

**PREPARATORY CHARTER HIGH SCHOOL
OF MATHEMATICS, SCIENCE, TECHNOLOGY AND CAREERS**

**PARENT/STUDENT HANDBOOK
2025-2026**



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<https://prepchs.org/>

PREPARATORY CHARTER HIGH SCHOOL

PARENT/STUDENT HANDBOOK 2025-2026

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MISSION STATEMENT

The Preparatory Charter School of Mathematics, Science, Technology, and Careers (Prep Charter High School) will provide a nurturing and challenging environment 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

Preparatory Charter High School does not discriminate on the basis of race, color, ethnicity, age, religion, sex, sexual orientation (known or perceived), gender identity or expression (known or perceived), ancestry, national origin, marital status, pregnancy, socioeconomic status, English language proficiency, political beliefs, veteran status, disability, or any other protected class in its programs and activities and provides equal access to other designated youth groups.

TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

The purpose of this policy is to ensure safety, equity, and justice for all students regardless of gender identity or gender expression so that they can reach their fullest human and intellectual potential. This policy is intended to facilitate compliance with other local and federal laws and Prep Charter High School policies concerning bullying, harassment, and discrimination.

Title IX of the Education Amendments of 1972 (“Title IX”) specifically prohibits discrimination on the basis of sex in federally funded education programs and activities. The United States Department of Education’s Office for Civil Rights has issued guidance recognizing that Title IX protects transgender students against discrimination based on their gender identity.

Additionally, the U.S. Departments of Education and Justice have stated that under Title IX, “discrimination based on a person’s gender identity, a person’s transgender status, or a person’s nonconformity to sex stereotypes constitutes discrimination based on sex” and asserted a significant interest in ensuring that all students, including transgender students, learn in an environment free of sex discrimination in public schools.

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

TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

Prep Charter High School prohibits all forms of harassment and bullying by students, and further prohibits reprisal or retaliation against individuals who report these acts, who are targets, witnesses and/or bystanders in order to provide a healthy, safe, positive learning environment for students. Prep Charter High School’s Student Code of Conduct states that students shall have the right to dress in accordance with their stated gender identity and/or expression within the constraints of the school’s dress code.

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

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

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

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

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

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

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

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

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

“Questioning” is the process of self-exploration and self-discovery about one’s gender identity, often involving unlearning one’s assigned gender and learning a new one.

There is no timetable for this process. This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities.

This policy also pertains to the usage of electronic technology and electronic communication in the school, on school property, at school-sponsored functions and activities, and on school computers, networks, forums, and mailing lists.

This policy applies to the entire school community, including educators, school staff, students, parents, and volunteers.

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. The name and pronouns with which the student identifies shall be used in all interactions between them and school staff and students as well as on written records, including class rosters, report cards, letters from the school, transfer forms, and photo ID.

A court-ordered name or gender change is not required, nor is evidence of therapy or medical transition. The intentional or persistent refusal to respect a student’s gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student’s gender identity) is a violation of this policy.

Privacy/Confidentiality

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

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Gender-Segregated Activities

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

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

Gender-Neutral Language

To the extent possible, schools should use gender-neutral language in written communication with all students and families, regardless of students' gender identity. This included employing "they" (singular) instead of "he/she."

Restroom Access

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

Locker Room Access

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

Physical Education Classes & Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Interscholastic Competitive Sports Teams Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Dress Codes

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

Training Requirement

All school personnel shall be trained regarding this policy.

Curriculum

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

Discrimination/Harassment

It is the responsibility of the school to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender identity or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Husky Pride School Rules

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

2025 - 2026 Board of Directors

Frederic D. Musilli	President
Jennifer Massenburg	Vice-President
Christine Formosa	Secretary
Michael Giangiardano, II	Treasurer
Annette Kelly	Member
Honorable Vincent N. Melchiorre	Member
Haneef Maye	CPAC Member
Dyana Baurley	Member
Damaris Garcia	Member
Deadra Blow	Member
Carmella Granger	Member
Bria Young	Member
Nick DiValentino	Member

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

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

BOARD OF TRUSTEES MEETINGS

2025-2026

July 9, 2025
August 13, 2025
September 10, 2025
October 8, 2025
November 12, 2025
December 10, 2025
January 14, 2026
February 11, 2026
March 11, 2026
April 8, 2026
May 13, 2026
June 10, 2026

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/>

PREP CHARTER ACADEMIC PROGRAM

Monitoring Student Progress

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

Academic Calendar 2025-2026

Beginning of 1 st Quarter	Wednesday, August 27, 2025
Back to School Evening	Thursday, September 11, 2025
End of 1 st Quarter	Tuesday, October 28, 2025
1 st Quarter Report Card Conferences	Thursday- November 6, 2025
Beginning of 2 nd Quarter	Wednesday, October 29, 2025
End of 2 nd Quarter	Tuesday, January 13, 2026
Midterm Examinations	Wednesday-Friday, January 14-16, 2026
S1 Report Card Conferences	Thursday- January 29, 2026
Beginning of 3 rd Quarter	Tuesday, January 20, 2026
End of 3 rd Quarter	Friday, March 13, 2026
3 rd Quarter Report Card (mailed)	Week of March 23, 2026
Beginning of 4 th Quarter	Monday, March 16, 2026
End of 4 th Quarter for Seniors	Tuesday, May 26, 2026
Senior Final Exams	Wednesday- Friday, May 27-29, 2026
End of 4 th Quarter for underclassman	Wednesday, June 3, 2026
9-10-11 th Final Exams	Thursday- Mon, June 4-8, 2026
Last day for all students	Thursday, June 11, 2026
Graduation Day	Thursday, June 11, 2026

*All dates are subject to change.

School Curriculum

Prep Charter students' school day includes six (6) sixty (60)-minute periods and a 30-minute lunch period. Please note that Prep Charter does not offer a virtual school option including career development.

Sophomores, juniors, and selected seniors are assigned to a Career Development Internship one day each week and are off campus at their assigned sites; except for juniors and seniors who are accepted for Introduction to Trades which will meet on site.

Freshman Core Courses Include: Algebra I, Physical Science, English I, World History, Technology I, Art I, Diversified Occupations, Health and Physical Education I.

Sophomore Core Course Include: Geometry, Biology, English II, U. S. History Part I, Spanish I, Career Development I (no-virtual), Health and Physical Education II, Technology II.

Juniors Course Schedule: Algebra II, Chemistry, English III, U. S. History Part II, Spanish II, Career Development II (no-virtual), Art II, Elective or Humanities.

Senior Course Schedule: Integrated Math or Pre Calculus, Anatomy and Physiology, English IV, Government, Personal Finance, (2) Humanities. Seniors who qualify for the Dual Enrollment Program may take additional courses at CCP. Their placement depends on the CCP entrance exam, attendance, discipline and teacher recommendation. Their course selection is dependent upon their standardized test scores and CCP entrance scores. Students who do not earn a passing grade in a CCP course will be required to pay the cost of the course. Seniors who do not qualify for the program will participate in Career Development IV or Introduction to Trades (no-virtual).

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

Graduation Requirements

[Act 158 of 2018](#) (Act 158) & Act 6 of 2017, signed into law by Governor Tom Wolf, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements.

Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams to meet the statewide graduation requirement, students must take the Keystone Exams for purposes of federal accountability. Failure to do so will affect a Local Education Agency (LEA) and the school's participation rate.

For students graduating in 2023 and beyond, five pathways exist for meeting state high school graduation requirements:

- Keystone Proficiency
- Keystone Composite
- Career and Technical Education (CTE) Concentrator
- Alternative Assessment
- Evidence-Based
- Each of the pathways and their options are detailed in the narratives located in Appendix V of the Parent/Student Handbook.

NOTE: Alternatively, a student may be granted a diploma via a waiver or special education program (IEP).

A detailed description and explanation of all five graduation pathways can be found in Appendix V of the Parent/Student Handbook.

Instructional Sites for the 2025-2026 School Year

- **Main School Site & Mailing Address:** 1928 Point Breeze Avenue
Philadelphia, Pennsylvania 19145
- **Career Development Sites: There will be no virtual career development for 2025-2026.**
 - 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

- Hospital of the University of Pennsylvania: 34th and Spruce Streets
- Pennsylvania Hospital: 8th and Spruce Streets
- Several local Elementary Schools
- Introduction to Trades

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. Students must wear pants to CD; 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' dress is considered a reflection of Prep Charter High.
3. Arrival time is specific to individual sites; attendance will be taken. Prompt arrival is imperative. Sites depend on students' help. Students arriving late will have points deducted from their participation grade for the day. Additionally, students arriving 15 minutes late will be sent home and marked as an unexcused absence.
4. A marble composition book is needed to record journal entries.
5. Lunch is not provided; therefore, students must bring their own bag lunch and a drink. Cafeteria services are not available.
6. There is to be no cell phone use of any kind, gum chewing, snacks, juices, or any type of food before lunch.
7. A journal entry is due for each day of Career Development. There are no exceptions (the journal is the homework assignment).
 - ❖ A journal entry will consist of not less than two paragraphs. A paragraph must consist of a minimum of five sentences and must be typed. The journal entry is due one week following the Career Development. The journal is to be handed in to the leader at the time the evaluation record is handed out. Entries should reflect feelings, interactions (positive and/or negative), or anything students would like to record and share that could be beneficial in career development.
 - ❖ Journals are to be typed, double-spaced, Times New Roman 12-point font, and they must follow MLA format. The typed journal is to be stapled to a sheet in the student's composition book. Name, section, and date of the session being recorded must be typed across the top of the page. *The journal is very important to determine if the assigned site is beneficial for our students. It will be a very important part of the grade.*
8. There will be projects due for Career Development. The due dates for the projects will be announced throughout each marking period.
9. Career Development is an accredited major course, and the student's best effort is expected.
10. Each Career Development Facilitator will collect evaluation records as well as produce their own evaluation of student progress.
11. If a site manager requests that a student leave a site for a disciplinary infraction or performance issues, the student will receive an **automatic failure for the course** and will be required to attend Summer School at a cost to the student of \$125.00

SKILLED TRADES

Skilled Trades courses will be offered to Prep Charter High School Juniors and Seniors during the 25-26 school year. The program will consist of three nine-week sessions of classroom and hands-on experiences. The final quarter of the school year will consist of a construction project through which, under the supervision of a certified construction expert, students will apply the skills they have acquired during the year to design and build a structure on the Prep Charter campus. Students selected for participation will receive Career Education credit for the course.

WELDING

The skilled trades program in Welding Technology and Training emphasizes technical knowledge, industry standards, troubleshooting skills, occupational safety, and computerized systems training for “green-collar” jobs in today’s high-tech manufacturing companies. We offer quality instruction and hands-on training in partnership with PTTI, the largest welding tech school in the country. Students who start this program in their junior year can earn the AWS Certification.

MANUFACTURING AND AUTOMATION

This skilled trades program trains students to become advanced electrical and mechanical technicians. In this automation program, manufacturing technicians at our school learn electrical wiring codes, run wires, install panels, and maintain high-speed and ultra-high-speed manufacturing machines. The instructors PTTI will provide are industry engineers and skilled electricians with extensive knowledge and experience in manufacturing automation. They will train you to work with advanced manufacturing equipment like robotics, computer controls, and single-phase wiring.

CENTRAL SERVICES AND STERILE PROCESSING

This skilled trades program, a sterile processing technician certificate program, helps students gain knowledge in central services. Students learn about the International Association of Healthcare Central Service Management (IAHCSCMM), educational opportunities, professional development, workflow, processing cycles, basic job knowledge, responsibilities, and compensation.

Central Processing Technicians or Central Service Professionals are in high demand. In a healthcare setting, central sterile processing technicians help in **infection prevention, cleaning and decontamination, inventory/equipment management**, and other areas. They are the backbone of medical services.

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 = 95% - 100% with a GPA value of 4.0

A- = 90% - 94.99% with a GPA value of 3.7

Grades in the A range demonstrate 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+ = 86% - 89.99 with a GPA of 3.3

B = 83% - 85.99% with a GPA of 3.0

B- = 80% - 82.99% with a GPA of 2.7

Grades in the range of B demonstrate achievement and mastery above the class average. The student's work is characterized by a high degree of understanding.

AVERAGE

C+ = 76% - 79.99% with a GPA of 2.5

C = 72% - 75.99% with a GPA of 2.0

C- = 70% - 71.99 with a GPA of 1.7

Grades in the range of C demonstrate 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 the minimum requirements of the course. No credit is awarded and the student must attend summer school. 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

When students do not turn in work for any reason including absences a zero is placed in the gradebook until the work is handed in. Late work is only accepted for one week, and each extra day the assignment is late should receive a 10% deduction. If students do not have an excused absence, they are not allowed to make up any assessments for a course and will receive a zero. Making up smaller assignments without an excused absence is at the discretion of individual teacher policy. If there are extraordinary conditions which require grading extension, these decisions will come from administration after consultation if required with the special education and/or ESL departments. **Refer to the Attendance Policies and Truancy Policy (Appendix VI) for detailed attendance requirements.**

Honors

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

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

National Honor Society

Membership in the National Honor Society is limited to juniors and seniors. The honor is conferred upon students by the faculty in recognition of outstanding accomplishments in scholarship, leadership, character, and service. To be eligible or maintain eligibility for National Honor Society, students must achieve a 3.7 GPA, have fewer than 6 absences each school year, and have fewer than 3-100 level infractions per school year. 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 \$125.00 per class.
- Students who do not attend the summer courses for which they failed and/or students who fail a summer school class will be retained in that grade level.

