



Student-Parent/Family Handbook

2021-22

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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.

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Student Enrollment

Enrollment Policy

Applying for Admission

Families can obtain and submit an application for admission online at ApplyPhillyCharter.org or apply via the Apply Philly Charter toll-free number, 1-800-891-3999. Families are welcome to visit the School for assistance, and families will be provided with information on how to apply and, subject to availability, a computer or tablet to access ApplyPhillyCharter.org. The online application is available for translation into multiple languages. The toll-free number has customer service representatives who can assist families in multiple languages and includes after-hours support. People for People Charter School will provide reasonable accommodations in the event that an individual requests to submit an application in person. Paper applications are not available and PFPCS will not accept or enroll any applicant whose application is not recorded through the Apply Philly Charter system.

The application process only involves submitting the application form by the deadline. No interview, school tour, information session, or fee is required.

Once the application is submitted, the applicant will receive an email or text message confirmation. Applicants who are unable to provide an email address will receive a confirmation of their application submission via postal mail to the address recorded on the application.

All complete applications submitted after the close of the application window may be offered admission to the School in the order received only after PFPCS has exhausted the waiting list of students whose applications were received by the deadline.

How is Application Data Stored?

In accordance with applicable laws (FERPA, PPRA, COPPA), applicant data is maintained through the Apply Philly Charter system. Applicant data will not be shared with any schools to which the applicant did not apply.

Lottery

Apply Philly Charter will manage lottery data for People for People Charter School.

All remaining students that were NOT selected in the lottery will be placed on the waiting list in order of the lottery results. Families will be notified of this through an email from Apply Philly Charter.

Any student who applies after the application deadline listed above will be placed on the waiting list after those students who applied before the application deadline on a first come, first served basis. The waiting list is valid for one school year only and is based on current year applications.

We do not require school-wide re-enrollment paperwork for each school year. All students currently enrolled and attending People for People Charter School automatically re-enroll for the following school year.

Lottery Preferences

As required by PA charter school law, People for People Charter School uses a lottery system for admitting its students. PFPCS offers Sibling Preference. In order to be eligible for the sibling preference, the applicant must be related to a current student in one of the following ways: 1.) has a shared legal guardian or there is shared legal custody of both students by a common individual or 2.) is a half sibling, step sibling, or biological sibling. Residing at the same address as a current student alone does not make an applicant eligible for the sibling preference. In order to be eligible, applicants must indicate the sibling preference on their application. People for People Charter School will not retroactively apply sibling preference for anyone who did not request the sibling preference at the time of application prior to the application deadline. PFPCS reserves the right to determine if a student is eligible for sibling preference. Siblings of currently enrolled students will be placed on a priority list before the lottery. Preference will be extended from newly enrolled students to their siblings, provided that all siblings seeking enrollment submitted applications prior to the application deadline and indicated the sibling relationship on the original application. Once the sibling selected in the lottery has submitted complete enrollment paperwork to the school, any of his/her eligible siblings will then be placed at the top of the waiting list (by the lottery order of the not-yet-enrolled sibling if more than one such applicant is on the waiting list at a time).

Confirming Enrollment

It is important to understand that being selected in a lottery is only one step involved in enrolling at People for People Charter School. The next step involves submitting the required documents by the proper deadline or your spot will be forfeited. Instructions for submitting these documents are included on the Enrollment Packet. Materials may be submitted in-person at 800 N. Broad Street, via email to fmcelveen@pfpcs.org, or via fax at (215) 763-6210.

Failure to meet this deadline forfeits your spot at PFPCS. Exceptions will be made only for families with language barriers, and only when those families face extenuating circumstances.

The only required material to continue the enrollment process is as follows:

- Proof of Age
- Proof of Residency
- Record of Required Immunizations
- Act 26 Form / Parent Registration Form
- Home Language Survey

No other documents are required for enrollment. Parents may choose to provide the School with additional documents, including previous school records. Students who submit these five required documents by the enrollment deadline are considered enrolled for the 2021-2022 school year.

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 before commencing the withdrawal process. If a resolution cannot be reached, then it may be in the best interest of the child to seek a different educational environment.

Withdrawal from the Charter School can only be made upon request of the student's legal guardian(s). The following is the procedure to officially withdraw a student from the school:

- The parent/guardian will complete a Withdrawal Form, which is accessible at the Main Office.
- The Principal will sign the Withdrawal Form.
- The parent/guardian will provide PFPCS with the name of the student's new school, so that we may transfer the student's records.
- The student will be removed from the School Information System.
- PFPCS will notify the student's home school district of the withdrawal within ten (10) days, per the Pennsylvania School Code, or other mandated time frame.
- The parent(s)/legal guardian(s) are responsible for immediately enrolling the child with another school of choice to ensure continuity of educational services. The school district of residence may impose charges, fines, or truancy, if necessary.

Day-to-Day Operations

Uniform Policy

PFPCS enforces a uniform policy in order to reduce peer pressure and social stigma, enhance school pride, and facilitate security by making it easy to identify outsiders.

Uniforms must be worn every day that the student is in attendance. If a student is out-of-uniform, he/she will be given a loaner uniform that must be returned to the school at the end of the day.

Students are expected to wear a green collared (polo) shirt with the school's logo embroidered on; khaki pants or a knee-length skirt; and all-black footwear. On gym days, students are expected to wear green sweatpants and a gray t-shirt with the PFPCS logo embroidered on.

School uniforms may be purchased at **Cramers Uniforms** online at www.cramersuniforms.com (search for People for People Charter School), or at 5226 Market Street.

Please note the following additional requirements:

- No shorts are permitted, regardless of color.
- No flip-flops or sandals are permitted.
- No hats, scarves, or large headbands are permitted, except for those worn for religious purposes.
- 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.

Nothing in this Uniform Policy restricts or bans a student from wearing religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the Principal.

Residency

The Charter School works in conjunction with the School District of Philadelphia and its liaison for children who are in foster care and/or are experiencing homelessness. PFPCS works to ensure that the student's educational placement and services are maintained, as needed, and that any obstacles regarding residency and homelessness are removed. Resources are dedicated to supporting these students, including through assisting with uniform purchase and transportation to and from school.

Attendance Policy

The People for People Charter School recognizes that attendance is an important factor in students' educational success, and supports a comprehensive approach to identify and address attendance issues.

Absence Notes

A student's parent or guardian **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 Principal or his/her designee.

- For absences due to illness that do not total **three (3)** consecutive days, parents shall 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/non consecutive)**, a Three-Day Legal Notice will be sent to the parent/guardian. This notice explains the consequences to follow if the student were to become "habitually truant." A Student Attendance Improvement Conference may also be offered. If the student's attendance does not improve after the notice has been sent, a Student Attendance Improvement Conference will be offered.
- After **six (6) unexcused absences (consecutive/non consecutive)**, the school will schedule a Mandatory Attendance Improvement Meeting to identify barriers to the student's attendance and to formulate a Student Attendance Improvement Plan to help remove any barriers to regular attendance.
- After **ten (10) unexcused absences (consecutive/non consecutive)**, the school will submit a truancy referral to the Office of Attendance and Truancy at the School District of Philadelphia and/or the Department of Human Services (DHS). 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 make contact with 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 taken into account, including for students with disabilities or for students thought to be eligible.

Tardy Students

Students are expected to arrive at school on time. Any student that arrives after **8:00 a.m.** 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 Principal or his/her designee.

Any student coming to school at **10:00 a.m.** or after and/or leaving school at **1:00 p.m.** 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.**

Discipline

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

Removal from Roll

In accordance with Pennsylvania State Law, after a student misses 10 consecutive days due to unexcused absences and school personnel have been unable to make contact with the parent/guardian, the student will be dropped from the school's roll, unless 1) the school has been provided with evidence that the absences may be legally excused, or 2) compulsory attendance prosecution has been or is being pursued. This provision does not apply to students who qualify as a student with disabilities under the Individuals with Disabilities in Education Act ("IDEA") and the Rehabilitation Act of 1973.

Arrival and Dismissal

Student Arrival and Dismissal

Students are expected to arrive between 7:40 a.m. and 8:00 a.m. Any student who arrives after 8:00 a.m. must obtain a Late Pass from the Main Office.

Dismissal begins at 3:10 p.m. Kindergarten students are not permitted to ride the school buses and, as such, are dismissed to the care of an authorized pick-up person. Students in all other grades follow a designated procedure to board the school buses and/or dismiss via public transportation.

All students being picked up by an adult should be picked up on time. Students will be released only 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 stating the time and reason. All early dismissals must be signed out by the parent/guardian in the Security Office. Students 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 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. Early-dismissals that are requested outside of this time frame will not be honored, unless in the event of a documented emergency.

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 or an unforeseeable emergency, students will be sent home in their usual manner. The announcement will be made by radio KYW 1060 and will be communicated to parents via Class Dojo and automated message blast.

Closings for a Full Day

When inclement weather or an unforeseeable emergency makes it necessary to close the school for a full day, every effort will be made to broadcast the information online, and on radio and television by 6:00 a.m. It may be necessary to make up full-day school closings at the end of the school year.

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. Kindergarten students are not eligible to receive transportation on the bus, and other arrangements must be made by the parent. Students in grades 7 and above are provided with SEPTA transportation passes each week, as long as they meet the School District of Philadelphia's eligibility requirements.

People for People Charter School will not release a student to anyone not formally authorized on the student's pick-up list. If an emergency arises where the pick-up person is not on the authorized list, the parent/guardian is required to send in a written note with his/her signature authorizing the non-listed person for pick-up. The school will not accept phone call pick-up changes or take the student's word for it. Any individual picking-up a child is expected to present a valid photo ID.

If changes to a student's regular dismissal or transportation needs arise, the parent/guardian is expected to provide the school with a written note.

For any permanent changes to a student's bus route or transportation routine (e.g., a change of address), written notification and, if appropriate, supporting documentation must be submitted to the Main Office.

Once the request is received and processed by the Main Office, the School District of Philadelphia may take up to two weeks to process the request.

Change of Address or Phone Number

Parents/Guardians are required to complete an Emergency Contact Form listing the name, address, and telephone number of all authorized contacts. Parents/Guardians are required to notify the Main Office if any data on this form changes during the school year.

School and Classroom Visitation

Parents/Guardians 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 individuals are permitted past the Security Office without receiving permission from the Principal. Any parent/guardian or visitor accessing any area within the school is required to sign in at the Security Office and to wear a visitor's badge.

We request that parents/guardians and visitors refrain from interrupting classes during school hours, including by contacting students via cell phone while school is in session.

Family-School Communication

Parents/guardians are required to ensure that their contact information remains up-to-date in the school's records. The school's primary means of communication with parents will be through automated message blast (text message, voicemail, and email), as well as through Class Dojo. Parents/guardians are requested to monitor Class Dojo carefully for school and classroom updates.

Meals

PFPCS implements the Community Eligibility Provision (CEP) through the National School Lunch and School Breakfast Programs. All PFPCS students are eligible to receive a nutritional breakfast and lunch each school day at no charge to their household. Students will be able to participate in these meal programs without paying a fee or submitting an application.

Parent Volunteer Program

The People for People Charter School is committed to involving parents/guardians 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 students' education will promote school pride and increased student achievement. We cannot expect our educational mission to succeed without the support and involvement of parents..

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. Clearances are required for volunteers. Parents

should contact the Principal to receive information on required clearances and the process for obtaining them.

Academics

The People for People Charter School is committed to implementing a rigorous and enriching academic experience for all students.

Homework and School Policy Regarding Reading

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. Students will be assigned and are expected to complete homework each night, in each core subject area.

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. Students in grades 5 and above are expected to read for at least 30 minutes per night.

Grading Policy

The People for People Charter School's grading policy is as follows:

Component	Percentage of End-of-Quarter Grade
Assessments (e.g., quizzes, tests, exit tickets)	50%
Homework	30%
Classwork	20%

All components are subject to a case-by-case basis for the individual needs of students, including emergency situations or excused absences.

Criteria for Promotion & Retention

The Board of Trustees 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 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 recommendation of the classroom teacher(s) shall be considered for promotion or retention of a student. Parents shall be informed in advance of the possibility of his/her student's retention during a conference, at which time the school will develop a plan to assist the student with getting on-track. The Principal shall be assigned the final responsibility for determining the promotion or retention of each student and will report such decisions during the fourth quarter of the school year.

Progress for promotion for students with disabilities, or for students thought to be eligible will be made by the student's Individualized Education Program (IEP) Team.

Report Card Conferences

Report Card conferences are held following the first, second, and third quarters. Parents are expected to attend these important conferences.

Additionally, The People for People Charter School encourages ongoing communication. Parents/Guardians who wish to set up a conference should feel free to call the office and arrange for a conference at the earliest mutual convenience. Teachers will contact parents/guardians 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/guardian may request a conference.

Field Trips

Throughout the school year, students will have the opportunity to attend educational field trips 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 field trips.

Students with Special Needs

Special Education Services

A parent/guardian of a student who is or may be eligible for special education services has the right to identification, evaluation, and classification of his/her student if he/she is diagnosed with a disability, as well as to the implementation of an Individualized Education Plan (IEP) or 504 Plan, as agreed upon by the child's team. The parent/guardian is a member of the team, and no educational decision is made without notice and parental consent, where necessary, under the IDEA. A copy of all documentation is provided to the parent/guardian upon referral.

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. Procedural Safeguards provide both the school and the parent a variety of options for resolving disagreements.

Annual Notice

According to Chapter 711 of Title 22 ("Chapter 711") of the Pennsylvania School Code, schools, such as The People for People Charter School, are required to publish and post notice to parents concerning public awareness activities that inform parents of the Charter School's special education services and programs and how those services and programs lead to identification, including systematic screening processes. The People for People Charter School provides special education and related services to children with disabilities in all grades served at the school. The Annual Notice is published on the Charter School's website (www.pfpcs.org). 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.

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
- intellectual disability
- 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 appropriate in light of the child's circumstances

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

Related services available to students include transportation and 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 who need special education. Those procedures are termed 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 services can request a screening or evaluation at any time by contacting the Director of Special Education. 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 upon request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluation. No evaluations may be conducted without written parental permission and consent. Consult the Director of Special Education for further information.

Rights and Protections

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of these 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 or low-cost legal services and advice, by contacting the Director of Special Education or the Principal. The information will be available for interpretation in other languages, if requested.

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 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. 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. The 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.

Chapter 15/Section 504 Service Agreement

Pursuant to Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Amendments Act of 2008 (ADAAA), school-age children are entitled to protections, adaptations and accommodations if they have a documented mental or physical disability such that the disability substantially limits one or more major life activities or bodily functions. PFPCS will develop a Section 504 Service Agreement for a student whose participation in, or access to, an aspect of the school program if his/her limitations prohibit such participation or access. Determinations for the need for a Service Agreement are made by review of all student data related to the documented disability or limitation, outlined above, followed by a meeting with Charter School personnel, parent(s), and student.

More Information

Detailed printed information about available special education services and programs are available upon request. Information and communications are in English, but information will be provided in the native language or other modes of communication used by parents, if appropriate. If you would 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. 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:

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 an ACCESS 2.0 Grades 1-12 assessment. 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

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.

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 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.

Scope of Student Code of Conduct

This Code of Conduct applies to conduct of People for People Charter School students that occurs:

- During such times as they are under the supervision of the school, including the time they are in attendance at People for People Charter School as well as the time necessarily spent in coming to and returning from school;
- Off school grounds at any school-related activity, function or event;
- Off school grounds when the conduct may reasonably be expected to (i) endanger the safety of students, teachers, administrators, or any other member of the school community; or (ii) substantially and materially disrupt the school; and
- While traveling to and from school on school buses or vans, regardless of People for People Charter School or District ownership, or on public transportation.

