



# Student-Parent Handbook

## 2018-19

**KEITH HARRIS**  
Board Chairman

**PRI SEEBADRI**  
Chief Executive Officer

**COREY DWYER**  
Principal

### OUR MISSION

*The underlying purpose of The People for People Charter School is to equip students with a challenging educational program in which the fundamentals of entrepreneurship are a primary focus. Economic, community, and career education are integrated into all subject areas and throughout all grades. Students acquire necessary knowledge, skills and interests through a highly experiential program that prepares them to take responsibility for their own lives and to participate actively in their communities.*

## ABOUT THIS HANDBOOK

The Board of Directors of the People for People Charter School is responsible for establishing policies under which the school operates. This Student-Parent Handbook includes the school's Code of Conduct, adopted to apprise students, parents, and school personnel of the conduct and behavior required of all students to ensure a safe learning environment. It is therefore expected that all students enrolled herein abide by all school policies and procedures including the Code of Conduct and accept responsibility for their actions and behavior.

We hope this handbook will be a useful guide as we begin a year of working and learning together. The purpose of this handbook is to provide you with helpful information about day-to-day procedures at our school. As you will see our school is committed to providing a learning environment founded on research and exemplary teaching methods.

This handbook contains important information for you about our operational policies, procedures, and school expectations. Please take a few moments to read and review the handbook with your child and sign the Parent Handbook Receipt Form (found at the end of this booklet). Once you sign the form, please return it to your child's homeroom teacher.

Parents play an important role in making this school great. We cannot achieve our goals without you. Therefore, we greatly encourage parent participation in all class programs and extracurricular activities. Please refer to this handbook during the school year. Please feel free to call, email, or visit with any questions or concerns.

If policies or procedures change during the school year, an update will be distributed to all parents/guardians. Please note that to the extent that anything in this handbook could be construed to conflict with applicable state and/or federal laws, the applicable state, and/or federal laws control.

## **ADMISSION & ENROLLMENT REQUIREMENTS**

### **Admission**

There are designated times during the year in which parents may apply to The People for People Charter School. Interested families may find a link to the application at the school's website. Each year, returning students are required to re-enroll for the upcoming school year.

The application window for the 2019-20 school year is from September 28, 2018 through January 28, 2019. Any application received after the close of the application window will go on a waiting list, after those names entered unsuccessfully in the lottery. The waiting list will remain active through the following school year. Parents are encouraged to attend an information session prior to being enrolled in the lottery. No child without an application will be admitted or entered into the lottery. Since this is a public school, there are no application or tuition fees.

All children residing in Pennsylvania are eligible for admission. If there are more applicants than there are spots available, Pennsylvania's Charter School Law requires that a lottery be held. All applicants will receive notification in the mail with an exact date. Please note that students are entered into the lottery individually, by grade, not as a family. There will be no exceptions. If one sibling is offered admission and the other is not, it is the parents' decision to separate them. An offer of admission cannot be held until the other child gets in. This policy also applies to twins in the same grade. Siblings of students already attending the previous school year will receive first preference, unless that number exceeds the number of spots available; then, those students will be placed into a separate sibling lottery. The grade that is filled out on the application is the grade in which the student will be entered the lottery; students may not be moved from one grade's acceptance/waiting list to another after the lottery has taken place. As spots become available throughout the school year, we will pull from the waiting list and contact the parent.

The waiting list is generated for one school year only and does not carry over to the next year. Interested families must fill out a new application each year. Their position on the waiting list does not remain the same, and they will be entered into the lottery again, if one is held. All student school and immunization records must be available before admittance into the school program. Please consult the Health section of this handbook for specifics on required immunizations.

### **Registration Requirements**

After the lottery process is complete, Parents and Guardians must complete the application for registration and comply with all other registration requirements.

### **Student Withdrawal**

Students moving to another district will need to first withdraw from The People for People Charter School before their records can be sent to the new school. If a parent requests a withdrawal because the student is having difficulty at the school, we encourage an open discussion of the issue with the Principal. If a resolution cannot be reached, then it may be in the best interest of the child to seek a different educational environment. The following is the procedure to officially withdraw a student from the school:

- Parent will complete the Withdrawal Form.
- The Principal will sign the form.
- The Student will be removed from the School Information System.
- The Parent will provide PFPCS with the new student's new school's address, so that we may transfer the student's records.

## DAY-TO-DAY OPERATIONS

### Attendance

It is essential that students are in school as much as possible. Studies show that students who miss a significant portion of instructional time fall behind academically and experience greater behavioral challenges in the classroom.

The State of Pennsylvania has adopted a Truancy Law that places strict guidelines on how schools should respond to students who are truant and/or habitually truant. Students are considered "truant" when they have amassed three (3) or more school days of unexcused absences during the current school year. Students are considered "habitually truant" when they have amassed six (6) or more school days of unexcused absences during the school year.

### Absence Notes

Parents **must submit** an absence note to the school **within three (3) days** of the child's absence. A note received after three days will/will not be accepted at the discretion of the Time and Attendance Coordinator.

- For absences due to illness that do not total **three (3)** consecutive days, parents may submit a note stating the illness.
- All absences of **three (3)** or more consecutive school days shall be supported by a physician's statement verifying the illness.
- All absences of **nine (9)** or more cumulative school days shall be supported by a physician's statement verifying the illness.

### Absences Accepted

- Illness
- Quarantine
- Recovery from accident
- Required court attendance
- Death in family
- Educational tours and trips, with prior approval
- Authorized school activities
- Religious holidays or instruction with written notice (**up to 36 hours per school year**).

### Unexcused Absence Policy

- After **three (3) unexcused absences (consecutive/nonconsecutive)**, a Three Day Legal Notice will be sent to the parent/guardian.
- After **six (6) unexcused absences (consecutive/nonconsecutive)**, an attendance plan will be created for the student and a meeting will be held with the parent/guardian of the student to inquire about the truancy and come up with a plan to help remove any barriers to the student's attendance.
- After **ten (10) unexcused absences (consecutive/nonconsecutive)**, a Truancy Referral will be submitted to the School District of Philadelphia

### **Truancy Referral Process**

After ten (10) unexcused absences, a Truancy Referral will be submitted to the Office of Attendance and Truancy at the School District of Philadelphia. Once the referral is submitted, the family will receive a subpoena/citation from Philadelphia Family Court to appear in Truancy Court. The subpoena will have the date, time, and location of where the family should appear. In addition, a DHS-contracted truancy provider will contact the family to arrange a meeting. The meeting is to extend services to help reduce/remove any barriers that are contributing to the truancy. The provider will work with the family until the case is discharged from truancy court. The truancy court process can last up to 120 days depending on the severity of the case. Each case is handled individually and different factors are considered.

### **Tardy Students**

- Students are expected to arrive at school on time. Any student that arrives after **8:00 AM** will be marked tardy. A written note for tardiness must be received within **three (3) days** of the tardy to be excused. Anything received after **three (3) days** will/will not be accepted at the discretion of the Time and Attendance Coordinator.
- Any student coming to school at **10:00 AM** or after and/or leaving school at **1:00 PM** or before without a written excuse note will be marked as **half-day unexcused. Two (2) half day unexcused absences will add up to one (1) full day of an unexcused absence.**

Note that it is not the practice of People for People Charter School to suspend or expel students due to truant behavior.

### **Arrival**

Students are expected to arrive between 7:40-8:00 AM. The first class of the day begins at 8:00 AM. Any student entering class late must first stop in the Main Office to obtain a Late Slip. To maintain the continuity of every student's education, it is imperative that all children are in their seats on time. Each lateness is recorded, and parents will be notified in cases of excessive tardiness.

### **Dismissal**

Kindergarten students are dismissed at 3:20. Kindergarten students are not allowed to ride the school buses to and from home. Students in grades 1-8 are dismissed at 3:30 PM. Students follow a designated procedure to board the school buses between 3:30-3:45 PM. High School students are dismissed at 3:00 PM.

All students being picked up by an adult should be picked up on-time. To ensure the safety of all our students, they will only be released to adults listed on the Emergency Contact Form. A valid picture ID is required if the person's identity is not known.

### **Early Dismissal**

It is very important that students remain in class for the duration of the school day. However, an occasion may arise when a student needs to be taken out of class before regular dismissal. In this instance, a parent must provide the student with a note for his/her teacher stating the time and reason. All early dismissals must be signed out by the parent/guardian in the Security Office. In order to ensure the safety of all our students, they will only be released to adults listed on the Emergency Contact Form. A valid picture ID is required if the person's identity is not known. Early dismissals are also recorded and

should be kept to a minimum. Parents are requested to pick up students by 2:00 p.m. on regular scheduled days and by 11:30 a.m. on school-wide early dismissal days.

### **Change of Address, Phone Number, or Employment**

Parents are required to complete an Emergency Contact Form giving the name, address and telephone numbers of all places of employment, plus the names, addresses and telephone numbers of alternate persons to contact in case of an emergency. In the event of illness, or an emergency, this information is invaluable. Parents are required to notify the school office, in writing, if any data on this form changes at any time during the school year.

### **School and Classroom Visitation**

Parents are always welcome at The People for People Charter School. However, in the interest of our children's safety and to avoid disruption to the learning environment, no one, including parents, may walk up the stairs, through the halls or into the classrooms without receiving permission from the Principal. **Any parent or visitor accessing any area within the school is required to sign in at the security office and to wear a visitor's badge. Parents will be escorted to the third floor Main Office or location requested.** Parents working as volunteers in the building must sign the **Parent Volunteer Book** in the office. Messages for teachers may be sent via notes left in the third floor Main Office, or with the Office Manager.

### **Notifying Children during School Hours**

We request that parents and visitors refrain from interrupting classes during school hours. If you find it necessary to deliver a message, lunch money, clothing, etc. to your child while school is in progress, go directly to the Security Office on the first floor. Security will gladly assist you. Social arrangements should be addressed with your child at home so that you will not need to disturb the classroom. Please do not phone the classroom or your learner by their cell phone during class time.

