

PREPARATORY CHARTER HIGH SCHOOL PARENT STUDENT HANDBOOK 2018-2019

MISSION STATEMENT

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

NONDISCRIMINATION POLICY

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

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

Husky Pride School Rules

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

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2018-2019 BOARD OF TRUSTEES

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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

2018-2019

- July 10, 2018
- August 8, 2018
- September 12, 2018
- October 10, 2018
- November 14, 2018
- December 12, 2018
- January 9, 2019
- February 13, 2019
- March 13, 2019
- April 10, 2019
- May 8, 2019
- June 12, 2019

**PREP CHARTER HIGH SCHOOL
COMMUNITY PARENT ADVISORY COUNCIL (CPAC)**

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

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

PARENTAL RECOMMENDATIONS FOR VOLUNTEER HOURS

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

PREP CHARTER ACADEMIC PROGRAM

Monitoring Student Progress

Report cards will be issued four times during the year and are available on the PowerSchool Website Portal. Interim Progress Reports are also issued midway through each marking period and are available on the PowerSchool Portal. Parents/guardians will be provided with a login and password in order to view their child's grades throughout the school year. Two Parent/Teacher Conference nights will be held in the fall and in the spring however parents and teachers are encouraged to discuss a student's progress and development throughout the year. Teachers may be contacted via email from their addresses listed on the school website (www.prepchs.org) or via phone message using the teacher extension list located in this handbook. Alternatively, you may also leave a message for any teacher by contacting the main office at 215-334-6144 and an office administrator will see that the teacher receives the message. Additional information for students and their families, such as assignment information, school activities, special events and additional links, may be accessed viewing individual teacher google classroom pages as well as the Prep Charter website (www.prepchs.org).

Academic Calendar 2018-2019

Beginning of 1 st Quarter	Monday, August 27
Back to School Evening	Thursday, September 13
End of 1 st Quarter	Friday, November 2
1 st Quarter Report Card Conferences	Thursday/Friday, November 8 & 9
Beginning of 2 nd Quarter	Monday, November 5
End of 2 nd Quarter	Friday, January 11
Midterm Examinations	Monday-Friday, January 14-18
2 nd Quarter Report Card (mailed)	Week of January 21
Beginning of 3 rd Quarter	Tuesday, January 22
End of 3 rd Quarter	Friday, March 22
3 rd Quarter Report Card Conferences	Thursday, April 17th
Beginning of 4 th Quarter	Monday, March 25
End of 4 th Quarter	Friday, May 24
Senior Final Exams	Monday-Wednesday, May 20-22
9-10-11 th Final Exams	Tuesday-Friday, May 28-31

*The complete 2018-2019 School Calendar is located in at the back of this handbook in Appendix i.

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.

Freshman Course Schedule: Algebra I, Art I, Biology, Career Development I, English I, Health and Physical Education I, Spanish I, Freshman Seminar, and World History.

Sophomore Course Schedule: English II, Career Development II, Chemistry, Geometry, Health and Physical Education II, Spanish II, Technology, and U. S. History Part I.

Juniors Course Schedule: Algebra II, Career Development III, Physical/Earth Science, Health and Physical Education III, Spanish III, Technology III, and U. S. History Part II.

Senior Course Schedule: Art II, English IV, Government/Geography, Health and Physical Education IV, and Personal Finance. 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 the 2018-2019 School Year

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

Career Development Internship (CDI) Program

1. Students are expected to respect each other – no running or playing will be tolerated.
2. On the day of Career Development, formal Prep Charter uniforms or hospital wear must be worn. The Identification Badge is to be worn on the front of the shirt or around the neck at all times. **Ladies are to wear pants to CDI; skirts are not permitted.** A Prep Charter collared shirt must be worn. A quarter zip sweatshirt will be permitted if a collared shirt is clearly visible underneath the quarter zip. No outerwear is to be worn. Students are a reflection of Prep Charter High.
3. Arrival time is between 8:30am – 8:45am; at that time, attendance will be taken. Prompt arrival is imperative. Sites depend on students' help. Late arrival is an inconvenience and disruptive.
4. A marble composition book is needed to record journal entries.
5. Lunch is not provided therefore students must bring their own bag lunch and a drink –cafeteria services are not available.
6. There is to be no cell phone use of any kind, gum chewing, snacks, juices, or any type of food before lunch.
7. A journal entry is due for each day of Career Development. There are no exceptions (the journal is the homework assignment).

