

The Preparatory Charter School
1928 Point Breeze Avenue
Philadelphia, PA 19145
215-334-6144

October 2017

Dear Student:

The entire staff of the Preparatory Charter School wishes you a very warm welcome and much success in the coming year. This handbook has been prepared to help you understand the procedures and policies of our school. Knowledge of the following information will help answer many of the questions you may have and will provide positive direction for the school year. You are expected to know the rules and procedures of your school. The handbook is located on the Prep Charter Website, www.prepcharter.org

Make learning your first priority. Get off to a good start by working cooperatively with your peers and your teachers. The administration and staff are available to serve you and your parents/guardians. Our goal is for every student to experience a great school year and to work together toward making our school the best in the City of Philadelphia.

You and your parent are asked to sign and return this page to indicate that you have read and are aware of the policies in this student guide. Please return this paper to school by October 13, 2017.

Sincerely,

Jo Ann Moore
Assistant Principal

MUST BE SIGNED & MUST BE RETURNED

We have read the Prep Charter Student/Parent Handbook and are familiar with the policies and procedures outlined in the book.

Student's Signature

Parent/Guardian's Signature

Date _____

PREPARATORY CHARTER HIGH SCHOOL PARENT STUDENT HANDBOOK 2017-2018

MISSION STATEMENT

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

NONDISCRIMINATION POLICY

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

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

School Rules

1. Prepare yourself for your educational opportunities each day.
2. Respect others and their properties.
3. Exercise good decision-making skills in resolving conflicts in a non-violent manner.
4. Promise to fulfill your responsibilities as teachers, students, and administrators.

2017-2018 BOARD OF TRUSTEES

Michael Giangjordano	President
Paul Gambone, Esq.	Vice-President
Dane' Wright	Member
Jennifer Massenburg	Member
Frederic D. Musilli	Co-Treasurer
Christine Formosa	Member

Ronald Tyree, M. H. S. Member
Joe Cowgill Member
Diane Lucidi Member

The Board of Trustees meets in accordance with the following calendar. These meetings are open to all interested parties for the first ten minutes of each executive session.

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

BOARD OF TRUSTEES MEETINGS

2017-2018

July 12, 2017
August 9, 2017
September 13, 2017
October 11, 2017
November 8, 2017
December 13, 2017
January 10, 2018
February 13, 2018
March 14, 2018
April 11, 2018
May 9, 2018
June 13, 2018

Meetings are held 5:30PM at
1928 Point Breeze Avenue, Phila., PA 19145

PREP CHARTER HIGH SCHOOL COMMUNITY PARENT ADVISORY COUNCIL (CPAC)

CPAC holds full membership meetings for the Parents/Guardians of Prep Charter students on the second Tuesday of each month, unless notified otherwise. All are invited to attend! The CPAC Board also meets four (4) times yearly. These meetings are open to all interested parties for the first twenty minutes of each executive session. Notification of dates and times will be announced and posted on the CPAC website. **All meetings are held on the scheduled Thursday evenings of each month at Prep Charter High School and start at 6:30 p.m.**

PARENTAL RECOMENDATIONS FOR VOLUNTEER HOURS

A parent/guardian of each household is encouraged to participate by volunteering ten (10) hours annually in school related activities. These are counted as follows: two (2) hours counted for each Report Card Conference (there are 2); one (1) hour for Back to School Night. Throughout the school year, parents will have other opportunities to volunteer for selected projects and activities.

Additional information regarding CPAC can be found at www.prepcharterparents

REPORTING STUDENT PROGRESS

Report cards will be issued four times during the year. Interim Progress Reports are issued midway through each marking period. Parents/guardian will be notified of scheduled conferences. However, parents and teachers are encouraged to discuss a student's progress and development throughout the year. Please call 215-334-6144, select the extension of the teacher you want to contact, and leave a message. For your convenience, teachers' extensions are printed on Progress Reports and on the last page of this handbook. Students and their families may access information regarding grades, homework, school activities, sports, special events, and other valuable links through Prep Charter's online PowerSchool. Logon information will be reviewed at the start of each school year.

2017-2018 Academic Calendars

Beginning of 1 st Quarter	Tuesday, September 5, 2017
Back to School Evening	Thursday, September 21, 2017
End of 1 st Quarter	Wednesday, November 1, 2017
1 st Quarter Report Card Conferences	Thursday, November 16, 2017
Beginning of 2 nd Quarter	Thursday, November 2, 2017
End of 2 nd Quarter	Friday, January 19, 2018
Midterm Examinations	Tuesday-Friday, January 23-26, 2018
2 nd Quarter Report Card (mailed)	Week of January 22, 2018
Beginning of 3 rd Quarter	Monday, January 29, 2018
End of 3 rd Quarter	Thursday, March 16, 2018
3 rd Quarter Report Card Conferences	Thursday, March 22, 2018
Beginning of 4 th Quarter	Monday, March 19, 2018
End of 4 th Quarter	Monday, May 21, 2018
Senior Final Exams	Tuesday-Wednesday, May 29-May 31, 2018
9-10-11 th Final Exams	Tuesday-Friday, June 5-8, 2018

SCHOOL CURRICULUM

Prep Charter students' school day includes four 90-minute blocks and a 30-minute lunch period. Freshmen, sophomores, juniors, and selected seniors are assigned to a Career Development Internship one day each week and are off-campus at their assigned sites.

All freshman students take Algebra I, Art I, Biology, Career Development I, English I, Health and Physical Education II, Spanish I, Technology, and World History.

All sophomores take English II, Career Development II, Chemistry, Geometry, Health and Physical Education II, Spanish II, Technology, and U. S. History Part I.

All juniors take Algebra II, Career Development III, Ecology, Health and Physical Education III, Spanish III, Technology III, Test Prep on Saturdays, and U. S. History Part II.

Required courses for seniors are Art II, English IV, Government/Geography, Health and Physical Education IV, Senior Seminar Humanities, and Technology IV. Seniors who qualify for the Dual Enrollment Program may take science and/or math at CCP. Their course select is dependent upon their standardized test scores. Seniors who do not qualify for the program take Integrated Math and Anatomy and Physiology at Prep Charter and have Career Development IV at various sites in the city.