### **School Closing for Emergency Dismissal**

Our school emergency closing number is 167 (Philadelphia). If it should be necessary to close school during the school day due to inclement weather, children will be sent home in their usual manner. The announcement will be made by radio KYW 1060. If a developing storm or serious emergency leads to a decision to close the school at noon, every effort will be made to broadcast the information on radio and television by 11:00 a.m. If the decision is made to close the school during the afternoon, but before the regular dismissal time, every effort will be made to have the information broadcast by 1:00 p.m.

### **IT IS THE RESPONSIBILITY OF THE PARENT TO ESTABLISH AN EMERGENCY LOCATION FOR HIS/HER CHILD TO GO TO IF NO ONE IS AT HOME WHEN THE CHILD ARRIVES.**

It is very important that an emergency procedure is planned with your child at the beginning of the school year and that it be reviewed frequently during the year.

An unforeseeable emergency such as a power failure, heating problems, etc. may also necessitate an emergency closing. Children who are not picked up on such occasions will walk or be bused to the nearest safe environment and held until picked up or until the end of the regular school day. At that time, they will be sent home in the usual manner. Every parent must provide the school with the name and phone number of the person to be contacted in the case of emergency school closings, and the

place where the pupil will be housed when dismissed before the regular time. The Principal, Director of Operations and/or other school personnel will remain in the school until every pupil is dismissed.

### **Closings for a Full Day**

When inclement weather makes it necessary to close the school for a full day, every effort will be made to broadcast the information on radio and television by 6:00 a.m. When the school is to be closed, listen for the announcement of school closing #167 in Philadelphia County. It may be necessary to make up full-day school closings at the end of the year.

### **Parent-School Communication**

Throughout the school year, we ensure parents are properly informed of all school matters through a variety of communication strategies. Primarily, students receive written notices from the main office during homeroom on a weekly basis. We encourage students to place these notices in their homework folders for parents to review. We also mail important notices home throughout the school year to the address listed on file. To ensure effective parent communication, the school also sends out email, phone, and text message blasts with important notices. As such, please ensure your mailing address, email address and phone numbers are up-to-date in order to receive information in a timely manner.

### **Dress Code**

Uniforms must be worn every day that the student is in attendance, beginning the first day of school.

**Parents may be asked to come and pick up the student from the school for noncompliance of the uniform dress code.**

Why a mandatory dress code? A uniform dress code provides all of the following benefits:

- Reduces peer pressure and social stigma
- Simplifies dressing preparation in the morning
- Encourages distinction of character and personality instead of appearance
- Places emphasis on learning, not the clothing
- Equalizes economic diversity
- Lowers long-term clothing costs
- Allows for a cohesive presentation as a group
- Facilitates security by identifying outsiders
- Enhances school spirit and helps build student's self esteem

School uniforms may be purchased at Cramers Kids Uniform Store. For more information you may contact them at (215) 743-0750. Please note the detailed description of the dress code below:

Girls: K-8

- Green collared shirt
- Khaki bottom: pants, knee-length skirts, or jumpers.
- All black footwear (Preferred)

Boys: K-8

- Green collared shirt
- Khaki bottom: pants with a belt.
- All black footwear (Preferred)

Girls: 9-12

- Black or gray collared shirt
- Khaki or black bottom: pants, knee-length skirts, or jumpers.
- All black footwear (Preferred)

Boys: 9-12

- Black or gray collared shirt
- Khaki or black bottom: pants with a belt.
- All black footwear (Preferred)

**IN ADDITION:**

- No flip-flops or sandals are allowed.
- No hats, scarves or large headbands are allowed, except those worn for religious observances.
- Jewelry should be kept to a minimum, including necklaces and large earrings.
- Jackets and hooded sweatshirts are not permitted to be worn during the school day.
- Pants should be belted and properly fastened at the waist.
- Student uniforms should not bear any visible emblem, insignia, or monogram other than the People for People Charter School emblem.
- **Physical Education uniforms**, including t-shirt and sweat pants are ONLY allowed on PE days. Students who wear a GYM uniform on non-gym days will receive a loaner uniform for the day.
- **Winter** – we recognize that the building temperature fluctuates during specific times in the school year. With that, students are permitted to wear a SOLID GREEN hoodless cardigan above their uniform shirt.
- **Summer** – Knee-length khaki shorts are permitted during hot summer months.

**Cafeteria**

**Breakfast**

Breakfast is served and eaten in the classrooms from 7:40-8:00 AM daily.

**Lunch**

A warm, nutritious lunch is served daily in the cafeteria. Monthly menus will be handed out before the first day of each month and will also be posted on the school website. Parents are encouraged to fill out the Application for the National Free and Reduced Lunch Program and return it to the Business Office. This form must be filled out each school year and will be mailed out during the summer for the parents to complete for the upcoming year. A new form must be submitted to the Business Office if there are any changes in household income. The school has been approved for universal feeding and hence there is no charge for breakfast or lunch.

**Transportation & Student Pick-Up**

The People for People Charter School, through the School District of Philadelphia, provides bus service to all students in first through eighth grade who qualify. Bus routes and stops have been mapped out with the aid of the Philadelphia School District. Kindergarten students are not eligible to receive transportation on the bus, and other arrangements must be made by the parent.

People for People Charter School will not release your child to anyone you have not included on the Authorized Pick-Up and Student Release Form. We know that emergencies and unusual situations happen, however, we ask that you please try to limit the people who pick up your child to the ones on this form. These precautions for releasing students are to ensure the safety of your child and are not

meant to cause any inconvenience for parents. We very much appreciate your understanding and cooperation with our policies on student pick-up.

### **Changes in Transportation or Pick-Up**

If an emergency arises where the pick-up person is not on your authorized list, we will require a written note be sent in at the beginning of the school day with your signature authorizing the non-listed person to pick up. We cannot accept phone call pick-up changes or take the student's word for it. You will be notified immediately if someone not on your list comes to pick up your child and we have not received a written note with your authorization. Please notify the people on your list that they will be required to submit a picture identification to the school prior to the child's being released with them. This also applies to anyone you authorize in a written note to pick up your child.

**Daily Transportation Changes:** PFPCS understands that, from time to time, your transportation plans for your child may change. However, certain policies must be followed regarding transportation changes to ensure the safety of our students. If these procedures are not followed, your child will be placed on his/her usual bus. There will be no exceptions in transportation procedures.

If circumstances arise on any given day that disrupts your child's usual transportation, PFPCS asks that you follow the following procedures so that we can ensure your child's safety.

Potential Changes:

- Student usually rides the bus after school but will be picked up.
- Student will ride to another student's house on same or different bus route.
- Student will be picked up by someone not on their authorized pick-up list.

If any changes in your child's transportation needs arise on any given day, a note from the parent/guardian must be sent to school with the student and given to the teacher. For households with more than one child attending, a note must be sent in with each child for his/her teacher.

**Permanent changes to Bus Route/Transportation:** For any permanent changes in your child's bus route or transportation routine (i.e. you move or if the child will quit riding the bus and be picked up), please forward a letter to the PFPCS office. Please give the office 72 hours to make necessary changes to bus routes. The School District of Philadelphia will then need up to two weeks to process the request.

**Late Pick-Up of Students:** Parents/guardians of students who do not take a bus, and who cannot walk home from school are expected to make arrangements to pick up their children on time after school. PFPCS dismissal time is 3:30 p.m. Students board the buses between 3:30 and 3:45. To ensure the safety of our students, they will only be released to adults listed on the Authorized Pick-Up and Student Release Form. A valid picture ID may be required if the person's identity is not known. In all instances in which a parent/guardian is going to be late to pick up a student, the parent/guardian is required to notify the school as soon as possible.

### **Parent-Volunteer Program**

The People for People Charter School is committed to involving parents, family and the surrounding community in programs that improve the quality of our students' educational experience. Our hope is that parents and interested community members who are active partners in their child's education will promote school pride and better achievement within our student body. Clearances are required for volunteers.

Without the support and involvement of parents, we cannot expect our educational mission to succeed. As our school continues to seek to develop your child to his/her fullest potential, we hope that your participation will grow exponentially.

When parent volunteers arrive at the school for their shift they must first sign in with Security and obtain a visitor badge. This badge must be worn at all times.

## **ACADEMICS**

### **Academic Policy**

The People for People Charter School recognizes the fundamental right of parents and legal guardians to direct the care and education of their children and is committed to collaborating with parents and legal guardians to develop the intellectual capabilities of these children in a safe and positive manner. However, educators and Boards of Directors have the authority to adopt policies that are based on objective criteria. Therefore, it is the policy of The People for People Charter School that the determination as to the grade level into which a child should be placed will be the responsibility of the school.

### **Homework Policy**

Homework is defined as "any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher." Homework has been identified in almost all national and state reports on education as a vital factor in increasing student achievement. Homework allows students to reinforce skills, develop good study habits and time management skills, and foster interest in particular subjects.

Studies have shown that students should spend the following average amounts of time daily on homework:

Grades K-4	30 to 60 minutes
Grades 5-8	60 to 90 minutes
Grades 9-12	90 to 120 minutes

### **School Policy Regarding Reading**

It is essential that students read outside of school time. Lower School (K-4) students are expected to read for at least 15 minutes per night. Middle School (5-8) students should read for at least 30 minutes per night. High School (9-12) students should read for at least 30-45 minutes per night.

### **Assessment & Grading Policy**

Students must demonstrate that they have gained competency in the basic academic areas and in their grasp and understanding of the subject content in order to progress to the next level. A variety of interventions will be used to offer remediation for students who are having difficulty meeting the standards for their grade.

When a teacher has concerns about a student's progress, the child's parents will be notified in a timely manner. Early intervention in the form of additional support will be the course of action for all students who display signs of struggling. An accommodation program will be developed for each child.