- ❖ A journal entry will consist of not less than two paragraphs. A paragraph must consist of a minimum of five sentences and must be typed. The journal entry is due one week following the Career Development. The journal is to be handed in to the leader at the time the evaluation record is handed out. Entries should reflect feelings, interactions (positive and/or negative), or anything students would like to record and share that could be beneficial in career development.
 - ❖ Journals are to be typed, double spaced, Times New Roman 12 point font, and they must follow MLA format. The typed journal is to be stapled to a sheet in the student's composition book. Name, section, and date of the session being recorded must be typed across the top of the page. *The journal is very important to determine if the assigned site is beneficial for our students. It will be a very important part of the grade.*
8. There will be projects due for Career Development. The due dates for the projects will be announced throughout each marking period.
 9. Career Development is an accredited major course, and the student's best effort is expected.
 10. Each Career Development Facilitator will collect evaluation records.
 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.

Pupil Progress

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

EXCELLENT

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

ABOVE AVERAGE

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

AVERAGE

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

FAILURE

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

INCOMPLETE

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

Late Work Policy*

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

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

Honors

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

- 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*.

National Honor Society

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

Promotion and Tutoring Policy

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

Students who fail one or two subjects must:

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

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

- Will be retained in that grade level and must choose between the following options:
 - A. Repeat the grade level and, if required by administration, attend summer school for remedial purposes.

OR

- B. Transfer to another high school and should notify Prep Charter of that intention prior to June 23, 2018, so their records can be prepared.

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

GENERAL SCHOOL POLICIES AND PROCEDURES
(Listed Alphabetically)

Academic Eligibility for Athletics

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

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

Admission Time and Lateness Policy

Students will be admitted at 7:00 a.m., at which time they will go to the cafeteria. Students should be in the building by 7:50 a.m. and use their lockers before the 7:55 warning bell. At 7:55 a.m. when the warning bell sounds, students will report to their first block classroom. Students are considered late if they arrive after 8:00 a.m. when attendance is being taken. The teacher will record lateness in the attendance record. **Arrival after 8:00 requires reporting to the late slip desk to collect a late slip.** Five (5) parent notes will be accepted for lateness. Reasons may include illness, validated transportation issues or emergencies. Excuses such as oversleeping, missing the bus, car trouble, etc. will not be considered excused lateness. **Notes must be received within (1) school day of returning to school after the lateness.** After (5) excused latenesses, students will follow the consequences for an unexcused lateness as listed below:

<u>Incident #</u>	<u>Consequence</u>
1	Warning
2	Parent Phone Call
3	Administrative Detention
4	Conference with student along with parent contact
5	Exclusion from school until parental meeting with administration; Possible referral to truancy court.

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

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.

Cell Phone Policy

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

- **1st Offense:** Phone will be confiscated and a detention will be issued for that afternoon. If the phone is not turned over by the student they will immediately proceed to the level of a 2nd Offense consequence.
- **2nd Offense:** A parent will be contacted and an in school suspension (ISS) will be imposed the next school day. If the next scheduled school day is a Career Development day, the student will complete his/her in-school suspension upon return to Prep Charter.
- **3rd Offense:** The student will be placed on a cell phone contract. They will be required to turn in their cell phone to the main office before regular school hours and will retrieve the cell phone at the end of the school day at 2:45 PM.
- Flagrant violations may result in cell phones being confiscated until a parent or guardian arrives at the school to collect the phone. More severe penalties will be imposed for subsequent offenses.

In addition, as of September, 2018, if a student is under investigation for a disciplinary fraction, the school reserves the right to confiscate the phone during said investigation and will return the phone to the student once the investigation is complete.

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. A copy of the policy is available on the Prep Charter website at www.prepchhs.org/technology/.