Level 1 Violations

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	<p>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:</p> <ul style="list-style-type: none"> • Disruptive outbursts, talking while others are talking, throwing objects, and making inappropriate gestures and sounds • Sleeping in class • Eating or drinking in class without permission • Being unprepared, e.g. not having proper supplies and books • Leaving class without permission and a hall pass • Horseplay that includes but is not limited to pushing, shoving, kicking, or making other physical contact, or knowingly taking another's property
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. The School reserves the right to confiscate any electronic devices until they are picked up by a parent or guardian.
Consequences	
<p>Consequences are issued by the teacher and are tracked via demerits on Class Dojo (K-8) or signatures on Accountability Cards (9-12). If a student commits multiple Level 1 Violations, the consequence(s) will escalate.</p>	

Level 2 Violations

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., Assault).
Pre-Fight	Physical contact (e.g., pushing or shoving) that ends very quickly or is easily stopped by an adult or another 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	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	Damage to or stealing of any property of \$50.00 or less.
Consequences	
<p>Consequences are assigned by a member of the Discipline Team or Administration. They may include, but are not limited to:</p> <ul style="list-style-type: none"> • Parent meeting • After-school detention • Saturday detention • In-school suspension • Out-of-school suspension (Note: Students in grades K-2 are suspended out-of-school only if their actions result in bodily injury to a peer or staff member.) 	

Level 3 Violations

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"> 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
Possession or Use of a Weapon	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.
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 antisocial or criminal behavior or activity which is disruptive of the school environment.
Bullying	<ol style="list-style-type: none"> 1. Intentional electronic, written, verbal or physical act, or a series of acts: 2. directed at another student or students; 3. which occurs in a school setting; 4. that is severe, persistent or pervasive; and 5. that has the effect of doing any of the following: <ol style="list-style-type: none"> a. substantially interfering with a student's education; b. creating a threatening environment; or c. substantially disrupting the orderly operation of the school; and <p>"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.</p>

	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.
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"> • Derogatory comments, jokes, or slurs; sexually-oriented sounds or remarks • Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement • Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures • Determinations of sexual harassment following a Title IX investigation may result in a disciplinary hearing, and a recommendation of expulsion to the Board.
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.
Consequences	
Consequences are assigned by the Principal. They may include, but are not limited to: <ul style="list-style-type: none"> • Out-of-school suspension of up to 10 days. (Note: Students in grades K-2 are suspended out-of-school only if their actions result in bodily injury to a peer or staff member.) • Disciplinary hearing, which may result in a recommendation to the Board. 	

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.
6. Students must respect and obey all staff and monitors.
7. Every student is responsible for his/her own trash clean-up.
8. 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.
9. Students must remain within their class-assigned area during lunch.

Any student who does not follow the rules will be escorted to the Dean 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).

Parents are never permitted to board a school bus, under any circumstances.

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. The school will 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, as required by law and in accordance with the Individuals with Disabilities Act (IDEA).

A manifestation determination is required by the 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 full 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.

Due Process Procedures

When the Incident Occurs

The student will have the opportunity to hear from the school administration of the complaint against him/her and be allowed the opportunity to respond with his/her "side of the story." Prior notice of the intended suspension need not be given to the student when it is clear that the health, safety, or welfare of the school community is threatened.

Suspension

All suspensions will be approved by the Principal, who will sign a Notice of Suspension that will be given to the student. (A copy of the Notice of Suspension will be placed in the student's file.) In addition, the parent will receive a phone call or message from a member of the school administration notifying him/her of the suspension and the paperwork that the student will bring home. The Notice of Suspension will contain the reason(s) for the suspension, the length of the suspension, and the date and time of the reinstatement. For suspensions that exceed three (3) days, see below.

Suspensions for 4 to 10 days

Note: Suspensions may not be made to run consecutively beyond the 10-school day period.

1. The student and the 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:
 - i. The student and the parent/guardian will be notified in writing as to the reason(s) for the suspension.
 - ii. Sufficient notice will be provided with notice of the time and place of the informal hearing.
 - iii. 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.
 - iv. 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 the decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his/her normal class except:
 - i. If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety, morals or welfare of others; and
 - ii. 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 (minimum of three days) 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 have his/her parent/guardian attend and participate in the hearing.
7. 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.
8. The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined. (If the witness is a minor, parental consent is required and must be given before the minor can appear.)
9. The student will have the right to testify and present witnesses on his/her own behalf.
10. A record will be kept of the hearing, either by stenographer or by tape recorder.
11. Records of the hearing will be made available to the student/parent upon request.
12. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case a hearing shall be held as soon as reasonably possible:
 - a. Laboratory reports are needed from law enforcement agencies;
 - b. Evaluations or other court administrative proceedings are pending due to a student invoking his/her rights under the Individuals with Disabilities Education Act (20 U.S.C.A. 1400-1482).
 - c. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
13. 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:

1. The School's and the student's representatives shall have the right to examine and cross-examine witnesses;
2. The student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross-examination;
3. The Charter School has the burden of proving the charges by a preponderance of the credible evidence;
4. A transcript of the proceedings shall be maintained and made available to the student's representative upon request;
5. 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:

1. The case will proceed by having the school present its evidence through witnesses and other evidence first;
2. The school's witnesses shall be subject to cross-examination by the student's representative; and
3. The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.
4. 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

This policy sets forth guidelines by which student rights are to be determined consistent with law.

1. 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.
2. 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.
3. 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.
4. The Principal shall observe the disciplinary procedures consistent with law and Board policy to ensure that student rights under varying conditions are properly respected.

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. The Principal or his/her designee will conduct any such search. The full policy is included as an appendix to this Handbook.

Student Support Team

The People for People Charter School's Student Support Team (SST) utilizes a multidisciplinary team and intervention system to remove educational and behavioral barriers, which interfere with student learning. The SST relies upon the expertise of a professionally-trained team, which includes school staff and liaisons from community agencies, to address students' needs.

Parents and guardians are encouraged to be involved in the process. The process is designed to assist both parents/guardians and students by making in-school resources available and providing information about community resources. The SST does not provide treatment or implement disciplinary consequences. Referrals may be made to the program through the Social Work Team by staff, family members, community agencies, students, or any other concerned persons. Students seeking assistance may refer themselves.

Student Health 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.

Services

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 6th and 11th 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 3rd and 7th 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 device 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 are 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 8th grade and 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, diphtheria, 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, diphtheria, pertussis (Tdap)	1	At/after age 7
12th grade	Doses	Notes
Meningococcal conjugate vaccine (MCV4)	2	If 1st dose is given at age 16 or older, only 1 dose is needed to enter 12th grade.

*Only 3 doses of Td-containing vaccine are necessary if the 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.

Pennsylvania regulations require that students have a tuberculosis test done when directed by the PA Department of Health and Philadelphia Department of Public Health or for students transferring to a

Pennsylvania school from certain countries, and for students in Kindergarten and 9th grade. The school TB testing program is focused on students born in high TB incidence countries who are entering school for the first time or transferring directly from high TB incidence countries. Only a positive interferon gamma release assay test result or a Mantoux Intradermal test using 5 TU of stabilized PPD tuberculin skin test result measuring > 10mm of induration shall be considered a “significant reaction” and evidence of latent TB infection.

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 Charter School and are available to the school nurse and medical team at all times.

Reimbursement

People for People Charter School submits Health Reimbursement through SHARRS.

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 schoolwide 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.

PFPCS' Federal Program Coordinator can be reached at Omnivest, LLC., at phone number 215-497-8301.

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 and Family Engagement 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 and Family Engagement 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.
- 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.
- 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 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:

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

Title I Parent and Family Engagement Policy 2021-22: LEA and School Level

Part 1: 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 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the school will ensure that these parent and family engagement policies meet the requirements of section 1116 (A)(b) of the ESSA, and each include, as a component, a school-parent compact. A school-parent compact will be jointly developed with parents and family members. The compact will outline how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards. The compact will describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment. The parents will be responsible for supporting their children's learning through volunteering in their child's classroom and/or participating as appropriate in decisions relating to their child's education. It will stress the importance of communication between teachers and parents on an ongoing basis through various conferences, reports, and reasonable access to facility, in a language that family members can understand.
- In carrying out the Title I, Part A parent and family engagement 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 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. The School will provide parents with the timely information about the Titles program via multiple methods of communication.

- The School will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs (ESSA, Section 1116(a)(2)(C).
- 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 engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - 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;
 - the carrying out of other activities, such as those described in section 1116 of the ESSA.

Part 2: Description of How School Will Implement Required Parent and Family Engagement Policy Components

1. People for People Charter School will take the following actions to involve parents in the joint development of its school wide parent and family engagement policy, Title 1 plan and school level plan under section 1116 of the ESSA:
 - a. Solicit feedback from parents during meetings of Family Engagement Nights (grade level meetings).
 - b. Share draft parental involvement policy with parents via a focus group and solicit feedback on the policy from participants.
 - c. 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 ESSA:
 - a. Solicit feedback from parents during regular meetings of Family Engagement Nights (grade level meetings).
 - b. Provide ongoing parent training on topics related to school improvement.
 - c. 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.
 - d. Provide parents with the contact number for the school's Federal Programs Coordinator via a posting in the Student-Parent Handbook and/or website.
 - e. The School will hold annual Titles meetings for parents. This meeting will be held each fall, at the Back to School Night. The meeting is held to explain Titles requirements, and the rights for parents to be involved in their child's education. Please see the Parent-Student Handbook or the website for date and time. The school will use a variety of methods to notify parents. All parents and family members of participating children are invited and encouraged to attend.

- f. The School will offer a flexible number of meetings, in the morning and/or evening to better accommodate the schedule of the school's parent community for those who can not make it to the annual Titles meeting.
3. People for People Charter School will coordinate and integrate parental engagement strategies in Part A with parental involvement strategies under the following other programs: School Improvement Grant, IDEA, Farm to School, NSLP, etc.], by:
 - a. Including the Federal Programs Coordinator on the advisory boards of the programs above.
 - b. Including parents on the advisory boards of the programs above.
 - c. Coordinating all parent engagement 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 parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents and family members in 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 parent and family engagement activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement 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:
 - i. the State's academic content standards,
 - ii. the State's student academic achievement standards,
 - iii. the State and local academic assessments including alternate assessments,
 - iv. the curriculum at use at the school
 - v. the requirements of Title I, Part A,
 - vi. how to monitor their child's progress, and
 - vii. how to work with educators.
 - viii. 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.

- d. 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 effort.
- e. The School will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Part 3: Discretionary Parent and Family Engagement Policy Components

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

- paying reasonable and necessary expenses associated with parent and family engagement 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 parent and family engagement 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 engagement activities under section 1116 as parents may request.

Right to Know Letter

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)]

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

Your child attends People for People Charter School ("Charter School"), which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, you will receive from the Charter School information about such Title I funds and your child's education. This Notice informs you of your right to request information about the qualifications of the classroom staff working with your child and information about your child's assessments.

People for People Charter School is very proud of its teachers and how prepared the teachers are to provide your child a high-quality education for the coming school year. The Charter School receives Title I funding and therefore must satisfy federal regulations related to teacher qualifications as defined in ESEA. Such regulations provide you with the opportunity to learn more about your child's teachers' training and credentials, information the Charter School is happy to supply. You may request information regarding:

- 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;
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration; and
- Whether your child receives assistance from a paraprofessional and, if so, information about the paraprofessional's qualifications.

The Charter School shall also provide to parents of a child enrolled in the Charter School, if applicable and available, (a) information on the level of achievement and academic growth on each of the state academic assessments; and (b) timely notice if their child has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teachers has been assigned.

Per ESSA, you may request information regarding:

- Policies pertaining to student participation in assessments; and
- Procedures for students to opt out of assessments;
- Additionally, the Charter School shall post on its website assessment details such as:
 - Information on each state-required assessment;
 - Subject matter tested;
 - Purpose of the testing;
 - Source of the requirement for the testing (if applicable);
 - Amount of time students will have to complete the testing; and
 - Time and format of disseminating assessments results.

Charter School 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 Charter School 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.

Sincerely,

Corey Dwyer
Principal

Board of Trustees

Members

- Mr. Keith Harris, Chair
- Mr. Andre Williams, Vice-Chair
- Mr. Khaalis Carter
- Ms. Lawanda Fowler
- Mr. Eric Godbolt
- Ms. Patricia Hamilton
- Mr. Angelo Perryman
- Ms. Deborah Ware
- Mr. Lawrence F. Williams, II, Treasurer and Chair of the Finance Committee

Meeting Schedule

Meetings will be held at 800 North Broad Street, Seventh Floor Conference Room, Philadelphia, PA 19130, beginning at 6:00 PM or at such other times or locations as may be determined by the Board of Trustees.

The schedule of meetings for the 2021-22 school year is below:

- Thursday, July 29, 2021
- Thursday, September 23, 2021
- Thursday, October 28, 2021
- Thursday, November 18, 2021
- Thursday, December 16, 2021
- Thursday, January 27, 2022
- Thursday, February 24, 2022
- Thursday, March 24, 2022
- Thursday, April 28, 2022
- Thursday, May 26, 2022
- Thursday, June 23, 2022

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. The Board also recognizes its responsibility for proper governance of the Charter School and the need to conduct its business in an orderly and efficient manner.

In order to permit fair and orderly expression of public comment, the Board shall provide an opportunity at each open meeting of the Board for public participants to comment on matters of concern, official action or deliberation before the Board prior to official action by the Board.

To ensure that all individuals attending public meetings of the Charter School have the opportunity to observe the meeting and hear those participants who wish to address the Board, all members of the public attending all meetings shall be expected to: turn off or silence all cell phones, pagers, and other electronic devices; know that it is unlawful to disrupt public meetings and that individuals who do so may be prosecuted; and understand that the presiding officer may instruct that an individual be removed if he/she determines that they are disrupting the meeting.

Any member of the public may address the Board of Trustees at a formally scheduled public Board Meeting in accordance with the procedures and limitations of this policy.

In order that the Board may fairly and adequately discharge its overall responsibility, all citizens who wish to participate in a public Board meeting by making a public comment or presentation shall register their intent with the Board Chair, or other designated Board member, prior to the start of the meeting and shall include the name and address of the participant, topic to be addressed and group affiliation, if applicable. Anyone who has not contacted the Board Chair may be recognized at the discretion of the presiding officer.