INSTRUCTIONAL SITES FOR 2017-2018 SCHOOL YEAR

- **Main School Site & Mailing Address:** 1928 Point Breeze Avenue
Philadelphia, Pennsylvania 19145
- **Career Development Sites:**
 - Christopher Columbus Charter School: 1242 South 13th Street
 - City Hall (City Council): Broad & Market Streets
 - Court of Common Pleas: Broad & Market Streets
 - Criminal Justice Center: 13th & Filbert Streets
 - Steven Girard Elementary School: 18th & Snyder Avenue
 - Hospital of the University of Pennsylvania: 34th and Spruce Streets
 - Jury Commission: 13th & Filbert Streets
 - George Sharswood Elementary School: 2nd and Wolf Streets
 - Methodist Hospital: Broad & Wolf Streets
 - Pennsylvania Hospital: 8th and Spruce Streets
 - Register of Wills: Broad & Market Streets
 - Taggart Elementary School: 4th and Porter Streets

PROMOTION and TUTORING POLICY

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

Students who fail one or two subjects during the school year may attend Prep Charter High School's summer school program. Summer school tuition is \$250.00 per class. **Students may not attend any summer school program except those offered at Prep Charter to remediate a failure. Students who do not attend the summer courses for which they failed and/or students who fail a summer school class will be retained in grade level.**

Students who fail more than two (2) subjects during the school year will be retained in grade level and must choose between the following options:

- A. Students wishing to return to Prep Charter having three or more failures on the final report card will repeat the grade level. Students wishing to attend Prep's Summer Program for academic help may do so for up to two non-credit content-area classes at \$250.00 per subject. It is strongly recommended that students attend tutoring for all classes throughout the school year.

OR

- B. Students may transfer to another high school and should notify Prep Charter of that intention prior to June 23, 2017, so their records can be prepared.

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

CLASSROOM INSTRUCTION

A rigorous, college preparatory program will be implemented through a variety of teaching methods. After-school tutorial assistance and test preparation will be available to all students. The core curriculum will be implemented using a block schedule: blocks will amount to four and a half hours of instruction per week in each of:

English, mathematics, and science. Other major courses are technology for sophomores, juniors, and seniors; history; and Spanish. Minor courses are health/physical education, art, and technology for freshmen. Freshmen and sophomores will receive science laboratory instruction on Saturdays at Prep Charter High School. Seniors who qualify for credit-bearing college classes will take courses at The Community College of Philadelphia. Students will travel, work, and learn together in collaborative groups of twenty-five students, which will remain together for the school year.

SCHOOL POLICIES AND PROCEDURES

Admission Time

Students will be admitted at 7:00 a.m., at which time they will go to the cafeteria. Students should be in the building by 7:50 a.m. and use their lockers before the 7:55 warning bell. At 7:55 a.m. when the warning bell sounds, students will report to their first block classroom. Students are considered late if they arrive after 8:00 a.m. when attendance is being taken. The teacher will record lateness in the attendance record. **Arrival after 8:00 requires reporting to the late slip desk to collect a late slip. Detention is assigned to students who arrive late to school.** Repeated lateness will be referred for administrative action.

Appeal Process

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

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

ATTENDANCE AND LATENESS POLICIES

STUDENTS WHO EXCEED 10 UNEXCUSED ABSENCES MAY NOT BE PROMOTED. STUDENTS WHO EXCEED 10 UNEXCUSED ABSENCES MAY NOT BE PERMITTED TO ATTEND DANCES, PROMS, TRIPS, OR PARTICIPATE IN SPORTS OR OTHER EXTRACURRICULAR ACTIVITIES, INCLUDING GRADUATION.

Excused Absences: **An absence will be considered excused only if it is necessitated by (1) a court appearance compelled by a duly issued subpoena; (2) a funeral in the student's immediate family; (3) a medical appointment confirmed by a note from an authorized medical care provider; (4) an illness, provided a note is supplied by the health care provider authorizing the period of absence; and such other documented serious emergency as determined by the administration. It is the responsibility of the parent/student to furnish the school with the requisite supporting documentation within three (3) days of returning to school for the absence to be considered excused.**

A NOTE FROM HOME DOES NOT EXCUSE AN ABSENCE; ONLY REQUIRED DOCUMENTATION, AS NOTED ABOVE, EXCUSES AN ABSENCE.

Definition of unexcused absences: All absences other than those listed above are unexcused. Students at Prep Charter High School are allowed a maximum of 10 unexcused absences. These are not free days, but are absences that are not considered EXCUSED as set forth above. After communication with parents/guardians and without substantiating documentation for absences, **a student with ten (10) consecutive unexcused absences will be**

dropped from our school enrollment and will no longer be considered a student at Prep Charter High School, in accordance with the Pennsylvania State Code §11.24.

STUDENTS WHO EXCEED 10 DAYS OF EXCUSED ABSENCES FOR THE YEAR MAY NOT BE ELIGIBLE FOR PROMOTION, MAY NOT EARN COURSE CREDIT, AND MAY NOT BE PERMITTED TO ATTEND DANCES, PROM, SPORT ACTIVITIES, TRIPS, OR GRADUATION.

LATENESS TO SCHOOL POLICY

Students should be in the building by 7:50 a.m. and finish using their lockers by the time the warning bell rings at 7:55 a.m. Classes begin at 8:00 a.m. Students are assigned a detention on the day of lateness for arrival to their first class after 8:00 a.m. **Students must arrive by 9:30 a.m. to receive credit for a full day of school. Students who arrive after 9:30 will receive credit for a half-day. Students arriving after 12:00 noon will be marked absent for the day. A mandatory parent conference is required for students who have repeated latenesses.**

Pupils who arrive late to school with a verified excuse from a medical professional, funeral notice, or court excuse will be given an excused lateness. A note from home does not excuse a lateness.

STUDENT ATHLETES must arrive by 8:30AM on game day in order to participate in a scheduled sporting event.

TRUANCY POLICY

Prep Charter High School adopts and complies with the Truancy and attendance policy set forth in the accordance with 24 P.S. 13-1327 et seq and compliance shall be enforced therewith. Reference: 204-AR Pupil Attendance and Truancy Policy.

School Responses and Procedures for Unexcused Absences

Parents/guardians and students shall submit the required excuse note within three (3) calendar days of the absence. The failure of the parent/guardian to provide written excuse within three

Definitions

For purposes of this Administrative Regulation and the accompanying Board Policy, the following definitions shall apply:

Absence – the nonattendance of a student on those days and half days when school is in session.

Excused Absence – includes the absence of a student for any of the reasons listed in the section below titled “Excused Absences.”

Unexcused Absence – the absence of a student for any reason that does not qualify as an excused absence, as listed above. Examples include, but are not limited to, illness of another family member, helping the family to move, babysitting/child care, missing the bus, oversleeping, leaving school without authorization, truancy, etc. If written verification of the reason for absence is not received within three (3) days of the return to school, the absence will automatically be recorded as unexcused. The mere fact that a parent/guardian has written an excuse does not mean the absence is excused. Reasons for absence of a doubtful nature are subject to administrative review.

Unlawful Absence – an unexcused absence for a student of compulsory school age. An unlawful absence is always an unexcused absence.

Tardiness – absence of a student at the beginning of any morning or afternoon session, provided the student is in attendance before the close of that session.