- Any student that has more than one (1) absence during the summer school session or has (2) latenesses will be dropped from the summer school roster and will be in danger of retention in their current grade level.

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

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

OR

- B. Transfer to another high school and Prep Charter should be notified of that intention prior to June 26, 2026.

Anytime during the school year when a student is failing or in danger of failing a subject, he or she will be encouraged to attend tutoring.

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 during the season.

- Eligibility shall be cumulative from the beginning of a grading period, shall be reported weekly. 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 at school on time to participate in athletic games. If they arrive with an excused tardy they must be at school by 10:30 AM on game day in order to participate in a scheduled sporting event.
- If student-athletes have accumulated 5 detentions they must serve the detentions before participating in practices or games.
- If student-athletes accrue more than 5 unexcused tardies or absences in a quarter they will not be eligible for athletics that quarter.
- Student-athletes will adhere to specific rules and policies noted in the PIAA Student-Athlete Handbook.
- Student-athletes who commit a 400 level offense are ineligible to participate in athletics the remainder of that school year.
- Student-athletes who commit a 300 level offense will be suspended for 1 week from all games and practices.

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 7:45 a.m. and use their lockers before 7:55 a.m. At 8:00 a.m. students are required to be in 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. **Students who arrive late to school with a verified excuse, will be given an excused lateness. Verified excuses include medical documentation, court orders, funeral documentation and up to eight (8) parent notes. Notes must be received within 3 days of the day when the lateness occurred. All notes must be authentic. Notes found to be inauthentic are a serious violation of our code of conduct and will be subject to disciplinary consequences including, but not limited to, suspension, informal hearing, and in some instances legal repercussions.**

After five (5) unexcused latenesses, students will be required to attend an extended detention on Wednesday afternoon. The extended detention will run each Wednesday from 12:20 - 2:20 pm. Failure to attend will result in further disciplinary consequences including, but not limited to, out of school suspension.

If a student accrues 18 unexcused absences (in the form of unexcused full day absences, unexcused half day absences, and/or minutes late) for the year, they will not be permitted to attend dances, proms, trips, graduation or participate in extracurricular activities including senior activities.

The Pennsylvania Department of Education requires a minimum amount of clock hours for each course based on the amount of credit hours a course is worth. Accordingly, a student being absent from school puts a student in jeopardy of not receiving credit for a course based on state regulations. As a result, if a student accrues 18 or more unexcused absences for the year (in the form of unexcused full day absences, unexcused half day absences, and/or minutes late) they will be required to attend summer school to make up missed learning time. Students who accrued 28 or more absences (the total number of excused and unexcused absences combined) will be required to attend credit recovery summer classes at the discretion of administration, and will not be allowed to attend dances, proms, trips, graduation or participate in extracurricular activities including senior activities.

Students must arrive before the end of 3rd period to be marked present for a full day of school. Students who arrive during 4th period and remain in school until the end of the day will receive credit for a half-day. Students arriving after 4th period will be marked absent for the day. Any student who has an early dismissal prior to the end of third period will be marked absent for the day. Students who have an early dismissal after the conclusion of the third period will receive a ½ day absence. Students who have an early dismissal after fifth period will receive a full day credit.

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 doctor's appointments after school hours. The student should bring a written note to the office immediately after reporting to their first period class. The office staff will verify the note before it is approved by the 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 is released from school. No student will be dismissed between 2:15 pm. and our 2:45 pm dismissal time. All notes from medical providers must be authentic. Notes found to be inauthentic are a serious violation of our code of conduct and will be subject to disciplinary consequences including, but not limited to, suspension, informal hearing, and in some instances legal repercussions.

***** From May 26 - June 11, all early dismissals require a parent or guardian to pick up their child directly from the school. Phone calls or notes will not be accepted during this time..*****

After School Activities: School Dances/ Proms/ Extracurricular Activities

Students who are absent on the day of a dance or activity are not permitted to attend. Students who are attending a dance will be permitted early dismissal as noted on the event permission slip. Students who commit a 400 level offense are ineligible to participate in school dances/proms/activities.

Seniors attending prom will be excused from school on the day of prom. The week of prom all seniors will be required to arrive on time and be present for the full school day. If a student does not meet this requirement they will be required to attend school on the day of prom. Other grades attending prom will be required to attend school the day of prom and will be permitted early dismissal at 11:00AM as noted on the permission slip.

All school rules regarding smoking, use of illegal substances, and conduct apply to dances and other school activities. Students may not leave the prom/dance before the designated time. If they do, they will not be permitted to return and future dance and extracurricular privileges may be suspended.

Cell Phone Policy

Cell Phone Policy includes: phones, iWatches, air pods, earphones, and iPads.

Tier 1:

All students:

1. All personal electronic devices may not be used in the classroom, hallways, or restrooms. They may also not be charged in a classroom or plugged into a chromebook.
2. Personal electronic devices may be used during lunch period in the cafeteria only
3. Students may receive up to three teacher referrals for violating policy relating to personal electronics
4. If students are seen by an administrator using any personal electronic device in the hallways or in a classroom, the personal electronic device will be confiscated and returned to the student upon completion of detention at the end of the day.

Tier 2:

After three referrals, students will be placed on a tier two plan:

1. Students are still not permitted to use personal electronic devices in the classroom, hallways, or restrooms.
2. Students may still use personal electronic devices during the lunch period
3. Contact with parent/guardian regarding tier 2 monitoring
4. Students MAY NOT RECEIVE ANY referrals for personal electronic use for the remainder of the year
5. Tier 2 will remain active for the remainder of the school year.

Tier 3:

If a student receives another referral during tier 2 monitoring period, they will immediately be moved to tier 3

1. Parent/guardian contact regarding the move to tier 3.
2. Students will turn the cell phone and/or other personal electronic devices in at the beginning of each school day to administration once through the security checkpoint. If a student arrives late to school, or administration is not present in the lobby upon arrival, it is the student's responsibility to submit his/her phone to administration. Personal electronic devices will be returned to the student at dismissal. If a student is on the detention list, he/she must first serve detention and then the phone will be returned.
3. Students will remain on tier 3 for 30 school days.
 - a. If a student is found in possession of multiple devices or if a decoy device is submitted, all devices will be confiscated and 30 additional days will be added to the collection period.
 - i. student will be required to attend an after school detention on the day the devices are found
 - ii. parent/guardian must come to pick up the additional device
 - iii. a second offense will result in a Saturday school assignment

- iv. a third offense will result in an out of school suspension and a parent/guardian meeting with administration
- b. If a student is found in possession of a device other than their own, the device will be confiscated and the student's personal device will also be confiscated, an infraction will be given, and an after school detention must be served.

****Please be advised that Prep Charter High School will not be liable for any item that has been confiscated by security or administration or any item that is lost or stolen. The school will not pay to replace any lost or stolen items.

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

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

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. Once outside, students must exit the school property through the gates and remain with their respective classes for attendance purposes.
5. Upon completion of the drill, students are to return to the room they left.

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

Hallway Use

Students who are in the corridors and hallways during class periods must have their time tracker 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 a Saturday school, an out of school suspension and/or 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 will be provided a lock for his/her locker.** Lockers will be assigned by security the first week of school. Students may not give their lock combination to anyone. Students may visit their lockers before the 8:00 AM bell, during transitions, before or after lunch and at the end of the school day. All other visits must be approved by the classroom teacher. Students may only use the locker to which they were assigned and may not trade locker locations with another student. If the lock is not present on a student's locker or the lock is damaged at the end of the school year, he/she will be charged a \$10 fee for a replacement. All fees need to be paid by the end of the current school year. Students with unpaid fees will not be able to walk in graduation, receive their diploma, or be provided report cards/transcripts.

Lunchroom Policies:

Students will attend one of three lunch periods based on their schedule. Lunches are as follows:

- 11:07 - 11:37: First Lunch
- 11:37 - 12:09: Second Lunch
- 12:11 - 12:41: Third Lunch

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.

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

Obligations/ Textbooks

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

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

School Closings and Delayed Openings

Normal school closings will follow the yearly school calendar. Emergency closings due to inclement weather will be announced by local news media (6ABC and Fox29) and by a robocall from Prep Charter.

There are times when 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 parents 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 to our main office. If your number should change, please be sure to alert our office, otherwise you may not receive these calls.

School Identification Badge

Students must be in possession of their school identification badges at all times. Ninth grade students will receive their first ID free of charge. Upon arrival at school, all students must SWIPE their ID card before entering the scan machine.

Students without an ID BADGE will be required to enter through a specific entrance and check in with a specific staff member, who will contact parents or guardians. IF AN ID BADGE IS LOST, STUDENTS MUST PAY A REPLACEMENT FEE. The cost of a replacement ID is \$5. A \$1.00 fine for a temporary ID Badge will be attached to your account for any day that students do not have their ID card. **If a student does not have an ID card for over 5 days, they will be required to return with a parent or guardian.** Students with unpaid fees will not be able to walk in graduation, receive their diploma, or be provided report cards/transcripts.

Search of Personal Property Policy

When administration suspects improper conduct 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 any objects be discovered that violate the code of conduct (i.e., implements, weapons or drugs) parents will be contacted; and all incidents reported to the proper authorities, including Philadelphia Police when necessary.

Senior Class Dues

All seniors must pay dues of \$135 by November 1. Senior dues cover the costs of caps and gowns, yearbook, diplomas, and other graduation expenses. **Dues are not refundable.**

Transportation/ SEPTA

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

Students who live more than 1.5 miles from Prep Charter as determined by the School District of Philadelphia, will be issued a free SEPTA school transportation card. Cards are issued ONE TIME ONLY, students must keep this card for their entire high school career. If a pass is lost or stolen, a new pass will be issued ONE TIME ONLY. Please see the attendance secretary for more information.

Use of Telephone

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

Valuables

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

WiFi Terms of Use

You will utilize the wireless (Wi-Fi) Internet under the access node ("Prep-Student") operated by Prep Charter High School. The purpose of Prep-Student is to provide internal student's access to wireless Internet. You may use Prep-Student only if you agree to the following terms of service each time you access Prep-Student.

Terms of Service (TOS)

Access to Wi-Fi

Prep-Student is a secure wireless Internet service provided by Prep Charter High School. Your access to Prep-Student is completely at the discretion of Prep Charter High School. Your access to Prep-Student may be blocked, suspended, or terminated at any time for any reason including, but not limited to, violation of this Agreement, actions that may lead to liability for Prep Charter High School, disruption of access to other users or networks, or violation of applicable laws or regulations. Prep Charter High School may revise the TOS at any time. You must accept this agreement each time you use Prep-Student and it is your responsibility to review it for any changes each time. No network communication is 100% secure. Please remember: NO network communication should be considered private or protected. All communication over the Prep Charter High School network is subject to monitoring. Prep Charter High School reserves the right to reduce throughput or access as need be.

Acceptable Use of Prep-Student

Your use of Prep-Student and any activities conducted online through Prep-Student shall not violate any applicable law or regulation or the rights of Prep Charter High School, or any third party. Prep Charter High School cannot accept any responsibility for any injury or loss that results from inaccurate, unsuitable, offensive, or illegal Internet communications.

Disclaimer

You acknowledge (i) that Prep-Student may not be uninterrupted or error-free; (ii) that viruses or other harmful applications may be available through Prep-Student; (iii) that Prep Charter High School does not guarantee the security of Prep-Student and that unauthorized third parties may access your computer or files or otherwise monitor your connection.

THE USE OF PREP-STUDENT FOR THE FOLLOWING ACTIVITIES IS PROHIBITED:

Spamming and Invasion of Privacy of Others, Violating Intellectual Property Law, Transmitting Obscene or Indecent Speech or Materials, Transmitting Defamatory or Abusive Language, Streaming Inappropriate Content, Hacking or Distribution of Internet Viruses, Worms, Trojan Horses, or Other Destructive Activities.

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. Prep Charter is unable to process the application.
- 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 khaki pants , a navy-blue polo uniform shirt, crewneck sweatshirt, full zip, or quarter zip sweatshirt with the Prep Charter embroidered school logo. The gym T-shirt is not considered a uniform top.
- Long-sleeved shirts worn underneath Prep Charter short-sleeved shirts must be solid white or navy blue only.
- Pants must be khaki. Stretch pants, sweat pants, or jeans are not allowed, even if they are khaki in color. A parent will be called to bring a proper uniform to school. A detention will be assigned if the parent cannot bring a change of clothes, and a student will be asked to hand in their cell phone to ensure a detention is served.
- Any standard heel dress shoes, boots or sneakers are acceptable with the exception of open-toed shoes such as flip flops, slides or sandals. Timberlands and steel toe boots are also not acceptable.
- Gym: Navy school monogrammed T-shirt or sweatshirt; Any color sweatpants or shorts are acceptable. Sneakers are required. You are not allowed to wear the gym uniform to school unless gym is your first period class, you will change at the beginning of the class.
- Khaki skirts or khaki shorts may be worn, but must be a respectable length. Shorts and skirts should not be shorter in length than the student's fingertips when hands are at a student's side. No jeans, cut off shorts. sweatpants, stretch pants or leggings are permitted.
- Religious garments may be worn as long as the color is either navy blue, black or khaki. The only garments that may be worn over religious garments are approved Prep Charter uniform tops.
- Religious headscarves must be solid navy, black, white or khaki colored. No other headwear is allowed, this includes decorative scarves, bandanas, baseball caps, to name a few.
- Sweaters or jackets are acceptable as long as they are navy and include the Prep Charter school logo, and do not have a hood.
- 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.
- Additionally, in keeping with Prep Charter's policy on appropriate attire, the following are not acceptable, even on assigned dress down days:
 1. Clothing that displays offensive or intrusive statements or illustrations
 2. Buttons, badges and/or armbands bearing slogans are not permitted
 3. No cut offs are to be worn
 4. No Timberlands or other steel-toed boots/shoes.
 5. No hats of any kind
 6. No thin strapped tank tops
 7. No mid-drift shirts/crop-tops of any kind

Students arriving to school out of uniform will be required to change into an appropriate uniform from the clean uniform closet at Prep Charter or a parent/guardian will be required to bring an appropriate uniform to school for the student to change into.