Requests to participate can be made via first class mail or e-mail to:

Chair of the Board of Trustees
People for People Charter School
800 N. Broad Street
Philadelphia, PA 19130
board@pfpcs.org

The following guidelines shall be followed for persons or groups wishing to make statements to the Board at any meeting:

1. Participants must first be recognized by the presiding officer and must preface their comments by an announcement of name, address and group affiliation, if applicable.
2. The Board reserves the right to postpone a reply until it has had time for appropriate deliberation and preparation of a response (this will usually be made at the next meeting);
3. If questions or problems relate to personnel issues, i.e. complaints about the conduct or performance of a particular Charter School employee, the Board may direct that such issues be discussed with the CEO/Principal or may go into executive sessions to receive presentations;
4. Visitors at Board meetings shall not, without prior arrangements, enter into discussion of matters being deliberated by the Board during the course of the business meeting unless recognized and given permission by the presiding officer;
5. The agenda of Board meetings shall include opportunity for members of the public, without prior arrangements, to address the Board on any matter prior to the Board taking official action and at the conclusion of the business meeting;
6. Presentations to the Board shall be limited to a duration of three (3) minutes unless prior arrangements have been made and an extension of time has been granted. The presiding officer may extend the time limits at his/her discretion;

7. Remarks on behalf of an organization or group may be presented through only one (1) speaker at each meeting, but additional representatives of the organization or group may submit written remarks to be included in the minutes of the meeting;
8. There shall be a limit of six (6) speakers on the same side of an issue, but the Board may, at its discretion, hold a special Board meeting or permit more than six (6) speakers on an issue;
9. Comments on agenda items and other public comments shall be directed to the presiding officer;
10. Members of the public shall not be permitted to participate in debate regarding issues before the Board nor to question school staff regarding Board and administrative issues and procedures during meetings of the Board unless permitted by the presiding officer;
11. The presiding officer shall maintain control of all meetings and may terminate a participant's statement when it has exceeded the time limits or when it is personally directed, abusive, obscene or, in the opinion of the presiding officer, not relevant; and
12. Persons refusing to follow the guidelines of the Board are subject to removal.

If the Board determines there is not sufficient time at a meeting for public comments, the comment period may be deferred to the next regular meeting or to a special meeting occurring before the next regular meeting.

The presiding officer at each public Board meeting shall follow Board policy for the conduct of public meetings. When his/her ruling is disputed, it may be overruled by a majority of those Board members present and voting.

The presiding officer may:

1. Interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
2. Request any individual to leave the meeting when that person does not observe reasonable decorum; and
3. Request the assistance of law enforcement officers to remove a disorderly person when his/her conduct interferes with the orderly progress of the meeting.

Any person attending a meeting of the Board shall have the right to use electronic recording devices under the following rules:

1. No auxiliary lighting will be permitted.
2. Under no circumstances will recording devices or problems associated with them be permitted to interrupt or delay sessions of the Board.
3. Audio and video recording devices can be used from an individual's seat or from a location designated by the presiding Board officer.
4. An individual's right to record will be forfeited if there is an interference with the ability of others to observe the proceedings and all reasonable efforts have been made to attempt to correct the problem.
5. All taping shall begin when the meeting is called to order and termination of taping shall be at the time of adjournment.
6. Videotaping shall only be the proceedings and content of the meeting, and not attendees or otherwise.
7. No large placards or large banners will be permitted within the meeting room.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE
SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE
AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

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 the matter cannot be satisfactorily resolved at the first or second levels, it shall be discussed by the complainant and staff member with the Principal.
- **Fourth Level:** If a satisfactory solution is not achieved by discussion with the Principal, or if the Principal is the subject of the complaint, the matter shall be discussed with the CEO.
- **Fifth Level:** If a satisfactory solution is not achieved by discussion with the CEO, or if the CEO is the subject of the complaint, the matter shall be discussed with the Board Chair.

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.

If a satisfactory solution cannot be reached after discussion with the CEO, 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.

When 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 CEO and/or Principal.

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 the 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

Electronic link to file a civil rights complaint:

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 complaint may continue to file the complaint 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.

Appendix A: Internet Safety Policy Pursuant to the Children's Internet Protection Act (CIPA)

Background

According to the Pennsylvania Department of Education ("PDE"), the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to "visual depictions" that are determined to be "obscene", "child pornography", or "harmful to minors" as defined herein.

PDE has further stated that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA) to adopt and enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities. N-CIPA was passed as part of CIPA.

The People for People Charter School Board of Trustees and the PFPCS School Administration collectively have adopted this Policy in order to establish specific standards to comply with CIPA and N-CIPA requirements.

This Policy is to be read in conjunction with the School's Student and Parent Agreements for Internet Usage and shall supplement, not supplant, the School's Acceptable Use of Computer Resources Policy.

The Chief Executive Officer ("CEO") or his or her designee is directed to include this Policy in the Parent and Student Handbook and the Employee Handbook. Failure to comply with this Policy and/or Internet safety requirements of the School shall result in consequences as set forth in the school's Parent and Student Handbook, Code of Conduct or Employee Handbook, and/or as allowed by applicable law. Consequences may include but are not limited to: denial of or restriction to access to technology, suspension, expulsion, notification of authorities, termination, commencement of civil and/or criminal proceedings, and/or other consequences available under school policy and/or applicable state and/or federal laws.

This Policy has been adopted after reasonable public notice and at a meeting held open to the public to address this Policy.

Purpose

People for People Charter School uses computer resources to facilitate the education of students and to aid in matters related to the operations of the Charter School. The School further places student Internet safety as a primary concern.

It is every computer user's duty to use computer resources, including the Internet, responsibly, professionally, ethically and lawfully. Access to these resources shall be designated a privilege, not a right.

This policy applies to aspects of both adult and student compliance with Internet safety at School.

CIPA/N CIPA Compliance/Internet Safety

It is the policy of People for People Charter School to:

1. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, and all other forms of direct electronic communications;
2. Prevent unauthorized access and other unlawful online activity;
3. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
4. Comply with the Children's Internet Protection Act, Pub. L. No. 106-554 and 47 USC 254(h).

To the extent consistent with applicable state and federal laws and reasonably practical, technology protection measures (or "Internet filters") shall be used at the School to block or filter Internet, and other forms of electronic communications, and access to inappropriate information. The form and type of technology protection measures used during the school year include category based internet filtering software. This software is updated daily to ensure the category types are up to date and provide real time internet filtering. The software can also be configured to monitor/ filter specific sites, protocols, and IP addresses to ensure the safety of students, staff, and computing facilities.

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States
2. Child Pornography, as that term is defined in section 2256 of Title 18, United States Code; or
3. Harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

As required by the Children's Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Technology protection measures shall only be disabled pursuant to the direction of the CEO or his or her designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the CEO or his or her designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO of School or his or her designee.

The CEO or his or her designee shall take reasonable steps to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the Children's Internet Protection Act, prevention of inappropriate network usage at the School shall include:

1. Unauthorized access, including so-called 'hacking,' and other unlawful activities;
2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of the School staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and applicable laws, including the Children's Internet Protection Act as well as in accordance with any administrative procedures developed by the CEO in furtherance of this Policy.

In accordance with the "Protecting Children in the 21st Century Act" and its requirement to certify to the Schools and Library Division ("SLD") that the school's Internet Safety Policy includes educating minors about appropriate online behavior, students shall be educated about appropriate online behavior, including cyber-bullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.

With regard to educating minors about appropriate online behavior, the CEO or his or her designee is directed to:

1. Make such educational opportunities available to students during the school year;
2. Notify students and their parents about these educational opportunities in advance; and
3. Maintain documentation of:
 - a. educational programs offered;
 - b. the dates and locations of such opportunities;
 - c. how online safety was taught and what was covered in the programs offered; and
 - d. those in attendance at the programs offered.

The CEO or his or her designee is directed to file and/or provide the appropriate certifications evidencing compliance with CIPA and N-CIPA as required by applicable state and/or federal laws and regulations.

The CEO or his or her designee is directed to maintain documentation of compliance with CIPA and N-CIPA certification requirements including the annual filing of FCC Form 486.

The CEO or his or her designee is directed to ensure that Charter School employs necessary technology protection measures in accordance with this Policy and shall report to the Board when modifications are needed to technology protection measures at the School.

The online activities of students shall be monitored and minors' access to harmful materials shall be restricted to the extent required by applicable laws and regulations.

To the extent not inconsistent with applicable laws and regulations, the following disclaimers apply:

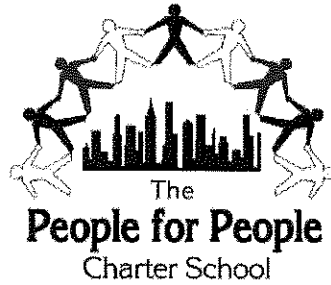
1. There shall be no expectation of privacy by users of the School's Computer Resources;
2. The School does not guarantee the effectiveness of technology protection measures or internet filtering; and
3. The School does not guarantee network functionality or accuracy of online information.

The CEO is directed to implement any procedures that may be necessary to implement this policy as well as to timely submit any forms and paperwork as required by CIPA and N- CIPA and/ or applicable state and federal Internet safety laws and regulations.

The Users of Technology Resources at Charter School have the responsibility to act in an ethical and legal manner in accordance with all Charter School policies, including, but not limited to, Charter School's Acceptable Use and Internet Safety Policy, Firewall Policy, and FERPA Policy , along with all applicable federal and state laws.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Appendix B: Acceptable Use and Internet Safety Policy



People for People Charter School

Board of Trustees Policy

ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Board of Trustees of the People for People Charter School ("Charter School") provides computer network and Technology Resources to enhance educational opportunities for Charter School students, employees, and the Charter School community. This policy details acceptable use of Technology Resources provided by the Charter School. These services and equipment are provided by the Charter School as a privilege to the User (as defined below) and appropriate and ethical use of any Charter School Technology Resources, tools and equipment is required.

It is every Technology Resource User's duty to use Technology Resources responsibly, professionally, ethically and lawfully. Access to these resources may be designated a privilege, not a right. This policy applies to aspects of both adult and minor acceptable use of Technology Resources.

This policy is intended to fulfill requirements of state and federal laws to the extent applicable, including the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l) and the Neighborhood Children's Internet Protection Act (NCIPA), the 2008 Broadband Improvement Act, P.L. 110-385 and any applicable implementing regulations. As such, this policy addresses the following:

- (A) Access by minors to inappropriate matter on the Internet and World Wide Web;
- (B) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- (C) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;



- (D) Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- (E) Measures designed to restrict minors' access to materials harmful to minors.

In using or accessing the Charter School's Technology Resources, Users must comply with the following provisions:

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined as follows:

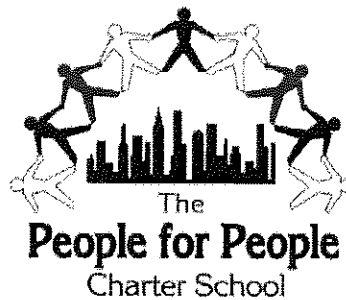
Child Pornography. Under federal law, any visual depiction, including any photograph, film, video, picture, or computer image or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

1. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

18 U.S.C.A. §2256(8)

Under Pennsylvania law, any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.

18 PA CSA §6312(d)



Minor. For purposes of compliance with CIPA, an individual who has not yet attained the age of seventeen. For other purposes, minor shall mean any person under the age of eighteen (18).

Obscene. Under federal and Pennsylvania law, any material if:

1. the average person, applying contemporary adult community standards, would find that the material, taken as a whole, appeals to the prurient interest;
2. the subject matter depicts or describes sexual conduct in a patently offensive way; and
3. the subject matter, taken as a whole, lacks serious literary, artistic, political or scientific value.

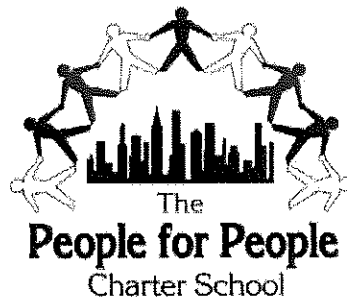
Miller v. California, 413 U.S. 15 (1973)

Password. A unique word, phrase or combination of alphanumeric and non-alphanumeric characters used to authenticate a User ID as belonging to a specific User.

Sexual Act and Sexual Contact. Has the meanings given such terms under 18 U.S.C. § 2246(2), 18 U.S.C. § 2246(3), and 18 Pa.C.S.A. § 5903.

Technology Protection Measure. A specific technology that blocks or filters Internet access to content that is Obscene, Child Pornography or harmful to Minors and the material is covered by a certification regarding CIPA.

Technology Resources. Technologies, devices and resources used to access, store or communicate information. This definition includes, but is not limited to, computers, information systems, networks, laptops, iPads, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, digital cameras, wireless reading devices, i.e. Kindles and Nooks, Internet, electronic mail, electronic communications, devices and services, multi-media resources, hardware and software, including Moodle software.



User. Any person who has signed this policy and is permitted by the Charter School to utilize any portion of the Charter School's Technology Resources including, but not limited to, students, parents, employees, Board of Trustee members, contractors, consultants, vendors and agents of the Charter School.

User Identification (ID). Any identifier that would allow a User access to the Charter School's Technology Resources or to any program including, but not limited to, e-mail and Internet access.

Vandalism. Any malicious attempt to harm or destroy Technology Resources, data of another user, Internet or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.

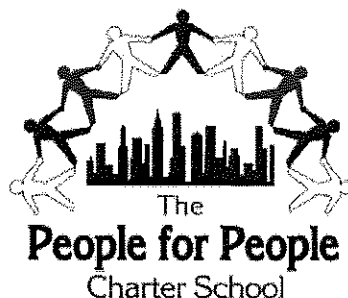
Authorized Users

The Charter School's Technology Resources may be used by any authorized User. Use of the Charter School's Technology Resources is a privilege, not a right. If a potential User has a history of discipline problems involving Technology Resources, the CEO or his/her designee may make the decision not to give the potential user access to certain Charter School Technology Resources.

User Privacy

Computer accounts and Technology Resources are given to Users to assist them in the performance of Charter School related functions. A User does not have a legal expectation of privacy in the User's electronic communications or other activities involving the Charter School's Technology Resources, including e-mail, in anything they create, store, send, share, access, view or receive on or through the Internet.

By using the Charter School's network and Technology Resources, all Users are expressly waiving any right to privacy and consenting to having their electronic communications and all other use accessed, reviewed and monitored by the Charter School. A User ID with e-mail access will only be provided to authorized Users on condition that the User consents to interception of or access to all communications accessed, sent, received or stored using Charter School technology and signs this policy.



Electronic communications, downloaded material and all data stored on the Charter School's Technology Resources, including files deleted from a User's account, may be intercepted, accessed or searched by the Charter School administrators or designees at any time in the regular course of business to protect Users and the Charter School's equipment. Any such search, access or interception will be reasonable in inception and scope and shall comply with all applicable laws.

Please refer to the Charter School's policy relating to Remote Access and Monitoring of Technology Resources for a comprehensive review of the provisions governing the Charter School's use of software to access, monitor and track school-issued Technology Resources.

Technology Administration

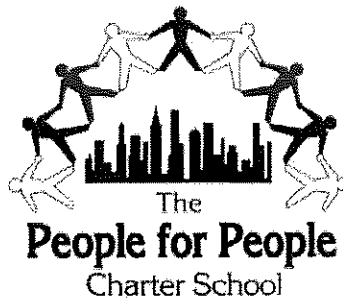
The Board of Trustees directs the CEO or his/her designee to assign trained personnel to maintain the Charter School's technology in a manner that will protect the Charter School from liability and will protect confidential student and employee information retained on or accessible through the Charter School's Technology Resources.

Administrators may suspend access to and/or availability of the Charter School's Technology Resources to diagnose and investigate network problems or potential violations of the law or the Charter School policies and procedures. All Charter School Technology Resources are considered Charter School property.

The Charter School may maintain or improve Technology Resources at any time. The Charter School or authorized Charter School agents may remove, change or exchange hardware, equipment or other technology between buildings, classrooms or Users at any time without prior notice.

Content Filtering and Monitoring

The Charter School employs technology protection measures and will monitor the online activities of Minors on the Charter School network and/or all Technology Resources and equipment with Internet access, as required by law. At a minimum, they are meant to block visual depictions that are obscene, illegal, pornographic, Child Pornographic and/or harmful to Minors as well as Internet/World Wide



Web/computer resource access to such material. If Users find a website deemed inappropriate, such website must be reported to CEO. After review of the site, appropriate steps will be taken to block inappropriate site from Users.

