGenuity.

Any departure from Keystone Credit Recovery requires advance written request to the Principal and written approval from the Principal, without exception.

No less than fourteen (14) days in advance, written request of a parent or guardian seeking approval for a student to attend a credit recovery program other than Keystone Credit Recovery is to be submitted to the Principal and include the following information:

- the course and grade level for which credit recovery is sought;
- the name and location of the credit recovery program;
- contact information for the program including phone number and/or email address; and
- literature, if any, regarding the program.

If the Principal denies approval of the proposed alternative credit recovery program, First Philadelphia will not recognize credit from the alternative program towards graduation, and the student will still have the course failure on his or her academic record.

If a student has an IEP, an IEP meeting will be convened to discuss the student's options which may include proposed revision to programming.

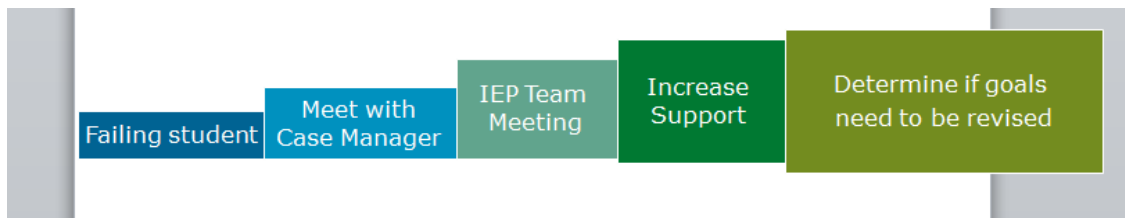
ALL teachers are required to differentiate instruction and assessment (including grades) to align with the WIDA Can Do Descriptors that coincide with the ELD level of their EL students. Please see below for criteria that will help in grading ELs:

For all ELs (Levels 1 – 5):

- ELs must receive modified and adapted instruction and assessment based on the WIDA Can Do Descriptors aligned with student’s grade level and proficiency level.
- ELs’ grades may only be based on assessment measures that have been adapted to accommodate the language-specific needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English unless those measures match the Can Do descriptors for students’ levels.
- ELs should not receive failing grades based only on their inability to speak English. No ESL students enrolled in any course can be issued a grade of a D or an F unless the teacher can provide documentation in the following areas:
 - The teacher has modified instruction and assessment to be in alignment with the Can Do descriptors appropriate for the student’s level
 - The student has not made a reasonable effort despite appropriate EL Level accommodations
 - On-going consultation has been made by the content teacher with the ESL teacher regarding the suitability of assessments and modified instruction strategies as they relate to students’ levels of language development.
 - The family has been contacted and notified of the student’s academic performance in their preferred language and mode of communication.

ELs are not exempt from grades. All EL students, including “newcomers,” should receive a grade based on the Can Do descriptors in all subjects for each grading period. EL student grades should be based on work that has been appropriately modified. The only exception is for students who have been enrolled for a period of less than 15 school days of a marking period, in which case, the student can receive a mark of NG (“No Grade”).

If an ESL teacher or content/grade teacher assigns a “D” or an “F” to an EL in any subject area, the teacher must submit documentation for the student to the appropriate assistant principal prior to giving the failing mark. Documentation should include support provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, interventions, and MTSS. The documentation must prove that language was not the reason for the failing mark. If ELLs are not meeting with success, it is critical that they be engaged in the MTSS process. An ELL may fail once they have gone through the MTSS process, and their attendance has not improved.



1. If a student is failing or in danger of failing, act immediately so there is time to intervene.
2. Meet with the case manager (Is there evidence that all accommodations and modifications in place with fidelity?)
3. Meet with IEP Team (Determine what the student needs to succeed)
4. Increase support (Is the student in need of behavior support, Is a student in need of increased academic support?)
5. Determine if goals need to be revised (The IEP Team can revise the student's goals and if necessary a student can graduate high school based on achieving their IEP goals)

PARENT PORTAL

The MMS parent portal will keep you informed about your child's grades, attendance, and any discipline infractions throughout the school year. If you already have an MMS account, you can use your old username and password to log in. If you are new to the school, or do not yet have an MMS account, the directions below will assist you in creating a parent login.

- The school must have an **accurate parent email address** in our system. If you have not provided an email address, please send an email message to Mrs. Victoria Liu at: sliu@ap-schools.org. You will need to know your child's student ID number
- The link to MMS parent portal is located on First Philadelphia's website
 - PARENTS tab
 - Click on PARENT PORTAL to be directed to the login in for MMS parent portal
 - Create account
 - Enter the parent's first name, last name, login name, email address, and Student ID number
 - Please note that the parent first name, login, and email address has to match exactly to what was listed on the emergency contact form.
 - Login name is of your choice
- Once you have created an account you will receive a confirmation email with a temporary password

If you have more than one student at First Philadelphia, you can add them to your

account.

- Log into your MMS parent portal account
- Click "MY ACCOUNT" tab
- Add another student to this login
- To view your students, click the "STUDENTS" tab

Navigating MMS parent portal

- Once you have clicked on your student's name you will have additional information tabs:
 - Attendance
 - Schedule
 - Grades
 - Personal Info
 - Discipline

If you have any questions or concerns, please email: fpparentportal@ap-schools.org

We have staff available to assist you with this process and have computers available for your use.

ATTENDANCE AND LATENESS

One element of student success is being present and on time for school each day.

Pennsylvania Compulsory School Attendance Law mandates that all children under the age of 17 attend school. Every parent/guardian of a school-aged child is responsible for the child's attendance at school. Failure of a child to attend school has certain legal consequences for parents and, possibly, for the student.

In Pennsylvania, truancy is defined as when a child of compulsory school age is absent from school for three (3) or more days without a valid excuse. Absences without a valid excuse are considered "unexcused" absences. If a child is found to be truant, his or her parent/guardian can be convicted and incarcerated for the crimes of Corrupting the Morals of a Minor and/or Endangering the Welfare of a Child.

- If a student will be absent, his/her parent/guardian is to call the school:
 - K-8 call by 8:45 a.m.
 - 9-12 call by 8:25 a.m.

**High School Ms. Jennifer Smith 215-883-4075 x 2437,
Grades 4-8 Ms. Cristina Gonzalez 215-883-4075 x 2424,
Grades K-2 Ms. Iliia Ortiz 215-743-3100 x 2222**

The parent is to give the child's name, grade and reason for absence. This information may be left on the School voice mail. If the student is ill with a communicable disease (e.g., chicken pox, measles), the parent/guardian is also to notify the school nurse.

- The parent/guardian will discuss any work missed during this absence with the teacher. The student will be expected to make up this work according to the teacher’s make-up work policy.

ABSENCES

Absent – “Excused”: FPPCS may excuse the absences of students under certain circumstances with original documentation. Those circumstances only include emergency (non-routine) doctors’ appointments, court subpoenas, or funeral notices.

The following are state-approved “excused absences” and, therefore, are the **only** conditions that FPPCS recognizes as reasonable causes 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 is 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 the 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.

Absent – “Excused”: Parents/guardians and students are required to submit a written explanation of the reason(s) for an absence within three (3) calendar days of the absence. If they provide a written excuse within three (3) days of the absence, the absence will not be counted as “unexcused.”

- **Acceptable Excuse Notes must include:**
 - Student’s name
 - Student’s Grade
 - Dates of absence(s)
 - Parent/Guardian Signature

Absent – “Unexcused”: The following conditions will be considered by FPPS to be unexcused, 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 or unexcused absences:

**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 **5th 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 **8th 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 referral to Project GO of the District Attorney's Office will be sought from the parent/guardian, should the student become habitually truant.
- From the **8th 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 (8+ UNEXCUSED ABSENCES)

- For a **habitually truant student who has accumulated 8 or more unexcused absences**, First Philadelphia will refer the student to Project GO of the District Attorney's Office. 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.
- 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 Project GO 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. 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 Charter School, resulting in return of the student to his or her home school district, unless either of the following applies:

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

22 Pa. Code § 11.24, "Unaccounted absences," states: Students whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, will thereafter be removed from the active membership roll unless one of the following occurs:

- First Philadelphia has been provided with evidence that absence may be legally excused; or
- Compulsory attendance prosecution has been or is being pursued.

LATENESS

Parents and students 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 to school after 8:45 a.m. for grades K-8 and after 8:00 a.m. for grades 9-12

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 or she may be marked absent for the day; however, this may be updated at a later date.

Parents are required to 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 to school on time, but are late to class will be marked as tardy.

Please help us ensure every child maintains an excellent attendance record by making every effort to have your student arrive on time each day.