Excused Tardiness – absence of a student at the beginning of any morning or afternoon session that is due to any of the reasons that may be excused for full day absence.

Unexcused Tardiness – lateness for any reason that does not qualify as excused tardiness. Examples of unexcused tardiness to school include, but are not limited to, the following: employment, missing the bus, accommodations to others schedules, babysitting/child care, etc.

Compulsory school age shall mean the period of a child's life from the time the child's parents elect to have the child enter school, which shall not be later than the age of eight (8) years, until the age of seventeen (17) years. The term shall not include any child who holds a certificate of graduation from a regularly accredited senior high school.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Person in parental relation shall mean (1) a custodial biological or adoptive parent; (2) a noncustodial biological or adoptive parent; (3) guardian of the person of a child; or (4) a person with whom a child lives and who is acting in a parental role of a child.

School attendance improvement conference shall mean a conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services. The following individuals shall be invited to the conference: (1) the child; (2) the child's person in parental relation; (3) other individuals identified by the person in parental relation who may be a resource; (4) appropriate school personnel; and (5) recommended service providers.

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. The term may include an educational assessment in an alternative education program, provided the program does not include a program for disruptive youth.

Tracking Attendance

School principal, or the assistant principal or designee as designated by the CEO, shall have the following powers and responsibilities:

1. Tracking student attendance
2. Communicating with parents/guardians regarding truancy.
3. Coordinating, attending and participating in school attendance improvement conferences and documenting the outcome of the conference in a written school attendance improvement plan in accordance with the guidelines contained herein.
4. Filing truancy citations in the Magisterial School Court when deemed necessary.
5. Attending court procedures related to truancy and presenting truancy cases in court.
6. Requesting the Magisterial School Court to subpoena any school staff member as a witness in order to prove the School's truancy case.

7. Referring habitually truant children to a school-based or community-based attendance improvement program or to the Philadelphia County Office of Children and Youth for services when appropriate and/or required or permitted by law.

Unexcused Absences

All absences are considered unexcused until the School receives a written note or email documenting a valid reason for the absence, as detailed below.

General Attendance Guidelines

Attendance need not always be within school facilities. A student will be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction.

Excused Absences

A student absence is considered excused under the following circumstances:

1. When the student is prevented from attendance for mental, physical, or other urgent reasons such as:
 - Illness
 - Family Emergency
 - Death of a Family Member
 - Medical or Dental Appointments
 - Authorized School Activities
 - Pre-Approved Educational Travel, Including College Visitations. This category of absence is limited to 5 school days per school year.
 - Pre-approved religious instruction (limit 36 hours per year)
 - Bona Fide Religious Holiday
 - For purposes of receiving tutorial instruction in a field not offered in the School's curricula when the excusal does not interfere with the student's regular program of studies, the qualifications of the tutor or instructor are satisfactory to the Superintendent or his/her designee, and permission for such excusal is sought in writing by the parent/guardian of the child in advance of the commencement of such tutoring
2. When the student is required to leave school for the purposes of attending court hearings related to their involvement with the county children and youth agency or juvenile probation office.

3. If the student is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.
4. If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or designee employed by the School.
5. For the purpose of obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
6. If a student whose parent or legal guardian has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with regard to school attendance, tests and extra-curricular or cocurricular activities, at the discretion of the Superintendent or designee, no penalties shall be imposed for absences of up to five (5) days. Teachers shall assist students in making up work caused by such absences.
7. Where the Superintendent has approved an attendance plan necessitated by rare and extraordinary circumstances. In this context, “rare” means typically no more than 1 or 2 per year School-wide and “extraordinary circumstances” means the student is engaged in a profession or activity at a nationally recognized level.

Ten Consecutive Absences

Students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence that the excuse is legal or the school is pursuing compulsory attendance prosecution. Should the student subsequently return to the school, s/he will not be guaranteed placement in the same classroom as the one left before the withdrawal from attendance.

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days shall require an excuse from a physician.

Policy Notification

Parents/guardians shall be given copies of the School’s attendance Policy and Administrative Regulation at the beginning of each school year and at time of enrollment for new students.

This Administrative Regulation and the accompanying Board Policy will be posted on the School’s website.

School Responses and Procedures for Unexcused Absences

Parents/guardians and students shall submit the required excuse note within three (3) calendar days of the absence. The failure of the parent/guardian to provide written excuse within three (3)

calendar days of this notice will cause the absence to be permanently categorized as “unexcused” and will trigger the procedures set forth below.

1. First & Second Unexcused Absence

The school principal, assistant principal or designee shall send a notice of unexcused absence to the student’s parent/guardian, which describes the consequences of a child violating compulsory school attendance requirements. In addition, the name and telephone number of a designated school official shall be included so that parents/guardians are able to contact a specific person to request assistance in resolving the child’s absenteeism. (See Attachment 1)

2. Third Unexcused Absence

Within ten (10) school days of a child’s third unexcused absence, the school principal, assistant principal or designee shall send an Official Notice of Truancy. (See Attachment 2). Included in this notice shall be a description of the consequences if the child becomes habitually truant. This notice may include the offer of a school attendance improvement conference, and shall be in the mode and language of communication preferred by the parent in parental relation to the child. When transmitted to a person who is not the biological or adoptive parent, such notice shall also be provided to the child’s biological or adoptive parent if the parent’s mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

Continued Absenteeism

If the child continues to incur unexcused absences after the issuance of the Official Notice of Truancy, the school shall then offer by advance written notice a school attendance improvement conference to the child and the person in parental relation to the child, unless a conference was previously held following the Official Notice of Truancy. (See Attachment 3). The following shall apply with respect to a school attendance improvement conference:

- There is no legal requirement that the child or person in parental relation attend the conference, and the conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference after advance written notice and attempts to communicate via telephone.
- The outcome of the conference shall be documented in a written school attendance improvement plan.
- Further legal action may not be taken to address unexcused absences by the child until after the date for the scheduled school attendance improvement conference has passed.

The School shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.

Procedure for Addressing Habitually Truant Children

When a child is habitually truant and under fifteen (15) years of age at the time of referral, the school:

- a. Shall refer the child to either (1) a school-based or community-based attendance improvement program or (2) the Philadelphia County Office of Children and Youth for services or possible disposition as a dependent child.
- b. May file a citation in the office of the magisterial school judge having jurisdiction in the region against the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school in which the child is enrolled or shall be enrolled, unless the child is enrolled in a cyber-charter school, in which case the proper venue shall be based on the residence of the child.

When a child is habitually truant and fifteen (15) years of age or older at the time of referral, the school shall either:

- a. Refer the child to a school-based or community-based attendance improvement program or service.
- b. File a citation in the office of the magisterial school judge having jurisdiction in the region against the child or the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school in which the child is enrolled or shall be enrolled, unless the child is enrolled in a cyber-charter school, in which case the proper venue shall be based on the residence of the child.