For purposes of bona fide research or other lawful purposes, certain blocked sites may be made available for those purposes only after approval of the request by the CEO.

In making decisions to disable the Charter School's Technology Protection Measure device, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the Charter School. A student or parent/guardian claiming they have been denied access to Internet material that is not within the purview of this policy shall be afforded expedited review and resolution of the claim.

The Technology Protection Measures will be used to protect against access to visual depictions that are Obscene, harmful to Minors, illegal, pornographic, and Child Pornographic, as required by law.

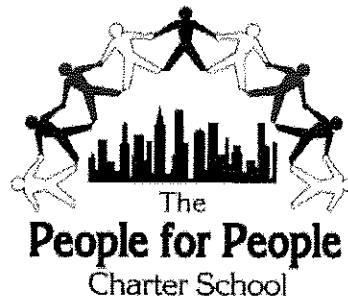
Technology Protection Measures are not foolproof, and the Charter School does not warrant the effectiveness of Internet filtering except to the extent expressly required by federal and state laws. Evasion or disabling, or attempting to evade or disable, a Technology Protection Measure device installed by the Charter School is prohibited.

The Charter School shall not be held responsible when a student or other User knowingly or willingly accesses inappropriate material or communicates or shares such materials with others.

Viruses

Viruses can cause substantial damage to Technology Resources. Users are responsible for taking reasonable precautions to ensure they do not introduce viruses to the Charter School's Technology Resources.

All material received on disk, flash drive, or other magnetic or optical medium, and all materials downloaded from the Internet or from Technology Resources or networks



that do not belong to the Charter School must be scanned for viruses and other destructive programs before being transferred to the Charter School's Technology Resources. Any User receiving an e-mail from a questionable source must contact the CEO before opening the e-mail or any attachment included in the e-mail. To ensure security and avoid the spread of viruses, Users accessing the Internet through a Technology Resources attached to the Charter School's network must do so through an approved Internet firewall or Technology Protection Measure.

Encryption Software

Users shall not install or use encryption software on any Charter School Technology Resource without first obtaining written permission from the CEO. Users shall not use passwords or encryption keys that are unknown to the CEO.

The federal government has imposed restrictions on export of programs or files containing encryption technology. Software containing encryption technology shall not be placed on the Internet or transmitted in any way outside the United States.

Web Content Developed By Students

As part of class/course assignments, students may be developing and/or publishing content to the Internet via web pages, electronic and digital images, blogs, wikis, podcasts, vodcasts, and webcasts, or may be participating in videoconferences.

The following guidelines must be adhered to when students develop and publish information to the Internet:

1. Personal information such as phone numbers, addresses, e-mail addresses or other specific personal information shall not be published or shared to a public page or videoconference.
2. All web content must comply with this policy.
3. All web content and videoconferencing must be under the direction and supervision of the teacher/ administrator and is to be used for educational purposes only.
4. All web content is subject to copyright law and fair use guidelines.

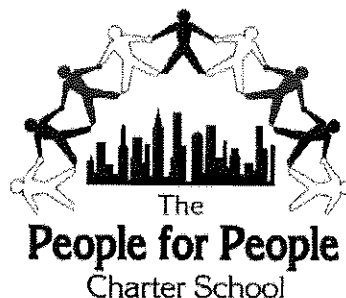


5. All web content shall only be posted to Charter School approved web pages, blogs, wikis, podcasts, webcasts, vodcasts and videoconferences.

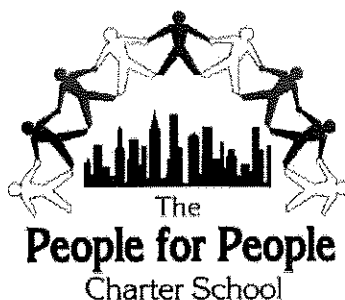
Prohibitions

Students, staff and all Users are expected to act in a responsible, ethical and legal manner in accordance with Charter School policies and federal and state laws. Specifically, the following uses of the Charter School's Technology Resources are prohibited:

1. To facilitate illegal activity, including unauthorized access and hacking;
2. To engage in commercial, for-profit, or any business purposes, except where such activities are otherwise permitted or otherwise authorized;
3. Non-work or non-school related work;
4. Product advertisement or political lobbying;
5. Production or distribution of hate mail, unlawfully discriminatory remarks, and offensive or inflammatory communication;
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials;
7. To access or transmit material that is harmful to Minors and/or Users, indecent, Obscene, pornographic, Child Pornographic, terroristic, or advocates the destruction of property;
8. Use of inappropriate language or profanity;
9. To transmit material likely to be offensive or objectionable to recipients;
10. To intentionally obtain or modify files, data and passwords belonging to other Users, or integral to system and network operations;
11. Impersonation of another User, anonymity and/or use of pseudonyms;
12. Loading or use of unauthorized games, programs, files, or other electronic media;
13. To disrupt the work of other Users;



14. Destruction, modification, or abuse of Technology Resources and peripheral hardware or software;
15. Relocation of Charter School hardware without prior administrative consent;
16. Quoting personal communications in a public forum without the original author's prior consent;
17. To access or use any form of electronic mail on Charter School Technology Resources unless authorized by the CEO or his/her designee;
18. Using the network to participate in online or real-time conversations unless authorized by the teacher/administrator for the purpose of communicating with other classes, students, teachers, experts or professionals for educational purposes;
19. Using a disk, removable storage device or CD/DVD brought into the Charter School from an outside source that has not been properly scanned for viruses or authorized for use by a teacher/administrator in accordance with Charter School established procedures;
20. To discriminate against, advocate violence against, harass, intimidate, bully or cyberbully others;
21. To send unsolicited ("spamming") or forwarded e-mails and chain letters to persons;
22. Using "spoofing" or other means to disguise User identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, social networking sites, instant messages, e-mail systems, chat groups, chat rooms, or through other Technology Resources;
23. To send, transmit or otherwise disseminate proprietary data, trade secrets, or other confidential information of the Charter School;
24. Posting or allow the posting of personal information about themselves or other people on the Technology Resources unless authorized by the CEO. Personal information includes address, telephone number (including



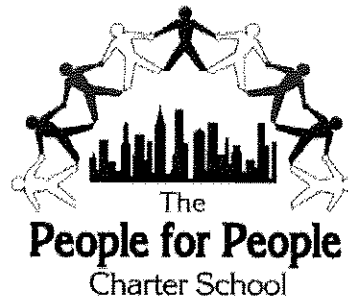
home, work and cell phone numbers), school address, work address, pictures or video bites, clips, etc.;

25. To refer to or attempt to refer to the Charter School or its employees, agents, trustees, parents or students in any electronic communication, posting, blog, website, e-mail or social networking site, without written authorization of the CEO;
26. To access or transmit gambling, pools for money, or any other betting or games of chance;
27. To solicit information with the intent of using such information to cause personal harm or bodily injury to another or others;
28. Posting, sharing or attempting to post information that could endanger an individual, cause personal damage or a danger of service disruption; and
29. Indirectly or directly making connections that create "backdoors" to the Charter School, other organizations, community groups, etc. that allow unauthorized access to the Technology Resources or the Charter School.

Security

The Charter School intends to strictly protect its Technology Resources against numerous outside and internal risks and vulnerabilities. Users are important and critical players in protecting these assets and in lessening the risks that can harm Technology Resources. Therefore, Users are required to comply fully with this Policy and to immediately report any violations or suspicious activities to the CEO.

System security is protected in part by the use of passwords. All passwords must be at least eight (8) characters and include alphanumeric and special characters. Users will be required to change their passwords every thirty (30) days. The Charter School will maintain a password history that prevents the use of a repetitive password. After three (3) unsuccessful access attempts, an attempted User will be locked out and must contact the CEO or his/her designee. After a period of inactivity, the User will be automatically logged off the system.



Failure to adequately protect or update passwords could result in unauthorized access to personal or Charter School files. Users shall be responsible for safeguarding their passwords for access to the Charter School's Technology Resources and for all transactions made using their passwords. To protect the integrity of the Charter School's Technology Resources and systems, the following guidelines shall be enforced:

1. Students and other Users shall not reveal their passwords to another unauthorized individual.
2. Passwords shall not be printed or stored online.
3. Students and other Users are required to log off from the network when they complete working at a particular station.
4. Users are not to use a computer that has been logged in under another student's, teacher's or User's name.
5. Any User identified by the CEO or his/her designee as having a history of discipline problems involving Technology Resources may be denied access to any or all of the Charter School's Technology Resources.
6. Students and other Users shall not alter a communication originally received from another person or computer with the intent to deceive.
7. Users shall not misrepresent the identity of a sender or source of communication.
8. Users shall not disable or circumvent any Charter School security; software or hardware.
9. Users shall not interfere with or disrupt the Charter School's systems, network accounts, services or equipment.
10. Files, system security software/hardware or any Charter School system shall not be altered or attempt to be altered without the written authorization of the CEO or his/her designee.
11. Unauthorized hardware and electronic devices shall not be connected to the Charter School system.



12. Users shall comply with requests from the CEO or his/her designee to discontinue activities that threaten the operation or integrity of the Charter School system.

Use of passwords to gain access to Technology Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on Technology Resources. The Charter School retains access to all material stored on the Technology Resources regardless of whether that material has been encoded with a particular User's password, subject to limitations as set forth in the Charter School's policy governing Remote Access and Monitoring of the Charter School's Technology Resources, as well as applicable law.

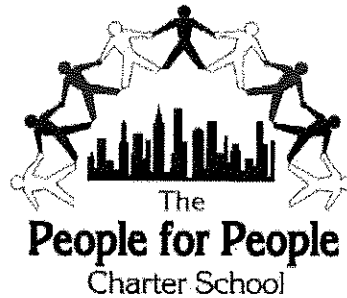
Users shall not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another User does not imply permission to read, alter, or copy that file. Users shall not use the Technology Resources to "snoop" or pry into the affairs of other Users by unnecessarily reviewing the files and e-mails of another.

A User's ability to connect to another computer's system through the network or by any other electronic means shall not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems and the CEO.

Students Using Approved Personal Technology For Classroom Use

The Charter School retains the right to determine where and when personal technology may access the Charter School network. The CEO or designees will determine if Users are permitted to connect on a space-available basis and Charter School resources will receive priority over non-Charter School equipment and may connect on a space-available basis and Charter School resources will receive priority over non-Charter School equipment. Peripheral devices such as printers may not be disconnected from the network and connected to personal technology.

All personal technology must be running up-to-date, with Charter School-approved virus detection software and operating system critical updates prior to accessing the Charter School network. Equipment must be certified as virus-free before being



connected to the network.

Charter School-owned software may not be installed on personal technology without written permission from the CEO or designee.

File storage on the network is limited to schoolwork only.

The User must supply all necessary hardware and software.

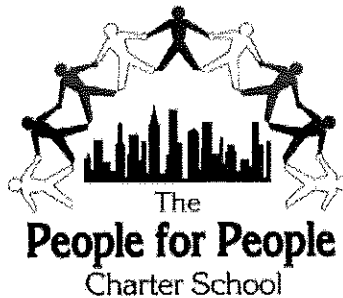
The CEO or his/her designee has the right to deny the connection of personal technology to the network. Personal technology may be removed from the Charter School network at any time on the recommendation of the CEO or his/her designee.

Photos, digital images, videos, and recordings taken of Charter School students and staff without their consent or knowledge will not be tolerated. Violators will be subject to disciplinary actions that may include losing the privilege to possess and use electronic devices on Charter School property, at Charter school sponsored events/ activities and on Charter School transportation.

Personal technology discovered on the Charter School network without authorization from the CEO shall be confiscated.

Safety

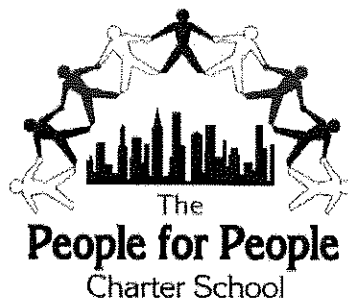
To the greatest extent possible, Users of the network will be protected from harassment or unwanted or unsolicited communication. Any network User who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher, staff member or an administrator.



Communications through Charter School Technology Resources are limited to only that which serves a demonstrable educational purpose. For safety reasons, Charter School Users shall not reveal personal addresses or telephone numbers to other Users on Charter School networks or on the Internet.

The CEO or his/her designee shall be responsible for implementing protection measures to determine whether Charter School's computers, laptops, iPads, Kindles and other Technology Resources and technology related devices such as USB drives, digital cameras and video cameras, PDAs, MP3 players, printers, etc. are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing technology protection measures that block or filter Internet access for minors and adults to certain visual depictions that are Obscene, Child Pornography, harmful to minors with respect to use by Minors, or determined inappropriate for use by Minors by the Board of Trustees.
2. Maintaining a listing of all employees and Users with access to the room that contains Charter School's server.
3. Generate and maintain monitoring reports (including firewall logs) of User activity and remote access on Charter School's system by all Users, including but not limited to students, employees, contractors, consultants, and/or vendors.
 1. The report should include the date, time and reason for access, whether it was remote access, changes made and who made the changes.
4. Maintaining documentation that students no longer enrolled at Charter School, terminated employees, and contractors/vendors with expired contracts or who are terminated are properly removed from Charter School's system in a timely manner.
5. Analyzing the impact of proposed program changes in relation to other critical business functions before adopting the proposed program changes.



6. Developing compensating controls to mitigate information technology (IT) weakness and alert Charter School to unauthorized changes to student data, i.e. reconciliations to manual records, analysis of student trends, data entry procedures and review, etc.

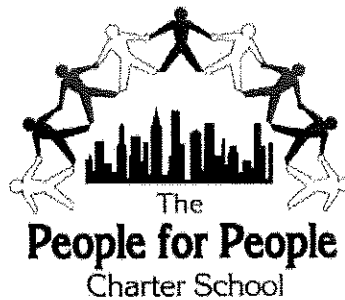
Vendors

If the Charter School shares internally sensitive or legally/contractually restricted Charter School data with parties outside the Charter School community, the Charter School shall first enter into a Non-Disclosure Agreement with the party. The Non-Disclosure Agreement is needed to protect the Charter School's proprietary or otherwise sensitive information. Non-Disclosure Agreements are typically needed when entering into a business relationship with vendors, consultants and contractors. All Non-Disclosure Agreements must be reviewed by the Charter School's legal counsel before signing.

All vendors, consultants and/or contractors shall only be granted access to the Charter School's Technology Resources to make changes or updates with prior written authorization from the CEO or his/her designee. Once the vendor, consultant and/or contractor, completes its work, access to the Charter School's Technology Resources will be removed.

Vendors, consultants and contractors are required to assign unique user IDs and passwords to each of their employees authorized to access the Charter School's system. Vendors, consultants and/or contractors may be terminated for violating this Policy and/or violating any state or federal laws.

All vendors, consultants and/or contractors and their employees who have direct contact with students must comply with the mandatory background check requirements for federal and state criminal history and child abuse. An official child abuse clearance statement for each of the vendors', consultants' and/or contractors' employees shall be submitted to the Charter School prior to beginning employment with the Charter School. Failure to comply with the background check requirements shall lead to immediate termination.



Closed Forum

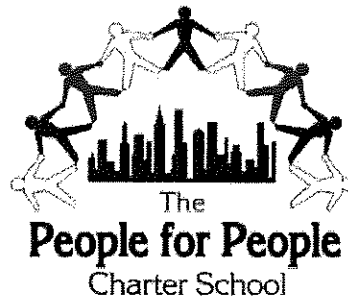
The Charter School's Technology Resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law.