Early Dismissal

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

Evacuation Drills and other Emergency Preparedness Drills

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

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

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

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.**

Hallway Use

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

Leaving the Building

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

Lockers

Lockers are the property of the Prep Charter School and are loaned to the student for his/her personal use. **Each student must provide a lock for his/her locker.** Lockers will be assigned the first few days of school. Only combination locks will be permitted for use on school lockers. Students may not 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 or after lunch, before and after gym, and at the end of the school day. All other visits must be approved by the classroom teacher.

Lunchroom Policies:

Students will attend one of four lunch periods held during the 3rd block. Lunches are as follows:

Lunch 1: 11:00-11:30 AM

Lunch 2: 11:30-12:00 PM

Lunch 3: 12:00 PM -12:30 PM

Lunch 4: 12:30 PM - 1:00 PM

While in the cafeteria, all students are expected to:

- Remain seated while eating.
- Be responsible for the cleanliness of their eating area.
- Place paper and refuse in the trash cans and recycling bins provided.
- Speak in conversational tones.
- Eat lunch in the cafeteria.
- Refrain from using any electronic devices.

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

Obligations

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.**

School Closings and Delayed Openings

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

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

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

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 Policy

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

Senior Class Dues

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

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 borrow 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. If a textbook is not returned, report cards and/or final transcripts will be withheld as well as summer work requirements. A fee of \$80 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 may be assigned daily Monday through Friday. 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/ SEPTA

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

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

Use of Telephone

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

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).

UNIFORM POLICY

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

Ladies:

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

Gentlemen:

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

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

1. 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.

*****Coats and jackets are not to be worn in the classrooms, hallways or cafeteria during school hours. Any hoodies, coats or jackets may be confiscated by administration and will only be returned to a parent or guardian.***

Students who violate the listed school uniform policy may have a parent called and can be sent home with an unexcused absence for the day. Students can return that same day once in proper uniform. If a parent cannot be reached, the student may spend the remainder of the day in the in-school suspension room.

ATTENDANCE AND TRUANCY POLICIES

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

Excused Absences:

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

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

Unexcused Absences:

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

TRUANCY POLICY

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

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

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

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

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

→ **1st Level of Intervention:**

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

→ **2nd Level of Intervention:**

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

→ **3rd Level of Intervention:**

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

CODE OF CONDUCT/ DISCIPLINE POLICY

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

School Offenses and Consequences:

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

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

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

Level I Offenses

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

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

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

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

- Contact Dean of Students

Level II Offenses:

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

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

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

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

Level III Offenses:

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

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

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

314 Repeated Level I and/or Level II Offenses: The student has had multiple Level I and/ or Level II offenses (5 or more) and the negative behavior or actions are still repeated.

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

- Administrative after-school detention/ Lunch detention
- Parent contact and/or parent meeting (restorative conference, collaborative problem solving, or family group decision-making).
- Teacher-student restorative conference
- Restorative Practices (mediation, written assignment, meeting, etc.)
- Contact IEP Case Manager or Counselor
- Contact with coach or extracurricular sponsor
- Meeting with school administrator
- Loss of privilege
- In-school suspension ranging from 1 to 4 blocks depending upon the infraction
- Referral to Tier II/III of the PBIS program.
- Behavioral Program if repeated infractions
- Out-of-school suspension from one (1) to ten (10) days

Level IV Offense:

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

- 401 Firearm, Weapon or Dangerous Instrument:** Any person found or observed on school property or at a school-sponsored event in possession of a firearm, weapon, or dangerous instrument (e.g., BB gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, box, cutter, paintball gun, dart gun, pepper spray or other noxious sprays, explosive or incendiary bomb or other instrument, material or device that can cause physical injury, etc.) must immediately be reported to the principal. Law enforcement officials shall be informed.
- 402 Threatening a Fellow Student or Staff Member with Violence or Bodily Harm:** The threat of physical violence, or intimidation intended to unlawfully place another person in fear of bodily harm, without displaying a weapon, an instrument of crime, or subjecting the person to actual physical attack. This includes stalking (i.e., secretly or stealthily pursuing another and/or spying on or watching another person, with or without the intent to harm, frighten, or coerce) as well as verbal, written, or electronic threats.
- 403 Fighting:** Violence in which physical aggression between two or more students escalates into punching, wrestling, knocking down, and/or damaging/destroying property. This form of physical aggression typically lasts more than a few seconds and is not easily broken up. This also includes violence against any staff member or any other person on or around school property.
- 404 Assault:** An unlawful physical attack by one person upon another.
- 405 Sexual Harassment:** Prep Charter recognizes that harassment on the basis of sex is a misbehavior of federal and state discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:
- Submission to such conduct is made a condition of a student's status in a course or academic

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

- 406 Inappropriate Sexual Behavior or Sexual Misconduct:** Consensual sexual advances, requests for sexual favors, or verbal and physical conduct of a sexual nature on school property; Attempting or carrying out a sexual act with oneself or another person, whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed.
- 407 Gambling:** Betting or wagering for money, favors, or fun. The severity of the disciplinary action will be based upon the circumstances of the infraction and could include expulsion from school. Repeated or serious misbehaviors may also result in the filing of criminal charges as deemed appropriate by the school.
- 408 Possessing and/or using tobacco products, drugs or alcohol:** The use of these items in any form, including but not limited to, controlled or uncontrolled substances, or possessing paraphernalia is prohibited anywhere within the school building or school grounds (See **Controlled Substance Policy** for further information).
- 409 Damaging or Stealing:** Damage to or stealing of any property valued at \$50.00 or more.
- 410 Terroristic Threats:** A Student commits the infraction of terroristic threats if the student communicates, either directly or indirectly, a threat to:
- (1) commit any crime of violence with intent to terrorize another;
 - (2) cause evacuation of a building, place of assembly or facility of public transportation; or
 - (3) otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.
- 411 Trespassing or Unauthorized Entry:** Entering the building after the security checkpoint has been closed without proper permission from a Prep Charter Staff Member; This also includes enabling the entry of Prep Charter Students or Non-Prep Charter Students into the building without the permission of a Prep Charter Staff Member.

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

- The parent/guardian will be notified,
- The student will be removed immediately from school during the school investigation.
- The student will face an out-of-school suspension lasting one (1) to ten (10) days.
- The loss of privileges which may include exclusion from social functions including prom and any or all graduation activities and ceremonies.
- The requirement to participate in an approved diversion program.
- Depending on the severity of the offense, the student may face a disciplinary hearing which will be at the discretion of the CEO or Board Hearing Officer. Possible outcomes of a Disciplinary Hearing include:
 - the return to the community,
 - the return to the community under contract,

- a recommendation for expulsion.

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

- The parent/guardian will be notified,
- The student will be removed immediately from school during the school investigation.
- The student will face an out-of-school suspension lasting one (1) to ten (10) days.
- The loss of privileges which may include exclusion from social functions including prom and any or all graduation activities and ceremonies.
- The requirement to participate in an approved diversion program.
- Depending on the severity of the offense, the student may face a disciplinary hearing which will be at the discretion of the CEO or Board Hearing Officer. Possible outcomes of a Disciplinary Hearing include:
 - the return to the community,
 - the return to the community under contract,
 - a recommendation for expulsion.

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

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

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

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

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

Permanent Expulsion: Referral to the Board of Trustees for permanent expulsion will occur at the discretion of the CEO 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.

Hearings (Chapter 12.8 of PA Public School Code)

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

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

- (1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- (2) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- (3) The hearing shall be held in private unless the student or parent requests a public hearing.
- (4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
- (5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- (6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- (7) The student has the right to testify and present witnesses on his own behalf.
- (8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- (9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (i) Laboratory reports are needed from law enforcement agencies.
 - (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. § § 1400—1482).

(iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

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

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

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

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

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

(v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Appeal Process

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

Step 1. Discuss the complaint with the staff member who is closest to the source of the problem if the problem has not been resolved.

Step 2. Parent or guardian appeals to the principal.