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

McKenny Vento Act- Homeless Students

Who is considered homeless?

Under the McKinney-Vento Act, the term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youths: who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and who are migratory children who live in one of the above circumstances.

What protections does the McKinney-Vento Act require for homeless children and youths? Under the McKinney-Vento Act, State educational agencies (SEAs) and local educational agencies (LEAs) must review and revise policies and procedures to remove barriers to a high-quality education for homeless children and youths. Every SEA must have an Office of the State Coordinator to oversee implementation of the Act, and every LEA must designate a local liaison able to carry out their duties to ensure that homeless students are identified and have a full and equal opportunity to succeed in school. The McKinney-Vento Act also requires that:

- homeless students who move have the right to remain in their schools of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student's best interest;
- if it is in the student's best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment;
- transportation must be provided to or from a student's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care;
- unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and o parents, guardians, and unaccompanied youths have the right to dispute an eligibility, school selection, or enrollment decision. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason, living in motels, parks, or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; refugee or migratory children because they are living in circumstances like those described above.

Unaccompanied youth also fall under this category and can be described as a youth not in the physical custody of a legal parent or guardian and living independently in any of the homeless situations described above. Children and youth who meet the criteria of being homeless, even if unaccompanied by a guardian, must be given full and equal access to appropriate public education and success in the educational program.

The permanency and adequacy of the housing conditions will be considered when determining if a student qualifies. These children and youth may enroll in:

- The school the student attended when permanently housed (school of origin).
- The school in which the student was last enrolled (school of origin).

An unaccompanied homeless youth with a disability may also need to have a surrogate parent appointed by the school within 30 days if the youth has no one to serve in this role. For more information, contact the school counselor.

Students in Foster Care

A child in foster care will remain at Prep Charter High School (the school where the child was enrolled at the time of placement) unless a determination is made that it is not in their best interest to attend. If a student in foster care has experienced a change in placement, a Best Interest Determination (BID) meeting will be held to determine whether the student should remain at Prep Charter High School or they should transition to a new school.

Foster parents and/or foster care workers should not make any changes to enrollment for students who are in foster care without a BID meeting being held first. Please contact the counselor's office for additional information.

**The Preparatory Charter School of Mathematics, Science,
Technology and Careers**

CODE OF CONDUCT/ DISCIPLINE POLICY
2025 - 2026

For copies of the Code of Conduct in languages other than English, please contact the ELL department at phone number 215-334-6144, or consult Prep Charter's website - Multilingual Language Pages.

Për kopje të Kodit të Sjelljes në gjuhë të ndryshme nga anglishtja, ju lutemi kontaktoni Qendrën e Përkthimit dhe Interpretimit në numrin e telefonit 215-334-6144, ose konsultohuni me faqen e internetit të Qendrës - Faqet e gjuhëve shumëgjuhëshe. الحصر

ل على نسخ من مدونة قواعد السلوك بلغات أخرى غير الإنجليزية ، يرجى الاتصال بمركز الترجمة والترجمة الفورية على رقم الهاتف 215-400-4180. ، أو الرجوع إلى موقع ويب المركز - صفحات متعددة اللغات

如需英语以外语言的行为准则副本, 请致电 215-334-6144 联系翻译和口译中心, 或访问该中心的网站 - 多语言页面。

Pour obtenir des exemplaires du Code de conduite dans des langues autres que l'anglais, veuillez contacter le Centre de traduction et d'interprétation au numéro de téléphone 215-334-6144, ou consulter le site Web du Centre - Pages multilingues.

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получить экземпляры Кодекса поведения на языках, отличных от английского, обратитесь в Центр письменного и устного перевода по телефону 215-334-6144 или посетите веб-сайт Центра — [Multilingual Language Pages](#).

школы или в Управлении по Делах Семьи и Задействованию Общин (номер телефона 215-334-6144

или вебсайт Para obtener copias del Código de Conducta en otros idiomas además del inglés, comuníquese con el Centro de Traducción e Interpretación al número de teléfono 215-400-4180, o consulte el sitio web del Centro - Páginas de Idiomas Multilingües. Đối với các bản sao của Bộ Quy tắc Ứng xử bằng các ngôn ngữ không phải tiếng Anh, vui lòng liên hệ với Trung tâm Dịch thuật và Phiên dịch theo số điện thoại 215-400-4180 hoặc tham khảo trang web của Trung tâm - Các Trang Ngôn ngữ Đa ngôn ngữ.

Prep Charter High School Code of Conduct

Introduction to the Code of Conduct

Prep Charter High School is committed to creating and maintaining a well-resourced, safe, and equitable school environment conducive to teaching and learning. We strive to develop meaningful partnerships with parents/guardians and families to work together to encourage academic, social, and emotional growth in all of our students. Our goal is to ensure that all of our students have the necessary resources to graduate and will be ready to succeed as fully engaged citizens of the world.

The purpose of the Code of Conduct is to:

- Outline clear expectations for all school community members.
- Provide information about student and parent/guardian rights and support.
- Equip staff with guidelines for addressing student behavior so that our students and school communities can feel safe and grow to be successful.

Prep Charter High School provides alternatives to exclusionary discipline to eliminate disproportionality in discipline practices.

When does the Code of Conduct apply?

The Code of Conduct applies to community members in school and/or at any school-sponsored activity, such as a class trip or a sporting event. The Code of Conduct also applies to all students traveling to and from school, using any mode of transportation, including walking, public transportation, taxi services, etc. Additionally, the Code of Conduct applies to conduct that occurs off-grounds, virtually, and/or after-hours, if the conduct materially impacts the school community (meaning the conduct has a noticeable or considerable impact).

Community Member Expectations

Each school community member plays an important role in creating safe and supportive learning environments for our students. Some of the expectations and responsibilities of school community members include:

Responsibilities of Everyone

- Respect all school community members.
- Maintain a positive school climate by being responsible, respectful, and cooperative.
- Practice using good judgment to prevent minor incidents from becoming major problems.

Responsibilities of School Administrators and Staff

- Create and maintain a welcoming environment for all students and parents/guardians.
- Share and continually re-iterate the Code of Conduct expectations for the school community.
- Communicate with parents/guardians and partner with them to support their children's school experience.
- Ensure that all students are afforded equitable access to all opportunities at school and are not subject to harassment or disproportionate exclusion from class, consistent with Prep Charter High School's commitment to dismantling racism that hinders student achievement.
- Cultivate and maintain a learning environment that leads to academic success and address challenges that are hindering success, when appropriate. Inform all school personnel, parents/guardians, and students of school policies and provide materials/information in their preferred language.
- Review and thoroughly investigate Code of Conduct violations.
- Address Code of Conduct violations with multiple strategies and interventions to keep students in school.
- Implement the Code of Conduct equitably and consistently.

- Report any reasonable suspicion of child abuse or neglect to the Child Abuse Hotline.
- Maintain confidentiality of student records.

Students

- Seek to understand and comply with all expectations, including the Code of Conduct and school handbook.
- Take personal responsibility to reflect on behavior and admit mistakes.
- Hold yourself accountable to strive for growth and success.
- Find motivation and joy in learning in order to focus on academic success.
- Report any conflicts or concerns to a school staff member.
- Ask for help whenever needed.

Parents/Guardians

- Support the policies of Prep Charter High School, the Code of Conduct, and school handbook.
- Teach students to respect the rights of others, including other students and staff.
- Emphasize the importance of being prepared for school and adhering to school norms.
- Communicate student needs and concerns, and in return, also respond to school outreach regarding student needs, concerns, and successes.
- Respect all members of the school community and comply with school norms when entering the school building or on school property.

School Visitor Expectations

Parents/guardians are encouraged to make arrangements to visit schools and meet with teachers and administrators about their student's progress. To ensure our building is a safe and successful learning environment, all visitors must first report to the main office to sign in, state the reason for their visit and receive authorization from a school administrator to proceed.

Visits to Prep Charter High School should be scheduled in advance whenever possible. School administrators cannot guarantee a meeting at the time of an unscheduled visit but will respond to your concerns as soon as possible.

Parents/guardians who do not comply with community members' expectations addressed above in the Code of Conduct and pose a threat to the school community may be excluded from the school for a period of time or the duration of the year, depending on the circumstances. During the exclusionary period, they cannot enter school property without an appointment approved by the school administration.

If necessary, parents/guardians will also be referred to the Philadelphia Police Department.

Student Discipline

Students receiving disciplinary action can expect that school officials will:

- Give the student an opportunity to respond to concerns by writing or sharing a statement and/or presenting relevant additional information.
- Permit the student to choose not to provide a statement.
- Discuss the student's behavior challenges and partner with the family to provide ways to address them.
- Inform the student and parent/guardian of disciplinary action and/or next steps to be taken.
- Document the problematic behavior, intervention, and agreements reached in conferences.
- Provide documents in the student and parent/guardian's preferred language.

Transgender and Gender Non-Conforming Students

Transgender and gender non-conforming students are afforded certain rights under Prep Charter High School's Board policy which are:

- The right to privacy includes the right to keep one's transgender identity private at school.
- School personnel should not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including parents and other school personnel, unless the student has authorized such disclosure.
- Students have the right to be referred to by their chosen name and pronouns.
- The right to be included in the group that corresponds to their gender identity.
- The right to have access to the restroom or locker room that corresponds to their gender identity.

If there are any concerns regarding this policy, please notify the principal. Prep Charter High School's CEO is responsible for reviewing decisions made by the school to determine if the decision was made in accordance with school policies, procedures, and protocols. The following decisions can be appealed to the Prep Charter High School Board of Directors:

- Disciplinary hearing decisions-decisions made pursuant to a disciplinary hearing.
- Homelessness designation-decisions regarding whether a student is experiencing homelessness ("McKinney-Vento eligible").
- Parental exclusion letters- decisions made that exclude parents/guardians from a school building (without an appointment), for a specified amount of time, as a result of threatening or unsafe behavior.
- Bullying/harassment findings- findings of an investigation into allegations of bullying, harassment or discrimination.
- Decisions related to a Title IX formal complaint- decisions made related to a Title IX
- formal complaint, including, dismissal of a Title IX formal complaint and the determination for a Title IX formal complaint.

Bullying, Harassment, and Discrimination

Bullying

Prep Charter High School recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. Prep Charter also recognizes that bullying creates an atmosphere of fear and intimidation and detracts from a safe environment.

Prep Charter High School defines bullying as an intentional electronic, written, verbal, nonverbal, psychological, or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:

- Substantially interfering with a student's education.
- Creating a threatening school environment.
- Substantially disrupting the orderly operation of the school.

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

- It is aggressive behavior or causing intentional harm.
- It is carried out repeatedly and over time.
- It occurs between people where there is an imbalance of power (I.e., physical strength, mental capacity, popularity, or social skills).

Harassment

It is Prep Charter High School's policy to maintain an educational environment in which harassment including sexual harassment, sexual assault, and sexual violence in any form is not tolerated.

Prep Charter High School defines harassment as verbal, nonverbal, written, graphic, or physical conduct relating to an individual's known or perceived race, color, ethnicity, age, religion, sex, sexual orientation, gender identity

or expression, ancestry, national origin, marital status, pregnancy, English language proficiency, veteran status, disability, or other protected classification.

Harassment includes unwelcome conduct such as graphic, written, electronic, verbal, or nonverbal acts, including offensive jokes, slurs, epithets, and name-calling; ridicule or mockery; insults or put-downs; offensive objects or pictures; physical assaults or threats; intimidation; sexual misconduct; or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when:

- Such conduct is sufficiently severe, persistent, or pervasive and;
- A reasonable person in the complainant's position would find that it creates an intimidating, threatening, or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities, or opportunities offered by a school.

Harassment does not have to include the intent to harm, be directed at a specific target, or involve repeated incidents.

Discrimination

To treat individuals differently based on a protected classification, including race, color, ethnicity, age, religion, sex, sexual orientation, gender identity or expression, ancestry, national origin, marital status, pregnancy, English-language proficiency, veteran status, disability, or other protected classification. A single incident of discrimination may implicate more than one protected class.

Prep Charter High School does not discriminate in employment, education programs, or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity, expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficient.

Prep Charter High School's policy of non-discrimination extends to all other legally protected classifications as listed below:

- Title II of the Americans with Disabilities Act of 1990, as amended (ADA), is a federal law prohibiting discrimination against individuals with disabilities and, together with Section 504 of the Rehabilitation Act of 1973 (Section 504), ensures deaf and hard-of-hearing students, parents, staff, and community members the right of equal access to services and accommodations provided by Prep Charter High School through enhanced communications.

Parents/Guardians and Authorized Visitors Board Policy 904 states that a disabled parent/guardian or authorized visitor to a school event that requires a reasonable accommodation to assist in his/her attendance/participation in the event should contact the event administrative organizer at least three (3) business days in advance of the scheduled event or three (3) days following receipt of notice of the event, whichever accomplishes the earliest notice to the school.