All expressive activities involving Charter School Technology Resources that students, parents/guardians and members of the public might reasonably perceive to bear the approval of the Charter School and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the Charter School for legitimate educational reasons. All other expressive activities involving the Charter School's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board of Trustees policies.

Records Retention

Charter School personnel shall establish a retention schedule for the regular archiving or deletion of data stored on Charter School Technology Resources that complies with the Charter School's Record Retention and Destruction Policy as well as all federal and state laws and regulations. It is the User's responsibility to know which records are subject to these conditions and to comply with these laws and regulations or to contact the CEO for clarification.

In the case of pending or threatened litigation, the Charter School's attorney will issue a litigation hold directive to the CEO or his/her designee. A hold directive will direct all Charter School administration and staff not to delete or destroy any electronic mail or other documentation on a computer as related to a specific student, employee, issue and/or for a specific time period. Failure to follow such a directive could result in negative legal consequences for the User and/or within the actual or threatened litigation. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the Charter School's attorney. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the Charter School until the hold is released. No employee, who has been so notified of a litigation hold, may alter or delete any



electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Drafting E-mails

Like any other document, an e-mail message and other computer information is discoverable during litigation. An e-mail may be used in litigation to indicate what a User knew or felt. It is important to keep this in mind when creating e-mails and other documents. Even after you delete an e-mail message or close a computer session, it may still be recoverable and may remain on the system. Since e-mail communications are discoverable during litigation, they will have to be turned over to the opposing party unless determined to be privileged by the Charter School's legal counsel.

Privileged Attorney-Client Communications

Confidential e-mail sent to or retained from counsel or an attorney representing the Charter School shall include this warning header on each page: "ATTORNEY CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

Damages

All damages incurred by the Charter School due to a User's intentional or negligent misuse of Charter School's Technology Resources, including loss of property and staff time, may be charged to the User. Charter School administrators have the authority to sign any criminal complaint regarding damage to Charter School technology.

No Warranty/No Endorsement

The Charter School makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides.

The electronic information available to students and staff on the Internet or through web-based services does not imply endorsement of the content by the Charter School, with the exception of resources approved and adopted by the Board of Trustees. Nor does the Charter School guarantee the accuracy of information received using the Charter School's Technology Resources.



The Charter School is not and shall not be responsible for the loss of data, delays, nondeliveries, misdeliveries or service interruptions. The Charter School is not and shall not be responsible for any information that may be damaged or unavailable when using Charter School Technology Resources or for any information that is retrieved via the Internet. The Charter School is not and shall not be responsible for any damages incurred as the result of using the Charter School's Technology Resources, including but not limited to, the loss of personal property used to access Technology Resources. Further, the Charter School is not and shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other commercial online services.

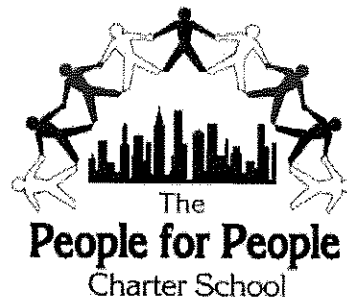
Unauthorized Disclosure of Information of Minors

It is a violation of state laws, including, but not limited to Chapter 12 of Title 22 of the Pennsylvania Code, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and all other federal laws and regulations, to access data of a student the User does not have a legitimate educational interest in or to disclose information about a student without parental permission or absent an exception to the disclosure requirements. Access and distribution of student data is recorded.

Questions regarding the disclosure of student information must be directed to the CEO prior to disclosure and must conform to the Charter School's student records and confidentiality policies. Unauthorized disclosure, use and dissemination of personal information regarding Minors is prohibited.

Compliance with Applicable Laws and Licenses

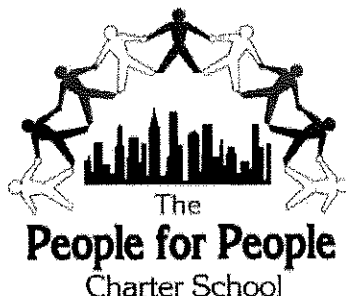
In their use of Technology Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. Users shall not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e-mail system or by any other means unless it is confirmed in advance from appropriate sources that the Charter School has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by the Charter School, as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the CEO or his/her designee.



Violations of Acceptable Technology Usage Policies and Procedures

Use of Technology Resources and equipment in a disruptive, manifestly inappropriate or illegal manner impairs the Charter School's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all Users granted access to the Charter School's Technology Resources. Any violation of Charter School policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of User privileges. User privileges may be suspended pending investigation into the use of the Charter School's Technology Resources and equipment.

Employees may be disciplined or terminated, and students suspended or expelled, for violating this Policy. Any attempted violation of the Charter School's policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation.



Consequences for Inappropriate Use

Charter School Users shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of Charter School Technology Resources includes, but is not limited to: intentional copying, deletion or damage to files or data belonging to others, copyright violations, or theft of services. Any illegal usage of Charter School Technology Resources will be immediately reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet or any Charter School Technology Resource. Suspension of access, loss of access and other disciplinary actions may be consequences for inappropriate use. Vandalism may result in cancellation of access privileges, discipline and possible criminal action.

Cessation of Access

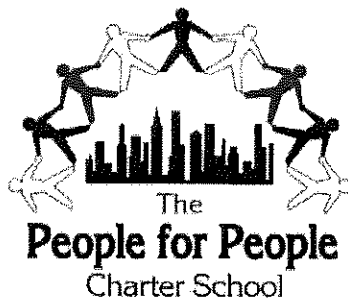
Upon termination or ending of enrollment, employment or the termination of any contract with or from the Charter School, no further access to or use of Technology Resources is permitted without the express authorization from the CEO.

Education of Technology Resource Users

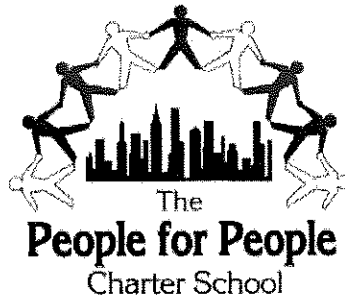
The Charter School shall implement a program that educates students and staff about acceptable use and internet safety associated with the Charter School's Technology Resources. All students must complete a designated Technology Resources and Internet training prior to unsupervised use of the Charter School's Technology Resources as required by the 2008 Broadband Data Improvement Act. This training includes, but is not limited to: appropriate online behavior, including interacting on social networking websites and in chat rooms; cyberbullying awareness and response; proper use of Technology Resources; restricted activities with Technology Resources; and access and monitoring of school-issued Technology Resources to students.

No Additional Rights

This Policy is not intended for and does not grant Users any contractual rights.



Users of the Charter School's Technology Resources must review this policy closely and sign and return to Charter School a form acknowledging receipt and acceptance of the terms in this policy, which is attached hereto. Venue for any legal action arising out of an alleged and/or actual violation of the attached Agreement(s) shall be in Allegheny County, Pennsylvania.

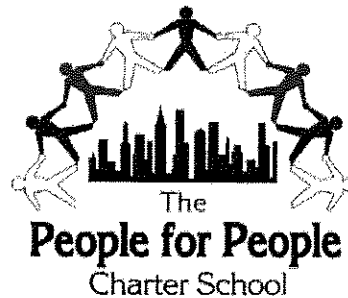


TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary



Acknowledgement of the Acceptable Use and Internet Safety Policy (Student User Agreement)

Dear Parent/Guardian:

Please review the following Student User Agreement with your child. Then please return both the signed Student User Agreement and the signed Parent User Agreement, which acknowledges receipt of **People for People Charter School's** ("Charter School") Acceptable Use and Internet Safety Policy ("Policy"), to your child's principal by DATE. This form is valid for the duration of your child's enrollment in Charter School until replaced by another form or revoked in writing by a parent or guardian.

I, _____, a student of Charter School, have read the entire Acceptable Use Policy, which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I accept the following basic rules:

I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy or render inaccessible Technology Resources.

I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.

I shall always treat people online with respect. I shall not use any Charter School Technology Resources to insult, harass, threaten, bully or cyberbully other Users, as defined above. I assume responsibility for the content of messages I send to others or that are sent to others via my account.

I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.

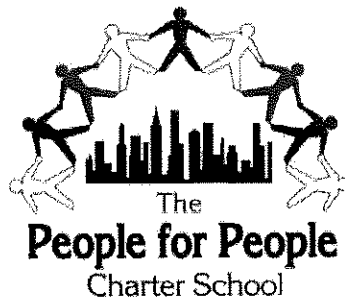
I understand that Technology Resources are to be used for educational/professional/contractual use.

I understand that all Technology Resources belong to Charter School and I shall treat them with respect.

I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.

I shall not add any software to Charter School's Technology Resources unless the CEO gives me prior permission in writing.

I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.



I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

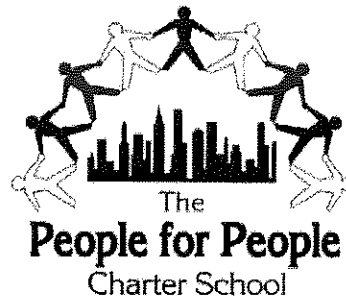
By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including student disciplinary action up to and including expulsion from Charter School in accordance with the Code of Conduct; charges for damages; and civil or criminal penalties.

X

(User Signature)

(Date)

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)



Acknowledgement of the Acceptable Use and Internet Safety Policy (Parent/Guardian User Agreement)

I, _____, a parent/ guardian of _____, a student of **People for People Charter School** ("Charter School"), have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I acknowledge the following:

My child and I shall treat all Technology Resources with care and will leave them in good working condition when he/she is finished. My child and I will not damage, deface, destroy or render inaccessible Technology Resources.

My child and I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, my child and I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.

My child and I shall always treat people online with respect. My child and I shall not use any Charter School Technology Resources to insult, harass, threaten, bully or cyberbully other Users. My child and I assume responsibility for the content of messages we send to others or that are sent to others via his/her account.

My child and I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. My child and I shall not allow other Users access to my child's mailbox and we will keep his/her password private.

My child and I understand that Technology Resources are to be used for educational/professional/contractual use.

My child and I understand that all Technology Resources belong to Charter School and we shall treat them with respect.

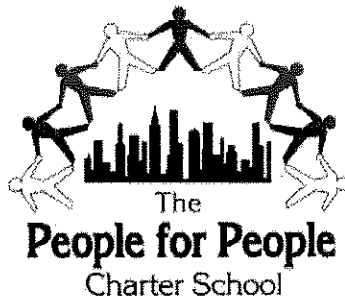
My child and I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives prior permission in writing.

My child and I shall not add any software to Charter School's Technology Resources unless the CEO gives prior permission in writing.

My child and I understand that the Technology Resources provided may be protected under copyright law. My child and I agree not to copy resources unlawfully and/or distribute any materials provided for our use without express prior permission by the CEO.

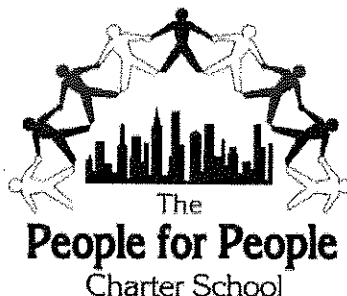
My child and I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my and my child's privileges to Technology Resources; disciplinary action, including student disciplinary action up to and including expulsion from Charter School in accordance with the Code of Conduct; charges for damages; and civil or criminal penalties.



X _____
(User Signature) (Date)

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)



Acknowledgement of the Acceptable Use and Internet Safety Policy (Administrator and Staff User Agreement)

I, _____, a User of **People for People Charter School's** ("Charter School") Technology Resources, have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I accept the following basic rules:

I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy or render inaccessible Technology Resources.

I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.

I shall always treat people online with respect. I shall not use any Charter School Technology Resources to insult, harass, threaten, bully or cyberbully other Users. I assume responsibility for the content of messages I send to others or that are sent to others via my account.

I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.

I understand that Technology Resources are to be used for educational/professional/contractual use.

I understand that all Technology Resources belong to Charter School and I shall treat them with respect.

I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.

I shall not add any software to Charter School's Technology Resources unless the CEO gives me prior permission in writing.

I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.

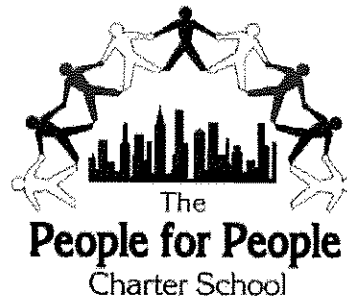
I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including termination of employment; charges for damages; and civil or criminal penalties.



X _____
(User Signature) (Date)

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)



Acknowledgement of the Acceptable Use and Internet Safety Policy (Vendor, Contractor and/or Consultant Agreement)

I, _____, a User of **People for People Charter School's** ("Charter School") Technology Resources, have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I accept the following basic rules:

I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy or render inaccessible Technology Resources.

I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.

I shall always treat people online with respect. I shall not use any Charter School Technology Resources to insult, harass, threaten, bully or cyberbully other Users. I assume responsibility for the content of messages I send to others or that are sent to others via my account.

I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.

I understand that Technology Resources are to be used for educational/professional/contractual use.

I understand that all Technology Resources belong to Charter School and I shall treat them with respect.

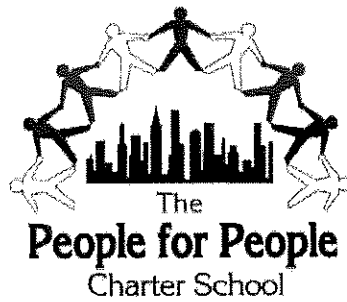
I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.

I shall not add any software to Charter School Technology Resources unless the CEO gives me prior permission in writing.

I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.

I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including termination of employment; charges for damages; and civil or criminal penalties.



X _____
(User Signature) (Date)

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)

Appendix C: Breach of Electronic Information Policy



People for People Charter School

Board of Trustees Policy

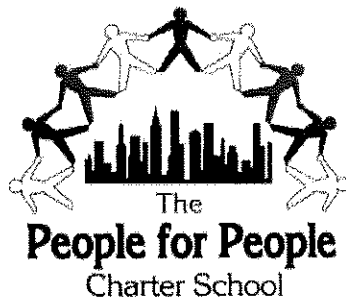
BREACH OF ELECTRONIC INFORMATION POLICY

The Board of Trustees ("Board") of the People for People Charter School ("Charter School") recognizes the role that technology plays in its daily operations. As such, the security of the Charter School's electronic system and the prevention of a possible breach of electronic information is a priority of the Board. Therefore, the Board directs the CEO or his/her designee to create a data breach threat response team of qualified staff and/or authorized vendors to respond to incidences where the unencrypted and unredacted personal information was or is reasonably believed to have been accessed or acquired by unauthorized persons from the Charter School's computerized systems, networks or other storage.

Definitions - 73 P.S. § 2302

"Breach of the security of the system." The unauthorized access and acquisition of computerized data that materially compromises the security or confidentiality of personal information maintained by the entity as part of a database of personal information regarding multiple individuals and that causes or the entity reasonably believes has caused or will cause loss or injury to any resident of this Commonwealth. Good faith acquisition of personal information by an employee or agent of the entity for the purposes of the entity is not a breach of the security of the system if the personal information is not used for a purpose other than the lawful purpose of the entity and is not subject to further unauthorized disclosure.

"Business." A sole proprietorship, partnership, corporation, association or other group, however organized and whether or not organized to operate at a profit, including a financial institution organized, chartered or holding a license or authorization certificate under the laws of this Commonwealth, any other state, the United States or any other



country, or the parent or the subsidiary of a financial institution. The term includes an entity that destroys records.