If a child who is fifteen (15) years of age or older continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or fails to participate in the such a program as recommended through the school attendance improvement conference, the school may refer the child to the Philadelphia County Office of Children and Youth for possible disposition as a dependent child.

When referring a habitually truant child to the Office of Children and Youth or filing a citation with the magisterial school judge having jurisdiction over the region, the school shall provide verification that a school attendance improvement conference was held.

No citation may be filed against a child or a person in parental relation with the child who resides in the same household as the child for a subsequent violation of school attendance if any of the following circumstances apply:

- A proceeding is already pending against the child or person in parental relation with the child who resides in the same household as the child and judgment in the first proceeding has not yet been entered, unless a warrant has been issued for failure of the child or person in parental relation to appear before the court and the warrant has not yet been served.
- A referral for services has been made to the Philadelphia County Office of Children and Youth and the agency has not closed the case.
- A petition has been filed alleging the child is dependent due to being habitually truant and the case remains under the jurisdiction of the Juvenile Court.

Special Education Services

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

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

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

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

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

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

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

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

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

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

Prep Charter must provide a Student Study Team evaluation for every child who is referred to the team for inquiry. The team is a group of professional educators and specialists who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents/guardians are designated as members of the team, as well. Parents may request an evaluation of their child at any time. They must do so in writing. A procedure is in place for such a request. For information about the process, please contact Jo Ann Moore, Assistant Principal, at 215-334-6144, Ext. 18.

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

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

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

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

If parents/guardians obtain an independent educational evaluation at their expense, the results of the evaluation must be considered by the school in any decision made with respect to the provision of a free, appropriate public education to the child and may be presented as evidence at due process hearing regarding the child.

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

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

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

5. What is the process of resolution of disputes?

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

A. Mediation

Mediation is a voluntary process in which parents/guardians and the school involved in a dispute regarding special education agrees to obtain the assistance of a qualified impartial mediator. Mediation must be available, at a minimum, whenever a due process hearing is requested. This system can be accessed regardless of whether an impartial due process hearing has been requested. The Pennsylvania Department of Education's Bureau of Special Education maintains a list of individuals who are qualified mediators and who are knowledgeable in law and regulations relating to the provision of special education and related services. Parents can receive information regarding Pennsylvania's mediation services by contacting an administrator at the school. The essential requirements for mediation are described below.

- a. Mediation services are provided at no cost to the parent/guardian.
- b. Each session in the mediation process shall be scheduled in a timely manner and held in a location that is convenient to the parties.
- c. Discussions occurring during the mediation must be confidential. Discussions occurring during mediation may not be used in any due process hearing or civil hearing that may occur at a later date.
- d. Parties involved in the mediation may be required to sign a confidentially agreement prior the start of the mediation process.
- e. An agreement reached by the parties to the dispute in the mediation process shall be set forth in a written mediation agreement.
- f. When the mediation conference results in a resolution of the dispute, each party shall receive an executed copy of the agreement at the conclusion of the mediation conference.
- g. Mediation is voluntary and may not be used to deny or delay a party's right to an impartial due process hearing. The parents/guardians or Prep Charter may immediately proceed to an impartial due process hearing.

B. Impartial Due Process Hearing

- a. A parent/guardian or public agency may initiate a hearing regarding the public agency's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free and appropriate public education (FAPE).
- b. Parents/guardians requesting a due process hearing must notify the school in writing of the nature of the problem including facts relative to the problem with the school's proposal of or refusal to initiate or change program, placement, evaluation, or identification; and a proposed resolution of the problem to the extent known and available to parents/guardians at the time. This notice is mandatory, and the failure to provide it to the school can diminish or extinguish a claim for attorney's fees and costs if the parents/guardians are represented by legal counsel.
- c. The hearing will be conducted by Prep Charter High School.
- d. Prep Charter must inform the parents of any free or low cost legal and other relevant services available in the area if the parents/guardians request the information or if the agency or parent/guardian initiates a due process hearing.
- e. A hearing may not be conducted by a person who is an employee of Prep Charter or by any person having a personal or professional interest which would conflict with his or her objectivity in the hearing. (A person who otherwise qualifies to conduct a hearing is not an employee of the agency solely because he or she is paid by Prep Charter to serve as the hearing officer.)
- f. Each public agency shall keep a list of persons who serve as hearing officers. The list must include a statement of the qualifications of each of those persons.
- g. The public agency shall ensure that a final hearing decision is reached and mailed to the parties within forty-five (45) days after the receipt of a request for a hearing, unless the hearing officer grants a specific extension at the request of either party.
- h. The decision made in a due-process hearing is final, unless a party to the hearing appeals the decision under the procedures for impartial administrative appeal described below.

C. Disclosure of Evaluations and Recommendations

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

D. Due Process Hearing Rights

Any party has the right too . . .

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

E. Administrative Appeal – Impartial Review

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

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

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

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

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

Step 1: Child Find

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

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

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

Step 2: Individualized Education Program (IEP) Process

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

After the IEP is written, parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, you indicate your approval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed by the parents/guardians. Please note that parents/guardians are not required to sign the NOREP at the IEP meeting. Prep staff members encourage families to think deeply about the proposed services before signing the NOREP. We need the IEP/NOREP within 48 hours of the IEP meeting.

Step 3: Start Services and Progress Monitoring

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

Step 4: Transition Services

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

Manifestation Determination

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

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

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

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

2016 Board Approved Policy and Program

22 Pa. Code §4.26

Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

DATE OF ISSUE: July 1, 2001

DATE OF REVIEW: April 14, 2009

PURPOSE

The purpose of this circular is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students with Limited English Proficiency (LEP), also known as English Language Learners (ELLs). The information included will be useful in designing, staffing, and evaluating effective programs for ELLs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11; and on federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the No Child Left Behind Act (NCLB), and regulations and case law under those statutes. Citations to these sources are found at the end of this circular.

OVERVIEW

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

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

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

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

IDENTIFICATION OF ELLs

Enrollment

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

Student identification for placement in an instructional program for ELLs

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

- The W- APT results are one of the indicators for placement in ESL /Bilingual programs and must be used in combination with the above multiple criteria, if available, to determine placement in an ESL program.
- Educators must take into consideration the State’s ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs.
- Instructional placement of ELLs must be age and grade appropriate. Additionally, ELLs must be given equal access to all educational programs, opportunities, and extracurricular activities in the same manner as for all students.
- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL /Bilingual program is required.

Parents’ Limited Right to Opt Out of ESL /Bilingual Programs

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

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

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

THE LANGUAGE INSTRUCTIONAL PROGRAM

Each LEA must have a written program plan that includes:

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

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

Grading of ELLs

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

Annual assessment of ELLs

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

- The PSSA accommodations allowable for ELLs are published annually by PDE.