CONSEQUENCES FOR EXCESSIVE LATENESS

Occurrence	
Student is late five (5) times	The Parent/ Guardian will receive a phone call from the Family/School Liaison.
Student is late ten (10) times	The Family/School Liaison will set up a meeting with the parent/guardian. A plan will be put in place to help support the student.
Student is late eighteen (18) times	Hearing with the Disciplinary Committee of the Board of Trustees

For more information regarding attendance policies, please contact Michael Bell, Family/School Liaison at: mbell@ap-schools.org

POLICIES AND PROCEDURES FOR POSITIVE STUDENT BEHAVIOR

POSITIVE BEHAVIOR SUPPORT PLAN

At First Philadelphia we believe that student achievement is a function of students' academic skills and their behavioral skills. We recognize that both sets of skills are learned, and that it is our responsibility to engage in a partnership with students, families, and others to facilitate and reinforce this learning. This is in keeping with the vision of First Philadelphia Preparatory Charter School:

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.

We believe that all students are capable of achieving high levels of success, both academically and behaviorally. A student 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 Student'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 students regardless of race, ethnicity, gender, class, sexual orientation or religious beliefs. We believe that all Students have unique qualities that contribute to a positive learning environment.

We Pledge To

- support students by giving them proper tools to ensure academic, social and emotional development
- prepare students for high school, college and career readiness

- work cooperatively with students and families to ensure an optimal learning environment for all Students
- 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

Every student will learn

All members of the school community are respectful

Great minds and helping hands work together

Lead by being responsible

Every member is caring to one another

First Philadelphia Preparatory Charter School will focus on building communities within each classroom, each grade level and school-wide through the use of class meetings and monthly student assemblies. Class meetings provide teachers and students 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 student assemblies, will create an environment in which students' learning, opinions, and concerns are taken seriously—and in which students participate as valued and influential contributors to the classroom community. As students learn to listen and talk to each other, they begin building a safe learning environment.

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

POSITIVE RECOGNITION, REDIRECTION, AND REINFORCEMENT

First Philadelphia Preparatory Charter School believes that students learn best in a positive and supportive environment. First Philadelphia staff will use language that is clear, simple and direct in recognition, redirection and reinforcement; language that is genuine and respectful to all members of the FPPC community, showing faith in an individual's abilities and potential.

UNIVERSAL EXPECTATIONS FOR SUCCESS

To help everyone reach his or her full potential, the staff at First Philadelphia Preparatory Charter School will keep students focused on the following universal expectations:

1. I will be prepared for school.

- I will have all required materials
 - I will be at School on time and will be where I am expected to be at all times
 - I will keep my mind focused on my school work and on appropriate behavior
2. I will listen carefully.
 3. I will follow directions quickly.
 - I will begin work promptly
 4. I will work quietly.
 - I will complete my work without disturbing others
 5. I will be kind.
 - I will respect people and property
 - I will cooperate with others
 - I will keep my hands, feet and objects to myself
 6. I will always do my best!

ROLES AND RESPONSIBILITIES: TEACHING STAFF

Teachers will focus on teaching and encouraging responsible behavior, rather than trying to “control” irresponsible behavior. They also will use meaningful incentives and consequences in their classrooms and at their grade levels to motivate students to demonstrate their responsible behavior, and they will work together to maintain a high level of consistency both in the teaching process and in the use of all incentives and consequences. Finally, teachers will always try to help students see how their behavior relates to our school’s norms.

To accomplish all of this, four basic principles of management and discipline will be implemented by all teachers.

- At the beginning of the new school year, and as necessary throughout the school year, students will be taught how to behave responsibly in each type of classroom activity.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately (i.e., “catch the student being good”).
- When misbehavior occurs, teachers will calmly and consistently implement classroom consequences, using the mildest consequence that is needed for the specific situation. After the use of consequences is over, the classroom teacher will positively practice the appropriate behavior that the student should have demonstrated as soon as reasonably possible.

Though these principles will guide teachers in their classroom management, each teacher, each student, and each situation is unique. Teachers will use professional discretion to select the specific procedures that fit student needs and the situation.

We do not attempt to list every behavior below because, as always, we expect common sense and conscience to be a student's major guide. If a student destroys school property, writes on walls, leaves the playground, or some other obvious violation of trust, it WILL NOT BE ACCEPTABLE to say, "It was not listed in this book, and therefore, I did not know it was a rule." Additionally, the administration reserves the right to amend these consequences depending on the circumstances and/or severity surrounding the incident.

Consequences for classroom misbehavior are most effective when implemented as soon as possible after the behavior occurs. Consequences for all inappropriate behavior are delivered in a consistent and calm manner.

The staff at First Philadelphia have defined and differentiated between four "intensities" of behaviors and connected the behaviors within the first three intensity levels to appropriate consequences. In general, these four intensity levels are defined as follows:

- **Intensity 1 Behavior:** Behavior problems in the classroom that teachers handle with a minimum of interaction or intervention (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a non-verbal cue to the student)
- **Intensity 2 Behavior:** Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan)
- **Intensity 3 Behavior:** Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.
- **Intensity 4 Behavior:** Very severe behavior problems that are usually addressed in a School's Code of Conduct and that usually require some type of student suspension from school.

Because of differences in student development and rates of maturation, behaviors at the first three intensity levels, and their corresponding consequences, have been identified at each grade level. At each grade level, all students are informed, in advance, of what behaviors are unacceptable in the classroom, and what consequences will result when they make a "Bad Choice." Below are these grade-level behaviors and consequences.

BEHAVIOR MATRIX: KINDERGARTEN

Intensity 1: Annoying Behaviors

- Not following directions
- Not listening/not paying attention
- Talking or making noises out of turn
- Distracting others
- Calling/shouting/blurting out answers
- Hands inappropriately on another student-Poking/invading someone's personal space
- Inappropriate use of materials
- Teasing, name calling and inappropriate language
- Refusal to work

**Intensity 2: Disruptive Behaviors
(Continued or more intense Intensity 1 behavior)**

- Arguing with the teacher/talking back
- Poor attitude/rudeness
- More intense inappropriate language
- Pushing/inappropriate physical contact- no injuries
- Not being in a designated or specified area
- Not following directions-passive or active
- Eloping
- Stealing
- Spitting
- Vandalism

Intensity 3: Major Classroom Disruptions/Anti-Social Behavior

(Continued or more intense Intensity 2 behavior)

- Extreme defiance, disruption, or intimidation
- Inappropriate language/gestures directed at peers of adults
- Bullying/harassment
- Inappropriate physical contact
- Eloping - - Leaving the Room

Intensity 4: Dangerous or Severe Behavior/Code of Conduct Violations

Corrective Responses

- Teacher visual, non-verbal, or physical prompt
- Teacher proximity
- Teacher redirect
- Teacher warning
- Move clip on behavior chart
- Moving student's seat
- Student makes apology

Classroom-based Consequences

- Loss of extra privileges
- Loss of free time
- Students needs to model appropriate behavior
- Student repairs/replaces damaged item/cleans mess
- Number on behavior calendar
- Time-out: In-class
- Notes or Phone contact with parent
- Student is moved to another seat in the classroom
- Lunch detention

Office or Dean Referral with Administrator/Teacher Consequences

- Time-out in class
- Time-out in a preferred class (e.g.-gym)
- Student needs to clean mess/repair or replace items
- Parent communication
- Parent/teacher/student conference
- Detention
- In-school or or-of-school suspension with reinstatement meeting
- Phone contact with parent by dean

Office or Dean Referral with Administrator/Teacher Consequences

- Time-out in class
- Time-out in a preferred class (e.g.-gym)

<ul style="list-style-type: none"> • Physical aggression with intent to cause bodily harm • Vandalism • Stealing • Throwing and/or climbing materials/furniture • Continued 	<ul style="list-style-type: none"> • Student needs to clean mess/repair or replace items • Parent communication • Parent/teacher/student conference • Detention • In-school or out-of-school suspension with reinstatement meeting • Phone contact with parent by dean
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BEHAVIOR MATRIX: GRADE 1

<p>Intensity 1: Annoying Behaviors</p> <ul style="list-style-type: none"> • Not listening/not paying attention/off-task behavior • Not following directions correctly • Talking with neighbors/others without permission/socializing with peers • Talking out of turn/calling out/shouting blurting out answers • Non-speech noises that disrupt the class • Inappropriate language • Distracting • Rocking, tilting, falling out of seat • Poor attitude/rudeness • Arguing with the teacher/talking back • Being in a specific area without permission • Touching things that don't belong to you • Running in class • Tattling • Refusing to do work <p>Intensity 2: Classroom Disruptions (Continued or more intense Intensity 1 behavior)</p> <ul style="list-style-type: none"> • Name-calling • Teasing • Inappropriate hand gestures • Horseplay/Play fighting • Cheating • Slamming door • Turning lights on/off • Careless use of classroom materials • Physical contact - no injury 	<p>Corrective Responses</p> <ul style="list-style-type: none"> • Teacher visual, non-verbal, or physical prompt • Teacher proximity • Teacher redirect • Teacher warning • Teacher uses a "Stop & Think" prompt • Student is moved to another seat in the classroom • Student needs to apologize to the teacher/class • Student needs to write an action/remediation plan • Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity • Teacher calls home with student from the classroom • Note sent home with parent signature required • Incomplete work sent home <p>Classroom-based Consequences</p> <ul style="list-style-type: none"> • Move the student to another seat in the class • Loss of the opportunity to earn reinforcement tickets • Loss of privileges • Loss of reinforcement tickets • Loss of free time (on a graduated scale) • Student needs to model the appropriate behavior • Student needs to repair or replace damaged items • Teacher ends activity for student; makes him/her watch the other students until they have completed their activity • Letter to parent-written by student
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<p>Intensity 3: Major Classroom Disruptions/Anti-Social Behavior (Continued or more intense Intensity 2 behavior)</p> <ul style="list-style-type: none"> • Unsafe/dangerous behavior to self or others • Inappropriate language (ex-racial, sexual) • Inappropriate Physical Contact-injuries • Bullying/Verbally threatening behavior • Physically threatening behavior • Stealing • Throwing furniture/dangerous materials • Spitting (on floor or others) • Vandalism 	<ul style="list-style-type: none"> • Note home-written by teacher • Time out in class • Detention • Phone contact with parent • parent/teacher conferences <p>Office or Dean Referral with Administrator/Teacher Consequences</p> <ul style="list-style-type: none"> • Student needs to write an action/remediation plan • Student needs to model the appropriate behavior • Student needs to repair or replace damaged items • Letter to parent - written by the student • Notes home written by the teacher • Time out in class - Time out in another 1st grade class • Detention (lunch or after school) • Phone contact with parent • Parent/teacher conference • Parent/student/teacher conference • Sent to the office • In-school suspension • Out-of-school suspension
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BEHAVIOR MATRIX: GRADE 2