The People for People Charter School will use a variety of assessments to measure student progress, and grades will be based on a combination of projects, tests, quizzes, homework, and class participation. Decisions regarding grades will be made through a team process. Members of the team will include

the student's teacher, the Principal, and other specialists having insight or expertise in the learning process.

### **Promotion Policy**

The Board of the People for People Charter School recognizes that the social, physical and educational growth of students will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the policy of the Board that each student shall be moved forward in a continuous pattern of achievement and growth that corresponds with his/her own development and the system of grade levels and academic standards established for each grade. A student shall be promoted when s/he has successfully:

- Completed the course requirements, including credit requirements for high school students, at the presently assigned level.
- Achieved the academic standards established for the present level, based on the professional judgment of his/her teachers and the results of assessments.
- Demonstrated proficiency to move ahead to the educational program of the next level.
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level.

The Principal shall develop procedures for promotion and retention of students which assure that every effort will be made to remediate the student's difficulties before s/he is retained. The procedures shall be published at the school and made known to students and parents.

The recommendation of the classroom teacher/teachers shall be considered for promotion or retention of a student. Parents shall be informed well in advance of the possibility of retention of a student. The Principal shall be assigned the final responsibility for determining the promotion or retention of each student.

### **CRITERIA FOR PROMOTION & NON-PROMOTION**

"Retention in grade level" and "failure" causing retention in grade level are not synonymous in concept. Retention in grade level implies that a pupil is receiving instruction appropriate to his "ability" to learn and "perform", although the instructional level may be significantly below the expected "average" norm. For example, a first grader at the end of the school year may be receiving instruction in reading at a preprimary level, and performing satisfactorily. However, that pupil may be a candidate for retention in grade level because he or she has not completed enough of the first grade program to conjecture success in second grade. The pupil's second year in the same grade would continue at the point in which instruction terminated in the first year.

"Failure" connotes completing a program unsatisfactorily. School employees shall exercise all available options not to place a pupil in a setting where failure is predictable. As a pupil matures and likewise demands more independence, he/she may choose not to comply with minimal standards of mandated program, although he/she has evidenced that his/her performance could be satisfactory. All effort shall be directed toward changing the "attitudes" that have lead to failure.

#### A. Promotion

Standard policy of the Charter School shall be to promote a pupil to the next grade level if, in the judgment of the teacher(s), the pupil's achievement and performance have been satisfactory at the expected level of learning and if the higher grade level is more easily able to accommodate the pupil at the appropriate level of instruction.

#### B. Non-Promotion

A pupil is retained in the present grade level, if in the judgment of the student's teacher(s) and in consultation with the appropriate members of the professional staff, it is believed that the pupil can benefit by the retention, and if that present grade level can best accommodate the pupil at the appropriate level of instruction.

Factors to be considered in retention/failure of pupils:

1. Mental potential
2. Achievement/ Performance
3. Attitude/Interest
4. Chronological age
5. Development - physical, emotional, social
6. Previous retention

#### C. Schedule for Reporting Promotions/ Non-Promotions

Recommended Schedule: The following schedule is intended to outline the planning, evaluation and study that preceded the final recommendation for promotion or non-promotion of pupils.

##### **Mid-Year**

1. If, at the mid-point of the school year, the above reports have indicated unsatisfactory progress, a special study of these pupils with the intent of making an all-out effort to aid the pupil in qualifying for promotion will be implemented.
2. A Parent-Teacher conference shall be held for each pupil reported.
3. When necessary, reports on pupil enrolling during the second semester are to be made as soon as possible.
4. "Promotion in Question" is to be written on the conference sheet of each pupil reported in the second marking period if the unsatisfactory status has not improved.

##### **Third Marking Period**

1. Decisions on promotions and non-promotions will be made during grade-level meetings and/or in conjunction with input from the Instructional Support Team to insure greater uniformity of decisions on promotions and non-promotions.
2. Parent-Teacher conference is to be held for purpose of official notification of non-promotion.
3. Conference is to be held with child prior to report cards.
4. The pupil's promotion and non-promotion is to be indicated on the report card and cumulative folder.

### **Parent/Teacher Conferences**

Parent/Teacher conferences are held at the conclusion of the first and second trimesters for all grades. Parents are expected to attend these important conferences and all possible efforts will be made to accommodate your schedule.

Additionally, The People for People Charter School encourages ongoing communication between parents and teachers. Parents who wish to set up a conference should feel free to call the office and arrange for a conference at their earliest mutual convenience. Teachers will contact parents if there is a problem with an individual student's work, attitude, health, or behavior at school. At that time, either the teacher or the parent may request a conference.

### **Field Trips**

Throughout the school year, teachers plan educational trips for students to various destinations. The school will provide transportation; however, there may be admission fees for which the parent/guardian is responsible. A permission slip that must be signed and returned to the student's teacher, along with specific information about the trip, will be sent home to parents. When students participate in class trips, they represent The People for People Charter School. Therefore, they are expected to be on their best behavior at all times. Students who have exhibited excessive discipline problems may not be permitted to go on the trip.

### **School Materials**

Students are responsible for the books that they use throughout the school year. At the end of the school year, or if a student transfers out during the year, an inventory will be taken of each student's book list. Any books that are missing will be charged to the student. Payment must be made before the end of the school year, or the student will not receive a final report card. Other factors may affect when a student may be given his/her report card, including balances due for meals, the After-School Program, field trips, etc. Please settle these accounts in advance to avoid any delay in the issue of a student's report card.

## STUDENTS WITH SPECIAL NEEDS

### Special Education Services

Parents/guardians of students who are or may be eligible for special education services have the right to identification, evaluation, and classification of your child if he/she is diagnosed with a disability as well as implementation of an Individualized Education Program (IEP) as agreed upon by the child's team. Parents/legal guardians are part of the team and no educational decision is made without parental consent. A copy of all documentation is provided to you upon referral at no charge.

For help in understanding your rights and for a copy of the Procedural Safeguards, you may contact: Ms. Robin (Cassel) Tsigos, Director of Special Education, at (215) 763-7060 or rtsigos@pfpcs.org.

### **ANNUAL NOTICE**

The People for People Charter School provides special education and related services to children with disabilities in kindergarten through twelfth grade. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education program and related services that are available, (3) the process by which The People for People Charter School screens and evaluates such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians.

Children Served in Special Education Programs Special education services are available to children who have one or more of the following physical or mental disabilities:

- Autism
- deaf/blindness
- emotional disturbance
- hearing impairment including deafness
- mental retardation
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment including blindness

### **DESCRIPTION OF SPECIAL EDUCATION PROGRAMS**

The People for People Charter School provides appropriate special education programs and related services that are:

- provided at no cost to parents;
- provided under the authority of a school entity, directly, by referral or by contract;
- individualized to meet the educational needs of the child;
- reasonably calculated to yield meaningful educational benefit and progress

### **INDIVIDUAL EDUCATION PROGRAM**

Special education is designed to meet the needs of each eligible student, including specifically designed instruction conducted in the classroom, home, community settings, hospitals, institutions and other settings.

Related services are available to students include transportation, corrective and other supportive services that help an eligible student benefit from special education. Examples include: speech pathology and audiology, psychological services, physical and occupational therapy, social work

services, school health services, medical services for diagnosis or evaluation, parent counseling and education, recreation counseling services, rehabilitation counseling services and assistive technology services.

### **REFERRAL OF CHILDREN FOR SCREENING AND EVALUATION**

The People for People Charter School has procedures to identify children needing special education. Those procedures are screening and evaluation. If a disability is suspected, teachers, other school personnel or parents may refer a child for screening and/or evaluation. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting the Special Education Coordinator. Screening of children, using immediately available data sources such as health records, parent interview and history, functional vision and hearing evaluations, and speech and language screenings are completed on request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluations. No evaluations may be conducted without written parental permission. Consult the Director of Special Education for further information.

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of this rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free of low cost legal services and advice, by contacting the Director of Special Education and/or the Principal.

### **RIGHTS AND PROTECTIONS**

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of this rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free of low cost legal services and advice, by contacting the special education coordinator or Principal of the charter school.

**Prior Written Notice:** The charter school must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

**Consent:** The public school cannot proceed with an evaluation or reevaluation or with the initial provision of special education and related services without the written consent of the parent. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer of judge following a hearing. If the parent fails to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation with consent. A public school may not seek a hearing to override the refusal of parent consent to an initial placement in special education.

**Protection in Evaluation Procedure:** Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

**More Information**

Detailed printed information about available special education services and programs are available upon request. Information and communications are in English, but will be provided in the native language or other modes of communication used by parents, if appropriate. If you'd like to learn more about Special Education Services please contact The People for People Charter School Director of Special Education at 215-763-7060 or rtsigos@pfpcs.org.

**English Learners**

***Identification, results, and recommended placement:***

The School identifies ELs at the time of enrollment, notifies parents of the identification and programming options, and approximately places the ELs into a language instruction educational program (LIEP) within the first 30 days of school or within 14 days of enrolment if a student enrolls after the first day of school.

At the School, English Learners are enrolled in the same manner as other charter school students, upon presentation of local address and proof of immunization. The School does not deny students access to school for any period of time or subject them to scrutiny that is not part of the normal enrollment process. The first step in identifying ELs will occur after students are admitted to the School through the lottery process. In the students' registration packet, families will be asked to complete a Home Language Survey.

EL identified students' names and information will be given to the Principal and EL Coordinator who will assemble the EL team to evaluate and perform a formal assessment of the students' language proficiency. Please refer to PDE's "English Learner Identification Procedure Grades K-12" for the specific process.

The School is not required to receive parent permission to identify students as ELs, including screening for English language proficiency.

The School will use the WIDA ACCESS PLACEMENT TEST (W- APT), which is aligned to the required annual State ELP assessment and ACCESS for ELs to assess students for placement in language instructional programs for ELs.