Language Instructional Program Exit Criteria

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

Monitoring of ELLs after language instructional program exit

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

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

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

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

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

Retention/Promotion

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

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

ELLs with Disabilities

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

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

The IEP team

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

The academic program

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

Requirement for annual English language proficiency assessment

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

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

Participation in assessments

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

Rules governing assessment accommodations

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

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

- *Program exit for LEP students*

Communication with Parents

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

Migrant Education

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

Funding

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

BULLYING POLICY

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

(Adopted by Preparatory Charter High School on March 17, 2009; renewed 2012)

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

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

Definition:

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

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

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

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

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

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

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

Authority:

Preparatory Charter prohibits all forms of bullying.

Preparatory Charter encourages students who have been bullied or who witness bullying to immediately report such incidents to a school administrator or other such school officials.

Preparatory Charter intends that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation of Responsibility:

Each adult and student shall be responsible to respect the rights of others to insure an environment that is conducive to learning and free from bullying and intimidation.

Preparatory Charter developed such administrative regulations as are necessary to implement this policy.

Preparatory Charter commits to an annual review of this policy, and all administrative regulations, with staff, students, and parents.

Preparatory Charter administration shall annually provide the following information in concert with the Safe School Report:

1. Preparatory Charter's Bullying Policy
2. Report of bullying incidents reported and substantiated
3. Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

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

Education:

Preparatory Charter shall implement research-based bullying prevention and intervention programs. Such programs shall provide training for school staff for effectively eliciting, investigating, responding to, intervening in and reporting incidents of bullying.

All school bullying prevention and intervention efforts shall be consonant with the framework of the research-based Olweus Bullying Prevention Blueprint.

Consequences for Violations:

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

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

1. Inform the student who bullies the results of the investigation
2. Review the definition of bullying and the school's policy on bullying
3. Give the consequences for the behavior relative to the number of offenses and the severity of the behavior.
4. Notify the parents of the student(s) who bullies, including the actions of the student and the consequences.

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

- **First Offense:** Documented warning and parent notification
- **Second Offense:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, detention, or counseling within the school
- **Third Offense:** Suspension and/or referral to the Board of Trustees for possible expulsion

Depending on the severity of the incident, cases of bullying may immediately warrant the disciplinary actions of a third offense and may result in referral to the Board of Trustees for possible expulsion.

Care of School Property

Each pupil should respect the property of others. Students should have the feeling of part ownership and assume responsibility for the care and conservation of private property. The facilities of the school, the equipment, and books are private property. Books, which are lost or returned in unusable condition, will be assessed a \$80 fee for hardbacks and a \$15 fee for paperbacks. Chemistry book replacements cost \$100.00.

Cell phones

All cell phones must be turned OFF in school and kept out of sight. If a cell phone is discovered by any staff member to be on (including vibrate or silent), the cell phone will be confiscated and a in school suspension (ISS) will be imposed. An in-school cell phone suspension will be served the next school day. If the next scheduled school day is a Career Development day, the student will complete his/her in-school suspension upon return to Prep Charter.

Upon repeated offenses, the student may be required to turn in his/her cell phone to the main office during school hours. Flagrant violations may result in cell phones being confiscated until the end of the year. More severe penalties will be imposed for subsequent offenses.

Computer Acceptable Use Policy

This policy applies to the acceptable use of computers and other technology equipment used at Prep Charter. Each September, all students will receive the Prep Charter Acceptable Use Policy. Parents and student must sign the policy and return it to the Technology teacher by September 22, 2017, in order to maintain computer privileges.

Corridor Use

Students who are in the corridors during class periods must have a *TimeTracker* signed by a staff member. Students are asked to follow directions in using the corridors. Failure to maintain one's own *TimeTracker* or abuse of corridor/hallway privileges will result in suspension of hall privileges.

Discipline Policy

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

Scope of Rules of Discipline

The rules shall apply to any conduct:

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

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

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

Detention: Detention is assigned for lateness to school, dress code violations, and other infractions of school rules. Detention must be served as assigned. Failure to serve detention will result in an in-school suspension, to be served the very next day. After 3 in school suspensions, the parent/guardian will be required to attend a meeting with school Administration.

A Discipline Hearing will be convened wherein a formal due process proceeding will be conducted for serious violations of the discipline policy including but not limited to offenses involving weapons, illegal substances, and violence, as provided in the Prep Charter High School Parent/Student Handbook. The due process Discipline Hearing will be conducted before members of the Board of Trustees who shall convene for the stated purpose and shall determine any appropriate discipline to be imposed upon the student, including but not limited to permanent expulsion from Prep Charter High School.

Permanent Expulsion: Automatic referral to the Board of Trustees for permanent expulsion will occur for any student for conduct occurring:

- a) On school grounds during the school day and before or after school hours;
- b) On school grounds at any time when the school is being used by a school group;
- c) Off school grounds at any school activity, function, or event;
- d) When traveling to or from school, including conduct or activity on any bus or public conveyance;
- e) Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, harms or constitutes a threat to harm the health, safety, or welfare of students, staff, school property; or otherwise causes disruption within the school and who engages in the following prohibited activity:
 - (1) Purposely engaging in any activity that endangers, harms, or constitutes a threat to the health, safety, or welfare of any student(s), staff member(s), or other school personnel.
 - (2) Possession, custody, control or transmission of a potentially dangerous or offensive weapon, or replica, including mace.
 - (3) Possession, custody, use, or sale of drug paraphernalia, narcotics, drugs, drug look-alikes, marijuana, of any other controlled substance. Possession and use shall not be considered an offense if the student has a physician's prescription authorizing same. Mandatory drug-screening tests are required when suspensions are imposed due to substance abuse.
 - (4) Possession or use of alcoholic beverages.
 - (5) Continued and willful disobedience/insubordination/incorrigibility.
 - (6) Willfully engaging in fighting and/or assaulting another person.
 - (7) Touching another person in an indecent manner.
 - (8) Use of violence, threats, intimidation, abuse and/or verbal or sexual harassment in a manner that constitutes an interference with the school's purpose or the violation of another person's human rights.

- (9) The display, publication, communication or transmission of any sexually oriented or threatening messages, pictures(s), or symbol(s) from any source.
- (10) Setting any fire that potentially risks injury to the students, staff, personnel, or school property.
- (11) Reckless conduct that risks serious injury to a person(s)'s or damage to property.
- (12) Engaging in vulgar, lewd, or plainly offensive conduct.
- (13) Engaging in any acts which are in violation of the state or federal penal codes.
- (14) Any act which causes severe disruption to the education process or other related school activities.