<p>Intensity 1: Annoying Behaviors</p> <ul style="list-style-type: none"> • Not following directions quickly • Calling out • Talking without permission • Noises that disrupt the class • Being out of assigned area • Moving into someone's space • Tattling <p>Intensity 2: Classroom Disruptions (Continued or more intense Intensity 1 behaviors)</p> <ul style="list-style-type: none"> • Active defiance • Arguing with teacher • Talking back • Inappropriate language/hand gestures • Teasing/name-calling • Attempting to hurt someone • Being unsafe 	<p>Corrective Responses</p> <ul style="list-style-type: none"> • Teacher visual • Non-verbal or physical prompt • Teacher proximity • Teacher redirect • Teacher warning • Teacher uses a "Stop & Think" prompt • Student is moved to another seat in the classroom • Student needs to apologize to individual • Big problem/little problem • Note home <p>Classroom-based Consequences</p> <ul style="list-style-type: none"> • Loss of extra privileges • Student needs to model appropriate behavior • Parent contact (note/call/email) • Student needs to write a reflection • Send to a buddy teacher for a break • Removal from activity
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<ul style="list-style-type: none"> ● Lying ● Taking something without permission ● Damaging property on purpose ● Cheating ● Leaving assigned area/classroom without permission <p>Intensity 3: Major Classroom Disruptions/Anti-Social Behavior (Continued or more intense Intensity 2 behaviors)</p> <ul style="list-style-type: none"> ● Bullying/Verbally threatening behavior ● Physically hurting someone ● Threatening action ● Stealing ● Throwing furniture/dangerous materials ● Vandalism <p>Intensity 4: Dangerous or Severe Behavior/Code of Conduct Violations</p> <ul style="list-style-type: none"> ● Code of conduct violations 	<p>Office or Dean Referral with Administrator/Teacher Consequences</p> <ul style="list-style-type: none"> ● Detention ● Parent/teacher conference ● Parent/teacher/student conference ● Sent to office ● In-school suspension ● Out-of-school suspension <p>Office Referral: Administrative Response Follow First Philadelphia’s Right and Code of Conduct Handbook, Procedures and Guidelines</p>
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BEHAVIOR MATRIX: GRADE 3

<p>Intensity 1: Annoying Behaviors</p> <ul style="list-style-type: none"> ● Not following directions ● Calling/shouting/blurting out answers ● Talking without permission ● Noises that disrupt the class ● Off task behavior ● Being out of assigned area ● Invading someone’s personal space <p>Intensity 2: Classroom Disruptions (Continued or more intense Intensity 1 behaviors)</p> <ul style="list-style-type: none"> ● Active defiance/arguing with teacher/talking back ● Inappropriate language/hand gestures ● Staring/attempting to non-verbally intimidate another student ● Teasing/name-calling ● Pushing/no injuries ● Computer/technology violation (minor) <p>Intensity 3: Major Classroom Disruptions/Anti-Social Behavior (Continued or more intense Intensity 2 behaviors)</p> <ul style="list-style-type: none"> ● Bullying/verbally threatening behavior 	<p>Corrective Responses</p> <ul style="list-style-type: none"> ● Teacher visual ● Non-verbal or physical prompt ● Teacher proximity ● Teacher redirect ● Teacher warning ● Teacher uses a “Stop & Think” prompt ● Student apologizes to class/teacher ● Options given to student by teacher <p>Classroom-based Consequences</p> <ul style="list-style-type: none"> ● Loss of extra privileges ● Student needs to model appropriate behavior ● Negative note sent home ● Students needs to write a reflection ● Teacher calls home <p>Office or Dean Referral with Administrator/Teacher Consequences</p> <ul style="list-style-type: none"> ● Detention ● Parent/teacher conference ● Parent/teacher/student conference
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<ul style="list-style-type: none"> • Physically threatening behavior • Stealing (major) • Throwing furniture/dangerous materials • Spitting (on floors or others) • Vandalism (major) • Repeated failure to follow safety directions. <p>Intensity 4: Dangerous or Severe Behavior/Code of Conduct Violations</p> <ul style="list-style-type: none"> • Code of conduct violations 	<ul style="list-style-type: none"> • In-school suspension • Out-of-school suspension • Saturday detention <p>Office Referral: Administrative Response Follow First Philadelphia’s Right and Code of Conduct Handbook, Procedures and Guidelines</p>
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BEHAVIOR MATRIX: GRADE 4

<p>Intensity 1: Annoying Behaviors</p> <ul style="list-style-type: none"> • Not in full uniform or wearing a hoodie • In hallway without a pass • Not prepared with all appropriate materials • You call out without being called on • You refuse to complete work • You do not use walking feet all the time • You are disrespectful to others • You have three missed assignments • You bring gum, seeds, candy or soda • You bring slime, or any kind of toy • You bring make-up • You do not follow directions • You do not pay attention • You talk back • You have a poor attitude • You do not keep your hands and feet to yourself • You push back on your chair • You bring phone/electronics into the classroom <p>Intensity 2: Classroom Disruptions (Continued or more intense Intensity 1 behaviors)</p> <ul style="list-style-type: none"> • Student continues to not follow directions • Student continues to not pay attention • Student uses inappropriate language • Student talks back/argues • Student teases others • Students cheat/plagiarize/forge • Student is dishonest • Student is in a fight (any kind of fight) • Student uses inappropriate contact of 	<p>Corrective Responses</p> <ul style="list-style-type: none"> • Teacher proximity • Redirection • Warning (Verbal or Non-verbal) • Parent communication • Reflection letter • Make up lost classroom time <p>Classroom-based Consequences</p> <ul style="list-style-type: none"> • Communication with parent/guardian • Loss of free time • Loss of incentive • Loss of privilege (can be but not limited to removal from clubs, sports, field trips) • Go to buddy classroom/reflection then timeout
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any kind (pushing, poking, kicking, touching)

- Student mocks the teacher or a peer
- Student defaces property
- Student continues to use cell phone/electronics in classroom
- Student continues to bring in slime or toys
- Student is not in the appropriate assigned area
- Student does not follow the emergency drill expectations
- Student takes the belongings of another without permission

Intensity 3

(Continued or more intense Intensity 2 behaviors)

- Student is defiant
- Student is bullying (physical, verbal, cyber)
- Student destroys property of any kind
- Student is physically aggressive
- Student steals
- Student slopes

Intensity 4 Dangerous or Severe Behavior/Code of Conduct Violations

- Student makes the threats that involve using weapons that will cause harm
- Student brings a weapon to school
- Student makes sexual contact or sexual innuendos
- Student brings illegal drugs to school
- Student brings alcohol or tobacco to school
- Student assaults another person
- Student uses technology inappropriately
- Student is under the influence of drugs and/or alcohol
- Student is in possession of fireworks or arson or any other explosive device
- Student commits act defined as criminal conduct by PA law
- Student is in possession of over the counter medication and look alike drugs

Office or Dean Referral with Administrator/Teacher Consequences

- Parent Conference
- Removal from Classroom
- Loss of privileges (can be, but is not limited to, removal from clubs, sports, field trips)
- Referral to Dean

Office Referral: Administrative Response

- Immediate referral to Dean

BEHAVIOR MATRIX: GRADE 5

Intensity 1: Annoying Behaviors

- Being late to class
- Not having a pass in hallway
- Not being prepared for class
- Disruptive noises (calling out, shouting, unnecessary sounds-tapping)
- Refusal to work
- Eating/drinking outside the cafeteria
- Chewing on gum, seeds, non-food items
- Not using a water bottle appropriately
- Running/jumping/dunking
- 3 missed assignments
- Off task or distracting peers on purpose
- Wearing a hat/earbuds,headphones/hoodie in the building
- Not respecting personal space