Requests should be made as early as possible because some accommodations require additional time to prepare/arrange. Title IX Title IX is a federal law that prohibits sex and gender-based discrimination. In line with federal regulations (Title IX), the district defines Title IX sexual harassment as any instance of quid pro quo harassment by a school's employee, any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act). Examples of potential Title IX Sexual Harassment violations are:

- Bullying or harassment based on sex or gender identity or expression.
- Bullying or harassment based on pregnant or parenting status.
- Bullying or harassment in the form of comments, threats, gestures, or rumors of a sexual nature, including, but not limited to:

- o Sharing/showing images/videos of a sexual nature.
- o Non-consensual sex acts and sexual violence.

Such conduct must have taken place during a school education program or activity and against a person in the United States to qualify as sexual harassment subject to Title IX regulations.

*NOTE: Not all unwelcome sexual conduct meets the definition of Title IX sexual harassment. Conduct that does not meet this definition might be considered harassment as defined in the Behavior Matrix of the Code of Conduct.

Reporting

Any school community member can report bullying, harassment, and/or discrimination, and all reports will be investigated. There are numerous ways to make a report:

Call the Bullying, Harassment and Discrimination hotline at 215-400-SAFE.

Submitting a complaint via Safe2Say or by phone at 844-SAF2SAY (844-723-2729) Reporting the incident to the building principal or designee or to any other member of the school staff, including teachers, guidance counselors, coaches, and administrators.

Investigations

Prep Charter High School takes all violations of the Code of Conduct seriously, including allegations of bullying, harassment, and discrimination. A school administrator or designee will conduct investigations into any alleged Code of Conduct (in some instances, the Director of School Safety may collaborate in the investigation). This includes conduct that occurs off-grounds, virtually, and/or after-hours (including weekends), if the conduct materially impacts the school community (meaning the conduct has a noticeable or considerable impact).

Important Notes:

- Some alleged conduct may require a notification to the Philadelphia Police Department the administrator should collaborate with the Director of School Safety prior to making any police contact.
- Some alleged conduct may require a notification to Childline as Prep Charter High School employees are mandated reporters.
- If the complaint includes allegations of sexual harassment, sexual violence, or harassment based on sexual orientation, notify the Title IX Coordinator before proceeding with an investigation or discipline.
- Parents/guardians must be notified of all serious incidents involving their students; however, the school does not need parental permission to conduct an investigation or obtain statements related to alleged misconduct.
- At times, sharing some information about a serious incident with the school community (parents and students) may be necessary.
- In some cases, the CEO and Human Resources Director will lead or be involved in a school's investigation.

Student Behavior and Discipline

The behavior infraction levels of the Code of Conduct defines behaviors considered dangerous and/or disruptive to the school learning environment and community. The behavior infraction levels also provide guidance as to the levels of interventions and consequences that school administrators can implement for specific violations.

Prep Charter High School is committed to achieving educational equity and reducing disproportionality in exclusionary discipline. It is expected that PCHS will follow the MTSS process to ensure students are receiving appropriate support prior to a serious incident. Parents/guardians who have any questions or concerns related to discipline are encouraged to contact the school principal and/or the Office of Student Rights and Responsibilities.

Suspension Procedures

According to Pennsylvania law, suspension is defined as the denial of the right to attend school and to take part in any school function for any period of up to ten (10) days. Suspensions must be preceded by notification to the student and parent/guardian in writing. Students are given the opportunity to make up work. Students will be given a time equivalent to the length of their suspension to make up work (ex: 2 day suspension is equivalent to a 2 day window to make up work). After the make up window, students will be given a zero for all missing assignments.

Out-of-School Suspensions

Students may be suspended when they have violated the Code of Conduct and suspension is deemed appropriate for the offense. Students who are suspended must meet with the principal or designee prior to the suspension unless the health, safety, or welfare of the school community is compromised. During the conference, the student should be given a suspension notice. The parent/guardian must also be notified and a parent conference should be scheduled before or upon the student's reinstatement to school after suspension.

Parent Conference Procedures

At parent conferences, parents/guardians can expect that school administrators will adhere to the following protocols:

1. Notice of a conference must be provided to the parent/guardian in their preferred language in writing and either hand-delivered to the home, sent by mail, faxed, emailed, or communicated by other reasonable means.
2. At the conference, the parent/guardian or caregiver may request to review and have a copy of the student's records and any witness statements, with other student names and information redacted. Interpretation will be provided if requested. Photographs and video recordings of incidents may be shown to parents/guardians but copies will not be provided.
3. School administrators will discuss the challenging behavior/incident that led to the suspension.
4. School administrators will inform the parent/guardian of any further disciplinary action and provide an overview of the parent/guardian's due process rights regarding the disciplinary action, including the right to view evidence.

Disciplinary Hearing Process- Informal Hearing

Students who are exhibiting a pattern of disruptive behavior(s) and/or committing serious violation(s) of the Code of Conduct may be referred for a student disciplinary hearing. All students receiving any suspension greater than three (3) days will have an informal hearing. Prior to making a referral, the school must complete a Behavior Performance Review (BPR) for regular education students or a manifestation determination for students with an Individualized Education Plan (IEP) or 504 plan and share the results of the review at the parent/guardian conference.

If the behavior is deemed a manifestation of the student's disability or if the student is *thought to have* a disability, schools cannot move forward with a discipline hearing. Students referred for a hearing will be suspended and provided the procedures indicated in the suspension procedures section of the Code of Conduct. The parent/guardian will receive written notice in their preferred language of the suspension and referral for disciplinary transfer prior to the hearing. The student has the right to return to school pending the outcome of the hearing unless the behavior of the student continues to create such a risk of harm to the school community. In this case, then the school may request an interim placement.

Students who are referred for a disciplinary hearing receive full due process to determine whether the student should be removed from their current school placement. Disciplinary hearings will be conducted by an impartial hearing officer.

Students and parents/guardians going through the disciplinary hearing process have the following rights:

- Notification of the reasons for the suspension given in writing to the parents/guardians and to the student.
- Sufficient notice of the time and place of the informal hearing.
- The school entity shall offer to hold the informal hearing within the first five (5) days of the suspension.
- A student has the right to question any witness present at the hearing.
- a student has the right to speak and produce witnesses on his own behalf.
- Parent/guardian may request a copy of their child's records and any evidence the school plans to present which will be provided within 48 hours. Parent/guardian and student may request an interpreter in the language of their choice.
- Parent/guardian may bring their own witnesses and/or character statements to the hearing.
- Parent/guardian may bring a representative and/or advocate.
- Parent/guardian and student have two opportunities to attend the hearing.
- Parent/guardian may ask questions of the school and present evidence if it relates to the incident.
- Decisions will be mailed and/or emailed to the parent/guardian within 5 days of the hearing.
- Parent/guardian may appeal the hearing decision within 10 days of the hearing.
- All hearings are audio-recorded.

After the hearing, parents may request a copy of the recording which will be provided to you within 48 hours. Hearing Decisions An impartial hearing officer will consider all evidence, dialogue in the hearing, and a student's academic, behavior, and attendance records when deciding on the outcome. The outcome may be one of the following:

- Student remains in current school placement with a behavior contract.
- Student remains in current school placement without a behavior contract. In other words, sufficient consequences were already provided prior to the hearing.
- Student remains in current school placement due to insufficient evidence.
- Student is laterally transferred to another district or contract-operated school for the remainder of their education.
- Student may be referred to the Board of Trustees for an Expulsion Hearing

Expulsion Procedures- Formal Hearing

According to Pennsylvania law, expulsion is defined as an exclusion from school and any school activities for more than ten (10) school days. Students who have committed an offense subject to expulsion will be referred for an informal disciplinary hearing, at which point it will be determined if a student should be recommended for formal expulsion.

The formal expulsion hearing process includes the following due process requirements:

- Notification of the violation(s) in writing by certified mail to the student's parent/guardian in their preferred language.
- At least three days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when he/she demonstrates good cause for an extension.
- The hearing shall be private unless the student or parent/guardian requests a public hearing. Representation by counsel at the parent/guardian's expense, and parent/guardian may attend the hearing.
- Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
- The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
- The right to testify, make arguments, and present witnesses on the student's behalf.

A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense or at no charge if the student is indigent. The hearing shall be held within 5 school days of the notice of charges unless a delay is mutually agreed to by both parties or is delayed by:

- The need for laboratory reports from law enforcement agencies.

- Evaluations or other court or administrative proceedings are pending due to the student invoking their rights under the Individuals with Disabilities Education Act (IDEA).
- Delay is necessary due to the condition or best interests of the victim in cases of juvenile, or criminal court involving sexual assault or serious bodily injury.
- Notice of a right to appeal the results of the hearing shall be provided to the student and the parent/guardian with the expulsion decision in their preferred language.

If the school board expels a student, the parent/guardian of the student has 30 days to provide written documentation that the student is in another educational program. If they are unable to find an alternative educational program, Prep Charter High School will provide for the student's education.

Please read the next section to learn more about discipline for students with disabilities.

Discipline for Students with Disabilities

Students with disabilities must be provided with a Free and Appropriate Public Education (FAPE). In July 2022, the United States (U.S.) Department of Education, Office for Civil Rights, released guidance further explaining that Section 504 requires schools to provide behavioral supports and services to students with disabilities who need them in order to receive a FAPE.

Students identified as having an intellectual disability, can only be removed from the school building for suspension or a disciplinary hearing if there is written agreement from the parent/guardian or written approval from the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling (717)783-6913 or visiting the PDE website.

Student and Parent/Guardian Rights and Supports Request for Special Education Evaluation

A school professional may recommend evaluating a child to determine if the student has a disability. Parents/guardians may also contact the child's teacher or another school administrator to request an evaluation. This request may be verbal, but it's best to put it in writing. Once the written or verbal request is made, within 10 days the school will either issue a "Permission to Evaluate" (PTE) or a Notice of Recommended Educational Placement (NOREP) to explain, in writing, why the evaluation request is denied. Please contact the Special Education Department at Prep Charter High School for questions.

All Other Students Receiving Special Education Services or a 504 Plan

The school may suspend students who are receiving special education services for up to ten (10) consecutive school days or fifteen (15) cumulative school days in one school year without providing special education services as outlined in their IEP. If schools are considering 1) a disciplinary hearing referral and/or 2) a suspension for behavior for which the student has received 10 cumulative days of suspension during this school year, the following steps must be completed first:

1. Provide the parent/guardian written notice of the recommended disciplinary action and an invitation to participate in the Manifestation Determination Meeting with the student's IEP team.
2. This meeting should take place within 24 hours of the incident (or within 24 hours of the school becoming aware of the incident).
3. The manifestation determination meeting aims to answer two questions: Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability? Did the conduct directly result from the school's failure to implement the student's IEP?
4. During the Manifestation Determination meeting, the student's most recent evaluation, IEP, and placement will be reviewed as well as the details of the incident that led to the proposed discipline.
5. The completed Manifestation Determination must be signed by the parent/guardian and IEP team, including School Psychologist.

6. Issue a Notice of Recommended Educational Placement (NOREP) with the results of the determination and a copy of the Procedural Safeguard Notice (PSN) to the parent/guardian.

If the parent/guardian disagrees with the decision that is made at the Manifestation Determination meeting, they can request an expedited Special Education Hearing, and the commonwealth-appointed hearing officer will review the Manifestation Determination. Directions regarding requesting a hearing can be found in the NOR-EP and must be completed within ten (10) days.

Ensure IEP is in compliance as well as other corresponding documents if applicable. For example, a Functional Behavior Assessment (FBA) or Positive Behavior Support Plan (PBSP) may be needed in accordance with the IEP.

Proceeding with Discipline

If the behavior is *not* deemed a manifestation of the student's disability, schools may proceed with the recommended disciplinary action in accordance with the Code of Conduct.

The behavior *is* deemed a manifestation of the student's disability, the proposed disciplinary action of a suspension reaching 10 cumulative days and/or a disciplinary hearing referral may not be implemented.

Special Circumstances/45-Day Placements

The school may request a 45-day placement in an alternative program if the incident involved one of the three code violations listed below per IDEA:

- Possession of a weapon.
- Possession of illegal drugs.
- Causing Serious Bodily Injury (SBI).

As defined by IDEA, bodily injury involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

SBI must be substantiated through medical documentation submitted to the Office of Student Rights and Responsibilities.

A 45-day placement allows the student to receive interventions in an alternative setting while the school team re-assesses the student's Individualized Education Plan (IEP) or 504 plan.

If the behavior is not one of these three special circumstances, is a manifestation of the student's disability and the student is likely to cause injury to themselves or others, a school administrator can request an expedited hearing conducted by a special education hearing officer to obtain a 45-day placement. This request should be made by a school administrator to the school's General Counsel.

Students Convicted or Adjudicated Delinquent for Sexual Assault

While schools have limited authority to impose code of conduct consequences for conduct outside the school setting, Pennsylvania law establishes disciplinary requirements when a student has been convicted or adjudicated delinquent of sexual assault upon another student.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school. *Sexual assault* refers to any of the following offenses:

- Rape
- Statutory sexual assault
- Involuntary deviate sexual intercourse
- Sexual assault
- Aggravated indecent assault
- Indecent assault

Student Responsibilities

Students who have been convicted or adjudicated delinquent for sexual assault of another student in the school must give notice to the school within 72 hours of the conviction or adjudication.