If students are found eligible for placement into a LIEP, the following English Acquisition levels that are aligned to the WIDA proficiency levels are used to determine English instruction for ELs:

- Level 1 – Entering
- Level 2 – Emerging
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging

Please note that parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their child(ren). A parent's decision to refuse programs or services must be informed and voluntary. The School will NOT influence the decision in any way and will not make any program or placement decisions contingent on the decision.

The School will notify parents and allow them to exercise their right to refuse part or all of the separate, specialized LIEP, before placement and programming decisions are made. In the event of an absence

of a response from a parent after the School provided the parent with all the information as mentioned above, the School will proceed with the recommended placement.

**LIEP description:**

*Instruction will be planned accordingly based on the results of the above “identification, results, and recommended placement” section. When a student is identified and placed to receive EL services, the School will follow the guidance of PDE’s “Classifying Language Instruction Educational Programs (LIEPS)” in order to determine the appropriate category of the School’s LIEP.*

The School’s LIEP will be identified by one of the six categories below:

**LIEP Classifications**

Classifications are from the point of view of services provided for each individual EL.

New LIEPs	Definition
EL Bilingual	<p><b>Language Focus:</b> Students should gain proficiency in both their native language and English with at least some instruction provided in the native language.</p> <p><b>Class Composition:</b> ELs share the same native language</p>
Mixed Bilingual	<p><b>Language Focus:</b> Approximately equal focus to English and a partner language, including content instruction in the partner language</p> <p><b>Class Composition:</b> ELs and non-ELs are placed together in the same classroom</p>
EL-Specific Transitional Instruction	<p><b>Language Focus:</b> The student’s native language is used to support English proficiency acquisition, but proficiency in a student’s native language is not a program goal</p> <p><b>Class Composition:</b> ELs only</p>
Mixed Classes with Native Language Support	<p><b>Language Focus:</b> The student’s native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom.</p> <p><b>Class Composition:</b> ELs and non-ELs are placed together in the same classroom</p>
EL-Specific English-only Instruction	<p><b>Language Focus:</b> English language skills and content are the focus of instruction. The student’s native language is not used in either instruction or support</p> <p><b>Class Composition:</b> ELs only</p>
Mixed Classes with English-only Support	<p><b>Language Focus:</b> English language skills and content are the focus of instruction. The student’s native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom.</p> <p><b>Class Composition:</b> ELs and non-ELs are placed together in the same classroom</p>

The School’s LIEP:

- is aligned to state academic content standards for the appropriate grade level of the ELs
- includes ELD (English Language Development) instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers
- incorporates the use of the PA ELDS
- provides equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity
- does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible

All of the above requirements are incorporated into the entirety of the student’s daily instructional time. English language development (ELD) is additionally incorporated into the School’s LIEP. ELD will take place daily throughout the day for ELs and will be delivered by both ESL and non-ESL teachers.

**Criteria for reclassification and timeline to proficiency:**

The School reclassifies ELs as former ELs (FELs) when they attain proficiency. This reclassification of current ELs to FELs takes place annually between June and September. The EL status of students for the 2018-19 school year must be determined by September 30, 2018 and reported in the PIMS October, 2018 District and School Enrollment Collection. Students reported as current ELs in the PIMS October District and School Enrollment Collection cannot be reclassified during the period from October, 2018 until June, 2019.

To be reclassified as FELs and removed from the School's LIEP, students must meet the single required criterion and at least one of the additional criteria listed below:

1. For Kindergarten students—overall composite proficiency level score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score).

For grades 1-12 students—overall composite proficiency level score of 5.0 on a ACCESS 2.0 Grades 1-12 assessment.

**NOTE:** Cutoff score flexibility is available for students in grades 1-12 in the following *Special Circumstances*:

- *Following the grade and score criteria in the table below, the W-APT may be administered between June and July or the WIDA Screener after July 1 to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.*

**NOTE: The W-APT or WIDA Screener may only be administered to a student once in any school year.**

Grade Level	ACCESS 2.0 Score	Required W-APT/Screener Scores*
K	Cut-off score flexibility is not allowable for Kindergarteners	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

**NOTE: A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.**

**Additional Criteria:**

- Recommendation from an ESL teacher who has taught the students during the previous school year. \*Please refer to PDE's "State-Required English Learner Reclassification Criteria" for the recommendation form.

OR

- Recommendations from at least two core content area teachers who have taught the students during the previous school year and who have a functional knowledge of the WIDA performance definitions and ELD Standards. \*Please refer to PDE's "State-Required English Learner Reclassification Criteria – SY 2016-17" for the recommendation form.

OR

- Writing sample that demonstrates proficiency at the Expanding level and speaking at the Bridging level as measured using the WIDA writing and speaking rubrics scored by an ESL teacher

**ELs with Disabilities (taking the ACCESS for ELLs®)**

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

**ELs with Disabilities (taking the Alternate ACCESS for ELLS®)**

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

The School will actively monitor the progress of FELs for a period of two years after reclassification and will additionally report students to the state in a monitor status for an additional two years. Students can be re-designated from FELs to active ELs if they struggle academically as a result of persistent language barriers. The School will ensure that the nature of the challenge for the FEL is language-based and not academic.

## STUDENT CODE OF CONDUCT

### A Partnership in Responsibility

The People for People Charter School is committed to respecting the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. Parents, teachers, staff, school administrators and the Board of Trustees are responsible for helping students develop self-discipline. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices

**Level 1 Violations:** Level 1 violations are actions that negatively impact our community of safety, respect, and cooperation. Level 1 violations are tracked through Class Dojo (K-8) and/or Accountability Cards (9-12).

Level 1 Violation	Description
Violation of Uniform Policy	This includes, but is not limited to, violations of dress code or inappropriate dress on dress-down days.
Inappropriate/Disrespectful Verbal and Non Verbal Language	This includes spoken, written, and body language that is disrespectful or offensive to generally accepted community standards. Inappropriate language includes rolling eyes, sucking teeth, talking back, defiantly folding arms, etc.
Disruptive Behavior	Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms. No student's behavior can be permitted to disrupt the learning of others. Violations include: <ul style="list-style-type: none"> <li>• Disruptive outbursts, talking while others are talking, throwing objects, and making inappropriate gestures and sounds</li> <li>• Sleeping in class</li> <li>• Eating or drinking in class without permission</li> <li>• Being unprepared, e.g. not having proper supplies and books</li> <li>• Leaving class without permission and a hall pass</li> <li>• Horseplay that includes but is not limited to pushing, shoving, kicking, or making other physical contact, or knowingly taking another's property</li> </ul>
Peer-to-Peer Verbal Confrontations	Students arguing with peers in a disrespectful manner or using verbally aggressive language
Out of Class for an Extended Period of Time	This includes, but is not limited to, students taking an excessively long (i.e., longer than 7 minutes) bathroom/water break.
Use of Personal Electronics	Use of mobile phones, iPods or music devices, video game devices, laser pointers, etc. is prohibited.
Consequences	
<ul style="list-style-type: none"> <li>▪ Issued by the teacher.</li> </ul>	

**Level 2 Violations:** Level 2 violations involve actions that significantly impact our community of safety, respect, and cooperation.

Level 2 Violation	Description
Physical Aggression	Physical contact (e.g., hitting) involving one or more offenders, where no student is injured and the incident does not elevate to a Level III Violation (i.e., Simple Assault)
Pre-Fight	Physical contact (e.g., pushing or shoving) that ends very quickly or is easily stopped by an adult or other student
Threats, Provocation	Threats are words and/or actions that are intended to taunt, provoke, or do emotional harm. Provocation consists of words or actions intended to provoke a violent reaction, including “getting in his/her face,” violating personal space, making aggressive gestures, etc.
Instigating Violence	Instigating a fight includes, but is not limited to, spreading rumors or videotaping a verbal or physical confrontation intended to spur an altercation between two or more students.
Major Insubordination	This includes ignoring any and all redirection, walking/running away from a staff member, and refusing to cooperate in any manner of a staff member’s request - escalating to a scene which disrupts the larger community (multiple staff members may be required to address the behavior).
Constant Disruption	Behavior that continually interrupts the learning environment of a class. The actions have been addressed multiple times within a single class period, and the student has exhausted the “consequence hierarchy” of a particular class.
Major Disrespect Towards Staff	This includes, but is not limited to, any nonthreatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner.
Walking Out of Class/Away from the Group	This includes leaving class or a line in the hallway without the teacher’s permission.
Cutting Class	Cutting class consists of students choosing not to attend all of (or the majority—at least half) of a class, or leaving school property without permission.
Damaging or Stealing Property (Misdemeanor)	Damage to or stealing of any property of \$50.00 or less.
<b>Consequences</b>	
<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Parent meeting</li> <li>▪ After-school detention</li> <li>▪ Saturday detention</li> <li>▪ In-school suspension</li> <li>▪ Out-of-school suspension                             <ul style="list-style-type: none"> <li>○ Per School District of Philadelphia policy, students in grades K-2 are suspended out-of-school only if their actions result in bodily injury to a peer or staff member.</li> </ul> </li> </ul>	

**Level 3 Violations:** Level 3 violations involve actions that are very serious violations of our Student Handbook, and/or are criminal violations of Pennsylvania law.