"Encryption." The use of an algorithmic process to transform data into a form in which there is a low probability of assigning meaning without use of a confidential process or key.

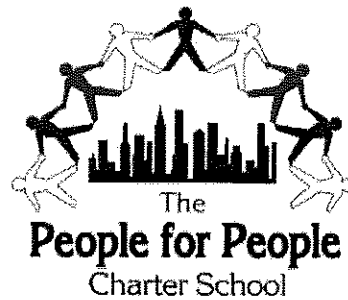
"Entity." A State agency, a political subdivision of the Commonwealth or an individual or a business doing business in this Commonwealth.

"Individual." A natural person.

"Personal information."

- (1) An individual's first name or first initial and last name in combination with and linked to any one or more of the following data elements when the data elements are not encrypted or redacted:
 - (i) Social Security number.
 - (ii) Driver's license number or a State identification card number issued in lieu of a driver's license.
 - (iii) Financial account number, credit or debit card number, in combination with any required security code, access code or password that would permit access to an individual's financial account.
- (2) The term does not include publicly available information that is lawfully made available to the general public from Federal, State or local government records.

"Records." Any material, regardless of the physical form, on which information is recorded or preserved by any means, including in written or spoken words, graphically depicted, printed or electromagnetically transmitted. The term does not include publicly available directories containing information an individual has voluntarily consented to have publicly disseminated or listed, such as name, address or telephone number.

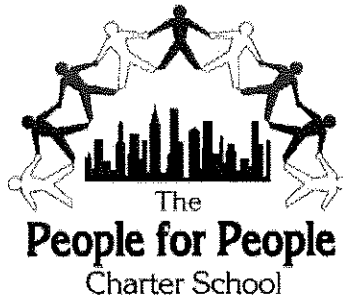


Notice

Following discovery of a breach of electronic information by the Charter School, the CEO or his/her designee shall ensure notice of the breach is provided to those whose information is reasonably believed to have been accessed and acquired by an unauthorized person. Unless advised by a law enforcement agency in writing, this notice of the breach shall be sent as soon as possible, and/or once the Charter School has assessed the breach in its entirety and taken necessary steps to prevent future breaches in this manner.

Notice may be provided by any of the following methods of notification:

- 1) Written notice to the last known home address for the individual.
- 2) Telephonic notice, if the individual can be reasonably expected to receive it and the notice is given in a clear and conspicuous manner, describes the incident in general terms and verifies personal information but does not require the individual to provide personal information and the individual is provided with a telephone number to call or Internet website to visit for further information or assistance.
- 3) E-mail notice, if a prior business relationship exists and the Charter School has a valid e-mail address for the individual.
- 4) (i) Substitute notice, if the Charter School can demonstrate one of the following:
 - a) The cost of providing notice would exceed \$100,000.
 - b) The affected class of subject persons to be notified exceeds \$175,000.
 - c) The Charter School does not have sufficient contact information.
 (ii) Substitute notice shall consist of all of the following:
 - (1) E-mail notice when the Charter School has an e-mail address for the subject persons.
 - (2) Conspicuous posting of the notice on the Charter School's Internet website.



(3) Notification to major Statewide media.

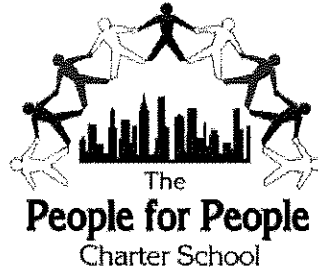
TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this day _____ of _____, 2020

President

Secretary

Appendix D: Remote Access and Monitoring of School-Issued Technology Policy



People for People Charter School

Board of Trustees Policy

REMOTE ACCESS AND MONITORING OF SCHOOL-ISSUED TECHNOLOGY

The Board of Trustees ("Board") of the People for People Charter School ("Charter School") recognizes the need to establish regulations for school-issued Technology Resources consistent with the educational mission of the Charter School.

Definitions

Technology Resources means technologies, devices and resources used to access, store or communicate information, as issued by the Charter School to Charter School students for use in connection with the Charter School academic program. This definition includes, but is not limited to: computers, laptops, iPads, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, digital cameras, e-readers, i.e. Kindles and Nooks, Internet, electronic mail, electronic communications devices and services, multi-media resources, hardware and software, including the Moodle software (abbreviation for "Modular Object-Oriented Dynamic Learning Environment").

Remote Access of Technology Resources means a situation where a Charter School employee or agent, using client management software, accesses a Technology Resource in the student's possession. Software maintenance, which will download software and configuration changes automatically when a student connects to the Charter School Network with the Technology Resource, does not constitute remote access of the Technology Resource. Remote access of Technology Resources does not include voluntary participation by the student or other User in web conferences, chat rooms or other web-based activities not required as part of the Charter School's academic program.



Software maintenance means any software or configuration changes sent out to all Technology Resources even if it only affects certain Technology Resources that are necessary for the maintenance and security of the Charter School's Technology Resources and to ensure that only authorized software is installed on the Technology Resources.

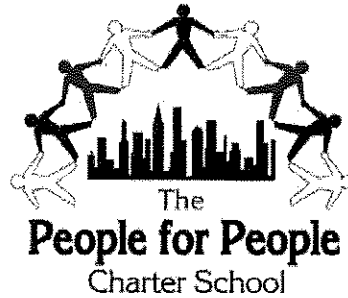
Repair and Maintenance of Technology Resources

Technology Resources are the property of the Charter School. Students are responsible for the appropriate use of Technology Resources whether in the Charter School facility or if used in the student's home in accordance with Charter School policies. If Technology Resources are in need of repair, service or other maintenance, students are to report to the Technology Department at the Charter School. Students should not attempt to repair or service any Technology Resources. Vandalism to any Technology Resource or any of their accessories is strictly prohibited by the Charter School Student Code of Conduct.

Remote Access

Certain Technology Resources may be equipped with the ability to be accessed remotely in the following two scenarios:

1. **Technical Problems.** In some instances it may be necessary for Charter School to access the Technology Resource remotely to resolve a technical problem. If this is needed, the student will be asked for permission. If permission for remote access is given, a permanent record of the approval will be logged along with the time, date and duration of the access. Charter School will only implement remote access software that automatically creates a record of its activation. If the student does not wish to have the technical problem resolved remotely the student may decline the request for remote access and arrange for the problem to be resolved in-person. However, a student does not need to be asked for permission prior to remote software maintenance as defined above. Software maintenance may involve the correction of altered code or programming and in some cases may remove files from the Technology Resource if the files are



deemed to be a threat to the operation or security of the Network or are stored in unauthorized software.

2. A Technology Resource Reported Missing or Stolen. If the student or parent/guardian believes the Technology Resource is missing or stolen, a written report of the incident must be filled out by the student and parent/guardian and filed with the CEO or his/her designee. Once the report is filed, the Charter School may initiate the following procedures for reporting Technology Resources missing or stolen which provide as follows:

- i. Activate Internet Protocol tracking may be used with parent/guardian and student consent for the sole purpose of retrieving the equipment.
- ii. At no time will the Technology Resource's camera be activated remotely nor will screen shots, audio, video or on-screen text be remotely monitored.

NOTE: The Board of Trustees may from time to time approve other tracking technologies; however, no tracking technology will be used unless its function and capabilities have first been explained to the parent/guardian and student.

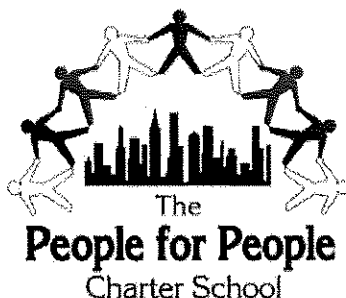
Review of Student Records

The Charter School's Student Information System permits only authorized Charter School users to remotely access student records and various remote levels of access are permitted depending on the reason for review and level of authority of authorized user, in accordance with applicable state and federal law.

Review of Student Files

At no time will any Charter School employee, other than as stated above, review a student's files stored on the Technology Resource, except as follows:

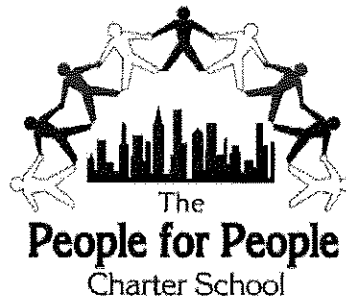
- After the Student Technology Resource has been returned for reason of end of school year, disenrollment or for a replacement Technology Resource because of a defective Technology Resource.



- If the Charter School has a reasonable suspicion that a student is violating applicable state or federal laws, Charter School Code of Conduct and/or Charter School rules or policies, authorized Charter School administrators may remotely access and/or take custody of the Technology Resource and review student files. "Reasonable suspicion" means reasonable grounds exist that the search will uncover evidence that the student has violated state or federal law, Charter School Code of Conduct, or Charter School rules or policies. The scope of the search must be reasonably related to the violation that justified the search.
- Where a Technology Resource is reported missing or suspected stolen, pursuant to a written and signed consent form that clearly and conspicuously sets forth the ability of the Charter School to access or review student files. Parents/guardians and student must be informed in writing that the failure to sign the consent form or to otherwise cooperate with the Charter School or an investigating law enforcement agency in connection with the retrieval of the Technology Resource may subject the parents/guardians and/or student to the cost of the full replacement value of the Technology Resource.
- Teachers and other Charter School personnel may provide assistance to students in locating student files in the presence of and at the request of the student.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

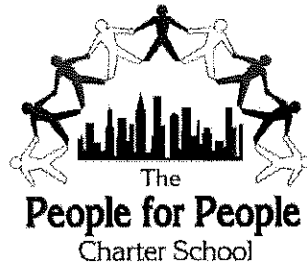
ADOPTED this _____ day of _____, 2020



President

Secretary

Appendix E: Social Media & Networking Guidelines Policy



People for People Charter School

Board of Trustees Policy

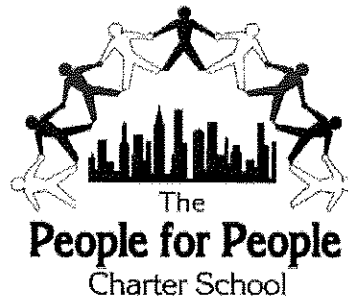
SOCIAL MEDIA AND NETWORKING GUIDELINES POLICY

Purpose:

The Board of Trustees ("Board") of the People for People Charter School ("Charter School") is committed to ensuring the safety and security of its members by establishing rules and guidelines for the use of social media by students, their families, volunteers and employees of the Charter School, as well as any guests accessing social media through the school's communications and information systems at Charter School facilities, at Charter School sponsored activities and events, on Charter School transportation and off-school hours while engaged in private means and sites, but where postings and interactions by Charter School families, students, employees and volunteers could impact and substantially disrupt functioning of the Charter School or the reputation of the Charter School or of the individual members of the school community.

While safe and appropriate use of social media is useful in education, unsafe and inappropriate use of social media both inside and outside of the Charter School is prohibited and subject to Charter School discipline and reporting to local, state and/or federal law enforcement pursuant to applicable Student or Employee Codes of Conduct, as well as to local and state child welfare agencies pursuant to the Board's Mandatory Reporter Policy (in accordance with the Pennsylvania Child Protective Services Law, at 23 Pa.C.S. §§6301 et seq.), and to other governmental agencies as part of its duties pursuant to the Safe Schools Act at 24 P.S. §§13-1301-A, et seq.

Additionally, this Policy is in compliance with other Board of Trustees approved policies that are in accordance with the Pennsylvania Department of Education ("PDE") guidelines, and the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), which mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to "visual



depictions" that are determined to be "obscene," "child pornography," or "harmful to minors" as defined herein. This Policy is also in accordance with PDE's further guidance that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA), which was passed as part of CIPA, to enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities.

The CEO or designee(s) shall develop procedures to implement this policy, and may delegate to his/her designee(s) the right to enforce this policy.

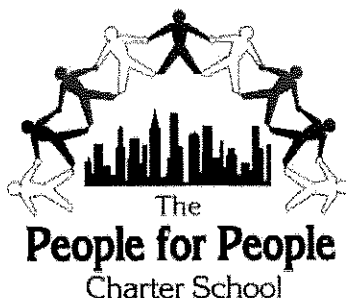
Definitions:

Users – Any person who has signed the Acceptable Use and Internet Safety Policy and is permitted by the Charter School to utilize any portion of the Charter School's Technology Resources including, but not limited to, students, parents, employees, Board of Trustee members, contractors, consultants, vendors and agents of the Charter School. If any social media post is published using Charter School technology resources, including computing devices, mobile devices, and networks, the Charter School's Acceptable Use policy applies and is hereby incorporated by reference.

Technology Resources – includes technologies, devices and resources used to access, store or communicate information. This definition includes, but is not limited to, computers, information systems, networks, laptops, iPads, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, digital cameras, wireless reading devices, i.e. Kindles and Nooks, Internet, electronic mail, electronic communications, devices and services, multi-media resources, hardware and software, including Moodle software.

Social Media – includes websites that incorporate one or more of the following:

Blogs – are web logs or journals where authors and users can post textual, audio, or video content, and where some permit others to post comments or their blogs. Some websites enable individuals to create freestanding blogs, other special interest websites



use blog tolls and message forums to engage users. Non-exclusive examples would include, but are not limited to: Facebook and Twitter.

Media sharing – are websites where users post and share videos, audio files and/or photos as well as tag them to enable searching. Non-exclusive examples would include, but are not limited to: YouTube, Twitter, Vimeo, Facebook and Snapchat.

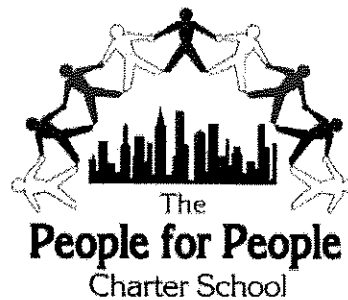
Social media includes communication, collaborative sharing, and reaching students, employees and guests for educational purposes using websites, platforms, resources, or documents. Non-exclusive examples would include, but are not limited to: Google Plus, Teacher Tube.

Prohibited Communications – Communications which may not be posted through social media shall be set forth specifically in the aforesaid Guidelines and Student Code of Conduct and include, but are not limited to: (a) personally identifiable information about Charter School students, and personal and/or confidential information about Charter School employees, volunteers or guests; (b) child pornography, sexual exploitation, bullying/cyberbullying, inappropriate commercialization of childhood experiences; (c) defamatory, discriminatory and/or harassing statements and images that attack or mock an individual due to his/her real or perceived race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion; (d) unauthorized or false information which could damage the Charter School's reputation, its employees, its students or their families; (e) infringement upon intellectual property, proprietary information etc.

Limited Public Forum – a government operated location where the public may comment and post online, subject to viewpoint neutral guidelines.

Non-public Forum – a government operated location where the public may not comment or post online; free expression by the public is restricted regardless of message or viewpoint.

Personal Social Media Account – a social media account, regardless of platform, which is operated by a Charter School employee or Board member for his/her personal use,



including personal professional development. A personal account is not regularly used to promote or communicate about Charter School events or activities, or the activities of students.

Charter School's Social Media Account – a social media account, regardless of platform, that is operated by a Charter School employee or Board member in his/her professional capacity, and that is designed to further the educational mission of the Charter School by communicating with members of the Charter School community and the general public.