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

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

- (a) On school grounds during the school day and before or after school hours;
- (b) On school grounds at any time when the school is being used by a school group;
- (c) Off school grounds at any school activity, function, or event;
- (d) When traveling to or from school, including conduct or activity on any bus or public conveyance;
- (e) Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school; harms or constitutes a threat to harm the health, safety, or welfare of students, staff, school property; or otherwise causes disruption within the school and who engages in the following prohibited activity:
 - (1) Possession, distribution, or use of firecrackers in the school building, on school grounds, or traveling to or from school.
 - (2) Repeated willful disobedience or insubordination.
 - (3) Gambling.
 - (4) Defacing or destroying school property.
 - (5) Leaving the school grounds during regular school hours without proper authorization.
 - (6) Smoking in or around the school building or on school grounds.
 - (7) Using profane or obscene language.
 - (8) Theft of individual or school property.
 - (9) Use of cell phone in the building.
 - (10) Academic dishonesty.
 - (11) Repeated school violations.

Controlled Substances Policy

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

For purposes of this policy, controlled substances shall include all:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids or other substances intended to enhance physical or athletic performance.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, including but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law, including but not limited to herbal incense or other products containing synthetic cannabinoids.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Prep Charter High School policy.

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, look-alike drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed and/or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

The school prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school owned or leased property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

The school may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

Off-Campus Activities

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

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via **school** furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonable anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the school discipline policy if conducted in school.
5. The conduct involved the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Incidents of possession, use and sale of controlled substances by any person on school property will be reported to the Office of Safe Schools as required by law and regulations.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

Anabolic Steroids

Prep Charter High School prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.

Any student who is suspected of being under the influence of a controlled substance as set forth herein shall be required to immediately submit to a drug test that will be administered by an authorized school representative. In the alternative, Prep Charter High School may require any suspected student to directly proceed to a designated facility of its choice, for the purpose of submitting to drug testing.

Failure to submit to the requested drug testing shall result in an Out-of-School-Suspension. Failure to submit to the requested drug testing on a second and separate occasion shall result in immediate Expulsion.

Anything to the contrary notwithstanding, any student who violates the Controlled Substances Policy shall be subject to the Discipline Policy as provided in the Prep Charter High School Student Handbook.

Early Dismissal

Any student wishing an early dismissal from school must bring a note from home or a clinic explaining the reason for the early dismissal. Every effort must be made to schedule doctors' appointments after school hours. The student should bring a written note to the office immediately after reporting to advisory. The office staff will verify the note before it is approved by administration. All notes should contain the phone number of the doctor, clinic, and parent/guardian.

Electronic Devices

Cellular phones, headphones and/or all electronic devices are not to be used or turned on during school hours. If any of the above items are visible in school, for the first offense, the item will be confiscated. A second offense may result in the requiring the student to deposit the device in a lock box in the main office or the permanent confiscation of the item. **IF A CELL PHONE IN THE POSSESSION OF A STUDENT IS FOUND TO BE ON (EVEN ON VIBRATE OR SILENT), AN IN-SCHOOL SUSPENSION WILL BE IMPOSED.** Penalties for subsequent offenses will be more severe.

Academic Eligibility for Athletics

- To be eligible for interscholastic athletic competition, in accordance with PIAA by-laws, a student must be passing at least four full-credit subjects, including passing 3 of 4 content area core subjects (Math, English, Science, History) during the season. Eligibility shall be cumulative from the beginning of a grading period, shall be reported weekly, and shall be filed in the Athletic Director/Assistant Principal's office. Where a student's cumulative work from the beginning of the grading period does not as of any Friday meet the standards, the student shall be ineligible from the immediately following Sunday through the Saturday immediately following the next Friday as of which the student's cumulative work from the beginning of the grading period renders him/her eligible.
- In cases where a student's work in any preceding grading period falls below passing four full-credit subjects, said student shall be ineligible for at least fifteen (15) school days of the next grading period.
- **STUDENT ATHLETES must arrive by 8:30AM on game day in order to participate in a scheduled sporting event.**
- Student-athletes should refer to specific rules and policies noted in the PIAA Student-Athlete Handbook.

Extended Illness

Parents must contact the school if a student is going to be absent. A doctor's note must be submitted if a student's illness results in more than two days of absences. See Attendance Policy for further explanation.

Extra Curricular Activities

Prep Charter offers a wide array of extra-curricular activities including sports, chess, running club, music and arts club and Student Council. **Students may not participate in extra-curricular activities unless they are present that day in school.**

Evacuation Drills and other Emergency Preparedness Drills

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

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

Students will be instructed regarding the appropriate actions and responses during other safety drills.

Honors

First and Second Honors will be indicated on each report card.

* Students with a numeric average of 92 with no individual mark lower than an 85 will achieve *First Honors*.

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

Leaving the Building

Students are not permitted to leave the building or any community service site at any time during the school day. Students who leave the building without an early dismissal note will be face suspension and may have more serious consequences.

Lockers

Lockers are the property of the Prep Charter School and are loaned to the student for his/her personal use. **Each student must provide a lock for his/her locker.** Lockers will be assigned the first few days of school. Only combination locks will be permitted for use on school lockers. Students may not to give their lock combinations to any other student. All locker combinations must be on file in the school office, or the lock will be removed. Students may visit their lockers only before school, before lunch, before and after gym, and at the end of the school day.

Lunchroom Department

All students are expected to:

- Remain seated while eating.
- Be responsible for the cleanliness of their eating area.

- Place paper and refuse in the trashcans and recycling bins provided.
- Speak in conversational tones.
- Eat lunch in the cafeteria.
- No use of electronic devices.

Medical Services

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

The Pennsylvania Department of Health is changing school immunization regulations beginning in August 2017. The regulations are intended to ensure that children attending school in the commonwealth are adequately protected against potential outbreaks of vaccine preventable diseases.

The Pennsylvania Department of Health now requires the following immunizations for entry into school and continued attendance.

Children in ALL grades (K-12) need the following immunizations for attendance:

- 4 doses of tetanus, diphtheria and acellular pertussis (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)
 - 2 doses of measles, mumps, rubella**
 - 3 doses of hepatitis B
 - 2 doses of varicella (chickenpox) or evidence of immunity* Usually given as DTP or DTaP or if medically advisable, DT or Td
- **Usually given as MMR

Children in 7th-grade need the following additional immunizations for attendance:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap)
- 1 dose meningococcal conjugate vaccine (MCV)

Children in 12th-grade need the following additional immunizations for attendance:

- 2nd dose of meningococcal conjugate vaccine (MCV)
 - First dose is given 11-15 years of age; a second dose is required at age 16 or entry into 12th grade.
 - If the first dose was given at 16 years of age or older, only one dose is required.

Exemptions to school laws for immunizations are:

- medical reasons;
- religious beliefs; and
- philosophical/strong moral or ethical conviction

If your child is exempt from immunizations, he or she may be removed from school during an outbreak.