Step 3. Parent or guardian appeals to the Chief Executive Officer.

Step 4. If that decision is unacceptable, appeal in writing to the Prep Charter Board of Trustees. The appeal must be received five calendar days prior to the next regularly scheduled Board meeting.

Discipline Definitions

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

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

Determination of Discipline Hearing: Hearings may be convened wherein a formal due process proceeding will be conducted for serious violations of the discipline policy including but not limited to offenses involving weapons, illegal substances, and violence, as provided in the Prep Charter High School Code of Conduct. A recommendation for an expulsion hearing will be made at the discretion of the CEO or Board Hearing Officer. The due process

Discipline Hearing will be conducted before members of the Board of Trustees who shall convene for the stated purpose and shall determine any appropriate discipline to be imposed upon the student, including but not limited to permanent expulsion from Prep Charter High School. If a hearing is not recommended by the CEO or Board Hearing Officer, the student will face an out of school suspension lasting from one (1) to (10) days. Participation in an approved Diversion program may also be required.

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

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

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

Students with Disabilities or Section 504 services and Disciplinary Actions

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

A disciplinary change of placement occurs if:

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

Except in the case of students with Intellectual Disabilities, the school can remove your student from their educational placement for up to ten (10) days without having to hold a manifestation determination review. During these first ten (10) days, the school does not have to provide your child with regular education or special education and related services unless it would provide those services to a non-disabled child in the same situation.

Additionally, under very specific conditions (weapons, illicit substances, or serious bodily harm), the school may unilaterally remove a student for up to forty-five (45) days.

CONTROLLED SUBSTANCE POLICY

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

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

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.

Definitions:

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

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

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

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

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

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

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

Authority:

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

Delegation of Responsibility:

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

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

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

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

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

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

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

Physical or Verbal Bullying:

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

Electronic, Written or Cyberbullying:

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

METAL DETECTOR OPERATION POLICY/ PROCEDURES

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

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

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

beginning at the toes and continuing up to the head without intentionally touching the body. The bags and parcels will also be checked. The screening personnel shall observe each monitoring for compliance with these guidelines.

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

NOTICE OF SPECIAL EDUCATION SERVICES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. What is the process of resolution of disputes?

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

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

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

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

6. Disclosure of Evaluations and Recommendations

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

7. Due Process Hearing Rights

Any party has the right too . . .

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

8. Administrative Appeal – Impartial Review

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

- a. Examine the entire hearing record.

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

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

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

9. Manifestation Determination

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

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

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

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

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

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

Step 1: Child Find

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

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

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

Step 2: Individualized Education Program (IEP) Process

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

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

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

Step 3: Start Services and Progress Monitoring

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

Step 4: Transition Services

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

IDENTIFICATION OF ELL AND SERVICES

Overview:

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

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

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

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

Enrollment:

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

Student identification for placement in an instructional program for ELLs

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

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

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

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

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

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

THE LANGUAGE INSTRUCTIONAL PROGRAM

Each LEA must have a written program plan that includes:

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

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

Grading of ELLs

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

Annual assessment of ELLs

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

Language Instructional Program Exit Criteria

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

Monitoring of ELLs after language instructional program exit

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

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

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

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

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

Retention/Promotion

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

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

ELLs with Disabilities

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

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

The IEP team

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

The academic program

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

Requirement for annual English language proficiency assessment

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

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

Participation in assessments

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

Rules governing assessment accommodations

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

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

Communication with Parents

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

Migrant Education

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

Funding

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

HEALTH AND MEDICAL SERVICES

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

Emergency Cards

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

Medical Services

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

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

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

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

Medications

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

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

Illness or Injury

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

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

Examinations and Screenings

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

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

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

Assistance with Medical Problems

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

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

EXCLUSION AND RE-ENTRY FOR COMMUNICABLE CONDITION POLICY

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

I. Pediculosis (Head lice and/or nits)

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

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

Appendix i

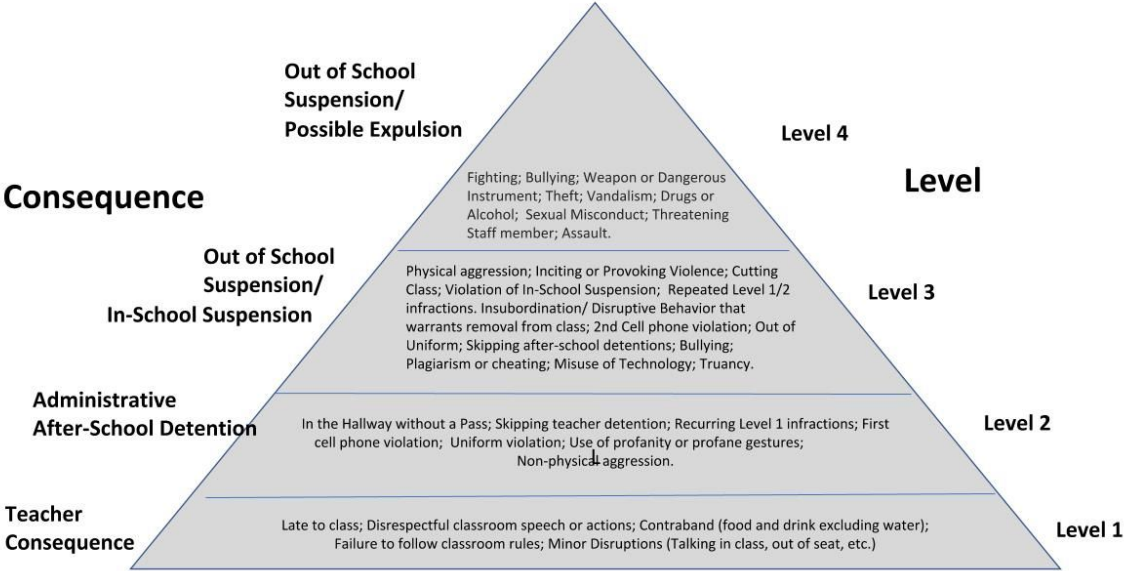
THE PREPARATORY CHARTER SCHOOL OF MATHEMATICS, SCIENCE, TECHNOLOGY & CAREERS

2018-2019 School Year Calendar

Date	Activity
August 20, 2018	First Day for Staff
August 20 - 24, 2018	Schoolwide Professional Development
August 27, 2018	First Day for Grades 9-12
August 31, 2018	Early Dismissal
September 3, 2018	Labor Day – <i>School Closed</i>
September 13, 2018	Back to School Night
October 8, 2018	Columbus Day – <i>School Closed</i>
November 6, 2018	Professional Development Day – <i>Early Dismissal</i>
November 8 – 9, 2018	Report card conferences
November 12, 2018	Veterans’ Day Observed – <i>School Closed</i>
November 21, 2018	Early Dismissal
November 22 – 23, 2018	Thanksgiving Holiday – <i>School Closed</i>
December 24, 2018 - January 1, 2019	Winter Recess – <i>School Closed</i>
January 18, 2019	Professional Development Day – <i>Early Dismissal</i>
January 21, 2019	Dr. Martin Luther King Day – <i>School Closed</i>
February 18, 2019	Presidents’ Day – <i>School Closed</i>
February 22, 2019	Professional Development Day – <i>Early Dismissal</i>
March 29, 2019	Professional Development Day – <i>Early Dismissal</i>
April 17, 2019	Report Card Conferences/Staff Professional Development – <i>Early Dismissal</i>
April 19, 2019	Spring Break – <i>School Closed</i>
April 22 - 26, 2019	Spring Break – <i>Schools Closed</i>
May 8, 2019	Professional Development Day – <i>Early Dismissal</i>
May 27, 2019	Memorial Day – <i>School Closed</i>
May 31, 2019	Graduation
June 4, 2019	Last Day for Students (Move-Up Day)
June 5, 2019	Last Day for Staff

Appendix ii

Prep Charter High School Levels of Misbehavior



[CLICK HERE TO COMPLETE THE CONSENT FORM FOR THE STUDENT HANDBOOK \(REQUIRED\)](#)