Third Party Social Media Account – a social media account, regardless of platform, that is operated by a volunteer, student, parent, alumni, or other member of the public on behalf of a club, foundation, sports team, or other extracurricular group affiliated with the Charter School. Third party social media accounts are not operated by Charter School employees or Board members.

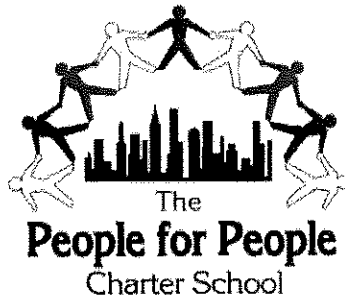
Charter School's Social Media Accounts

The Charter School's social media accounts must remain professional, and consistent with the educational mission of the Charter School at all times. The operators of the Charter School's social media accounts are responsible for the content on the social media accounts that they manage.

Account Ownership

The Charter School's social media accounts are owned by the Charter School, and operated by Charter School employees or Board members on behalf of the Charter School. The Communication coordinator or designee(s) shall maintain a list of all social media accounts operated by the Charter School, along with a list of credentials to access the accounts.

Photos, Videos, & Livestreams of Students



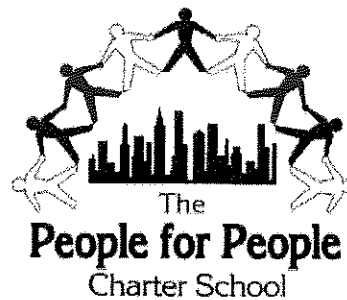
The Charter School's social media account operators may post photographs, videos, and livestreams of students engaged in the educational process or at school-related events unless the student's parent/guardian has declined to sign the Charter School's media release form. The operators of the Charter School's social media accounts are responsible for complying with this provision.

Social Media Content

The Charter School's social media page(s) are provided for the school community and are not intended to be a public forum(s). The purpose of the page(s) is to inform the community about school events, activities, announcements, and accomplishments. All postings will comply with the Family Education Rights and Privacy Act ("FERPA") rules and regulations and the page(s) will be monitored regularly by the Principal.

All comments posed on the page(s) will be reviewed and may be deleted at the Charter School's discretion in a manner that does not discriminate against speech based on viewpoint and is consistent with the page's purpose. The Charter School will delete comments that include any of the following:

- Profane, vulgar language, obscene or sexually explicit comments;
- Sexual content or links to sexual content;
- Content that is threatening, intimidating, hostile, offensive, or that promotes, fosters, or perpetrates discrimination based on race, creed, color, age, religion, gender, marital status, status with regard to public assistance, national origin, physical or mental disability or sexual orientation;
- Conduct or encouragement of illegal activity;
- Comments not topically related to the Charter School social media post being commented upon;
- Spam or links to other sites;
- Promotion of particular services, products, or political organizations without prior written approval from the Charter School;
- Infringement on copyrights or trademarks;



- Confidential, personally identifiable or otherwise sensitive information pertaining to the Charter School, its students, employees or guests;
- Information that may compromise the safety, security or proceedings of the Charter School or any criminal or civil investigations;
- Defamatory comments; and
- Any content not otherwise specified herein that violates Federal, state or local laws.

Any questions concerning the operation of the Charter School's social media page(s), or to report an inappropriate comment, contact the Principal.

The Charter School Logo and Link

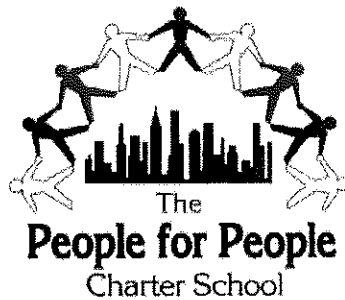
The Charter School's logo shall not be used on websites or social media pages that are not owned or related to the Charter School or in forums/discussion boards to express or imply the official position of the Charter School without the expressed, written permission of the Charter School's Principal. Also, no personal social media pages shall provide a link directly to the Charter School's website or social media pages without the expressed, written permission of the Charter School's Principal.

Tagging

The Charter School's social media account operators may tag the social media accounts of educational applications, products, and services, so long as the Charter School and its employees do not receive financial or other tangible compensation for the tag.

The Charter School's social media account operators shall not tag individual students using their social media usernames or handles, but may tag other adult members of the Charter School community.

The Charter School's social media accounts shall not be used to communicate directly with students. One-to-one communication with a student shall be limited to electronic



resources provided by the Charter School such as email or classroom management applications.

Copyright

The copyright for all content posted to Charter School's social media accounts must be either owned by the Charter School, licensed by the copyright owner, or not subject to copyright protection. The operator of a Charter School social media account is responsible for ensuring compliance with this provision.

Retweets / Reposts

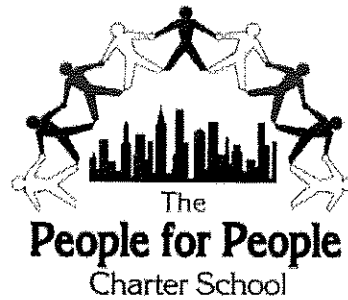
The Charter School's social media accounts may highlight social media posts by others by retweeting or reposting their messages, so long as the retweet/repost follows these guidelines.

Personal Social Media Accounts

Charter School employees may not use personal social media accounts to communicate privately (via direct message or private chat) with students concerning any school business. One-to-one communication with a student concerning any school business shall be limited to the electronic resources provided by the Charter School such as email or classroom management applications.

Charter School employees are urged to exercise extreme caution before communicating with students via social media about non-school matters. Such electronic communication may cross professional boundaries in violation of the Pennsylvania Code of Professional Practice and Conduct for Educators, and the Educator Discipline Act. Charter School employees are urged to maintain strict professional boundaries on social media, and to protect against even the appearance of impropriety.

Charter School employees and Board members shall not post personally identifiable and otherwise confidential information from educational records on their personal



social media accounts. Personally identifiable information includes information that could indirectly identify a student through linkages with other information.

Charter School employees are strongly encouraged to utilize privacy settings on personal social media accounts to ensure that a professional boundary is maintained between the employee and students and parents.

The Charter School does not actively monitor personal social media accounts for its employees. Nonetheless, should the Charter School administration or Board's attention be brought to a personal social media post that demonstrates insubordination, immorality, cruelty, unlawful discrimination, other unlawful act(s), or that impedes the efficient and effective operation of the Charter School, the employee may be subject to disciplinary action.

Third Party Social Media Accounts

Third party social media accounts are not operated or controlled by the Charter School. These accounts are privately created and maintained, and are not actively monitored by the Charter School.

Third party social media accounts may not use the Charter School's logo, unless given express written permission by the CEO or designee(s).

The Charter School encourages the operators of all third party social media accounts to be good-faith ambassadors of the Charter School, and to operate these private social media accounts in a manner that represents the Charter School in a positive light.

Consequences for Violation of this policy

Employees that violate this policy may be subject to disciplinary action, up to and including dismissal.

Responsibilities



To the extent consistent with applicable state and federal laws and reasonably practical, the Charter School Technology Manager shall be responsible for the management of the Charter School's system's technology protection measures (or "Internet filters") to block or filter Internet, and other forms of electronic communications, and access to inappropriate information. Technology protection measures shall only be disabled pursuant to the direction of the CEO or his/her designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the CEO or his/her designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO of the Charter School or his/her designee.

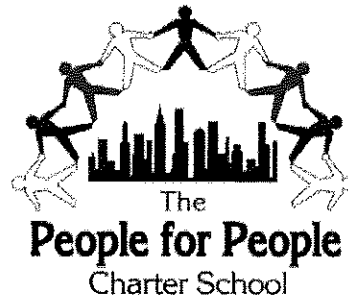
In accordance with annually distributed "Guidelines to Parent/Guardian & Student Social Media and Networking With Acknowledgement Form," teachers shall educate students about appropriate and safe online behavior, monitor online behavior when in the Charter School facility or at Charter School sponsored events and activities or on school transportation and to report any inappropriate behavior to Charter School Administration for disciplinary measures in accordance with the Student Code of Conduct. Teachers shall explain and model appropriate use of the Internet for students through the Charter School's information technology and communicating with alumni on social media.

Students' Responsibilities shall be set forth in the "Guidelines to Parent/Guardian & Student Social Media and Networking With Acknowledgement Form," and shall include, but not be limited to:

Students should not reveal personally identifiable information about themselves or other persons on social media.

Students shall be directed not to meet in person anyone they have met on the Internet.

Students shall be encouraged to promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.



Students shall be encouraged to treat other people how they would want to be treated when using social media.

Parents' Responsibilities shall also be set forth in the "Guidelines to Parent/Guardian & Student Social Media and Networking With Acknowledgement Form," and shall include, but not be limited to:

Parents are primarily responsible for transmitting social values and norms to their children and discussing with their children what material is and is not acceptable for their children to access through the Charter School's information technology with the aforesaid Guidelines as a reference tool.

Parents are exclusively responsible for monitoring their children's use of the Internet when the Charter School's Internet systems are accessed from home or a non-school location. Parents take the responsibility for their children's behavior on social media in accordance with the aforesaid Guidelines and the Charter School Student Code of Conduct as to prohibited communications both inside and outside of the Charter School facility and at Charter School sponsored events and activities.

Employees' responsibilities shall be set forth in the annually distributed "Guidelines to Employee Social Media and Networking With Acknowledgement Form," and shall include, but not be limited to:

Safe and appropriate use of social media both in the Charter School facility and at Charter School sponsored events and activities in accordance with the aforesaid Guidelines and the Charter School Employee Human Resources and Benefits Guide.

Safe and appropriate use of social media outside of the Charter School facility and when not engaged in Charter School sponsored activities or events in accordance with the aforesaid Guidelines and the Charter School Employee Human Resources and Benefits Guide.

Such safe and appropriate use includes, but is not limited to:



Educational purposes unless approval by the CEO to use social media websites for a related educational purpose;

Not posting Charter School students' personally identifiable information or any student photos on personal or professional social media;

Not contacting and/or enrolling prospective, current or former students through social media; and

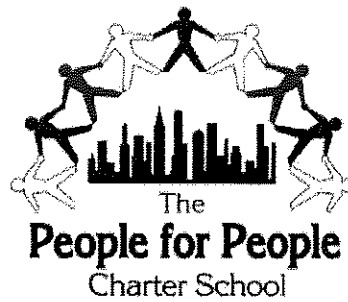
Preventing exposure of Charter School students to prohibited information on social media.

Safe Schools Act and Mandatory Report Duties

The Charter School shall comply with the Safe Schools Act reporting requirements and all Charter School staff and volunteers are Mandated Reporters regarding child abuse as defined in the Pennsylvania Child Protective Services Law for purposes of reporting. Therefore, the Charter School may be required to report certain communications posted to social media to local, state or federal law enforcement, local and state welfare agencies and/or other state or federal governmental agencies.

Training

The Charter School shall provide training for employees, volunteers, and Board of Trustees, and instructional sessions for students to educate them about the importance of how to appropriately use social media, and how to comply with the requirements of this policy, and any administrative procedures and/or guidelines developed to implement this Board Policy.



TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED
TO CONFLICT WITH THE CHARTER OR APPLICABLE STATE AND/OR
FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR
CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

Appendix F: Bullying/Cyber-Bullying Policy

The Board of Trustees and the School Administration recognize the importance of a safe school environment to the educational process of People for People Charter School. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment; and since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate bullying. The policy detailed herein, is adopted to ensure compliance with HB 1067 (PA) Amending "Article XIII-A Safe Schools" in the Pennsylvania School Code of 1949, that requires each school entity to adopt a policy related to bullying.

Definitions

Bullying means an intentional electronic, written, verbal, psychological or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting or using school property that is severe, persistent or pervasive and has the effect of doing any of the following:

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

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

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

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

- Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or
- Non-Verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyberbullying.

Cyber-Bullying means bullying that occurs by use of electronic or communication devices through means of email, instant messaging, text messages, blogs, photo and video sharing, chat rooms, bash boards, or websites.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.

School property means the school computer or telephone.

Authority

The Board and School Administration prohibit all forms of bullying.

The Board and School Administration expect students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board and School Administration encourage students who have been bullied to promptly report such incidents to the Principal.

Since bystander support of bullying can support these behaviors, the school prohibits both active and passive support for acts of bullying. As such, the Board encourages students who have been witnesses to bullying to promptly report such incidents to the Principal. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

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

The Board and School Administration collectively prohibit any person from falsely accusing another of bullying.

Delegation of Responsibility

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

The Board requires the CEO of the school (or designee) to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the CEO (or designee). All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Board requires the CEO (or designee) to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the CEO (or designee) shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three (3) school days after a report or complaint is made. The consequences and appropriate remedial action of a person found to have violated this policy must be determined and implemented within three (3) school days from the conclusion of the investigation.

The Board requires the CEO (or designee) review this policy and administrative regulations annually with staff, students, and parents. This policy shall be incorporated in the School's Code of Conduct.

The Board requires that this policy shall be accessible in every classroom. The policy shall be posted in a prominent location within the school and on the school website.

The CEO (or designee) in cooperation with other appropriate administrators shall review this policy every three (3) years and recommend necessary revisions to the Board.

School administration shall annually provide the following information with the Safe School Report:

- School's bullying policy.
- Report of bullying incidents.
- Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

The People for People Charter School will comply with federal, state and local laws relating to bullying.

The People for People Charter School will comply with federal, state and local laws regarding the discipline of special education students who engage in an act of bullying.

Education

The school may develop and implement bullying prevention and intervention programs. Such programs shall provide school staff and students with appropriate training for effectively responding to, intervening in, and reporting incidents of bullying.

Consequences for Violations

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's approved Code of Student Conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

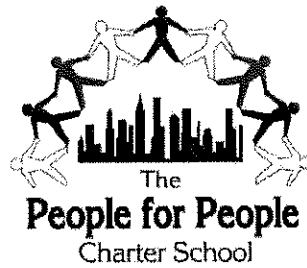
Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying may range from positive behavioral interventions up to and including suspension, expulsion, or referral to law enforcement officials in the case of a student, or suspension or termination in the case of an employee, as set forth in the school's approved Code of Student Conduct or Staff Handbook.

The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act,

The consequences and appropriate remedial action for a person found to have falsely accused another of bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying shall be disciplined in accordance with school policies, procedures, and agreements.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Appendix G: Title IX Policy



People for People Charter School

Board of Trustees Policy

TITLE IX POLICY

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*, protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states that:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

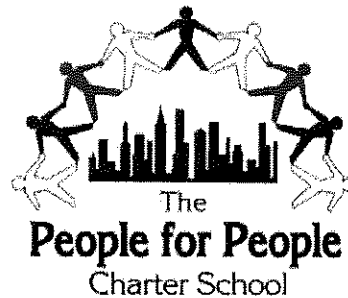
This policy reaffirms the commitment of the People for People Charter School ("Charter School") to comply with Title IX. This policy covers student on student as well as employee on student sexual harassment.

When Does Title IX Apply?

Title IX covers sexual harassment that happens in a school's "education program or activity." This includes locations, events, and circumstances where a school exercises substantial control over the context of the alleged harassment and the person accused of committing the sexual harassment.

Sexual Harassment

Title IX prohibits the following conduct on the basis of sex that satisfies one or more of the following:



- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.
- School employee conditioning educational benefits on participation in unwelcome sexual conduct, otherwise known as "Quid pro Quo" harassment.
- "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v) "dating violence," as defined in 34 U.S.C. 12291(a)(10) "domestic violence," as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

Charter School's Response to Allegations/Knowledge of Sexual Harassment

Once the Charter School has actual knowledge of sexual harassment or allegations of sexual harassment, the Charter school must respond or take action.