Level 3 Violation	Description
Threatening a Staff Member	A threat is defined as any behavior, verbal or physical, communicated with the intent to terrorize another, or which causes a staff member to reasonably fear for his/her safety presently or in the future.
Communicating Terroristic Threats or Committing Terroristic Acts	A terroristic threat refers to a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building or to cause serious public inconvenience, in reckless disregard of the risk. A terroristic act shall mean an offense against property or involving danger to another person.
Using, Possessing, Distributing, or Being Under the Influence of Any Controlled Substances	Controlled substances are defined as: <ul style="list-style-type: none"> <li>a) Substances controlled by federal or state law, including, but not limited to, those in the Pennsylvania Controlled substance, Drug, Device, and Cosmetic Act.</li> <li>b) Look-alike drugs</li> <li>c) Alcoholic beverages</li> <li>d) Anabolic steroids</li> <li>e) Drug paraphernalia</li> <li>f) Any volatile solvents or inhalants, including but not limited to glue and aerosol products</li> <li>g) Prescription, patent drugs and/or over the counter drugs, except those for which permission for use in school has been granted</li> <li>h) Tobacco in any form</li> </ul>
Possession or Use of a Weapon	A weapon is defined as any object, tool, instrument or implement capable of causing bodily injury.
Gang Activity	A "gang" is defined as any identifiable group or club which exists without the sponsorship or authorization of the school and which engages in anti-social or criminal behavior or activity which is disruptive of the school environment.
Bullying	Intentional electronic, written, verbal or physical act, or a series of acts: <ul style="list-style-type: none"> <li>1) directed at another student or students;</li> <li>2) which occurs in a school setting;</li> <li>3) that is severe, persistent or pervasive; and</li> <li>4) that has the effect of doing any of the following:                             <ul style="list-style-type: none"> <li>a. substantially interfering with a student's education;</li> <li>b. creating a threatening environment; or</li> <li>c. substantially disrupting the orderly operation of the school; and "school setting" shall mean 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.</li> </ul> </li> </ul>
Disorderly Conduct	Reckless behavior that could cause injury, including throwing objects (e.g., tables and chairs), pulling fire alarms, etc.
Fighting	Violence that includes physical aggression between two or more students that escalates into punching, wrestling, knocking down, or damaging or destroying property. This refers to physical aggression that lasts more than a few seconds and is not easily broken up.

Assault	An unlawful physical attack by one person upon another
Sexual Harassment	Forms of sexual harassment include but are not limited to the following: <ul style="list-style-type: none"> <li>• Derogatory comments, jokes, or slurs; sexually-oriented sounds or remarks</li> <li>• Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement</li> <li>• Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures</li> </ul>
Sexual Misconduct	This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed.

<b>Consequences</b>	
<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>▪ In-school suspension</li> <li>▪ Out-of-school suspension             <ul style="list-style-type: none"> <li>○ Per School District of Philadelphia policy, students in grades K-2 are suspended out-of-school only if their actions result in bodily injury to a peer or staff member.</li> </ul> </li> <li>▪ Disciplinary hearing, which may result in a recommendation to the Board for expulsion for the most serious (i.e., non-minor and/or violent) offenses.</li> </ul>	

**Students with Disabilities and the Discipline System**

People for People Charter School is committed to ensuring that the rights of its students with disabilities are protected. A manifestation determination is required by the Individuals with Disabilities Act (IDEA) when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement. Disciplinary change of placement occurs when a student with a disability is removed from his/her current educational setting for more than 10 school days consecutively, or more than 15 school days cumulatively in a school year.

Within 10 school days of the decision to change a student's placement, People for People Charter School, the parent, and relevant members of the IEP team conduct a review to decide if the behavior of concern is a manifestation of the student's disability. During the manifestation determination hearing, the IEP team will answer the following questions: (a) Was the behavior caused by, or directly and substantially related to, the student's disability, and (b) Was the behavior the direct result of the Local Education Agency (LEA) not implementing the IEP. In addition, a manifestation determination hearing will be held for change of placement of any length of time for a student with an intellectual disability.

In conducting manifestation determination hearings, People for People Charter School follows the procedure and uses the materials recommended by the Pennsylvania Department of Education's Bureau of Special Education, vis-à-vis the Pennsylvania Training and Technical Assistance Network (PaTTAN).

People for People Charter School's fully policy regarding manifestation determination and disciplining students with disabilities is available by contacting the Director of Special Education at (215) 763-7060 or [rtsigos@pfpcs.org](mailto:rtsigos@pfpcs.org).

### Protocol for Bullying/Cyber-Bullying Prevention Policy

In order to maintain a safe environment for pupils, the Administration at People for People Charter School has instituted a school wide Bullying and Cyber-Bullying Prevention Policy. These procedures are consistent with national best practices. The following procedures have been administered to prevent bullying at People for People Charter School:

- The Bullying and Cyber-Bullying Prevention Policy for The People for People Charter School was reviewed and revised by the People for People Charter School Board.
- During a school wide Professional Learning Committee, administrators held a professional development session on various forms of bullying including but not limited to bullying related to one's race, color, natural origin, disability, and/or sexual orientation.
- Teachers, administrators, and behavioral specialists reviewed the aforementioned policy with their students in their classrooms.
- Administrators mailed home letters to parents about bullying and reporting procedures.
- The Board of Directors approved hiring a School Culture Coordinator to work closely with the Behavior Specialist and the School Counselor
- The school began a "collaborative" team approach to address student behavior that includes the Principal, Director of Social Emotional Learning, Climate Manager, and Special Education Coordinator.
- Administrators revised the referral process for student behaviors by creating more transparency in the referral process and revising the "Disciplinary Referral/Incident Report" for documentation of reported and witnessed incidents
- The school produced a Bullying Prevention film as part of a class project for a school wide initiative. This film is now accessible to schools throughout the country.
- The Technology Instructor has access to a Bullying Curriculum that is used in the computer lab.

### Zero Tolerance Policy

If a student is charged with a violation of the Zero Tolerance policy, he or she could possibly be suspended for up to 10 days and face expulsion from school. The following behaviors will not be tolerated at People for People Charter School:

- 1) **Threatening a staff member.** A threat is defined as any behavior, verbal or physical communicated with the intent to terrorize another or which causes a staff member to reasonably fear for their safety presently or in the future.
- 2) **Communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member or school property.** A terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. A terroristic act shall mean an offense against property or involving danger to another person.
- 3) **Using, possessing, distributing, and being under the influence of any controlled substances during school hours, on school property, or at any school-sponsored event.** "Under the influence" means noticeable impairment of ability to ambulate, converse, comprehend or perform motoric tasks as a result of consumption of alcohol and/or use of controlled substance(s). Controlled substances are defined as:
  - a) substances controlled by Federal or State law, including, but not limited to, those in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act,
  - b) look-alike drugs.

- c) alcoholic beverages.
- d) anabolic steroids.
- e) drug paraphernalia.
- f) any volatile solvents or inhalants, including but not limited to glue and aerosol products.
- g) prescription, patent drugs and/or over the counter drugs except those for which permission for use in school has been granted.
- h) tobacco in any form.

4) **Possession or use of a weapon during school hours, on school property, or at any school-sponsored event.** A weapon is defined as any object, tool, instrument or implement capable of inflicting bodily injury. A student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school. An object will be considered a weapon even if its normal use is not as a weapon.

5) **Gang Activity.** Gang activities will not be tolerated and the school hereby bars all gangs, gang affiliations and gang related activities from school buildings, school buses, school related activities and school property at all times. A "gang" is defined as any identifiable group or club which exists without the sponsorship or authorization of the school and which engages in anti-social or criminal behavior or activity which is disruptive of the school environment.

Activities of gangs/associations/organizations include recruitment, initiations, hazing, intimidation, retaliation and/or related activities which could potentially cause or are perceived as a threat of bodily danger, physical harm, or personal degradation or disgrace and result or could result in physical or mental harm to students. The use of language, hand signals, graffiti, tattoos, haircuts, or the presence of any wearing apparel, footwear, jewelry, accessory, or manner of grooming which, by virtue of color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with such a group is hereby prohibited.

People for People Charter School will also comply at all times with state and federal special education law related to the consideration and application of discipline, including but not limited to suspension and expulsions, of special education students and with those procedures required by law.

**Zero Tolerance Due Process:**

The parent/guardian will be promptly notified of the charges. The school will provide all statements and reports freely to the parent/guardian. The Principal or his designee will be responsible for arranging alternative education during suspension. All class work will be provided within 5 days of alleged incident. The Principal or his designee will contact the appropriate teacher(s) and work will be distributed in a timely manner.

**Unlawful Harassment**

People for People Charter School strives to provide a safe, positive learning climate for students. Therefore, harassment in any form is not tolerated. PFPCS prohibits all forms of unlawful harassment of students and third parties by all students and staff members, contracted individuals, vendors, volunteers, and third parties in the school. PFPCS encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

PFPCS directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct;

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance, or
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment, or
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

### **Complaint Procedure**

#### **Step 1—Reporting**

A student who believes she/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the Principal.

If the Principal is the subject of a complaint, the student shall report the incident directly to the CEO. If the CEO is the subject of a complaint, the student shall report the incident directly to the Board of Directors.

#### **Step 2—Investigation**

Upon receiving a complaint of unlawful harassment, the Principal or his designee shall immediately investigate the complaint, unless the Principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

#### Step 3—Investigative Report

The Principal or his designee shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The findings of the investigation shall be provided to the complainant, the accused, and the CEO.

#### Step 4 —School Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the School shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with the Student-Parent Handbook, Board policies and school procedures, and state and federal laws.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

### **Due Process Procedures**

#### **Authority of School Administration** (In Loca Parentis)

Every teacher, designated supervisory personnel and/or school administrator has the right to exercise the same authority as to the conduct and behavior over the pupils during the time they are in attendance at school, including traveling to and from school, as the parents or guardians may exercise over them.

#### **When the Incident Occurs**

Student must be brought to the Principal or Acting Principal if the Principal is not available. The Principal must inform the student of the complaint against him. The student must be given an opportunity to respond with his/her side of story. Exception to the rule: prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened. Written notice of suspension will be prepared for parents and given to student. Notice should also be sent to the Secretary of the Board. As a precautionary measure, a copy of the notice will be sent to the parent by certified mail.

Notice must contain reasons for suspension and if for more than three (3) days, see below.