School Responsibilities

If a convicted or adjudicated student has not already been expelled, transferred to another school or an AEDY Transition Program, or if the victim attends the same school, schools must take action to either transfer the student to another school, transfer the student to an AEDY Transition Program, or expel the student. Prior to any transfer or expulsion, the district must provide due process.

In the case of a student with a disability, including a student for whom an evaluation is pending, prior to implementing any disciplinary removal or considering a change of placement for the student, the school will coordinate with the student's Individualized Education Program (IEP) team and take all steps required to comply with state and federal laws and regulations, and Board policies.

If the sexual assault occurred in a school setting, the school principal or administrator will notify the Title IX Coordinator who will determine whether the incident has been addressed in accordance with Prep Charter High School's Harassment and Discrimination policy and procedures.

The school will ensure that the convicted or adjudicated student is prohibited from taking part in the following activities at the same time as the victim:

1. Attend the same school.
2. Receive transportation in the same school vehicle.
3. Participate in the same school-sponsored activity.

A student who is expelled, transferred, or reassigned may return to school only if one of the following circumstances occur:

1. The victim is no longer enrolled in the school.
2. The conviction or adjudication has been reversed and is not pending appeal.

Transfer Students

When Prep Charter High School receives a student who transfers from a public or private school during or after an expulsion period for an act or offense involving a sexual assault conviction or adjudication, the school may assign that student to an alternative assignment or may provide alternative education services.

Prior to admission to the school, a parent, guardian, or other person having control or charge of a student is required, upon registration, to provide a sworn statement or affirmation stating whether the student was previously or is presently expelled under the provisions of this section. The registration shall include the name of the school from which the student was expelled with the dates of expulsion and shall be maintained as part of the student's disciplinary record. Any willful false statement made under this subsection shall be subject to 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

Philadelphia Police Department Referrals

According to Pennsylvania state law, some of the behavior infractions in the code of conduct are also considered crimes. Prep Charter High School has a memorandum of understanding (MOU) with the Philadelphia Police Department (PPD) that explicitly states which crimes must be reported to PPD. The crimes that must be reported to the Philadelphia Police Department are as follows:

- Abductions and attempted abductions
- Assaults
- Bomb scares
- Burglary
- Drug & alcohol offenses
- Fire & false alarms (arson)

- Graffiti (if racial or threatening in nature)
- Hate crimes
- Moral offenses (sexual in nature)
- Property damage
- Robbery
- Theft
- Trespassing
- Weapons offenses
- Child abuse

Behavior Infraction Levels

The behavior infraction levels provide definitions for behaviors that are considered dangerous and/or disruptive to the learning environment. While some definitions contain an example, the definitions are not limited to the example provided.

The behavior infraction levels also provide guidance as to the levels of consequence that school administrators might implement for specific rule violations. Reminders:

- Suspensions should be utilized as a last resort if in-school interventions have proven unsuccessful or if the violation is of a serious nature.

Possession of a weapon on school property will be processed as follows:

In all cases, the Director of School Safety, the DSS will take possession of the weapon and contact the Philadelphia Police Department (PPD), School Diversion Unit. The PPD Diversion Unit will determine the restorative model the student will be referred to address the criminal violation.

The restorative programs will consist of, but are not limited to the following:

- Department of Human Services Preventive Services Program
- Restorative Circles

All subsequent weapons violations by the student within the same school year may result in the student being arrested.

The student will be detained and arrested in all cases involving an actual firearm.

The principal should consider using the weapons waiver when the weapon is found at the metal detector or school entrance, when there is a legitimate and justifiable reason for possessing the weapon, or it was accidentally brought into the school building without knowledge or intent to harm.

Discipline Codes 2025- 2026

Prep Charter High operates on a points based behavioral tracking system. Each level offense is assigned a point value and are accrued throughout the course of the school year. Any accumulation of five (5) points generates a parent/guardian warning contact. Any accumulation of 10 points will result in a Saturday school assignment. After three (3) Saturday School assignments, students are subject to escalated consequences, which may include out of school suspension and/or disciplinary meetings.

Level 100 Offenses (1 Point Each)

All level 100 offenses are paired with a teacher-assigned detention.

- 100- Late to class (not to school)
- 101- Out of Uniform
- 102- Profane or obscene language/gestures
- 103- Eating/Food out in class
- 104- Classroom misbehavior/disruption
- 105- Disrespect of property
- 107- Electronic Device violation (phone, ipad/tablet, headphones (any kind), smartwatch)

Level 200 Offenses (2 Points Each)

All level 200 offenses are paired with an administrative detention which is scheduled on the day the offense occurs or one day after.

- 201- Plagiarism/cheating
- 203- Removal from class due to disruptive behavior
- 204- Failure to identify one's self
- 207- Failure to report to a teacher-assigned detention
- 208- Failure to report to administrative detention
- 209- Walking out of class without a teacher's permission
- 210- Misuse of school technology
- 212- Roughhousing/horse play

Level 300 Offenses (15 points Each)

All level 300 offenses will result in an assigned Saturday School session. Some level 300 infractions may warrant an out of school suspension in addition to Saturday School. Repeat level 300 offenses throughout the school year may trigger an informal hearing and/or further disciplinary action.

- 301- Physical aggression--Hitting, slapping where no student is injured
- 302- Pre-fight/verbal altercation
- 303- Instigating aggressive behavior
- 304- Discriminatory language towards staff and/or students
- 305- Inappropriate language and/or behavior towards staff
- 306- Possession and/or using vape/tobacco products

Possession

First offense: Saturday school
Second offense: 1 Day out of school suspension AND a Saturday School session
Third offense: 2 Day out of school suspension AND a Saturday School session
Fourth offense: 2 Day out of school suspension AND SAP referral

Use

First offense: 1 Day out of school suspension AND a Saturday School session
Second offense: 2 Day out of school suspension AND a Saturday School session
Third offense: 2 day out of school suspension AND SAP referral

- 309- Damaging or stealing school property/equipment (less than \$100)
- 312- Cutting class (missing more than 10 minutes of class)
- 313- Bullying/cyberbullying--see bullying policy

Level 400 Offenses

All level 400 offenses are very serious offenses that violate the Code of Conduct and may be criminal violations of Pennsylvania law. Level 400 infractions typically trigger an out of school suspension and an informal hearing where further disciplinary action is determined. Further disciplinary actions could include: behavior contracts, loss of

privileges (field trips, dances, etc.), Saturday School session, community service program, approved diversion program, expulsion recommendation.

401- Firearm, weapon, or dangerous instrument: *Any person found or observed on school property or at a school-sponsored event in possession of a firearm, weapon, or dangerous instrument (e.g. BB gun, dart gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, boxcutter, pepper spray, explosive or incendiary bomb or other instrument, material or device that can cause injury, etc.) Possession of these instruments fall under the jurisdiction of Pennsylvania Act 26. Law enforcement officials may be called.*

403- Threatening a fellow student or staff member with violence or bodily harm: *The threat of physical violence, or intimidation intended to unlawfully place another person in fear of bodily harm, without displaying a weapon, an instrument of crime, or subjecting the person to a bodily attack. This includes stalking, verbal, written or electronic threats.*

404- Fighting: *Violence in which physical aggression between two or more students escalates into punching, wrestling, knocking down, and/or damaging/destroying property. This includes one on one altercations and group altercations. 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, as well as in transit to and from school.*

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

406- Harassment: *Prep Charter recognizes that harassment is a form of discrimination based on the basis of race, color, age, creed, religion, sex, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy, or disability consisting of unwelcome conduct, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is sufficiently severe, persistent, or pervasive and a reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment.*

Specific harassment infractions are further defined as follows:

406 A Sexual Harassment: *Conduct on the basis of sex that is both unwelcome and is determined by a reasonable person to be so severe, pervasive and objectively offensive that it denies a person equal access to Prep Charter's program. Quid pro quo sexual harassment, requiring a person to submit to unwelcome sexual conduct in exchange for an aid, benefit or service is also covered by Prep's policies.*

406 B Racial/Ethnic Harassment: *Discrimination on the basis of race, color, or national origin includes discrimination based on a person's actual or perceived race, color, national origin, ethnicity, or ancestry. This includes discrimination based on the county, world region or place where a person or his or her ancestors come from; a person's limited English proficiency or English Learner status; or a person's actual or perceived shared ancestry or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals).*

406 C Gender-Based Harassment: *May include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex stereotyping. Thus, harassment of a student for failing to conform to stereotypical notions of masculinity and femininity constitutes sex discrimination. Gender-based harassment can rise to a violation of Prep's policy and/or Title IX when such conduct denies or limits a student's ability to receive educational aid, benefits, services, or treatment.*

406 D Disability Harassment: *Intimidation or abusive behavior toward a student based on a disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in Prep's programs. Harassing conduct may include verbal acts and name-calling, as well*

as nonverbal behavior; such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating

407 Sexual Behavior or Sexual Misconduct: *Consensual or non-consensual sexual advances, requests for sexual favors, or verbal and physical conduct of a sexual nature on school property. Depending on the nature of the incident, law enforcement officials may be informed.*

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

409 Possessing and/or using drugs, alcohol products: *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.*

410 Damaging or Stealing: *Damage to or stealing of any property valued at \$100.00 or more.*

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

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

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

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

414 Possession and/or use of incendiary devices or explosives: *Students who are found to be in possession and/or use or activate of incendiary devices such as matches, lighters, fireworks, firecrackers and/or other explosives. This may include accidental or intentional fire starting.*

415 Reckless Endangerment: *Students who take any action that creates a substantial risk such that serious harm could result to any community member.*

Reckless endangerment includes:

- Throwing objects that can cause harm across a room/out of a window*
- Intentionally causing a community member to slip/fall*
- Intentionally calling/engaging community members to incite violence*
- Participating in a fight/altercation blocking traffic and/or creating safety risk*
- Flashing/use/ possession of a “lookalike” weapon*

Referrals to the Philadelphia Police Department

Some of the behavior infractions in the code of conduct are also considered crimes according to Pennsylvania state law. Prep Charter High School has a memorandum of understanding (MOU) with the Philadelphia Police Department (PPI) that explicitly states which crimes must be reported to PPD. The crimes that must be reported to the Philadelphia Police Department are as follows:

- Abductions and Attempts
- Assaults
- Bomb Scares
- Burglary
- Drug & Alcohol Offenses
- Fire & False Alarms (Arson)
- Graffiti (if racial or threatening in nature)
- Child Abuse
- Hate Crimes
- Property Damage
- Robbery
- Theft
- Trespassing
- Weapons Offenses

Parents or guardians of victims and suspects should be contacted immediately about their child's involvement. Attempts to contact parents should be documented.

METAL DETECTOR/X-RAY MACHINES-OPERATION POLICY/ PROCEDURES

It is the policy of The Prep Charter High School that everyone that enters the building 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 metal detector use is to discourage students from bringing weapons and other prohibited contraband 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. Signs announcing metal detector use to assist in a search for weapons and contraband shall be posted at the 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 and visitors entering the school or a 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 or other contraband.
- 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 feel 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 a student refuses to cooperate with the metal detection, handheld 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) intellectual disability; (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 education and related services as a child with an "Other Health Impairment", "Emotional Disturbance", and/or "Specific Learning Disability in reading, writing, and/or mathematics", if the child meets the eligibility criteria of one or more of these categories and requires specially designed instruction in order to make meaningful progress in their educational environment.

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 aids and services provided as needed in that environment; and (2) regular classroom placement for most of the school day with itinerant service by a 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 occupational therapy, school-based counseling, and speech and language therapy.

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 always ensure a meaningful educational progress to the student. 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 psychoeducational or multidisciplinary 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. Requests can be made verbally or in writing. When a school receives an oral request for a special education evaluation, the school will send an Oral Request Form to the parent or guardian to fill out to request an evaluation formally and in writing.

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 indicating 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. For additional information about special education evaluations, eligibility, or services, please contact the Director of Special Education.

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 its 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 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?

Usually, 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 agree 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 later.
- d. Parties involved in the mediation may be required to sign a confidentiality agreement prior to 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. Due process hearings will be conducted by Pennsylvania's Office of Disputes and Resolutions (ODR).
- 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. Due process hearings may be in person or virtually, at the discretion of the assigned Hearing Officer from the Office of Disputes and Resolutions.
- f. Hearing officers are assigned by the Office of Disputes and Resolutions and may not be formally requested.
- g. Unless an extension is granted by a hearing officer at the request of either party, final hearing decisions are made within 45 days after the receipt of a Due Process hearing.
- 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.

For more information about Due Process or the Office of Dispute and Resolutions, please reach out to the Director of Special Education.

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 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 reasonably convenient to the parents/guardians and child.

The State Educational agency shall ensure 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 intellectual disability may be suspended if they violate school rules for up to ten (10) consecutive 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 determines 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 HIGH SCHOOL CHILD FIND POLICY *(applicable to any review year)*

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: Identification

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 review of admission records, academic placement tests, standardized reading and mathematics assessments, classroom performance evaluations, benchmark examinations, vision and hearing screenings, and participation in the Student Assistance Program (SAP). Whenever a student is referred by a school employee [SAP team member] for a multi-disciplinary team evaluation, the school must obtain written consent from a parent/guardian to proceed with the evaluation process. 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, and not the implementation of 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 other non-special education services, programs, and interventions available at Prep Charter. These may be discussed at the eligibility meeting.