**Intensity 2
(Continued or more intense Intensity 1 behaviors)**

- Instigating
- Inappropriate use of electronics
- Defiant with staff/refusal to follow directions of sta
- Inappropriate language
- Teasing
- "Play Fighting"/Rough Play
- Dishonesty (cheating/plagiarism)
- Minor vandalism
- Taking peers belongings

**Intensity 3
(Continued or more intense Intensity 2 behaviors)**

- Missing/skipping assigned consequence
- Vandalism
- Repeated failure to follow safety directives
- Stealing/theft
- Bullying, Cyberbullying
- Sexual harassment/misconduct
- Threats
- Instigating physical fight or assault

Intensity 4

- Repeated violations of Intensity 1, 2, or 3 behaviors
- Any criminal conduct described by

Corrective Responses

- Teacher visual, non-verbal, or physical prompt
- Teacher redirections and warnings
- Teacher proximity
- Class seating rearrangements
- Teacher contacts home
- Restorative chat

Classroom-based Consequences

- Change seating arrangements
- Loss of extra privileges
- Loss within economy system
- Write in a disciplinary log
- Writing a reflection
- Community service
- Contact home with the student
- Restorative conversation
- Detention with teacher (lunch/after-school)

Office or Dean Referral with Administrator/Teacher Consequences

- Student modeling appropriate behaviors
- Student/teacher conference
- Student/teacher/administrator conference
- Conference with families
- Community service
- Student written action/remediation plan
- Students' written letter to parents
- Parent communication
- Detention
- In-school suspension
- Out-of-school suspension

Office Referral Administrator Response

Immediate referral to the Office/Administrator

<p>Pennsylvania Law</p> <ul style="list-style-type: none"> • Possession, use, or illegal activity involving drugs, illegal substances, tobacco products, alcohol, and paraphernalia • Under the influence of drugs or alcohol • Possession of over the counter medication and look alike drugs • Arson and/or possession of fireworks and other explosive devices • Possession of a weapon, but not limited to any needle, knife, pocket knife, Swiss army knife, cutting instrument, cutting tool, BB gun, air gun, nunchaku, firearm, shotgun, rifle and other tool or instrument or implement capable of inflicting serious bodily injury (as specified by Act 26 of following pages) • Terroristic threats 	
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CLASSROOM BEHAVIOR MATRIX: 6TH, 7TH, 8TH GRADE

<p>Expected Behaviors</p> <p>Be KIND</p> <ul style="list-style-type: none"> • Giving a helping hand to anyone in need • Accept and appreciate differences in others • Encourage and support others <p>Be PREPARED</p> <ul style="list-style-type: none"> • Arrive on time • Have all of your supplies with you • Adhere to deadlines and follow assignment instructions <p>Be PROFESSIONAL</p> <ul style="list-style-type: none"> • Talk at appropriate volume and use appropriate language • Introduce yourself when you don't know someone • Resolve disagreements appropriately <p>Be SAFE</p>	<p>Possible Positive Responses from Community Members</p> <p>Parent/guardian contact</p> <ul style="list-style-type: none"> • Recognition from community members in class meeting or an assembly • Positive referral to Assistant Principal, Dean of Students, or counselors • Teacher-designed positive incentive (e.g., a homework pass, a special privilege, etc.) • Promotion to "Meeting" or "Leading" status
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<ul style="list-style-type: none"> • Follow all directions from community leaders • Stay in your assigned seat or area • Do not leave the room without permission <p>Annoying Behaviors</p> <ul style="list-style-type: none"> • Not following norms • Minor disturbance to the learning environment (e.g., talking out of turn, not reporting to assigned seat, etc.) <p>Majorly Disruptive or Anti-Social Behaviors</p> <ul style="list-style-type: none"> • Continued or more intense “Disruptive” behaviors • Failing to respond to multiple redirections • Persisting disruptive behaviors • Majorly disrespecting a community member (e.g., verbally berating a staff member or peer, spreading harmful rumors, etc.) • Teasing • Failing to complete an assigned consequence 	<p>Possible Corrective Responses from Community Members</p> <ul style="list-style-type: none"> • Parent/guardian contact • Staff or peer redirection • Warning • Private conversation • Change in seat • Apology to community • Positive behavior practice <p>Possible Corrective Responses from Community Members</p> <p>Any corrective response to an “Annoying” behavior</p> <ul style="list-style-type: none"> • Detention (after-school or lunch) • Loss of privileges • Parent/guardian contact • Reflection or ownership • Parent-teacher conference
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Dangerous Behaviors	Possible Corrective Responses from Community Members
<ul style="list-style-type: none"> • Fighting (including participating, instigating, “play”, and plotting) • Possession/use/distribution of alcohol, narcotics, or other illicit substances • Possession/use/intent-to-use any weapon • Intentionally damaging or stealing property • Sexually harassing a community member (verbal/physical/emotional) • Bullying or cyber-bullying • Making terroristic threats • Dangerous behaviors • Participating in or orchestrating assault against a community member 	<ul style="list-style-type: none"> • Any corrective response to a “Majorly Disruptive or Anti-Social” behavior • Parent/guardian contact • Removal from school • Suspension • Reinstatement meeting • Student Success Plan • Formal hearing • Positive behavior practice • Removal from class

BEHAVIOR MATRIX: GRADES 9-12

Intensity 1: Annoying Behaviors

- Not following expected behaviors
- Off-task behavior
- Not listening/not paying attention
- Sleeping/disengaged behavior
- Not following directions and/or distracting others
- Lying
- Poor attitude/rudeness
- Unprepared for class
- Late to class (1-5 minutes)
- Uniform violation
- Supporting negative behaviors
- Gum

Inappropriate Verbal Behavior:

- Using inappropriate language, tone, volume, and pitch of voice
- Non-speech noises that disrupt the class
- Talking with neighbors/others without permission
- Interrupting/talking out of turn
- Not accepting redirections
- Name-calling and/or teasing

Inappropriate Physical Behavior:

- Touching things that don't belong to the student
- Public display of affection (PDA)
 - Hugging, hand holding
- Invading personal space
 - No MEANS No
- Tilting, falling out of seat, leaving seat without permission

Corrective Responses

Levels of Redirection

- Friendly non-verbal
- Concern non-verbal
- Helpful verbal
- Concern verbal
- Scholar/staff support

Classroom-based Consequences

In-class consequences:

- Phone confiscation
- Detention
- Loss of privileges
- Parent contact
- Reflection/Ownership
- Positive behavioral practice
- Move seat
- Parent-teacher conference

Classroom Based Consequences

- Move the student to another seat in the classroom
- Loss of extra privileges
- Lunch detention
- Student repairs/replaces damaged items
- Teacher ends activity for the student; student must wait with alternative until main activity is finished
- Detention
- Phone/text/email contact with parents
- Parent/teacher conference
- Reflections
- Zero grade for assignment associated with cheating (both parties)
- Behavior concern rating
 - Student success packet
 - Loss of privilege

Intensity 2: Disruptive/Interfering Behavior (Continued or more intense Intensity 1 behavior becomes an Intensity 2 (Two strikes))

Inappropriate Verbal Behavior

- Inappropriate language (teacher discretion)
- Verbally and non-verbally threatening behavior

Inappropriate Physical Behavior

- Physical contact (positive or negative)
- Inappropriate hand gestures
- Pushing/inappropriate physical contact (NO INJURIES)
- Cheating (homework/classwork)
- Vandalism (minor/non-permanent)
- Computer/technology/equipment violation (minor) (inappropriate use)
- Late to class (6-10 minutes)
- Littering

Intensity 3: Major Classroom Disruptions (Continued or more intense Intensity 2 behavior becomes an Intensity 3 (Three strikes))

Verbal Behavior

- Harmful language, profanity, slurs
- Verbally threatening behavior
- Bullying/Cyber-bullying
- Taunting/verbal aggression
- Sexual/racial/other harassment

Physical Behavior

- Throwing objects at others
- Physical threatening behavior
- Physical, sexual, aggressive behavior (including cyber)
- Spitting (on others)
- Stealing
- Vandalism (permanent)
- Out of bounds (>10 minutes)

Intensity 4: Severe/Dangerous Behavior

- Instigating/plotting a fight
- Making threats involving weapons
- Major vandalism/Purposeful destruction of school property
- Fighting
- Assault
- Sexual Misconduct
- Sexual Harassment

Office Referral

Administrator-Teacher Consequence

- Student must model the appropriate behavior
- Student needs to repair or replace damaged items
- Ownership
- Detention
- Phone contact with parent/guardian
- Loss of privilege/status
- Parent/student/teacher conference
- In-school suspension
 - Mediation
- Out-of -school suspension
- Law enforcement citation

Office Referral Administrator Response

- Parent/Guardian notification
- Removal from school
- Out of school suspension
- In-school suspension
- Reinstatement meeting
- Student success plan
- Formal hearing

<ul style="list-style-type: none"> ● Theft ● Technology (Destruction, sexual misconduct, exploitation) ● Possession/use/sale of Drugs/tobacco ● Under influence of drugs/alcohol ● Arson/possession of fireworks ● False use of fire alarm/extinguisher ● Dangerous behaviors 	
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***Students who have been identified as eligible for special education services and/or Section 504 may have additional protections within the student discipline process.**

All students are encouraged and expected to develop responsibility at First Philadelphia Preparatory Charter School. We recognize that there are special cases where an identified disability will require that adaptations be made and additional training required. Students with disabilities will be assisted by appropriate staff to meet the expectations of a student’s Individualized Education Plan (IEP). In some cases, expectations will be modified to allow for student success. A student confined to a wheelchair would not be expected to follow a guideline such as, “Walk in the hallways.” In the same manner, a student who has severe behavioral disorders may not be expected to follow through with the Stop & Think process without staff member assistance.