#### **Suspension**

Suspensions for 4 to 10 days (suspensions may not be made to run consecutively beyond the 10 school day period):

- 1) Student and parent have the right to an informal hearing with the CEO or Principal.

- 2) Informal hearing requirements:
  - a. The informal hearing is meant to encourage the student's parents/guardian to meet with the CEO or Principal to discuss ways by which future offenses can be avoided.
  - b. The steps below will be followed to ensure due process:
    - The student and the parent/guardian will be notified in writing as to the reasons for the suspension.
    - Sufficient notice will be provided with notice of the time and place of the informal hearing.
    - A student has the right to question any witnesses present at the informal hearing, and has the right to speak and produce witnesses on his/her own behalf.
    - The informal hearing will be held within the first 5 days of the suspension.

For all suspensions, students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board.

**Due Process Expulsion Procedures:**

1. A Board decision is required to expel a student.
  - a) Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing.
  - b) During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except:
    - If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others; and
    - If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.
2. Notification of the charges will be sent to the student's parent/guardian by certified mail.
3. Parents will be provided with sufficient notice of the time/place of the hearing.
4. The hearing will be held in private unless the student or parent requests a public hearing.
5. The student will have the right to be represented by counsel.
6. The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
7. The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined. (if witness is a minor, parental consent is required and must be given before the minor can appear)
8. The student will have the right to testify and present witnesses on his own behalf.
9. A record will be kept of the hearing, either by stenographer or by tape recorder.
10. The proceeding will be held with all reasonable speed.
11. In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of that Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. Students and their parents/guardians will be apprised of these rights.

**Description of the Due Process Hearing:**

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the board, but whose adjudication must be approved by the Board, (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; The student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross-examination; The Charter School has the burden of proving the charges by a preponderance of the credible evidence; A transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.
- Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed.

### **Student Rights**

1. This policy sets forth guidelines by which student rights are to be determined consistent with law.
2. The Board of Trustees has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of students of this school. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.
3. Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority and compliance with the rules and regulations of this school.
4. A student who has reached the age of 18 years possesses the full rights of an adult and may authorize those school matters previously handled by his/her parents.
5. The Principal shall observe the disciplinary procedures consistent with law and Board policy to ensure that student rights under varying conditions are properly respected.

### **The People for People Charter School's Student Assistance Program**

The People for People Charter School's Student Assistance Program (SAP) is a process designed to identify and address students who are experiencing problems, other than academic, that pose a barrier to their learning and academic success. The SAP team is composed of a group of specially trained school staff and community agency liaisons who work together to assist students and families by making in-school resources available and providing information about community resources. Referrals to SAP may be made by contacting the school counselor.

Student Assistance Program utilizes a multidisciplinary team and intervention system to remove educational and behavioral barriers, which interfere with student learning. The Student Assistance Program (SAP) identifies students having problems that are posing barriers to school success. SAP utilizes a professionally trained team, which includes school staff and liaisons from community agencies, to address students needs that may result from divorce, separation and step families; stressful life

situations; death and grief issues; poor communication skills; low self image; difficulty getting along with others; establishing and maintaining friendships; and depression or other mental health problems. Parents are encouraged to be involved in the process. The process is designed to assist both parents and students by making in school resources available and providing information about community resources. SAP does not provide treatment or implement disciplinary consequences. Referrals may be made to the program through the school counselor by staff, family members, community agencies, students or any other concerned persons. Students seeking help may refer themselves.

### **Search and Seizure**

People for People Charter School reserves the right to search a student upon reasonable suspicion that a law or school rule has been violated. A school administrator or an appropriate designee can conduct the search.

### **Cafeteria Rules**

Students are asked to promote a lunchroom atmosphere conducive to healthy eating habits, and should behave respectfully to each other. Therefore, rules have been established to maintain a calm, orderly cafeteria.

1. No running
2. No loud talking across tables or cafeteria
3. Once the lunch period has started, students must remain in their seats at all times
4. No pushing, shoving or fighting
5. No throwing of food or other objects
7. Students must respect and obey all staff and monitors
8. Every student is responsible for his/her own trash clean-up
9. There will be no bathroom breaks during the lunch period, unless medically necessary (a doctor's note must be provided.) Teachers have scheduled bathroom times during the regular school day for the students' convenience.
10. Students must remain within their class-assigned area during lunch.

Any student who does not follow the rules will be escorted to the Principal's office or Disciplinary office for disciplinary action.

### **Bus Rules**

Transport on the school bus is a privilege. We encourage parents to discuss bus safety with their children, and how inappropriate behavior can result in the loss of bus privileges.

All students must comply with the following rules or they will be subject to disciplinary action, including suspension and/or expulsion from the bus.

1. Students must be at their assigned bus stop on time.
2. Until the bus comes to a complete stop and the red lights are flashing, students must stay on the sidewalk.
3. Students must remain in their seats at all times. Only when the bus has reached a full stop may students begin to exit.
4. Students may talk quietly on the bus. Any loud noise distracts the bus driver and is forbidden.
5. Students may not eat, drink or throw objects on the bus.
6. Students may not open the windows without permission.
7. Students must keep all body parts inside the bus window.
8. Students may not call or shout out of the bus window.
9. Students must obey the bus driver at all times.

10. Students may not board the bus unless the bus driver is on board (Dismissal).

## STUDENT HEALTH & WELLNESS

People for People Charter School contracts with Education Plus Health for school health services. The overarching vision of the school based health center is as follows.

*School Health Center Goal:* Improved academic outcomes of students through improved health care and wellness.

### Objectives:

1. Provide high quality state mandated screenings for related quality care coordination
2. Provide high impact disease management and acute sick care for decreased school absenteeism and emergency room use and/or hospitalization
3. Provide comprehensive routine well-child care including immunizations, health education, and quality care coordination

The school nursing and primary care services provided by the Educational Plus Health medical team include:

1. Vaccine, physical, and dental tracking and coordination as required by Chapter 23 of the PA School Code (Student Health Services):
  - a. Annual physical exam – required upon entry into the school, and in 6<sup>th</sup> and 11<sup>th</sup> grade
    - i. Only physicals dated 8/1/2016 and forward can be accepted as required
  - b. Annual dental exam – required upon entry into the school, and 3<sup>rd</sup> and 7<sup>th</sup> grade
    - i. Only dental exams dated 2/1/2017 and forward can be accepted as required (semi-annual exam)
  - c. Please see “Immunization Requirements” below for more details on vaccine tracking and coordination.
2. State mandated health screenings and referral as follows:
  - a. Vision screening annually for all grades. The Snellen Chart or other screening devise approved by the Department of Health will be utilized for vision screening.
  - b. Hearing screening tests will be conducted annually for students in kindergarten, grades one, two, three, seven, and eleven. Students in any grade who is known to have a loss which meets or exceeds the criteria for otologic referral established by the Department of Health shall be given a test each year in accordance with Chapter 23.
  - c. BMI assessment will be conducted at least once annually for students in all grades.
  - d. Scoliosis Screening will be administered to students in grades six and seven.
3. Injury and illness assessment and intervention
4. Medication administration with signed consent
5. Preventative well-child care (vaccines and physicals) as consented to by the parent/guardian
6. Chronic care assessment and management using spirometry for asthma, and coordination with the parent and PCP as indicated
7. Diagnosis and treatment of acute illness as consented to by parent/guardian
8. Sexual health education, screening, diagnosis and treatment of sexually transmitted infections for high school students
9. Routine screening for student health risk including mental health using validated clinical inventories (Pediatric Symptom Inventory and Patient Health Questionnaire) for collaboration and referral to the school social work team and/or provider.
10. Health insurance enrollment support services
11. Health and wellness education to the students and their caregivers individually and in group where feasible, and to teachers as appropriate related to chronic health conditions and their considerations and requirements as it relates to the classroom

Immunization Requirements

Vaccines are required on the first day of school:

- A child must have at least one dose of all vaccinations, or risk exclusion.
- A child may have a documented medical, religious, or philosophical exemption from these vaccinations, in accordance with Chapter 23.
- Even if a child is exempt, a child may be excluded from school during an outbreak of a vaccine-preventable disease.

All Grades	Doses	Notes
Tetanus, diptheria, pertussis (DTP/Dtap/DT/Td, or Tdap*)	4*	1st dose at/after age 4
Polio (OPV/IPV)	4	4th dose at/after age 4, at least 6 months after previous dose
Measles, mumps, rubella (MMR/MMRV)	2	At/after age 1
Hepatitis B (HBV)	3	
Chickenpox (Varicella/MMRV)	2	At/after age 1*
6th and 7th grade	Doses	Notes
Meningococcal conjugate vaccine (MCV4)	1	At/after age 2
Tetanus, diptheria, pertussis (Tdap)	1	At/after age 7
12th grade	Doses	Notes
Meningococcal conjugate vaccine (MCV4)	2	If 1st dose give at age 16 or older, only 1 dose is needed to enter 12th grade.

\*Only 3 doses of Td-containing vaccine are necessary if series is started at or after age 7, and at least one dose is Tdap.

\*\*Or documentation of immunity by lab test or written statement from parent, guardian, or physician.

If a child doesn't have required doses, they must within the first 5 days of school:

- Receive the next dose, if medically appropriate.
- Have a parent/guardian provide a medical plan if the next dose isn't the final dose of the series.
- Have a parent/guardian provide a medical plan in the next dose is not medically appropriate.

Student health records are maintained for every child. The school nurse and medical team will review student health files for the above mentioned immunization requirements. The school nurse and medical team will work with other school staff to ensure that any missing/required immunizations are submitted to the school. These records are kept at People for People and are available to the school nurse and medical team at all times.

Reimbursement

People for People submits Health Reimbursement through SHARRS.

**Emergency Procedures**

All emergency actions to be taken are directed by the Principal. If the Principal is not present, his/her designee will direct all emergency actions.