If you think that your child might be eligible for special education services, please contact the Director of Special Education to request an evaluation for special education eligibility. Requests for an evaluation can be made at any time during the year. When you make a request for an evaluation, the school will follow these steps:

- An evaluation request form will be sent to the parent/guardian to complete within ten (10) calendar days after the school receives the request for an evaluation.
- Upon receiving the evaluation request form, the school will issue a formal *Permission to Evaluate (PTE)*. The multi-disciplinary evaluation will occur within sixty (60) calendar days **after receiving the signed Permission to Evaluate form** agreeing to the evaluation.
- Once the evaluation is completed, the school psychologist and the Director of Special Education will meet with the parent or guardian to review the evaluation findings after the parent has had 10 days to review the evaluation.
- If the student is eligible for special education services, an initial Individualized Education Program (IEP) meeting will be scheduled and held to determine the appropriate services and programming for the student (*see Step 2*).
- The student (if eligible) will not officially receive special education services until the initial Notice of Recommended Educational Placement (NoREP) is signed by the parent/guardian agreeing to the recommended placement and services in the student's IEP (*see Step 2*).

Students are only 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/or a specific learning disability in one or more of the following areas: reading, mathematics, or written expression.

Students with a (1) physical or mental impairment that substantially limits one or more major life activities; or (2) has a history of or record of having such an impairment are eligible for 504 plans and may be referred for an evaluation to determine if they are eligible to receive special education services. Please make sure to disclose student medical records to the school nurse accordingly if your child needs accommodations.

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 Charter 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 or disapproval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed and agreed upon by the student's parents/guardians.

Step 3: Service Implementation 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 Charter utilizes 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 at the end of each report period and/or at the request of the parent/guardian.

Step 4: Transition Services

Prep Charter ensures that all students are able to transition from their high school career into valuable post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach the age of 14. Prep Charter provides transition services to all of our special education students. This may include linking students to outside agencies while supporting students and their families in identifying post-secondary opportunities. When a student graduates or "ages out" of their 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 the student's academic achievement/functional performance and recommendations on how to assist the student in meeting his/her post-secondary goals.

IDENTIFICATION OF ESL AND SERVICES

Request for Language Access

Parents/guardians have the right to communicate and receive school information in their preferred language. This should be requested on the State Questionnaire document in the student's enrollment packet. If parents/guardians speak and/or write a language other than English, an interpreter must be provided for calls and meetings with school staff, and all written communications from the school must be translated into their preferred language.

Teachers and school staff should use multiple resources to provide language access, and translation request forms to engage with the school's English Language Learners and Multilingual parents/guardians.

Schools must document a parent/guardian's preferred language and provide parents/guardians information about their rights to language services for their child and how to access school resources in their preferred language(s).

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 English Language Proficiency Standards (PA ELPS) for ELs (English Learners), as well as the Pennsylvania academic standards.

Key components of the program that an LEA must provide to every EL/ML are addressed below. In addition, this BEC (Basic Education Circular) also sets out the PDEs interpretation of legal requirements on a number of related issues.

Enrollment:

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

Student identification for placement in an instructional program for ELs

- Based on the responses to the Home Language Survey (HLS) language prompts and the 'enrolled in a former ESL program' prompt on the State Questionnaire, 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, countries or school systems can also 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/ Keystone or an equivalent assessment from another state.*
- Newly enrolled students without academic records must be assessed for their ELP level using the WIDA Screener Test.
- LEAs must use the WIDA ACCESS PLACEMENT TEST (or W-APT, also known as the WIDA Screener Test), which is aligned to the required annual State ELP assessment, ACCESS for ELs, to assess students for placement in language instructional programs for ELs.
- LEAs may choose to use other formal, standardized ELP assessments for additional information BUT identification and placement must be based on the W-APT supported by the various 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 ELs/MLs.
- Instructional placement of ELs must be age and grade appropriate. Additionally, ELs must be given equal access to all educational programs, opportunities, and extracurricular activities in the same manner as for all students.
- Parental permission to assess IS NOT REQUIRED.
- Parental notification of student assessment results and placement in the ESL program is required.

Parents' Limited Right to Opt Out of ESL:

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 an 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 ELs/MLs.
- The criteria for ESL program exit.
- 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 ELs/MLs

ELs/MLs must be graded using the same grading system as all other students.

Annual assessment of ELs/MLs

- Assessment processes must align to the PA academic standards and PA ELPS.
- The annual state ELP assessment of ELs/MLs 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 ESL student's permanent record folder.
- The PSSA/ Keystone Accommodations and exemptions allowable for ELs/MLs are published annually by PDE.

Language Instructional Program Exit Criteria

All LEAs must apply Pennsylvania's required exit criteria when exiting ELs/MLs 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 ELs after the English Language Development Program Exit

Monitoring is required for two years (may continue up to four years) after a student exits an ESL program. 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 observations
- Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.
- Monitored ELs/MLs must receive the appropriate classroom accommodations to access content area instruction.
- Monitoring is NOT an extension of the language instructional program.
- Students who are monitored CANNOT be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

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 ELs meaningful access to the general curriculum as well as to promote second language learning. Lau v Nichols, 414 U.S. 563 (1974)

ELs/MLs with Disabilities

ELs/MLs 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 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. Program decisions regarding ELs 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 ELs/MLs 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 ELs/MLs 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

ELs/MLs with disabilities participate in all assessments, including the annual state ELP assessment and PSSA / Keystone (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 ELs/MLs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELs/MLs:

- 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 requirements remain the same for all ELs/MLs.*

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 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.
- 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 migrants and who are determined to be ELs/MLs 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.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

FERPA is a federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA. Please refer to the website provided for all detailed information.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

STUDENT EXPRESSION POLICY

In accordance with PCHR Regulation 9, transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. Schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender. In describing dress codes, schools should employ gender-neutral language rather than specify separate "girl" and "boy" uniforms.

Following Chapter 12.9 of Title 22 of the Pennsylvania Code, the right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth. Students shall have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights.

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and any other means of common communication, provided that they use public school facilities in accordance with the regulations of the authority in charge of those facilities.

- Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.
- Students have the responsibility to be aware of others' feelings and opinions and to give others a fair opportunity to express their views.

Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials. School officials may require students to submit a copy of materials to be displayed, posted, or distributed on school property for prior approval. Bulletin boards must conform to the following:

- School authorities may restrict the use of certain bulletin boards.
- Bulletin board space should be provided for students and student organizations.
- School officials may require that notices or other communications be officially dated before posting and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

Button, badge, or armband wearing is permitted as another form of expression

School officials may set the time and place of material distribution so that it does not materially or substantially interfere with the requirements of appropriate discipline in the school's operation.

- A proper time and place for distribution would allow the students to reach fellow students.
- The place of the activity may be restricted to permit the normal traffic flow within the school and at exterior doors.
- Nothing in this policy may be construed to conflict with the PCHS Charter, applicable state and/or federal laws, or Prep Charter school policy.

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 the 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 complaints 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 a bottle of medication may be used for the physician's 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 supplements 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 the 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 for providing transportation to and from school until the condition is cleared.

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

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

Appendix i

Preparatory Charter High School of Mathematics, Science, Technology, and Careers

CALENDAR FOR SCHOOL YEAR 2025-2026

August 20- 21, 2025	New Teacher Induction
August 25 – 26, 2025	Staff Only Professional Development
August 27, 2025	First Day for 9th & 12th Grade
August 28, 2025	9th & 10th Grade only
August 29, 2025	9th & 11th Grade only
September 1, 2025	Labor Day – School Closed
September 2, 2025	First Day for ALL STUDENTS
September 11, 2025	Back to School Night
October 13, 2025	School Closed - Indigenous Peoples' Day
November 6, 2025	Report Card Conferences
November 10, 2025	School Closed- Veterans Day
November 27 -28, 2025	School Closed- Thanksgiving Holiday
December 19, 2025	Early Dismissal
December 22 – January 2, 2026	School Closed- Winter Holiday Recess
January 5, 2026	School Resumes
January 19, 2026	School Closed- Dr. Martin Luther King, Jr. Day
January 29, 2026	Semester 1- Report Card Conferences
February 16, 2026	School Closed- Presidents Day
March 20, 2026	School Closed- Eid Al-Fitr
March 27, 2026	Early Dismissal
March 30- April 6, 2026	School Closed- Spring Recess
May 22, 2026	Early Dismissal
May 25, 2026	School Closed- Memorial Day
June 11, 2026	Graduation- Last Day for all Students

PD will be held every Wednesday with a dismissal time of 12:15pm

(The last day of school may be extended due to school closings for inclement weather.)

Appendix ii

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

DISTRICT-WIDE PARENT & FAMILY ENGAGEMENT POLICY

Purpose

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

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

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

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

Definitions

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

Parent— these terms are used interchangeably and shall include parent, family, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child

lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker).

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

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

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

Guidelines

PART I. GENERAL EXPECTATIONS

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

- Fostering a welcoming and responsive environment for all families regardless of race, color, national origin, religion, gender identity or expression, sexual orientation, disability, age, socio-economic status, political beliefs, or any other protected affiliations;
- Promoting family and community engagement participation in school district, learning network and school level decisions;
- Increasing access to information to assist parents in navigating the school district so their children can obtain the resources required to help them achieve their maximum academic potential;
- Responding to parent concerns and/or complaints to ensure children's educational needs are met;
- Providing parents opportunities to acquire necessary information, knowledge, and skills to build capacity for leadership and advocacy to support their children's education at home and at school;
- Ensuring accountability of staff at all levels throughout the District in working with parents as partners; and

- Setting high expectations for excellent customer (parent/family) service.

District-wide programs and initiatives include:

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

PART II. STATUTORY REQUIREMENTS

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

- The School District will put into operation programs, activities, and procedures for the engagement of parents in all of its schools, consistent with section 1116 of the Every Student Succeeds Act (ESSA), Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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

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

1. The Preparatory Charter School District will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1112 of the ESSA:
 - a. Annually, the District will conduct an evaluation of the content and effectiveness of the district-wide parent and family engagement policy, activities and programs.
 - b. In the spring, parents and community stakeholders are invited to participate in multiple focus groups to provide valuable feedback regarding the district-wide parent and family engagement policy. Parents are notified of the focus groups in multiple ways, email, flyers, robo calls, social media, and website announcements posted on the District's website. During the focus groups, participants hear the

latest updates and provide input on the new/revised policy. Additions/deletions/revisions are discussed and agreed upon during the meetings. Formatting and revisions are made after the meeting and then sent back to participants for comment. Families and community stakeholders unable to attend the focus groups in person have an opportunity to participate via online format, allowing them time to review the document and submit input and feedback electronically.

- c. Parents will be welcomed to submit feedback at any time throughout the year via the District's website or by submitting comments to their child's school. All feedback and input received will be used in consideration when updating the proceeding year's policy.
 - d. Once the district-wide parent and family engagement policy is finalized, the final document will be placed on the District's website, hard copies will be available at Annual Title I meetings held at each school, and will also be distributed and sent home with all students.
2. The Preparatory Charter School District will take the following actions to involve parents in the process of school review and improvement under section 1114 of the ESSA:
- a. All District schools shall have an active and engaged Community Parent Advisory Council (CPAC) composed of majority family members, the school principal, teachers or other school based staff, students and community members, which champions the work for improved student achievement, effective teaching in the classroom, parent and community engagement in the educational process, and facilitates communication and support.
 - b. Appropriate District representatives will be available to work collaboratively with parent leaders and the Office of Family and Community Engagement staff to provide District, learning network, and school level training on various aspects of Title I, including understanding school data, comprehensive school plans and budgeting process.
 - c. Schools will develop means to obtain parent input and signatures of non-school district personnel on the Comprehensive Plan, Title I budget and School Improvement Plan (SIP).
 - d. Provide adequate advance notice to parents of meetings and cancellation of meetings through newsletters, robo calls, bulletin boards, organized parent/family groups and notices sent home.
 - e. Professional development will be provided to the Community Parent Advisory Council (CPAC) (school-based staff, students, families and community partners) or other organized parent/family groups to help understand the roles and responsibilities of all parties in this process.

- f. The District's English as Second Language Department will provide parents with limited English proficiency with full access to translation and interpretation services.
3. The Preparatory Charter School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance:
 - a. In collaboration with parent and family groups, provide workshops to schools on family engagement.
 - b. Provide professional development facilitated by parents for new and existing principals and other administrators on how to involve and engage parents effectively.
 - c. Provide training for parents to include, but not be limited to, reading, math, sciences, PSSA and Keystone testing preparation.
 - d. Provide workshops to parents on school safety, cultural diversity, conflict resolution, how to engage in schools, improve family involvement, and other topics, as requested.
 - e. Train parents to serve as liaisons to principals and CPAC on District and Network level initiatives.
 - f. Encourage parent access to teachers and principals.
4. The Preparatory Charter School District will coordinate and integrate family engagement strategies in Title I, Part A with family engagement strategies under other Federal, State, and local programs available to grades ninth through twelfth.
 - a. Inviting parents of Middle School students and parents to participate in District meetings, events, and activities.
5. The Preparatory Charter School District will conduct an annual District-wide Parent/Guardian survey to collect data on school level and District-wide family engagement outcomes, and will reach out to parents to get their input and feedback during the survey design and review process.
 - a. Survey results will be used to identify barriers to greater participation by parents in family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The School District will use the findings of the evaluation to design strategies for more effective family engagement, and to revise, if necessary (and with the involvement of parents) its family engagement policies.