Consequences for violations will include choices so that a student’s unique disability may be taken into account at the discretion of the school staff or as required by his/her IEP. Discipline procedures for students on IEPs may be individualized and unique. Staff are aware that suspensions for students with an IEP fall under specific special education regulations. If an IEP student is suspended, staff will review the information below and contact special education staff if there are any questions regarding compliance with federal special education laws.

When a student with an identified disability is provided consequences in the school setting (for example, in-school detention) IEP goals and objectives will be followed. For out of school suspension lasting for ten cumulative or consecutive school days, the building principal or designee shall refer the student to the Special Education Coordinator. The Special Education Coordinator will consider, with input from the parent/guardian evaluations and/or a behavioral support plan, to remediate the problem behavior. If further suspensions or an expulsion are necessary, the parents/guardians will be given ten days prior notice of meeting to discuss a “proposed change in student placement” and notice of all rights under federal special education law, including specifically the right to a due process hearing to challenge the change in placement as recommended by the School. If parents request a hearing, the student’s placement will be “frozen” in school. Parents will be informed of this “stay put” provision.

A Manifestation Determination meeting will be held to consider the disciplinary matter. This meeting is held to determine whether the student’s behavior or activity was the result of the student’s disability or the result of an inappropriate placement or program. If the behavior was due to the disability or inappropriate placement or program, the team shall prepare a revised IEP. If the Manifestations Determination meeting concludes that the student’s behavior was unrelated to his/her disabling condition, and that the student’s program and placement are appropriate, First Philadelphia staff may enforce regular policies as applied to nondisabled students. Exclusion that results in a change of placement must be done through special education change of placement procedure and may not result in a cessation of services to the student unless the student is only §504 eligible and is not IDEA eligible.

K – 12 INTENSITY 4 INFRACTIONS	
Infractions	
Instigating a physical fight or assault	
Credible Threats	
Making Threats that refer to the use of a weapon to cause harm	
Major Vandalism/ Purposeful destruction of School Property	
Disorderly Conduct	
Fighting	
Assault	
Sexual Misconduct	
Sexual Harassment	
Theft	
Bullying/ Cyberbullying/Hazing	
Inappropriate use of Technology (Destruction, Exploitation, Sexual Misconduct)	
Any criminal conduct as defined by Pennsylvania Law.	
Possession, use or illicit activity involving Drugs/ Illegal Substance/Tobacco Products/ Alcohol or Paraphernalia	
Under the influence of drugs or alcohol	
Possession of over the counter medication and look alike drugs.	
Arson and/or possession of Fireworks and other explosive devices	
Possession of a Weapon, but not limited to any needle, knife, pocket knife, Swiss army knife, cutting instrument, cutting tool, BB gun, air gun, nunchaku, firearm, shotgun, rifle and any other tool or instrument or implement capable of inflicting serious bodily injury (as specified by ACT 26 of following pages)	
Terroristic Threats	

Intensity 4 Consequences may include, but are not limited to the following:

- **Parent/guardian notification**
- **Removal from school**
- **Out-of-school suspension (1 – 10 days)**
- **Reinstatement meeting**
- **Student Success Plan**
- **Formal hearing (a hearing to appear before the Board of Trustees Discipline Committee where a recommendation will be made to the BOT regarding expulsion).**

***Students who have been identified as eligible for special education services and/or Section 504 may have additional protections within the student discipline process.**

ACT 26 (PENNSYLVANIA LAW)

24 P.S. § 13-1317.2. Possession of weapons prohibited (a.k.a. “Act 26”)

(a) Except as otherwise provided in this section, a school district or area vocational-technical school shall expel, for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored event.

(b) Every school district and area vocational-technical school shall develop a written policy regarding expulsions for possession of a weapon as required under this section. Expulsions shall be conducted pursuant to all applicable regulations.

(c) The superintendent of a school district or an administrative director of an area vocational-technical school may recommend modifications of such expulsion requirements for a student on a case-by-case basis. The superintendent or other chief administrative officer of a school entity shall, in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).

(d) The provisions of this section shall not apply to the following:

(1) a weapon being used as part of a program approved by a school by an individual who is participating in the program; or

(2) a weapon that is unloaded and is possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting, if the entry on school premises is authorized by school authorities.

(e) Nothing in this section shall be construed as limiting the authority or duty of a school or area vocational-technical school to make an alternative assignment or provide alternative educational services during the period of expulsion.

(e.1) A school district receiving a student who transfers from a public or private school during a period of expulsion for an act or offense involving a weapon may assign that student to an alternative assignment or provide alternative education services, provided that the assignment may not exceed the period of expulsion.

(f) All school districts and area vocational-technical schools shall report all incidents involving possession of a weapon prohibited by this section as follows:

(1) The school superintendent or chief administrator shall report the discovery of any weapon prohibited by this section to local law enforcement officials.

(2) The school superintendent or chief administrator shall report to the Department of Education all incidents relating to expulsions for possession of a weapon on school grounds, school-sponsored activities or public conveyances providing transportation to a school or school-sponsored activity. Reports shall include all information as required under section 1303-

(g) As used in this section, the term "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

CREDIT(S) 1949, March 10, P.L. 30, No. 14, art. XIII, § 1317.2, added 1995, June 30, P.L. 220, No. 26, § 4, effective in 90 days. Amended 1997, June 25, P.L. 297, No. 30, § 6, effective July 1, 1997.

[FN1] 24 P.S. § 13-1303-A.

APPLICATION OF CODE OF CONDUCT TO OFF-CAMPUS ACTIVITIES

A student 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 student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school-furnished transportation.
- The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
- Student 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 Student 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 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, cyber harassment 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 students;
- 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 student'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 to 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 entail repeated incidents. Harassment creates a hostile environment when it:

- (i) is directed at another student or group of students;
- (ii) has the purpose or effect of substantially or unreasonably interfering with a student'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 student, 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, Cyber Harassment of a student, 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 student, 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 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 students, 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 of Trustees 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) Students are made aware of: this policy prohibiting all forms of bullying; that each student is a stakeholder in the creation and maintenance of a safe educational environment, where each student is expected to treat others with civility and respect, without tolerance for bullying; the adverse consequences of such conduct on the student who was bullied, the school community and student(s) 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 student 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 student'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, or expulsion from First Philadelphia 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 students, 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 student 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 student 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, students 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 First Philadelphia'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 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. When a student 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 prior written notice is required.

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

DISCIPLINE OF STUDENTS WITH AN IEP

Students 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 student 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 student 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 First Philadelphia, as a disciplinary measure, proposes to change a special education student'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 student'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 student'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 student's parent/guardian stating the purpose; parent/guardian also will be provided with notice of procedural safeguards.

If the answer to both questions above is "no," the student 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.

4. While any decision to transfer a student must be discussed and is usually made by his or her IEP team, First Philadelphia 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 student'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.

5. First Philadelphia will hold a manifestation determination for students diagnosed with an intellectual disability who are excluded for any amount of time. In other words, for students 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 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 as for a non-disabled student for the same offense, provided, however, that:

1. First Philadelphia did not have knowledge that the student was a student with a disability before the violation occurred; and
2. If an evaluation is requested after the violation occurs, First Philadelphia 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 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 student has not allowed an evaluation despite the school's request; or
2. The parent/guardian of the student has refused services; or
3. The student has been evaluated and it was determined that he or she is not a student 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.

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.
9. Edibles
10. Vaping

Students 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 student 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, upon 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.

HARASSMENT/INTIMIDATION

All students 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.

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

Student 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 of Students by a parent or guardian only. If this is a repeated offense, the cell phone will be held by the Dean of Students 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 students 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 of Students. 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 student's 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 of Students. 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 students involved.

SEARCH AND SEIZURE POLICY

Various types of school property including, but not limited to, lockers, storage bins and computer terminals are assigned to students for their convenience of storage or educational usage. School property remains the property of First Philadelphia Charter School. School property is not to be construed as belonging to, or for the sole use of a student, 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 students, First Philadelphia reserves the right, when necessary, for the CEO or designee to search, without a warrant, a student, his or her locker, purse, book bag or backpack, or school computers, if there are reasonable grounds for suspicion that the student has violated or is violating state or federal laws, city codes, or school policies.

If a school official has reasonable suspicion that a student's locker contains illegal or unauthorized materials, the school may conduct a locker search upon notification to the student, 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 students in school, the locker may be searched without prior warning.