**FIRE DRILL AND EVACUATION PROCEDURES**

If the fire alarm goes off or if the building must be evacuated, the following classrooms will exit via the Brown Street exit, into the parking lot of the Greater Exodus Baptist Church:

307, 308, 309, 310, 311, 312, 313, 406, 407, 408, 409, 410, 507, 508, 509, 607, 608, 609, Nurse's Office, Main Office

Classroom doors are to be shut and lights are to be turned off. Students are to **SILENTLY WALK** in a single-file line to the Brown Street stairwell. All students are to wait for the students on the floor below them to pass before they continue down the stairs. Once exiting the building, students are to walk across Brown Street into the parking lot of the Church and line up in an orderly fashion. Students are to remain silent for the duration of the fire drill or evacuation. All individuals will wait for further instructions from the Principal or his/her designee.

The following classrooms will exit via the Carlisle Street exit, into the PFPCS parking lot:

Cafeteria, 401, 403, 405, 411, 412, 501, 510, 511, 512, 601, 603, 606, 610, 611, 612.

Classroom doors are to be shut and lights are to be turned off. Students are to **SILENTLY WALK** in a single-file line to the Carlisle Street stairwell. All students are to wait for the students on the floor below them to pass before they continue down the stairs. Once exiting the building, students are to walk across Brown Street into the parking lot of the school and line up in an orderly fashion. Students are to remain silent for the duration of the fire drill or evacuation. All individuals will wait for further instructions from the Principal or his/her designee.

**LOCKDOWN PROCEDURES**

<p><b>LOCKDOWN: Code Blue – Activity outside of the building</b>                  In a lockdown, no individuals are allowed IN or OUT of the building.</p>
<p>The Principal or Principal Designee and the Director of Operations will move swiftly throughout the building to communicate “we are in a Code Blue Lockdown” message to all staff. The Principal will start on the seventh floor, and the Director of Operations will start on the first floor. The Principal and the Director of Operations will meet at the third-floor Main Office to confirm that the message has been communicated throughout the building. The Principal or Director of Operations will use the intercom system to announce, “Attention. We are in a lockdown. Code Blue. All staff and students are to stay inside of their classrooms.” The security staff will secure all entrances to the building. The Director of Security will conduct a floor search to ensure that there is no suspicious activity in or around the building.</p>

<p><b>LOCKDOWN: Code Red – Activity inside of the building</b>                  In a lockdown, no individuals are allowed IN or OUT of the building. Students and staff must take immediate shelter in a nearby location, by sealing a single area from outside intruders.</p>
<p>The Principal or Principal Designee will make an announcement via the intercom system and cell phone communication: “Attention. We are in a lockdown. Code red. Lockdown. Code red.” Administrative personnel will lock themselves in their respective offices. The Principal or his/her designee will stay near phones, walkie-talkies and the intercom system to alert emergency personnel and the school community. The Principal or Principal Designee will call 911 and the School Police. Teachers will pull any children from the hallways into their classrooms; students will move into an area away from windows, doors, a potential line of fire. Teachers will turn off the lights and will place a sheet of chart paper over the classroom door windows. Teachers will direct students to turn off their cell phones and refrain from using them. Teachers will lock their classroom doors. Teachers will silence their cell phones and will closely monitor their cell phone messages. Students who are in the cafeteria</p>

will remain in the cafeteria. Disregard any fire alarms. If possible, the Principal, Principal Designee, Director of Operations, and/or Director of Security will walk the school floors checking for unlocked doors and students/staff walking the hallways. Anyone found in the hallways will be placed in the nearest classroom. All parties will remain in their respective secure locations until the "all clear" has been given by law enforcement personnel or the lockdown has been lifted by the Principal or his/her designee.

### **SHELTER-IN-PLACE PROCEDURES**

In the event that a Shelter-In-Place is advised for the area, including People for People Charter School, all persons in the building will be notified that People For People Charter School is preparing to shelter in place and that all building doors will be closed after three (3) minutes. All employees and visitors must decide whether to shelter in place at PFPCS until the "all clear" is announced or whether they will leave the premises within three (3) minutes. After that time, no one will be allowed to break the seal on the building until the "all clear" is announced.

Employees and visitors cannot be forced to shelter in place. It is optimal if all employees and visitors stay. Therefore, it is important to maximize the cooperation of employees with the shelter in place plan.

## TITLE I

### Title I

PFPCS receives federal funding through Title I, Part A – Improving Basic Programs. This federal program provides financial assistance to schools with high percentages of economically disadvantaged students to ensure that children meet challenging state academic standards.

Since more than 40 percent of the PFPCS student body is classified as economically disadvantaged (as determined by participation in the National School Lunch Program), PFPCS uses Title I funding to operate a school wide program to upgrade the instructional program for the whole school. Our school wide Title I program is based on effective means of improving student achievement and includes strategies to support parental involvement.

More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

In 2018-19, PFPCS will use our Title I funds to:

- Fund the Technology Coordinator to manage the integration of technology in the classroom, implement web-based instructional resources and student information system programs, and facilitate data-driven decision making.
- Fund a highly qualified paraprofessional to assist the lower school classroom teachers and provide more individualized instruction to students.
- Support the Academic & Assessment Coordinator that assists the principal in ensuring that high quality curriculum and instruction is provided to the students.
- Fund a Data Manager/RTI Coordinator to identify students in need of additional supports and provide those supports (academic and non-academic) in a timely and effective manner.
- Provide high-quality professional development and training to our teachers to ensure that our staff members have the skills necessary to raise student achievement. Recruit highly qualified teachers.
- Offset the cost of implementing our school's school management software system, which will enable the school to provide parents with up-to-date student achievement data and to better track student progress.
- Program for parents on topics related to how they can best support their students at home.

PFPCS' Federal Program Coordinators is Mrs. Leigh Ann Kelly. She can be reached at [lbonck@omninvestllc.com](mailto:lbonck@omninvestllc.com) or 215-497-8301 ext. 111.

### **Annual Title I Meeting:**

PFPCS invites parents to attend our annual Title I information meeting, which will be held as part of the Back to School Night. At these meetings we will describe our participation in Title I, Part A programs, explain the requirement of Title I, and explain parents' right to be involved (including developing our Title I Parent Involvement Policy and Parent Compact).

### **Parent Rights Under Title I:**

Under Title I, Part A, PFPCS parents have the right to:

- **Be involved in our Title I, Part A programs** – PFPCS, with the help of its parents, will continue to improve and implement a Title I Parent Involvement Policy and a School-Parent Compact.
- **Request regular meetings** – Requests for meetings to discuss Title I programs should be put in writing and submitted to the Federal Programs Coordinator in the Main Office.
- **Know teacher and paraprofessional qualifications** – Parents may request, and PFPCS then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to their children. Requests should be put in writing and submitted to the Principal in the Main Office.
- **Know non-highly qualified teachers** – PFPCS will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by a teacher who is not highly qualified as defined by the State of Pennsylvania guidelines.

### ***Title I Complaint Procedures***

A parent who feels that the school is not meeting its Title I or other responsibilities as outlined in this policy, should first discuss the problem with the school Principal or Federal Programs Coordinator. Examples of violations would be such things as:

- An annual meeting was not convened by the Principal to explain Title I offerings to parents.
- Parents were refused information on the professional qualifications of their child's classroom teacher.

If the concern was not resolved at the school level, a parent should begin a formal Pennsylvania Department of Education (PDE) complaint procedure as outlined below. A complaint is defined by the People for People Charter School as a written, signed statement. It must include the following:

- a. A statement that PDE or PFPCS has violated a requirement of federal statute or regulations.
- b. The facts on which the statement is based.
- c. Information on any discussions, meetings or correspondence with PDE or PFPCS regarding the complaint.

**Title I Parental Involvement Policy 2018-19**

**PART I. GENERAL EXPECTATIONS**

People for People Charter School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school will ensure that these parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school 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 ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents 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;*
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

**PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. People for People Charter School will take the following actions to involve parents in the joint development of its school wide parental involvement plan under section 1112 of the ESEA:
  - Solicit feedback from parents during meeting of a Family Engagement Nights (grade level meetings).
  - Share draft policy with parents via a focus group and solicit feedback from participants.
  - Incorporate parent feedback into policy before it is brought in front of the Board of Trustees for approval.
  
2. People for People Charter School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Solicit feedback from parents during regular meetings of Family Engagement Nights (grade level meetings).
  - Provide ongoing parent training on topics related to school improvement.

- Inform parents of their right to be involved in our Title I, Part A programs and request regular meetings via a posting in the Student-Parent Handbook.
  - Provide parents with the contact number for the school's Federal Programs Coordinator via a posting in the Student-Parent Handbook and/or website.
3. People for People Charter School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [School Improvement Grant, IDEA, Farm to School, NSLP, etc.], by:
- Including the Federal Programs Coordinator on the advisory boards of the programs above.
  - Including parents on the advisory boards of the programs above.
  - Coordinating all parent involvement activities with the parent groups.
4. The CEO will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement 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 will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will likely include an annual survey and/or roundtable discussion (i.e. focus group).
5. People for People Charter School will build the schools' and parent's capacity for strong parental involvement, 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, through the following activities specifically described below:
- A. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Part A,
  - how to monitor their child's progress, and
  - how to work with educators.
- Activities will include training provided at grade level Parent Engagement meetings, workshops, communication with home, etc.
- B. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Examples of materials to be provided also include test preparation activities, summer enrichment activities, middle school and high school planning resources, etc.
- C. The school, with the assistance of its parents, will educate its teachers, pupil services personnel, administration 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 parent programs and build ties between parents and schools, by providing ongoing professional development.

- E. The school 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 the parents can understand. The annual home language survey will help to facilitate this.