Pennsylvania's school immunization requirements can be found in 28 Pa.CODE CH.23 (School Immunization). Contact your healthcare provider or call 1-877-PA-HEALTH for more information.

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

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

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

209. HEALTH EXAMINATIONS/SCREENINGS	
<p>1. Authority SC 1402, 1403</p>	<p>In compliance with the School Code, the Board shall require that district students submit to health and dental examinations in order:</p> <ol style="list-style-type: none"> 1. To protect the school community from the spread of communicable disease. 2. To ensure that the student's participation in health, safety and physical education courses meets his/her individual needs. 3. To ensure that the learning potential of each student is not lessened by a remediable physical disability.
<p>2. Guidelines SC 1402, 1407 Title 22</p>	<p>Each student shall receive a comprehensive health examination in eleventh grade, conducted by the school physician.</p> <p>9-12 grade</p> <ul style="list-style-type: none"> -Basic eye exams 9, 10, 12th grades -Height & weight tracking 9, 10, 12th grades -Hearing screenings 11th grade (also 11th grade required yearly physical) -Administer standing medications for those required during the school day
<p>Sec. 7.13 SC 1403, 1407</p>	<p>Each student shall receive a comprehensive dental examination conducted by the school dentist.</p>
<p>SC 1407</p>	<p>A private health and/or dental examination conducted at the parents'/guardians' request and expense will be accepted in lieu of the school examination.</p> <p>The school will accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade</p>

	where an exam is required.
SC 1402	Each student shall receive, from the school nurse or medical technician, vision tests, hearing tests, height and weight measurements, tuberculosis tests, and other tests deemed advisable, at intervals established by the school.
SC 1409	The individual records of health examinations shall be maintained as a confidential record, subject to statute and Board policy including: immunization history, hospital stays and follow-up with health considerations.

<p>SC 1419 Title 28 Sec. 23.45</p>	<p>A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial menace to the health of others.</p>
<p>SC 1402, 1406 Title 22 Sec. 7.13</p>	<p>Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be informed; and a recommendation shall be made that the parent/guardian consult a private physician or dentist. The parent/guardian shall be required to report to the school the action taken subsequent to such notification. When the parent/guardian informs the school of financial inability to provide an examination, the school shall advise him/her of the availability of public assistance. Where no action is taken, the school may conduct further examinations.</p>
<p>SC 1405 Title 28 Sec. 23.2 20 U.S.C. Sec. 1232h</p>	<p>Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parent/guardian may attend or may have the examination or screening conducted privately at the parent's/guardian's expense. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.</p>
<p>3. Delegation of Responsibility SC 1402</p>	<p>The CEO or designee shall instruct all staff members to continually observe students for conditions that indicate health problems or disability and to promptly report such conditions to the school nurse.</p>
<p>SC 1409</p>	<p>The CEO or designee shall request an adequate health record from the transferring school for each student transferring into the district.</p>
<p>SC 1406</p>	<p>The CEO or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).</p>
<p>School Code 1402, 1403, 1405, 1406, 1407, 1409, 1419 PA Code Title 22 Sec. 7.13, Sec. 403.1 Title 28 Sec. 23.2, 23.45</p>	

HEALTH AND MEDICAL SERVICES

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

Emergency Cards

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

Medications

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

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

Illness or Injury

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

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

Examinations and Screenings

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

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

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

Policy for Exclusion and Re-Entry for Communicable Conditions

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

I Pediculosis (Head lice and/or nits)

- Any student suspected of head lice or nits will have his/her inspected by the school nurse will immediately exclude the infested child from school activities.
- The student will then be excluded to a parent/guardian of authorized party with written instructions to eliminate conditions.
- After the student's hair is properly treated and every nit removed from the hair, the parent/guardian will notify the nurse and return to the school with the student. The nurse will inspect the hair in the presences of the parent/guardian and if the student is NIT FREE he/she will be permitted to resume school activity. If the hair is not clear, the student is again excluded for additional treatment. Procedure for re-entry will be repeated.

II. All other communicable conditions

Parents will be notified and the procedure guidelines outlined by the

Pennsylvania Department of Health, Chapter 27 will be followed.

Assistance with Medical Problems

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

Hearing - may be referred to a specialist for evaluation.

Speech - teachers are available to help students with speech impediments.

Bureau of Rehabilitation - at age sixteen, students with physical defects or has can be referred for evaluation.

Insurance

At the beginning of each school year, the school district makes available a group insurance policy at low rates for all students. One plan covers the students while in school and on the way to and from school, while the other plan offers full time coverage. Each parent or guardian is asked to read the brochure and, if interested, fill out the form, enclose the correct fee, and return it to the homeroom teacher as soon as possible. If not interested, the parent is asked to sign the pamphlet and return it to the homeroom teacher or indicate that they have seen the form.

National Honor Society

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

Obligations

Students who do not satisfy outstanding obligations by the deadlines established by the administration will be subject to disciplinary sanctions including loss of privileges and exclusion from athletic and other school events. Seniors who do not satisfy their obligations will not be permitted to participate in the prom or the graduation ceremony.

Peer Mediation

An extensive Peer Mediation/Conflict Resolution program is supervised by our Guidance Department. Trained peer mediators are available to assist students in the peaceful resolution of conflicts. Students are expected to utilize the peer mediation program to solve their conflicts with others. Violence is not tolerated. Please review the Prep Charter Discipline Policy.

SCHOOL UNIFORM POLICIES

Students are required to wear a white or navy blue uniform shirt with the Prep Charter embroidered school logo.

- Ladies** Navy/White school monogrammed sweater or cardigan.
Solid navy/shirt or school monogrammed sweatshirt. No other marks may appear on cardigans or sweatshirts.
- Navy or white school monogrammed golf shirt (long or short sleeve). Skirt/pants/culottes (plaid, khaki, navy)
- Shoes (standard heel black shoes, low black boots, solid color sneakers). Socks/stockings.
- Navy school monogrammed T-shirt or sweatshirt for gym. Solid navy shorts or navy sweatpants and sneakers are required for gym. Solid navy blue sweats (no stripes) may be worn on gym days only. Students are to wear a Prep Charter tee shirt for gym class.**
- Long-sleeved shirts worn underneath Prep Charter short-sleeved shirts must be solid white or navy blue only.**

In addition, ladies may not wear skirts to the knee. Skirts must never be rolled. Only black or navy shoes; low black or navy boots; or black or clean white sneakers are to be worn with the school uniform, gym days excluded. Timberlands are not allowed to be worn at Prep Charter.