Without notice or consent of the student or his or her parent, a student'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 student 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 need arise to search a student's person, the search shall be conducted by a school official of the same gender as student's.

Parents will be immediately contacted if a dangerous or missing item is found on or in the possession of their student. 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 student'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 student 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 student 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 students in school, the locker may be searched without prior warning or opportunity to be present during the search.

SOCIAL NETWORKING AND SOCIAL MEDIA POLICY

PURPOSE

First Philadelphia Charter School recognizes that many individuals, including students, 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 students. "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, students 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 purpose of this policy is to provide clarity regarding prohibited use of social networking and social media which may be subject to punishment up to, and including expulsion, and to provide students 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 students access any social networking site unless specifically authorized to do so by the student's teacher for a legitimate educational purpose.
2. Unless specifically authorized by the administration, no student may represent himself or herself as a spokesperson for or on behalf of the school.

3. **No electronic communication between any student and any teacher is allowed through any social networking site.** Allowable electronic contact between students 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 Charter School thus prohibit 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 students or school personnel with assault then the appropriate consequence may be imposed, including long-term out-of-school suspension, expulsion and/or referral to law enforcement officials.

GENERAL GUIDELINES FOR STUDENTS USING SOCIAL 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. Students 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 Students ...") 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.

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 setup 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.

- **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.

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.

STUDENT ATHLETE ELIGIBILITY

First Philadelphia recognizes that education is the first priority and adopts this policy to ensure an appropriate balance between its educational program and sports and competitive activities.

First Philadelphia accordingly abides by the Pennsylvania Interscholastic Athletic Association (PIAA) Constitution, wherein the Principal is responsible for all matters pertaining to interscholastic athletics including certification of a student athlete's eligibility. The Principal therefore will enforce the academic and conduct expectations of student athletes with respect to their eligibility. Participation in a school-sponsored program, as well as suspension from an athletics program in operation during non-school hours, will be subject to the Principal's determination, upon recommendation from the coach or athletic director.

ACADEMIC GUIDELINES

Student athletes must comply with not only the PIAA eligibility requirements (pass four full credit courses as of each Friday during a grading period), but also must maintain a passing grade of 70% or above in all classes during the season in order to remain eligible.

Eligibility for the first grading period is based on a student athlete's final grades for the preceding year. A student athlete who failed 2 classes in the preceding quarter will be ineligible for practice or competition for the first 15 days of the current season. A student athlete who fails 3 classes in the preceding quarter is academically ineligible for the season.

A student athlete who is failing 2 classes at any given Friday during a grading period shall become ineligible from the Sunday immediately following the failures through Saturday, and continuing, until the student athlete has restored his or her eligibility by passing all current marking period classes.

The second time that a student athlete is declared ineligible during the same season, he or she will not be allowed to practice, but will be required to receive extra academic help.

The third time that a student athlete is declared ineligible during the same season, he or she will be removed from the team.

BEHAVIOR GUIDELINES

If a student athlete is suspended for any disciplinary reasons, he or she will be suspended from athletic activity including practice for an equivalent amount of time as the period of disciplinary suspension. For example, if a 5 day disciplinary suspension was imposed for fighting, the student athlete also will be suspended for 5 days/games from athletics. If a student athlete receives a detention, he or she is prohibited from participating in athletics that day.

Repeated suspensions, write ups or detentions may subject the student athlete to a suspension from athletics indefinitely, based upon the discretion of the Principal.

ATTENDANCE GUIDELINES

Any student athlete who is late or absent from school on the day of any competition or practice will not be allowed to travel to or participate, unless the lateness or absence has been excused by the attendance coordinator.

SPORTSMANSHIP

First Philadelphia 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 student-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 sportsmanship during athletic events and all activities relating to athletic events.

Student-Athletes in exhibiting sportsmanship, student-athletes 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 students 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 student-athletes or spectators who do not comply with these rules of sportsmanship. At the discretion of School Administration, any

violation of this Policy by any student may result in disciplinary consequences consistent with the Discipline Code of Conduct.

STUDENTS AND THE POLICE

All First Philadelphia Charter School recognize their responsibility both for the protection of the legal rights of its students 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 student at school, the CEO and/or Principal shall make a record of the name(s) of the student(s); 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 student 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 student at school, the CEO and/or Principal shall attempt to inform the student's parents. The CEO and/or Principal must also request the arrest warrant and inspect it.

No student 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.

SUBSTANCE ABUSE

Students are absolutely prohibited from using, possessing, soliciting, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Because substance abuse is a serious problem, the Pennsylvania General Assembly enacted Section 1547 of the Pennsylvania Public School Code, requiring schools to implement a comprehensive alcohol, tobacco, drug and other substance abuse program.

First Philadelphia employs a multi-faceted approach to its program.

PREVENTION

Annual, age-appropriate instruction is provided to all students in every grade, from kindergarten to 12th grade, regarding the dangers of alcohol, tobacco, drug and other chemical substance abuse. Instruction also will address student self-esteem, self-awareness, personal worth, and decision-making to enable students to make informed choices involving chemical use.

In service training is also provided to instructional staff.

IMMEDIATE INVESTIGATION AND ACTION

Where, despite prevention efforts, the Administration has received information concerning possible or actual incidents of possession, use or sale of chemical substances, the matter will be immediately investigated and all necessary actions taken in compliance with state law and procedures set forth in any memorandum of understanding with local law enforcement officials.

Immediate investigation will be conducted by school officials if "reasonable suspicion" exists regarding a student's possession, use or sale of chemical substances. The basis for reasonable suspicion will include:

1. A statement from an eyewitness or informant
2. Symptoms such as, but not limited to, intoxication, slurred speech, unsteady walk, impaired coordination, slowed reflexes, an odor, an expression such as flat affect, brief intense euphoria, repetitive physical mannerisms, violence, nausea or elevated heart rate
3. A student's past history for use or possession of drugs or alcohol
4. Any other independent evidence which gives rise to a reasonable conclusion that a student is in violation of the school's substance abuse policy

While the above factors, standing alone, may not always suffice in supporting a reasonable suspicion of use or possession of a prohibited substance, a combination of factors will strengthen the school's reasonable suspicion position.

If reasonable suspicion exists, the school's policies regarding search and seizure, reporting to the police, and Code of Conduct including appropriate disciplinary action also apply.

Students who are found not to be in possession of alcohol, drugs or other health endangering substances, will be promptly excused and no further action will be taken.

Investigations and actions under this policy and related policies serve the foremost purpose of protecting the health and welfare of school community members.

INTERVENTION

Except for the most egregious of circumstances where a student's conduct has so endangered another member of the school community that expulsion from school is warranted, First Philadelphia's multi-faceted approach to substance abuse includes involvement of the school's Student Assistance Team, who have been trained to understand the issues of student chemical use, abuse and dependency, and who play a primary role in the identification and referral of students coming to their attention for assistance in removing barriers to learning that may have led to destructive substance use.

The Student Assistance Team members are trained to identify problems, determine whether or not the problem lies within the responsibility of the school, and makes recommendations to assist the student and his or her parent.

Where the problem is beyond the scope of school, the Student Assistance Team will inform the student's parent/guardian of the problem affecting the student's performance in school, and will provide the family with information so that they

may access services within the community. Student Assistance Team members do not diagnose, treat or refer a student to treatment, however, but may refer a student for an assessment for treatment.

For students who receive treatment through a community agency, the Student Assistance Team, in collaboration with the student's parent and the agency, plans in-school support services during and after treatment.

At all phases of intervention, student confidentiality will be maintained, except when collaboration with an involved community agency requires information sharing.

The student's parent/guardian has the right to have full access to all school records under applicable state and federal laws and regulations, and to be involved in all phases of the student assistance program -- which underscores the role of the student's parent/guardian having decision-making responsibility regarding the resolution of their student's substance abuse problems.

SUSPENSIONS, HEARINGS AND EXPULSIONS

SUSPENSIONS

- No student may receive a suspension unless the student 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 student and the student'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, or Dean of Students will meet with the student prior to the suspension and discuss the reasons for the suspension. The student is to be offered an opportunity to explain the circumstances surrounding the event for which he/she is being suspended.
2. A suspended student 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. Students are permitted to make up examinations and work missed while under suspension.

PROCEDURE FOR SUSPENSIONS

1. Written notification that the student 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 Student

- The date, time, and place for the parental conference.
- 2. Parents/Guardians are to be requested 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 students. 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 of Students to reschedule the reinstatement meeting.
- 3. Parents/Guardians are requested 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 student who fails to 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 student's return to school.

STATEMENT OF PURPOSE OF SUSPENSIONS

1. The use of suspension is for the involvement of parent/guardians in the remediation of a problem.
2. It offers an opportunity for students 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 student.

DUE PROCESS AND SCHOOL HEARINGS

Education is a statutory right, and students 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 student is entitled to a formal hearing, which is a fundamental element of due process.