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

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

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

- a. The School District, with the assistance of its administrative offices (Family and Community Engagement, Grant Compliance and Fiscal Services, Management and Budget, Specialized Instructional Services, Curriculum, Instruction and Assessment), will undertake the following actions to provide assistance to parents of children served by the School District or school in understanding topics such as the following:
 - i. the State's academic content standards;
 - ii. the State's student academic achievement standards;
 - iii. the State and local academic assessments including alternate assessments;
 - iv. the requirements of Title I, Part A;
 - v. how to monitor their child's progress; and
 - vi. how to work with educators.
 - i. The Preparatory Charter School District will provide presentations and workshops about Title I requirements and parents' right-to-know under the Every Student Succeeds Act.
 - Recommend that principals include parents during staff development days at school sites when appropriate.
 - Sponsor and encourage schools to support parent attendance at CPAC meetings and events
 - Provide information to parents in clear and simple language.
- b. The School District, with the assistance of its schools, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and technology workshops, as appropriate, to foster family engagement by:

- i. Implementing parent workshops throughout the city to provide a range of educational offerings by School District personnel and other providers, including on how to support one's child in school and computer literacy
 - ii. Providing computer literacy training and other training for parents, including on how to use Parent and Family portal as a tool to monitor their children's achievement.
 - iii. Supporting schools in planning and implementing school based activities such as family literacy and family math nights and other workshops to help parents understand how to support their child's academic achievement with the assistance of appropriate District offices.
- c. The Preparatory Charter School District with the assistance of parents will be available to conduct professional development sessions at schools to educate teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate programs and build ties between parents and schools, by:
 - i. With the help of parent facilitators providing professional development opportunities for principals and other administrators on how to develop promising partnerships with parents.
 - ii. Plan regular meetings between the School District and CPAC representatives or other parents to participate in a review of the schools' Title I Parent and Family Engagement Policy and Parent School Compact (as needed).
- d. The School District will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand:
 - i. To the extent practicable, provide communications in clear and simple language.
 - ii. Post parent communications on the District's website and Facebook page.
 - iii. Ensure that the District's communications include a telephone number that parents can call for clarification.
 - iv. Host parent and community meetings and workshops to address the most important topics.
 - v. Provide language access services to families whose first language is other than English through on-site or telephonic interpretation services, as appropriate

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

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

PART V. ADOPTION

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

This policy was updated and adopted by The Preparatory Charter School on **June 11, 2025** and will be in effect until further revision. The School District will distribute information about this policy to all parents on or before **June 11, 2025**.

Appendix ii

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

SCHOOL-WIDE PARENT & FAMILY ENGAGEMENT POLICY

Purpose

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

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

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

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

PART I. GENERAL EXPECTATIONS

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

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

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

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

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

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

1. JOINTLY DEVELOPED

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

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

2. ANNUAL TITLE I MEETING

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

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

3. COMMUNICATIONS

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

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

4. SCHOOL-PARENT COMPACT

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

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

5. RESERVATION OF FUNDS

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

6. COORDINATION OF SERVICES

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

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

- a. Using the home language survey, determine the students who should take the ACCESS assessment and identify those who are eligible for ELL support.
- b. Survey those students to determine if school information should be sent home in an alternative format.

- c. Provide translators for parent conferences, as needed and practicable.

7. BUILDING CAPACITY OF PARENTS

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

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

8. BUILDING CAPACITY OF SCHOOL STAFF

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

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

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

- 1. Involving parents/guardians in the development of training for teachers, administrators, and other educators to improve the effectiveness of that training;
- 2. Providing the necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training;
- 3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;
- 4. Training parents to enhance the involvement of other parents;
- 5. Arranging school meetings at a variety of times or conducting in-home conferences between teachers and other educators, who work directly with participating students, with parents who

- are unable to attend those conferences at school, in order to maximize parental involvement and participation their children's education;
6. Adopting and implementing model approaches to improving parental involvement;
 7. Establishing a parent advisory council to provide input on all matters related to parental involvement in Title I, Part A programs;
 8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities;
 9. Providing other reasonable support for parental involvement activities under section 1118, as parents/guardians may request.

PART IV. ADOPTION

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

This policy was adopted by The Preparatory Charter School on **June 11, 2025** and will be in effect until further revision. The School District will distribute information about this policy to all parents on or before **June 11, 2025**

Appendix iv

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

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during the school year 2025-2026.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

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

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

- reports. Parents may also contact all teachers and staff through the Power School email system. Teachers, administrators, and staff are available for personal conferences as requested by parents/guardians.
5. Provide parents opportunities to volunteer and participate in school activities and to observe classroom activities, as requested. Parents may volunteer through our CPAC parents' organization or independently, as requested. Volunteer for activities occurring throughout the year and at different times of the day to allow working parents to participate.

Parent responsibilities

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

- Monitor attendance and punctuality. Parents should provide written documentation when a student is absent through email (attendance@prepchs.org) or written note submitted to the main office. Eight parent notes will be accepted each year.
- Make certain homework assignments and projects are completed by due dates.
- Regularly check Power School reports to monitor student's grades and assignments. If they have internet access.
- Volunteering at Prep Charter, either through the opportunities provided by our CPAC organization, during the school day, or during our evening events.
- Participating, as appropriate, in decisions relating to student policies and student education.
- Promote positive interactions and participation in after school sports, or extracurricular activities.
- Remain informed about educational activities, grades, and events by reading all notices and email and mailings from teachers, administrators and school-wide notices.
- Serving to the extent possible, on policy advisory groups, either through Prep Charter or through state advisory council opportunities.

Student Responsibilities

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

Specifically, we will:

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

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

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

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

Appendix v

Graduation Requirements

Pathways to Graduation- Detailed Description

Graduation Requirements

[Act 158 of 2018](#) (Act 158) & [Act 6 of 2017](#), signed into law by Governor Tom Wolf, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements.

Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams to meet the statewide graduation requirement, students must take the Keystone Exams for purposes of federal accountability. Failure to do so will affect a Local Education Agency (LEA) and school's participation rate.

For students graduating in 2023 and beyond, five pathways exist for meeting state high school graduation requirements:

- **Keystone Proficiency**
- **Keystone Composite**
- **Career and Technical Education (CTE) Concentrator**
- **Alternative Assessment**
- **Evidence-Based**

Each of the pathways and their options are detailed in the narratives below. For a graphic representation of the pathways and their options, see Implementation Tools under Resources.

NOTE: Alternatively, a student may be granted a diploma via a waiver or special education program (IEP). See the Introduction for additional information.

KEYSTONE PATHWAY

Students achieving a minimum scaled score of 1500 or better (or who qualify for non-numeric scores of Proficient) in each of the three Keystone Exams meet the Keystone Proficiency statewide requirements for high school graduation.

Students who do not have a numeric or non-numeric score of Proficient or Advanced in all three Keystone Exam areas (Algebra I, Biology, and Literature) do not qualify for this pathway; by way of example, an EL student who did not participate in the Keystone Literature Exam or a student who did not participate in a Keystone Exam for religious reasons.

NOTE: Where a student performance level on Keystone academic content is determined without the associated Keystone Exam result, a non-numeric score is assigned. There are two circumstances under which this might occur:

- The student has demonstrated proficiency through comparable coursework and an equivalent assessment in a prior educational setting (i.e., transfer student), or
- The student has demonstrated proficiency through Keystone related coursework per [Pa. Act 136 of 2020](#).

KEYSTONE COMPOSITE PATHWAY

To qualify for the Keystone Composite Pathway, a student must have taken all three Keystone Exams and must have at least one Keystone Exam scaled (numeric) score of Proficient or Advanced, no Keystone Exam scaled (numeric) score of Below Basic, and the composite of the three scaled (numeric) scores must be 4452 or greater.

Students without a score in all three Keystone Exams do not qualify for the Keystone Composite Pathway (e.g., an EL student who did not participate in the Keystone Literature Exam, a student who did not participate in a Keystone Exam for religious reasons) nor do students with one or more non-numeric Keystone Exam scores attained through student performance in a prior educational setting or under Pa. Act 136 of 2020. Students with non-numeric scores may elect to participate in all three Keystone Exams, however, in order to earn the three numeric scores required to pursue the Keystone Composite Pathway.

PATHWAY GUIDANCE: CTE CONCENTRATOR, ALTERNATIVE ASSESSMENT, EVIDENCE-BASED

For the following three pathways, students must complete locally established grade-based requirements for academic content associated with each Keystone Exam in which the student does not have a numeric or non-numeric score of Proficient or Advanced. Additionally, students must meet other pathway-specific criteria.

For example, the Local Education Agency (LEA) might establish a passing grade in Grade 10 English (identified by the LEA as the prerequisite course for the Keystone Literature Exam) as the local grade-based requirement for students not demonstrating proficiency on the Keystone Literature Exam. Note that a Project-Based Assessment (PBA) may be offered but cannot be required to meet the locally established grade-based requirement.

CAREER AND TECHNICAL EDUCATION (CTE) CONCENTRATOR PATHWAY

In addition to meeting local grade-based requirements* for each Keystone Exam content area in which a student achieves less than Proficient, the student must also meet one of the following:

- **Attainment of an Industry-Based Competency Certification related to the CTE concentrator's program of study**
OR
- **Demonstration of high likelihood of success on approved industry-based competency assessment as demonstrated by performance on benchmark assessments, course grades, and other factors**

consistent with the CTE concentrator's goals and career plan and as determined by a chief school administrator in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

OR

- Demonstration of readiness for continued meaningful engagement in a CTE Concentrator Program of Study as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the CTE concentrator's goals and career plan and as determined by a chief school administrator in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

*Completion of local grade-based requirements in any science and technology and environment and ecology course shall satisfy the requirements for the academic content area associated with the Keystone Exam in Biology for CTE concentrators.

ALTERNATIVE ASSESSMENT PATHWAY

In addition to meeting local grade-based requirements for each Keystone content area in which a student has no score or a score less than Proficient, the student must also meet one of the following:

- **ATTAINMENT OF AN ESTABLISHED SCORE ON AN APPROVED ALTERNATIVE ASSESSMENT**

The student must meet or exceed any one of the established scores for the following approved alternative assessments to meet state high school graduation requirements *regardless of the number of Keystone Exams for which the student does not have a numeric or non-numeric score of Proficient or Advanced*.

- ACT - composite score of 21
OR
ACT WorkKeys NCRC (National Career Readiness Certificate) - Gold Level*
OR
ASVAB [Armed Forces Qualifying Test (AFQT)] - composite score of 31**
OR
PSAT/NMSQT - total score of 970
OR
SAT - total score of 1010

For example, a student who only demonstrated Proficiency or better in the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Achieve local grade-based requirements in both the Algebra I and the Biology courses), and
2. Achieve the established score or higher on one of the above approved alternative assessments.

* The ACT WorkKeys National Career Readiness Certificate (NCRC) is a credential earned by completing the following three WorkKeys assessments: Applied Math, Graphic Literacy, and Workplace Documents.

Gold Level signifies that an individual has scored at least a Level 5 on each of the three ACT Workplace assessments.

** A subset of the Armed Services Vocational Aptitude Battery (ASVAB), the AFQT score determines basic qualification for enlistment and is comprised of Paragraph Comprehension, Word Knowledge, Mathematics Knowledge, and Arithmetic Reasoning. A student may participate in the ASVAB prior to senior year; however, the student's AFQT score must meet or exceed the minimum score for admittance to a branch of the armed services during the year in which the student graduates.

- ATTAINMENT OF AN ESTABLISHED SCORE ON AN ADVANCED PLACEMENT PROGRAM EXAM IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM ON WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE

The student must score a 3 or higher on an approved Advanced Placement (AP) Exam for each Keystone Exam content area in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

For example, a student who scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra I and Biology, and
2. Score a 3 or better on approved AP Exams for Algebra I and Biology aligned courses (see chart below).

NOTE: AP Exams aligned to more than one content area may be attributed to only one Keystone Exam (e.g., a score of 3 or better on AP Chemistry may be attributed only to Algebra I or to Biology, not both).

Courses that apply to each Keystone Exam are listed below.

Approved AP Exams		
Algebra I	Biology	Literature
● AP Calculus AB ● AP Calculus BC ● AP Chemistry ● AP Computer Science A ● AP Computer Science Principles ● AP Physics 1: Algebra Based ● AP Physics 2: Algebra Based ● AP Physics C: Electricity and Magnetism ● AP Physics C: Mechanics ● AP Statistics	● AP Biology ● AP Chemistry ● AP Environmental Science ● AP Physics 1: Algebra Based ● AP Physics 2: Algebra Based ● AP Physics C: Electricity and Magnetism ● AP Physics C: Mechanics	● AP English Language and Composition ● AP English Literature and Composition

- **ATTAINMENT OF AN ESTABLISHED SCORE ON AN INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM EXAM IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM ON WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE**

The student must score a 4 or higher on an approved International Baccalaureate (IB) Programme for each Keystone Exam content area in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

For example, a student who scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra I and Biology, and
2. Score a 4 or better on approved IB Exams for Algebra I and Biology aligned courses (see chart below).

NOTE: IB Exams aligned to more than one content area may only be attributed to one Keystone Exam (e.g., a score of 4 or better on IB Chemistry may be attributed only to Algebra I or Biology, not both.

Courses that apply to each Keystone Exam are listed below.