**PART III. DISCRETIONARY PARENTAL INVOLVEMENT POLICY COMPONENTS**

In addition to the parent involvement activities listed above, People for People Charter School will promote parent involvement by:

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home meetings between teachers or other educators, who work directly with participating children, with parents who are unable to attend those meetings at school;
- adopting and implementing model approaches to improving parental involvement;
- use the parent representatives on the Board of Trustees to provide advice on matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**Parent Right to Know Information as Required by The Elementary and Secondary Education Act (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]**

School Year 2018-19

Dear Parent(s)/Legal Guardian(s):

Your child attends People for People Charter School which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At People for People Charter School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
  - subject matter tested,
  - purpose of the test,
  - source of the requirement (if applicable),
  - amount of time it takes students to complete the test, and
  - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at (215) 763-7060 or email me at [cdwyer@pfpcs.org](mailto:cdwyer@pfpcs.org).

Sincerely,  
Corey Dwyer  
Principal

## BOARD OF TRUSTEES

### Members

- Mr. Keith Harris – Chair
- Mr. Andre Williams – Vice-Chair
- Mr. Lawrence F. Williams, II – Treasurer and Chair of the Finance Committee
- Ms. Angela Cooper
- Ms. Deborah Ware

### Meeting Schedule

Meetings will be held at 800 North Broad Street, Seventh Floor Conference Room, Philadelphia, PA 19130. Meetings begin at 6:00 PM.

July 24, 2018  
September 25, 2018  
October 23, 2018  
November 27, 2018  
December 18, 2018  
January 22, 2019  
February 26, 2019  
March 26, 2019  
April 23, 2019  
May 28, 2019  
June 25, 2019

### Public Participation at Board Meeting Policy

The People for People Charter School Board of Trustees recognizes the value to school governance of public comment on educational issues and the importance of involving members of the public in Board meetings.

In order to permit fair and orderly expression of such comment, the Board will provide a period for public participation at every public meeting of the Board. Public comment will be limited to a topic related to the operation of the Charter School. Written requests to address the Board must be submitted to the Board Chairperson 24 hours prior to the Board meeting. The request is to be submitted to the Chairperson by U.S. mail or hand delivery to:

Mr. Keith Harris  
Chairperson, Board of Trustees  
The People for People Charter School  
800 North Broad Street  
Philadelphia, PA 19130

The request must include the topic which will be addressed, identify the person addressing the Board and complete copy of the comment.

The following rules govern the public participation process:

1. Time allotted for public comment at any meeting shall be limited to a total of thirty minutes.
2. Time allotted to an individual or party/representative of a group to address the Board of Trustees is limited to three minutes. However, additional written information may be presented and considered by the board.
3. An individual or party/representative of a group may address the Board one time per meeting on a particular topic. The individual or party/representative of a group may, at the discretion of a simple majority of the Board, address the Board a second time only after all individuals or parties/representatives have been heard and time remains within the guidelines set forth in items two and three.
4. Individuals making comment must state their name, place of residence and identify the topic they wish to address.
5. All comments are to be directed to the Chair. Board members and administrators will not respond to public comment during the comment period.

The Board may choose to waive, by a two-thirds majority vote, any of the above regulations at a particular time in order to receive adequate information, or allow for clarification on a topic/issue. In determining the length of this extension, the Chair shall take into consideration the length and complexity of the agenda, the normal and usual length of meetings, the probable length of the current meeting, the availability of Board members, the hour of the day, the number of proposed participants and other factors relevant to the conduct of an orderly meeting.

**Board of Trustees Contact Information**

**Phone:** 215-763-7060  
**Fax:** 215-763-6210  
**Email:** board@pfpcs.org  
**Address:** 800 North Broad Street, Philadelphia, PA 19130

**Complaint Policy**

While the Board of Trustees of the People for People Charter School encourages the public to attend Board meetings and to offer comment, the Board of Trustees recognizes that from time to time issues may be made known to the Board in a forum other than at a public Board meeting. The Board of Trustees welcomes the opportunity to address such issues within the parameters of the Open Meetings Law and this policy.

Constructive criticism of the Charter School is also welcomed by the Board of Trustees whenever such criticism is motivated by a sincere desire to improve the quality of the educational program or to equip the school to carry out its mission more effectively. The Board of Trustees similarly welcomes the opportunity to address such complaints within the parameters of the Open Meetings Law and this policy.

The Board directs that a chain of review be followed prior to bringing criticisms or individual issues to the Board of Trustees. The chain of review is as follows:

**Delegation of Authority:**

- A. **Matters Regarding a Staff Member:**

**First Level:** A matter specifically directed toward a staff member shall be addressed, initially, to the concerned staff member who shall discuss it with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority.

**Second Level:** If the matter cannot be satisfactorily resolved at the first level, it shall be discussed by the complainant and staff member with the staff member's direct supervisor.

**Third Level:** If a satisfactory solution is not achieved by discussion with the direct supervisor, or if the CEO is the direct Supervisor, the matter shall be discussed with the Board Chair.

**Fourth Level:** If the conflict persists, the Parent Teacher Organization will be contacted and an attempt will be made to resolve the matter to the parties' satisfaction.

At each of the above levels, the complainant shall be informed of his or her right to appeal the decision to the next level. Review of any decision made by a subordinate shall be on the basis of the facts of the matter and their appropriate disposition within the constraints of laws, rules, regulations and Board policy.

Wherever necessary, the Principal is directed to establish additional procedures to carry out this policy.

**Fifth Level:** If a satisfactory solution cannot be reached with the Parent Teacher Organization, the matter shall be referred to the Board of Trustees. The Board of Trustees has the discretion to refuse to accept complaints or criticisms pertaining to individual employees of the Charter School without specific documentation of attempts to resolve the issue with the employee in question. Any matter appealed to the Board of Trustees by a complainant shall be in writing and sent to the Board President at least three (3) days prior to the Board meeting or other Board member designated to receive such complaint or issue.

Where practical, matters will be addressed by the Board within thirty (30) days of receipt of the written request. The party appealing to the Board will provide a written background of the matter, with information such as the responses of individuals with whom the appellant met in the charter school. The Board may request additional documentation through the Principal and/or Parent Teacher Organization.

Decisions of the Board of Trustees shall be final.

The Board of Trustees recognizes that official action may only be made by a quorum of the Board in accordance with Pennsylvania's Open Meetings Law. Individual Board members do not have the authority to speak for the entire Board on specific subjects. Therefore, in the event that a criticism or a specific issue is made known to an individual Board member, whether verbally or through writing, the individual Board member will share that criticism with the full Board of Trustees within the parameters of the Open Meetings Law.

The individual Board member will respond to the issue or criticism presented by an individual only in order to convey to the individual that the Board member cannot respond for the full Board of Trustees.

The Board member will provide the individual/complainant with a copy of this policy. In the event that the Board determines that the delegation of authority process has been followed, the Board will determine whether to address the issue/complaint in executive session or at a public Board meeting depending upon what forum is necessary as

recommended by Principal and permitted by the Open Meetings Law.

**B. Other Matters**

A request, suggestion, or complaint relating to a matter of school policy, procedures, program, operation, pupil progress, pupil well-being, extra-curricular activities, or instructional materials, etc., should be addressed, initially, to the principal or the head of the Department who is most directly concerned, and then, in turn to the progressive levels of authority in the manner prescribed in part A. Responses will be made in accordance with the parameters of part A and the Open Records Law.

**C. Civil Rights**

Complaints regarding race, color, national origin, age, sex, or disability (protected classes) are considered Civil Rights complaints. You have the right to file a Civil Right complaint directly at the Federal level. When contacting the School, initially the Principal, regarding the complaint, the School must first inform the complainant of Federal Civil Rights rules and regulations that have been established for protected classes. If the School is unsure if the complaint falls under a protected class, the School should provide complainant the federal complaint information. The School must provide the complainant the necessary information to file a complaint:

Mailing address of USDA:  
 US Department of Agriculture  
 Office of the Assistant Secretary for Civil Rights  
 1400 Independence Ave, SW  
 Washington, DC 20250-9410

USDA's Telephone/Fax number and Email address:  
 T: (866) 632-9992 F: (202) 690-7442 E: [program.intake@usda.gov](mailto:program.intake@usda.gov)

Electronic link to file a civil rights complaint:  
[http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html)

Only after providing the complainant with the information on how to file a Civil Rights complaint directly at the Federal level can the School proceed to resolving the complaint internally, initially, with the principal and then progressive levels of authority in the manner prescribed in part A. The actions taken must be documented. The complainant has the right to refuse to discuss the matter any further with the School or if the matter cannot be resolved quickly, the complainant may continue to file the complaint with at the Federal level.

**D. Matters Regarding an Individual Board Member or Board Policy**

A request, suggestion or complaint relating to an individual Board member shall first be made known to the individual Board member. The Board member may consider the issue within the parameters of this Policy and the Open Meetings Law. If the issue cannot be resolved between the individual Board member and the individual/complainant, the full Board of Trustees shall be informed in writing. The full Board of Trustees shall consider this issue in accordance with the provisions of Paragraph A and in accordance with the Open Meetings Law.

A request, suggestion or complaint relating to a Board policy shall be made known to the full Board of Trustees. The full Board of Trustees shall consider this issue in accordance with the provisions of Paragraph A and in accordance with the Open Meetings Law.

**The People for People Charter School**  
*Parent Handbook Receipt and Agreement Form*

*Upon receipt, please remove, sign, and return this form to your child's teacher within 3 days.*

Dear Families,

This handbook was produced as a resource for students and parents to explain the policies, rules, and regulations governing all students at The People for People Charter School. Please read and review this Student-Parent Handbook with your child. It is important that parents and students understand the expectations and rules for the school. Your signature will indicate that you have reviewed and discussed the handbook together and that you join with The People for People Charter School in our efforts to keep our school safe and orderly. In signing this form, you agree to comply with all rules and regulations described in this handbook.

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Grade:** \_\_\_\_\_