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

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

- 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 student.
2. Sufficient notice of the time and place of the informal hearing shall be given.
3. A student has the right to speak and produce witnesses on their own behalf.
4. A student 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 student. 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 student's parents or guardians by certified mail.
2. Sufficient notice of the time and place of the hearing must be given.
3. The hearing shall be held in private unless the student or parent/guardian requests a public hearing.
4. The student has the right to be represented by counsel.
5. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
*
6. The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined. *
7. The student 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 student is entitled, at the student's expense, to a copy of the transcript.
9. The proceeding must be held with all reasonable speed.

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

TERRORISTIC THREATS

All First Philadelphia Charter School recognize the danger that terroristic threats by students present to the safety and welfare of students, staff and community, even if the result is fear or disruption without physical injury. Therefore, First Philadelphia will not tolerate any such conduct by any student, 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 student 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." Such student may be recommended for expulsion.

TOBACCO USE

All First Philadelphia Charter School recognizes that tobacco use by students 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 product; smokeless tobacco in any form; and paraphernalia associated with tobacco use such as rolling papers, matches, and lighters. "Tobacco use" by students 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 students. Any student who is determined, after investigation, to have committed the serious offense of "tobacco use" will face appropriate disciplinary consequences.

WEAPONS

Possession of weapons in the school setting is a threat to the safety of students 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.

Students are prohibited from possessing any weapon on the way to or from First Philadelphia 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 student is regarded as in possession of a weapon when the weapon is found on the person of the student; in a student's designated storage space; or under the student'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 student 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 student 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 student who violates this weapons policy, which is an egregious offense, will be subject to a referral for expulsion, which constitutes the appropriate disciplinary consequences.

DEFINITIONS FOR TERMS FOUND WITHIN THE CODE OF CONDUCT

Term	Definition
Act 26	Pennsylvania State Code referring to a weapons violation. (Act 26 can be found on page 38)
Assault	<p>An unlawful attack by one person upon another. The victim does not or is not able to defend themselves with enough force to prevent harm. The act should be intentionally, knowingly or recklessly causing bodily injury or serious bodily injury.</p> <p>(simple) unlawful physical attack by on person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury.</p> <p>(aggravated) Assault with a weapon, where the attacker either uses a weapon or displays a weapon in a threatening manner.</p>
Bullying/ Cyberbullying	<p>Intentional electronic, written, verbal/physical act, or a series of acts:</p> <ul style="list-style-type: none"> (1) directed at another student or students; (2) which occurs in a school setting (i.e., the school; on school grounds; in school vehicles; at a designated bus stop; or at any activity sponsored, supervised, or sanctioned by the school); (3) that is severe, persistent or pervasive; and (4) that has the effect of doing any of the following: <ul style="list-style-type: none"> i. substantially interfering with a student's education; ii.) creating a threatening environment; or iii.) substantially disrupting the orderly operation of the school. <p>Behavior is clearly bullying when: (1) there is an intent to harm-the perpetrator appears to find pleasure in taunting and continues even when the targets distress is obvious. Mutual “teasing” should not be confused with bullying behavior and (2) there is intensity and duration-the taunting continues over a period of time, and is not welcomed by the target.</p>
Cheating/ Plagiarism	Cheating includes deceit, fraud, or deception. Plagiarism is using, without permission, the ideas and writings of another, either word for word or in substance, and representing such as one’s own.
Detention	Consequence that may be assigned by an administrator or a teacher. Detentions are served outside of the school day hours. Parents must arrange transportation for the student.

Discipline Referral Form	The form used by staff to record major or repeated behavioral infractions. A copy of the discipline referral form is available from the Dean of Students.
Expulsion	<p>Student is dismissed from the school permanently, unless otherwise stated, due to severe or repeated behaviors. The student and parent have the right to be informed of the reasons for the movement toward expulsion and to respond to these reasons prior to the expulsion taking effect.</p> <p>Parents and guardians of children who have been recommended for expulsion will have the right to a full evidentiary hearing before the Disciplinary Committee of the Board of Trustees. (Information on Hearings can be found on page 37)</p> <p>Please note: The LEA shall decide suspension for special education students, as stated in, IDEA laws and regulations, on a case by case basis.</p>
Fighting	Physical aggression between two or more students that escalates into punching, hitting, wrestling, knocking down, and/or damaging/destroying property. <u>Any student involved in a fight, regardless of whether he or she claims to be "right" or "wrong" or whether he or she claims to have acted in "self-defense," will be suspended.</u>
Harassment	<p>A person commits the crime of harassment when, with the intent to harass, annoy or alarm another, the person:</p> <ol style="list-style-type: none"> 1. Strikes, shoves, kicks or otherwise subjects the other person to physical contact, or attempts or threatens to do the same; 2. Follows the other person in or about a public place or places; <p>or</p> <p>Engages in a course of conduct or repeatedly commits acts that serve no legitimate purpose.</p>
Inappropriate use of technology	Execution of any prohibited activity, such as viewing or transmitting profanity, vulgarities or other inappropriate language, or images; entering online chat rooms; or changing proxy, automatic configuration, or messaging settings.
In-School Suspension	<p>Student will remain in the Dean of Students office for the duration of their suspension. During this time the student will complete all classroom work, work on additional behavioral assignments given by the Dean of Students and receive all homework.</p> <p>Please note: The LEA shall decide suspension for special education students, as stated in, IDEA laws and regulations, on a case by case basis.</p>
Instigating	To start, stir up, or provoke.

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.
Out of Bounds	To be away from the school, teacher or classroom without direct permission. All students 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 student being Out of Bounds.
Out of School Suspension	<p>A suspension is a student's exclusion from school for a period of one (1) to no more than ten (10) consecutive school days. Suspensions may be assigned by the Dean or Administrator. Students have the responsibility to make up work and assessments missed</p> <ul style="list-style-type: none"> · No student may receive a suspension unless the student 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 guardian shall follow the suspension action taken by the school. <p>When the suspension exceeds 3 consecutive school days, an informal hearing with school administration shall be offered to the student and the student's parent or guardian (Information on Hearings can be found on page 37)</p> <p>Please note: The LEA shall decide suspension for special education students, as stated in, IDEA laws and regulations, on a case by case basis.</p>
Play Fighting / Rough Housing	Taking part in aggressive physical play that simulates a fight. Play fighting is considered to be dangerous as students often become injured or the play fighting turns to a real fight. It is important to understand that for the safety of all students play fighting is not allowed under any circumstances.
Possession	The state of having, owning, or controlling something.
Reinstatement	A meeting, which occurs after a student has served a suspension. School administration, parent/guardian and the student are all in attendance at the meeting.

<p>Sexual Harassment</p>	<p>Harassment on the basis of sex is a misbehavior of federal and state discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:</p> <ul style="list-style-type: none"> · submission to such conduct is made a condition of a student's status in a course or academic program; · such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or offensive educational environment; and/or · submission to or rejection of such conduct is used as the basis for academic decisions. <p>Forms of sexual harassment include, but are not limited to, the following:</p> <ul style="list-style-type: none"> · derogatory comments, jokes, or slurs; · sexually-oriented sounds or remarks; · uninvited, unnecessary, or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement; · derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures.
<p>Sexual Misconduct</p>	<p>Attempting or carrying out a sexual act with oneself or another person, whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed.</p>
<p>Student Success Plan</p>	<p>The purpose of a Student Success Plan is to give the student additional supports to experience success in the school environment. A Behavior Success Plan will be created by a Team. This team will include the Parent/Guardian, Dean of Students, Counselor/Social Worker, Teachers and the student.</p>
<p>Terroristic Threats</p>	<p>Terroristic threats, communications, and/or acts intended to commit violence, terrorize, evacuate the building, cause serious public inconvenience, or pose a safety risk. Depending on the nature of the incident, law enforcement officials may be informed.</p>
<p>Theft</p>	<p>Withholding, taking, or removal of personal or school property (including tests) without the owner's consent. Depending on the nature of the incident, law enforcement officials may be informed.</p>
<p>Under the influence</p>	<p>Having any detectable amount of alcohol or a controlled substance in your system and/or showing physical manifestations of being under the influence.</p>
<p>Vandalism</p>	<p>Intentional or reckless damage to, or an attempt to damage the property of another or the causing of damage while committing an act contrary to this code or to the law. Depending on the nature of the incident, law enforcement officials may be informed.</p>

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.

At any time that you feel that your student may qualify for special education, you may initiate testing procedures by forwarding a written statement to the Principal and Special Education Coordinator stating your concerns about your student and that you wish your student to be tested.

Special Education law states that the School has 60 days to complete the testing process. Your student will remain in his/her present educational placement until testing is completed. No change in educational placement will be made unless both you and the school agree to the change in placement. If any disagreement arises regarding the recommendations following testing, the student will remain in his/her current educational placement while the disagreement is resolved following established special education procedures.

After the testing is completed and a report prepared, there will be a meeting to discuss the results. You have the right to attend this meeting and offer input into the goals and supports that will be put in place for your student. When this discussion results in differences that cannot be resolved you have the right to request a pre-hearing conference, mediation, or an impartial due-process hearing. You may also request a combination of these alternatives.