Approved IB Exams		
Algebra	Biology	Literature
• Chemistry • Computer Science • Mathematics: Analysis and Approaches Standard Level • Mathematics: Analysis and Approaches Higher Level • Mathematics: Applications and Interpretation Standard Level • Mathematics: Applications and Interpretation Higher Level • Physics	• Biology • Chemistry • Design Technology • Physics • Science • Sports, Exercise and Health	• Language A: Language and Literature • Language A: Literature and Performance

- **SUCCESSFUL COMPLETION OF A CONCURRENT ENROLLMENT COURSE IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM IN WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE**

The student must earn a passing grade on an LEA-approved concurrent enrollment course (as evidenced by a high school transcript or college transcript) for each Keystone Exam content area in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

For example, a student who scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra 1 and Biology, and
2. Pass two LEA-approved concurrent enrollment courses, one aligned to Algebra I and one aligned to Biology.

For an LEA to approve a concurrent enrollment course for the purpose of meeting this criterion, the credit-bearing, non-remedial college-level course must be aligned to the respective Keystone Exam (i.e., includes the majority of the Eligible Content for the respective Keystone Exam). Concurrent enrollment courses aligned to more than one content area may only be attributed to one Keystone Exam (e.g., a passing grade in a concurrent enrollment Chemistry course may be attributed only to Algebra I or Biology, not both).

- **SUCCESSFUL COMPLETION OF A PRE-APPRENTICESHIP PROGRAM**

The student must earn a passing grade in one LEA-approved, PA Labor & Industry and/or US Department of Labor registered [pre-apprenticeship program](#) (aligned to an existing registered apprenticeship) to meet state high school graduation requirements *regardless of the number of Keystone Exams in which the student does not have a numeric or non-numeric score of Proficient or Advanced*.

For example, a student who only scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra 1 and Biology, and
2. Show evidence of successful completion of a PA Labor & Industry and/or US Department of Labor registered pre-apprenticeship program.

- **ACCEPTANCE TO AN ACCREDITED FOUR-YEAR NONPROFIT INSTITUTION OF HIGHER EDUCATION AND EVIDENCE OF THE ABILITY TO ENROLL IN COLLEGE-LEVEL, CREDIT-BEARING COURSEWORK**

The student must demonstrate acceptance into one 4-year program in an accredited non-profit institution of higher education to meet state high school graduation requirements *regardless of the number of Keystone Exams in which the student does not have a numeric or non-numeric score of Proficient or Advanced*

For example, a student who scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra 1 and Biology, and
2. Show evidence of acceptance and the ability to enroll in college-level coursework, per below.

To demonstrate acceptance into an accredited 4-year non-profit institution of higher education, students must provide:

1. A letter of admittance confirming non-conditional acceptance into an explicit degree program or major OR
2. A letter of general admittance AND evidence of the ability to enroll in college-level coursework through one of the following:
 - Placement test results indicating the student may enroll in college-level coursework in every subject area tested.

or

- College registration confirmation of enrollment in college-level courses (non-remedial) only
or
- A locally established graduate profile recommended minimally to consist of:
 - GPA of 3.0 (or B average) or higher
 - Attendance rate of 85% in grades 11 and 12
 - Successful completion in an advanced* secondary-level math course other than the course leading to the Algebra I Keystone Exam
 - Successful completion in an advanced* secondary-level English course other than the course leading to the Literature Keystone Exam

***determined by the LEA to be of equal or greater rigor than the Keystone-associated course**

EVIDENCE-BASED PATHWAY

In addition to meeting local grade-based requirements for each Keystone content area in which a student has no score or a score less than Proficient, the student must provide three pieces of evidence under this pathway regardless of the number of Keystone Exams in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

At least one of the pieces of evidence must be from Section One (outlined in more detail below).

Additional evidence (the second and/or third pieces of evidence) may be met through the criteria listed in Section One - either by satisfying different criteria or by satisfying select criteria more than once:

- Attainment of an established score on more than one SAT Subject Test (each a different subject or level)
- Attainment of an established score on more than one AP Exam (each affiliated with a different AP course)
- Attainment of an established score on more than one IB Exam (each affiliated with a different IB course)
- Successful completion of more than one concurrent enrollment or postsecondary course
- Attainment of more than one industry-recognized credential

NOTE: Each of the following may be satisfied only once:

- Attainment of an established score on the ACT WorkKeys NCRC
- Acceptance into an accredited other-than-4-year non-profit Institution of Higher Education (IHE) with the ability to enroll in college-level coursework.

EVIDENCE-BASED REQUIREMENTS: SECTION ONE

ATTAINMENT OF AN ESTABLISHED SCORE ON THE ACT WORKKEYS

The student must meet or exceed the established score of Silver Level on the ACT WorkKeys NCRC.

The ACT WorkKeys National Career Readiness Certificate (NCRC) is a portable, evidence-based credential earned by completing the following three WorkKeys assessments: Applied Math, Graphic Literacy, and Workplace Documents. Silver Level signifies that an individual has scored at least a Level 4 on each of the three ACT Workplace assessments.

ATTAINMENT OF AN ESTABLISHED SCORE ON AN SAT SUBJECT TEST

The student must meet or exceed the established score of 630 on any SAT Subject Test.

ATTAINMENT OF AN ESTABLISHED SCORE ON AN ADVANCED PLACEMENT PROGRAM EXAM – NOT APPLICABLE FOR PREP CHARTER

ATTAINMENT OF AN ESTABLISHED SCORE ON AN INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME EXAM- NOT APPLICABLE FOR PREP CHARTER

SUCCESSFUL COMPLETION OF A CONCURRENT ENROLLMENT COURSE

The student must earn a passing grade, as evidenced by a high school transcript or college transcript*, on any LEA-approved concurrent enrollment course consistent with the student's goals and career plans.

A concurrent enrollment is a course in which a secondary student is enrolled and, upon successful completion of which, both high school and postsecondary credit are earned. The course must be a credit-bearing, non-remedial college-level course.

*NOTE: Where an additional fee may be required for the credit to appear on a postsecondary transcript, the LEA/student does not need to assume the cost in order to meet statewide high school graduation requirements.

- **SUCCESSFUL COMPLETION OF A POSTSECONDARY COURSE**

The student must earn a passing grade, as evidenced by a high school transcript or college transcript, on any college-level course consistent with the student's goals and career plans. The course must be an LEA-approved, credit-bearing, non-remedial college-level course.

ATTAINMENT OF AN INDUSTRY-RECOGNIZED CREDENTIAL

The student must earn an industry-recognized credential, aligned to the student's goals and career plans, as identified in PDE guidance documents for [Career & Technical Education Programs](#) or for non-CTE [Career Readiness Programs](#) (see Guidance for Identifying and Reporting Industry-Based Learning Credentials for Non-CTE Students).

ACCEPTANCE TO AN ACCREDITED OTHER-THAN-4-YEAR NON-PROFIT INSTITUTION OF HIGHER EDUCATION AND EVIDENCE OF THE ABILITY TO ENROLL IN COLLEGE-LEVEL CREDIT-BEARING COURSEWORK

The student must demonstrate acceptance into an other-than-4-year program in an accredited non-profit institution of higher education by providing:

1. A letter of admittance confirming non-conditional acceptance into an explicit degree program or major
OR
2. Written confirmation of general admittance AND evidence of the ability to enroll in college-level coursework through one of the following:

- Placement test results (or equivalent criteria established by the IHE) indicating the student may enroll in college-level coursework in every subject area
or
- College registration confirmation of enrollment in college-level courses (non-remedial) only
or
- A locally-established graduate profile recommended minimally to consist of:
 - GPA of 2.6 (or C average) or higher
 - Attendance rate of 80% in grades 11 and 12
 - Successful completion in an advanced* secondary-level math course other than the course leading to the Algebra I Keystone Exam
 - Successful completion in an advanced* secondary-level English course other than the course leading to the Literature Keystone Exam

*determined by the LEA to be of equal or greater rigor than the Keystone-associated course

EVIDENCE-BASED PATHWAY: SECTION TWO

Minimally, the student must meet one of the required three pieces of evidence through criteria listed in Section One.

If the required three pieces of evidence are not met through criteria listed in Section One, the student may satisfy up to two of the criteria listed in Section Two. Like Section One, the student may satisfy select criteria more than once, i.e.:

- Attainment of Proficient or Advanced on more than one Keystone Exam (each in a different content area)
- Successful completion of more than one approved service-learning project
- Successful completion of more than one internship, externship, or cooperative education program

NOTE: Each of the following may be satisfied only once:

- Satisfactory compliance with NCAA requirements and minimum GPA.
- Guarantee of full-time employment.

ATTAINMENT OF A SCORE OF PROFICIENT OR ADVANCED ON A KEYSTONE EXAM

The student must earn either a scaled (numeric) score of 1500 or higher on a Keystone Exam or qualify for a non-numeric score of Proficient or Advanced (see FAQs under the Resources section of this Toolkit). The student must earn either a scaled (numeric) score of 1500 or higher on a Keystone Exam or qualify for a non-numeric score of Proficient or Advanced (see FAQs under the Resources section of this Toolkit).

SATISFACTORY COMPLETION OF AN APPROVED SERVICE-LEARNING PROJECT

The student must successfully complete a service-learning project of sufficient duration and intensity to address identified community needs and meet a specified project learning goal(s). While LEAs may use discretion, a minimum of 10 hours is recommended.

A project proposal must be submitted to the school official for pre-approval and must include a project description, learning goal(s), timeline, number of service hours, the project's contribution to the community, and the sponsoring organization. The project must be supervised and assessed by an adult with successful completion verified in writing

by the adult supervisor. An optional Service-Learning Project Application (Sample Form) is provided under Implementation Tools in the Resources section of this Toolkit.

NOTE: The adult that both the service provider and the school identify as the child's supervisor and the person responsible for the child's welfare while the child participates in the program is required to obtain Clearance/Background Check certifications, not necessarily all employees/volunteers with whom the student will interact. The adult identified as the person responsible for the child's welfare is required to be in the immediate vicinity at regular intervals with the child during the program. LEAs may enter written understandings with hosting entities to identify the supervisor and establish the terms of the supervision of the students in the program.

CERTIFICATE OF SUCCESSFUL COMPLETION OF AN INTERNSHIP, EXTERNSHIP, OR COOPERATIVE EDUCATION PROGRAM

- The student must successfully complete an internship, externship, or cooperative education program, as evidenced by locally established documentation.
 - Internships place students at a workplace for a defined period to participate in and observe work within a given industry, with specified learning objectives and assessment of student performance.
 - Externships often occur during non-school hours and mainly explore interests as opposed to internships, which act as the bridge from student life to professional life.
 - Cooperative Education Programs alternate or coordinate high school studies with a job in a field related to the student's academic or career objectives.

NOTE: Internship, externship, or cooperative education programs must comply with related federal and state laws and regulations.

SATISFACTORY COMPLIANCE WITH THE NCAA CORE COURSES FOR COLLEGE-BOUND STUDENT ATHLETES

Regardless of postsecondary intent and for the purpose of meeting this criterion only, the student must comply with [NCAA's Division II core courses](#) for college-bound student athletes, with a minimum GPA of 2.0 or the equivalent on an alternate grading scale.

NOTE: Students planning to attend a Division I school will need to meet Division I requirements for the purpose of NCAA compliance.

GUARANTEE OF FULL-TIME EMPLOYMENT

The student must provide documentation guaranteeing sustained full-time employment:

- averaging at least 30 hours per week, or
- 130 hours per month, or
- multiple jobs that, in aggregate, are reasonably commensurate with full-time work.

Work that is time bound or terminates with project completion (such as freelance work) may be considered sustained, providing the LEA deems likely a continuation or recurrence of work in a manner consistent with ongoing employment.

Full-time employment should be scheduled to commence no later than 30 calendar days after the date of high school graduation (i.e., date of receipt of diploma or 30 calendar days after student has fulfilled academic requirements for graduation). If cause for a delay in employment is determined to be reasonable by the LEA, full-time employment may commence up to 90 calendar days after graduation.

In lieu of full-time employment, the student may provide verification of military enlistment (to include enrollment in a Delayed Enlistment Program which permits a delay of up to 365 days).

An optional Letter Guaranteeing Full-Time Employment (Sample Form) is provided under Implementation Tools in the Resources section of this Toolkit.

Appendix v

Truancy Policy

Regular school attendance is essential for academic success. Our school is committed to partnering with families to identify and remove barriers that may affect a student's ability to attend school regularly. In alignment with state guidelines and the District Attorney's Office, the following steps outline our school's approach to addressing unexcused absences.

Tier 1: 3 Unexcused Absences

- A robocall notification will be sent to the parent or guardian.
 - The student will meet with a school counselor or social worker for a check-in to discuss attendance concerns and offer support and to conduct a student attendance improvement conference (SAIC).
-

Tier 2: 6–8 Unexcused Absences

A first referral to Project GO (District Attorney's Office) will be made. A letter from the District Attorney's Office will be mailed to the family, warning that if absences reach 10, a second referral may result in legal action.

Parent/guardian responsibilities:

- Schedule and attend a meeting with school staff.
- Complete and sign the SAIP (School Attendance Improvement Plan) letter.

Student responsibilities:

- Attend a second check-in with a school counselor.
 - Complete the SAIP letter as part of the attendance improvement plan.
-

Tier 3: 10 or More Unexcused Absences

- The school will issue a second referral to the District Attorney's Office.
 - Project GO will coordinate a mandatory meeting with the family.
 - If necessary, the case may be referred to the truancy court, which can lead to involvement with the Family Court.
-

Support and Communication

Our team is here to help. We encourage families to communicate early and often with the Attendance Secretary, Family Liaison, or Counseling Department if challenges arise. Our shared goal is to ensure every student has consistent access to a high-quality education in a supportive environment.

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