- Gentlemen** Navy school monogrammed sweater or cardigan.
Navy or white school monogrammed golf shirt (long or short sleeve).
Navy or khaki pants.
Shoes (standard heel black shoes, low black boots, solid colored sneakers).
Socks.
Solid navy or khaki shorts to the knee (weather permitting). No jean or cut off shorts.
Navy school monogrammed T-shirt or sweatshirt for gym.
Solid navy shorts (no stripes) or navy sweatpants and sneakers for gym.
Prep Charter tee shirt for gym.
Navy school monogrammed blue sweatshirt. NO HOODIES ARE ALLOWED.
Hoodies will be taken and kept until a parent comes and picks it up.
Long-sleeved shirts worn underneath Prep Charter short-sleeved shirts must be solid white or navy blue only.

Gentlemen's uniforms must be of proper fit and not so large as to be hanging or dragging. All shirts must be tucked in neatly with the belt fastened about the waist. Only black shoes; low black or navy boots; or black sneakers are to be worn with the school uniform, gym days excluded. Timberlands are not allowed to be worn at Prep Charter. Solid navy shorts may only be worn on gym day.

All students are to be dressed daily in their school uniforms. Uniforms are to be properly fitted, clean and neatly pressed. Lockers are provided for outerwear storage. Coats and jackets are not to be worn in the classrooms.

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

1. Excessive jewelry/large or long earrings
2. Clothing that displays offensive or intrusive statements or illustrations.
3. **No headwear (bandannas, scarves, hats, etc.) except for religious reasons. Head scarves should be solid navy, black, white or khaki colored.**
4. Buttons badges and/or armbands bearing slogans are not permitted.
5. NO cut offs or tights are to be worn.
6. NO Timberlands
7. NO Black pants, jeans, leggings, spandex or yoga pants.
8. NO Hats.

Students who violate the listed school uniform policy may receive detention, in-school suspension (multiple violations) and/or attend parent/student/administrative meeting to address multiply offenses or insubordination.

School Closings and Delayed Openings

Normal school closings will follow the yearly school calendar. Emergency closings due to inclement weather will be announced by local news media. Prep Charter High School's closing number is 1070 and can be heard on KYW News Radio1060 and/or TV Channels 3,6, and 10. CCP's closing number is 238.

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

School Dances

- **Students who are absent on the day of a dance are not permitted to attend the dance.**
- Students who are attending the Prom or Hop will be permitted early dismissals as noted on the dance permission slips.
- All school rules regarding smoking, use of illegal substances, and conduct apply at dances and other school activities.
- Students may not leave the dance before the designated time. If they do, they will not be permitted to return; and future dance and extracurricular privileges may be suspended.

School Identification Badge

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

Search of Personal Property

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

Senior Class Dues

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

Senior Project

The senior project is a graduation requirement imposed by the Commonwealth of Pennsylvania. No senior will receive a diploma or be permitted to participate in graduation exercises unless the senior project is successfully completed. Students who do not submit a project will be prohibited from attending the Prom and other senior class activities.

SEPTA

Students who live more than 1.5 miles from Prep Charter as determined by the School District of Philadelphia will be issued a free school pass each week.

No Smoking Policy

Prep Charter High School has a zero tolerance no smoking policy. Because it is a health hazard, smoking is not permitted in the school building, outside any school building, in transit to or from school, or at any school sponsored events. While a student is in uniform, smoking is also prohibited.

Substance Use/Possession See Policy (Above)

Because of the complexities arising from drug abuse, after effects, sale, and supplying of mood-altering drugs (including alcohol), all drug-related problems are referred to the Principal. Such cases will be treated

- within the confines of the law.
- according to school policy.
- according to the best and most enlightened methods available.

Students who report drug problems are assured that their names will not be revealed and that those suffering from drug use or abuse will be offered help. Students involved in drug-related incidents will be required to submit a drug screening before being readmitted to school.

Sustained Silent Reading (SSR)

Prep Charter has a Sustained Silent Reading (SSR) program. We set aside fifteen minutes a day, from 11:00-11:15AM, to read as a community. Students are required to have a self-selected book that is appropriate for a scholastic environment. Students may bring in books from home, the public library, or they may check-out books from the school library.

Textbooks and Homework

All students should receive a textbook in every major subject. Textbooks should be taken home nightly for use in completing homework assignments. Students are expected to take excellent care of them. Failure to do so will result in a financial penalty. Textbooks belong to all of us. They are loaned to pupils for a specific period. It is the responsibility of all to keep them clean and unmarked, and to return them in satisfactory. A fee of \$80 for textbooks and \$15 for paperbacks will be assessed if the book is lost or returned in poor condition. Chemistry books are \$100.00, if lost.

Homework is an important part of every student's instructional program and is assigned daily Monday through Thursday. Failure to submit homework will be reflected in the student's grade and may be a reason for failure. Parents may access homework assignments by logging onto PowerSchool.

Transportation

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

Use of Telephone

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

Vandalism

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

Valuables

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

Working Papers

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

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

CAREER DEVELOPMENT INTERNSHIP (CDI) PROGRAM

1. Students are expected to respect each other – no running or playing will be tolerated.
2. On the day of Career Development, formal Prep Charter uniforms or hospital wear must be worn. The Identification Badge is to be worn on the front of the shirt or around the neck at all times. **Ladies are to wear pants to CDI; skirts are not permitted.** No outerwear is to be worn. Uniforms must be presentable; students are a reflection of Prep Charter High.
3. Arrival time is between 8:30am – 8:45am; at that time, attendance will be taken. Prompt arrival is imperative. Sites depend on students' help. Late arrival is an inconvenience and disruptive.
4. A marble composition book is needed to record journal entries.
5. Bag lunches are required; also bring a drink –cafeteria services are not available.
6. There is to be no cell phone use of any kind, gum chewing, snacks, juices, or any type of food before lunch.
7. A journal entry is due for each day of Career Development. There are no exceptions (the journal is the homework assignment).
 - ❖ A journal entry will consist of not less than two paragraphs. A paragraph must consist of a minimum of five sentences and must be typed. The journal entry is due one week following the Career Development. The journal is to be handed in to the leader at the time the evaluation record is handed out. Entries should reflect feelings, interactions (positive and/or negative), or anything students would like to record and share that could be beneficial in career development.
 - ❖ Journals are to be typed, double spaces, Times New Roman 12 point font, and they must follow MLA format. The typed journal is to be stapled to a sheet in the student's composition book. Name, section, and date of the session being recorded must be typed

across the top of the page. *The journal is very important to determine if the assigned site is beneficial for our students. It will be a very important part of the grade.*

8. There will be projects due for Career Development. The due dates for the projects will be announced throughout each marking period.
9. Career Development is an accredited major course, and the student's best effort is expected.
10. Each Career Development Facilitator will collect evaluation records.
11. The grade will be determined by three criteria. One-third is the journal; one-third is the site's evaluation, and the final one-third is the facilitator's evaluation.