For further information on the evaluation procedures and provision of services to protected handicapped students or students with disabilities, contact the Special Education Coordinator.

ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS: CHILD FIND

Each school district, intermediate unit and charter school must establish and implement procedures to identify, locate and evaluate all students who 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 parents, and to describe parents' rights concerning confidentiality of information which is maintained not only during the identification process, but also throughout students' enrollment at First Philadelphia Charter School.

The content of this notice has been written in English. If a person does not understand any part of this notice, he or she should contact any individuals at the address and telephone number listed at the end of this notice and request an explanation.

IDENTIFICATION ACTIVITY "CHILD FIND"

"Child Find" or identification activities are performed to find a student who is suspected of having a disability that would interfere with his or her learning unless special education programs and related services, or other accommodations, can be provided and a free appropriate public education ("FAPE") can be made available. The types of disabilities that if found to cause a student to need services are: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness.

The identification activities are sometimes called screening activities and may include: reviewing group data, conducting hearing and/or vision screening, assessing a student's academic functioning, observing the student and determining his or her response to attempted redirection and/or remediation.

Once identified as a student who is suspected of having a disability, he or she is evaluated by the school, but only if the parent has given consent to proceed with the evaluation process. First Philadelphia cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a student's parent. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net. Once written parental consent is obtained, First Philadelphia will proceed with the evaluation process. Input from parents provide an important source of information for identification.

If a parent believes that his or her student may be eligible for special education, the parent may initiate evaluation procedures by forwarding a written statement to the CEO stating his or her concerns about the student, with a request for the student to be evaluated.

Child Find activities are also conducted for students who may be eligible for services or accommodations under Section 504 of the Rehabilitation Act of 1973 and Chapter 15 of Title 22 of the Pennsylvania Code.

Questions or concerns may be directed to the Special Education Coordinator, Chief Executive Officer or Principal at the address and phone number at the end of this notice.

SIGNS OF POTENTIAL DEVELOPMENTAL DELAYS AND OTHER RISK FACTORS THAT COULD INDICATE DISABILITY

Each student develops at his or her own pace and the range of normal is quite wide. However, it is helpful for parents 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, 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 may be directed to the Special Education Coordinator, Chief Executive Officer or Principal at the address and phone number at the end of this notice. Any parent wishing to initiate an evaluation may forward a written statement to the CEO stating his or her concerns about the student, with a request for the student to be evaluated.

CONFIDENTIALITY OF INFORMATION

First Philadelphia Charter School 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"). A record of First Philadelphia's identification activities for a student constitutes an education record for him or her that the school maintains in the strictest confidence, as the school does for all other education records that contain confidential and personally identifiable information including the student's name, the name of the student's parents or other family member, the address of the student or family, a personal identifier such as social security number, or a list of characteristics or other information that would make the student's identity easily traceable.

First Philadelphia 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.

First Philadelphia protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records; training provided to all persons who need to use the information; and maintaining for public inspection a current list of employees by names and positions who may have access to the information.

When information gathered is no longer needed to provide educational services to a student, First Philadelphia will destroy the information at the request of the parent, but general information such as the student's name, address, phone number, grades, attendance record and classes attended, and grade level completed, may be maintained without time limitation.

A parent has a number of rights regarding the confidentiality of his or her student's records, including the right to inspect and review any education records pertaining to his or her student that are collected, maintained or used by First Philadelphia Charter School. First Philadelphia will comply with a parent's request to review the records without unnecessary delay and before any meeting regarding planning for a student's special education program or IEP, and before a hearing in the event of disagreement about a student's special education needs. In no event may First Philadelphia take more than 45 days to furnish a parent with the opportunity to inspect and review his or her student's records.

A parent 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 would be effectively prevented from exercising his or her right to inspect and review the records; and to have a representative inspect and review the records upon a parent's authorization. Upon a parent's request, First Philadelphia Charter School will provide the parent with a list of the types and location of education records collected, maintained or used by First Philadelphia.

First Philadelphia will charge a fee for copies of records made in response to a parent's request for copies, but will not charge a fee if doing so will prevent the parent from inspecting and reviewing his or her student's records. No fee is charged to search or retrieve information. The fee charged for copies is \$.10 per page.

Furthermore, a parent of a student with, or suspected of having, a disability has the right to request the amendment of his or her student's education records that the parent believes are inaccurate or misleading, or violates the privacy or other rights of his or her student. First Philadelphia will decide whether to amend the records within a reasonable time of receipt of a parent's request. If First Philadelphia refuses to amend the records, the parent will be notified of the refusal and right to a hearing. The parent will be given, at that time, additional information regarding the hearing procedures; upon request, a parent will be provided with a records hearing to challenge information in his or her student's education files.

Parental consent 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. A school official has a legitimate educational interest in the education record if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, First Philadelphia Charter School, upon request, discloses records without consent to officials of another school or school district in which a student seeks or intends to enroll.

When a student reaches age 18, the rights of the parent with regard to confidentiality of personally identifiable information is transferred to the student. A

parent 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

PROGRAM DEVELOPMENT AND PROVISION OF SERVICES

Once the evaluation process is complete, a team of qualified professionals and the parent or guardian determines whether the student is eligible for special education and related services. If the student is eligible, the Individualized Education program team meets, develops the program and determines the educational placement. Once the IEP team develops the program and determines the educational placement, First Philadelphia Charter School staff will issue a Notice of Recommended Education Placement/Prior Written Notice (NOREP/PWN). A parent's written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

First Philadelphia Charter School provides a continuum of placements with provision of special education services and related supports and services at no cost to the student or family.

Also, in compliance with state and federal law, First Philadelphia Charter School will provide to each student with a disability under Section 504 of the Rehabilitation Act, having a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school's program, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program (and extracurricular activities) to the maximum extent appropriate to the student's abilities.

EQUAL OPPORTUNITY IN EDUCATIONAL PROGRAMS OR ACTIVITIES

First Philadelphia Charter School will 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 First Philadelphia 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

If a parent wishes to learn more, or believes that his or her student may need to be identified, the parent is encouraged to contact:

Dr. Max Klink, Chief Academic Officer (K-12)

Ms. Robin Wilkins, Special Education Coordinator (K-5); Ms. Cheryl Horton, Special Education Coordinator (6-12)

First Philadelphia Preparatory Charter School 4300 Tacony Street Philadelphia, PA 19124

(215)743-3100

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. Joseph Gillespie, CEO
Dr. Max Klink, Chief Academic Officer
Cheryl Horton, Special Education Coordinator 6-12
Robin Wilkins, Special Education Coordinator K-5

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

PARENT OR GUARDIAN REQUESTS 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 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.

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.

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 individual.

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, 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, 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 policy 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 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 I 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 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 2019-2020.

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 providing 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.

BUILDING AND SCHOOL PROCEDURES AND PRACTICES

CAFETERIA

See Food Service

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 operate 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 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 maintain 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 require 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.

Please contact Lois Trantas ltrantas@ap-schools.org to update this information.

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 NON-DISCRIMINATION

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 PARENTS/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 someone 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 parent/guardian 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 begin 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

All First Philadelphia Charter School have 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

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 2019-2020 Student-Parent/Guardian Handbook sets forth the student health policies and procedures as follows.

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 vaccines:

1 dose of meningococcal conjugate vaccine (MVC) on the first day of 12th grade (though if one dose was given at 16 years of age or older, that shall count as the 12th grade dose).

On the FIRST DAY OF SCHOOL, unless a student has a medical or religious/philosophical exemption, a student must have had at least one dose of the above vaccinations or risk exclusion. If a student does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the student must receive that dose within the first five (5) days of school or risk exclusion. If the next dose is not the final dose of the series, the student must also provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion. The medical plan must be followed or the student may face exclusion from school.

The school nurse will review the student's immunizations to verify the student meets the standards set by the Pennsylvania Department of Health. If a student's immunization records do not meet state requirements, the student will not be permitted to attend school.

In the event that immunization is against a student's religious beliefs or a parent has a strong moral or ethical conviction against immunization, the parent must provide the school nurse with a written statement stating the reason for the objection. If immunization is not medically advisable at a particular time, a physician must sign the "Statement of Exemption to Immunization Law" form. **If a student is exempt from immunization, he or she may be excluded from school during an outbreak of a vaccine-preventable disease.**

It is the school nurse's responsibility to ensure that all students have been properly immunized in accordance with the Pennsylvania Department of Health regulations. In the event that a student is missing the appropriate records or does not have up-to-date immunizations, the school nurse will send a letter home to notify the parent or guardian. If the up-to-date immunization records are not brought to the school within the first 5 days of school and/or there is no documentation to support that a student received the out-of-date immunizations, the student may be excluded from school.

SCHEDULE OF REQUIRED DENTAL AND PHYSICAL EXAMINATIONS AND REQUIREMENTS FOR PHYSICIAN'S AUTHORIZATION AND OTHER FORMS

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 of 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.

PREVENTION AND EDUCATION

Students in grade 6 and above will receive age-appropriate lessons in their classrooms through health education or other appropriate curricula such as 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 fostering 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.

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 2019-2020

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 damaged, 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.