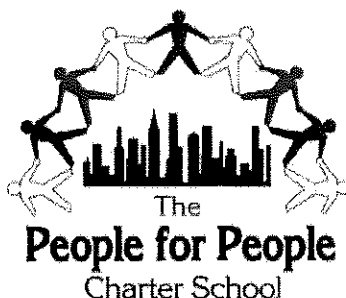
The Charter School has "actual knowledge" when it has been given notice that a person may have been victimized by sexual harassment. Any person, whether the alleged victim or a parent, friend, or bystander, has the right to report sexual harassment to put the Charter school on notice. A report to any school employee will result in the Charter School having "actual knowledge." Further, Charter School personnel who personally witness sexual harassment can mean that the Charter School has "actual knowledge."

The Charter School cannot be "deliberately indifferent" in responding to a complaint of sexual harassment. That means that it cannot be "clearly unreasonable" in light of the known circumstances. Upon receipt of a complaint, the Title IX Coordinator must act promptly, and must provide the following information to the complainant:

- The availability of supportive measures
- The right to file a complaint
- How to file a complaint

Supportive Measures:

Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect or preserve equal access to education, protect safety,



or deter sexual harassment. A complainant does not need to file a formal complaint for him/her to receive supportive measures. Supportive measures are intended to support a student and are not punitive or disciplinary with respect to another student. These measures do not unreasonably burden any other person. Each student, the complainant and respondent, must have equal access to education prior to any determination of responsibility.

Examples of supportive measures include:

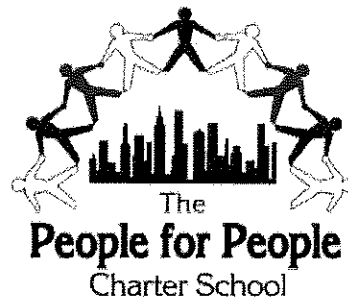
- Counseling
- Extension of deadlines
- Modification of work or class schedules
- Escort services
- Mutual restrictions on contact between individuals

The Title IX Coordinator is responsible for implementing these supportive measures and must consider the alleged victim's wishes when it comes to requests for supportive measures. Generally, these measures must remain confidential.

Title IX Coordinator:

Per Title IX federal funding mandates, the Charter School shall designate a Title IX Coordinator whose duties will include:

- (a) receiving reports from victims and third parties of sexual discrimination or sexual harassment in person or by mail, telephone, email, or any other means that results in the Title IX Coordinator receiving the report at any time, including nonbusiness hours;
- (b) oversee mandated (seven-year) recordkeeping regarding investigations, appeals, informal resolutions, and training for Coordinator, investigators and decision-makers on the definition of sexual harassment in the Final Rule, the application of the Title IX policy, how to make relevancy determinations (including how to apply rape shield protections for complainants), the Charter School's education program or activity, and the grievance process, including how to conduct investigations, hearings (including technology for live hearings), appeals, informal resolution processes, how to serve



impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

- (c) maintaining current contact information in Charter School's nondiscrimination notices and website;
- (d) ensuring Charter School is compliant with Title IX, coordinating the investigation and disciplinary process and looking for patterns or systematic problems with compliance to ensure Charter School fulfills federal obligations;
- (e) signing formal complaints alleging sexual harassment;
- (f) receiving notice of sexual harassment or allegations of sexual harassment (or authorized Charter School representative authorized to institute corrective measures), triggering actual knowledge designation;
- (g) upon receipt of a complaint, providing prompt info to complainants about availability of supportive measures, the right to file a complaint and how to file a complaint and consideration of complainant's wishes regarding supportive measures;
- (h) ensuring the Charter School grievance process and the Title IX Coordinator, investigator, decision-maker and facilitator of an informal resolution process is free of conflicts of interest or bias against a party;
- (i) dismissing a complaint (1) when complainant provides written notice to the Title IX Coordinator to do so, (2) when allegations do not constitute sexual harassment, (3) if the allegations did not occur in the Charter School's educational program or activity, (4) if the allegations did not occur in the United States, (5) if respondent is no longer enrolled or employed by the Charter School, or (6) when specific circumstances prevent the gathering of evidence sufficient to reach a determination;
- (j) coordinating Charter School efforts to comply with Title IX; and
- (k) respecting a complainant's wishes regarding whether the Charter School investigates, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances;

The Charter School's Title IX Coordinator's duties do not include:



- (a) the ability to be named the decision-maker tasked with issuing a written determination regarding responsibility with findings of fact, conclusion about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent and whether remedies will be provided to the complainant (Title IX Coordinator or the investigator cannot be named decision-maker);
- (b) the ability to be named as the decision-maker on any appeal (cannot be the same person as the initial decision-maker on the formal complaint, the investigator, or the Title IX Coordinator);
- (c) any other job responsibility that creates a conflict of interest with responsibilities under Title IX;
- (d) becoming a complainant or a party during the grievance process upon the signing of a formal complaint; and
- (e) a requirement that the Title IX Coordinator file a formal complaint any time the Charter School received notice of multiple reports against a particular respondent and corresponding safe harbor.

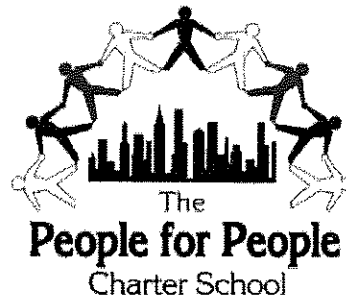
Grievance Procedures

Procedures outlining the Title IX Grievance Process that are consistent with this policy and final rules from the United States Department of Education are attached to this policy.

The Charter School will follow a grievance process that complies with the Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The Charter School will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.

The Charter School will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.



It is the policy of the Charter School during the grievance process to treat complainants and respondents equitably. That includes providing remedies to a complainant if a respondent is found responsible, and by following these policies in imposing discipline on the respondent.

The Title IX Coordinator shall be capable of conducting a thorough and complete investigation and shall seek advice and assistance from the Board of Trustees if the Title IX Coordinator believes that he or she lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the Title IX Coordinator or the CEO is the one accused of sexual harassment, or the Title IX Coordinator has bias or a conflict of interest, the Board will appoint a qualified individual who is not employed by the Charter School to conduct the investigation.

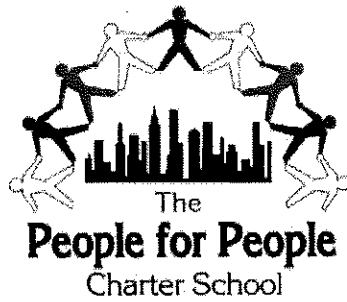
If the Title IX Coordinator submits the complaint, the Title IX Coordinator must recuse him/herself from the investigation and allow the Board to appoint a qualified individual who is not employed by the Charter School to conduct the investigation.

Once the Title IX Coordinator completes his/her investigatory report, the case will be turned over to a neutral decision maker for the hearing process. A neutral decision maker must be a person(s) who is free from all conflicts of interest or bias for or against complainants or respondents and must receive special training about how to be impartial and how to decide what evidence is relevant.

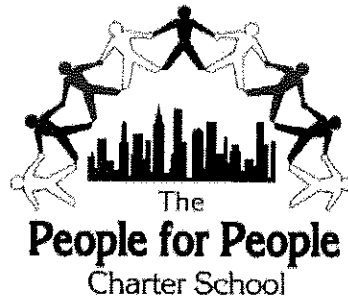
A school can remove a respondent from the Charter school's educational programs or activities on an emergency basis if the respondent poses an immediate threat to anyone's physical health or safety. If the respondent is an employee, the Charter school may place the employee on administrative leave pending the investigation.

No one will be forced, threatened, coerced, or discriminated against for choosing not to be a part of this grievance process.

Both complainant and respondent have equal rights throughout the entire investigation and hearing process, including, but not limited to, the opportunity to present witnesses and evidence, including expert witnesses, as well as inculpatory and exculpatory



evidence. The Charter School will further comply with all disability laws to ensure that all participants are appropriately accommodated.



Publishing Requirements of this Policy:

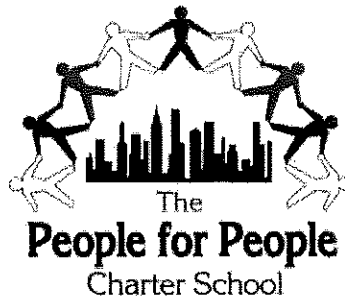
The Charter School will disseminate a notice of nondiscrimination, which the U.S. Department of Education recommends should specify that sexual harassment and violence are prohibited. Such notice shall appear in the Charter School's student handbook and/or code of conduct, on the Charter School's website, and be available in print on campus so that school members may understand its purpose and utility and include enough detail in the policy so that members of the community realize that sexual harassment and sexual violence are prohibited forms of sex discrimination.

The Charter School will adopt and publish a grievance procedure outlining the complaint, investigation, and disciplinary process for addressing sex discrimination, sexual harassment, and sexual violence occurring within educational programs. This process should address discrimination perpetrated by students, employees, or third parties. Additionally, school security and/or law enforcement personnel must notify victims of their rights to use the Charter school's grievance procedure in addition to being able to file a criminal complaint.

This grievance procedure requires the Charter school's process be "prompt and equitable," meaning it must be a timely response to discrimination and provide both parties equivalent rights during the disciplinary process rather than having one-sided due process. For example, if the accused student is given a right to have an attorney present, so may the accusing student.

While sexual misconduct complaints may be resolved through informal mechanisms, such as mediation, students are not required to use informal methods of grievance resolution and should not be pressured into such a process.

The Charter School will provide educational and awareness programming on sexual harassment and discrimination. The Charter School must address hostile educational environments created by sex discrimination, sexual harassment, and sexual violence school-wide. Addressing a hostile environment means remedying a current situation, addressing its effects, and preventing its recurrence in the future.



The Charter School will maintain and make publicly available on its website all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process (or available in response to a request from the public if it does not maintain a website).

The Charter School shall designate an individual as its Title IX Coordinator and publish the Coordinator's name, title, office address, email address and phone number on its website, notifying applicants for admission or employment, students, parents, legal guardians, employees, and unions of this designation. Designating one employee as the Title IX Coordinator ensures that students and employees know that notifying the Title IX Coordinator triggers the Charter School's legal obligations to respond to sexual harassment under the regulations.

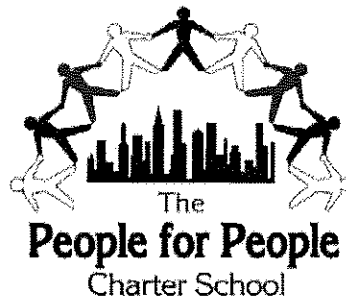
Training

Title IX mandates that Charter School employees that address sexual violence complaints have appropriate training. The U.S. Department of Education (ED) recommends that teachers, campus security, administrators, counselors, nurses, cleaning staff, coaches, and others likely to receive reports be trained on how to identify and report sexual harassment and violence.

Per the Department of Education, the Charter School will:

- 1) Ensure that responsible employees with the authority to address sexual violence know how to respond appropriately to reports of sexual violence;
- 2) That other responsible employees know that they are obligated to report sexual violence to appropriate school officials; and
- 3) That all other employees understand how to respond to reports of sexual violence.

The Charter School will ensure that counselors and advocates understand the extent to which they may and will keep a report confidential.



The Charter School will provide training to all employees likely to witness or receive reports of sexual violence, including teachers, campus security, school administrators, school counselors, general counsels, athletic coaches, and nurses.

The Charter School will train responsible employees to inform students of:

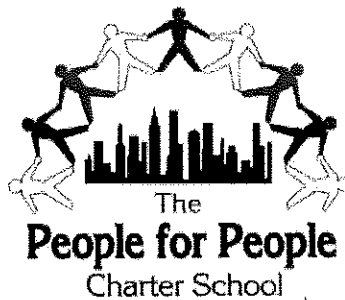
- 1) The reporting obligations of responsible employees;
- 2) Students' option to request confidentiality and available confidential advocacy, counseling, or other support services; and
- 3) Their right to file a Title IX complaint with the Charter School and to report a crime to campus security or local law enforcement.

The Charter School will ensure that the Title IX Coordinator, investigator, decision-maker, and/or facilitator of an informal resolution process be free of conflicts of interest or bias against a party and that such Charter School Title IX personnel be trained on the application of the Title IX Policy, the definition of sexual harassment in the Final Rule, the scope of the Charter School's education program or activity, how to conduct an investigation and grievance process, including hearings (and technology to be used at a live hearing), appeals, and informal resolution processes, as applicable, and how to make relevancy determinations (and applying rape shield protections for complainants) and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The Charter School shall maintain and make publicly available on its website all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process (or available in response to a request from the public if it does not maintain a website).

The training materials must be impartial and not rely on sex stereotypes.

Additionally, the Charter School will ensure that staff members are capable of providing culturally competent counseling to all complainants. It will ensure that its counselors and other staff who are responsible for receiving and responding to complaints of sexual violence, including investigators and hearing board members,



receive appropriate training about working with Lesbian/Gay/Bi-sexual/Transgender and gender-nonconforming students and same-sex sexual violence.

The Charter School will also ensure that any reporting forms, information, or training about sexual violence be provided in a manner that is accessible to students and employees with disabilities, for example, by providing electronically-accessible versions of paper forms to individuals with print disabilities, or by providing a sign language interpreter to a deaf individual attending a training.

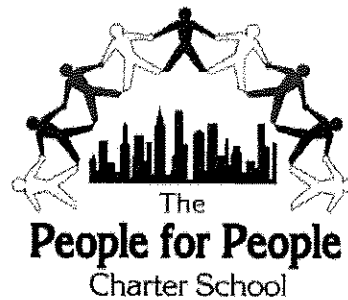
To ensure that students understand their rights under the laws cited herein, the Charter School will provide age-appropriate training to its students regarding Title IX and sexual violence. Training may be provided separately or as part of the Charter School's broader training on sex discrimination and sexual harassment.

The Charter School may include these education programs in its orientation programs for new students, faculty, staff, and employees, training for student athletes and coaches, and assemblies and "back to school nights." These programs will include a discussion of what constitutes sexual harassment and sexual violence, the Charter School's policies and disciplinary procedures, and the consequences of violating these policies.

The Charter School also will include such information in their employee handbook and any handbooks that student athletes and members of student activity groups receive. These materials will include where and to whom students should go if they are victims of sexual violence. These materials also will tell students and Charter School employees what to do if they learn of an incident of sexual violence.

Other Reporting Requirements in Compliance with Local and State Laws:

If the complaint involves sexual assault, rape or conduct of a criminal nature, the local Police Department shall be contacted and a report of the incident made by the Charter School, in accordance with law enforcement. A report must also be made by the mandatory reporter to ChildLine and the Department of Public Welfare in accordance with the Charter School's Board approved Mandatory Reporter Policy. If there is any



question of whether the conduct complained of constituted criminal activity, the Charter School's Board Solicitor should be contacted immediately. Knowledge of a law enforcement investigation does not relieve the Charter School of its independent obligation to investigate the misconduct.

Documents regarding substantiated charges of sexual harassment shall be placed in the accused student's file. Documents regarding unsubstantiated charges shall not be placed in student files, but shall be maintained by the Board of Trustees in a confidential file established expressly for retaining Title IX complaints against students.

Retaliation:

Charging an individual with code of conduct violations that do not involve sexual harassment, but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.

The Charter School will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

Complaints alleging retaliation may be filed according to the Charter school's prompt and equitable grievance procedures. The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.



CONCLUSION

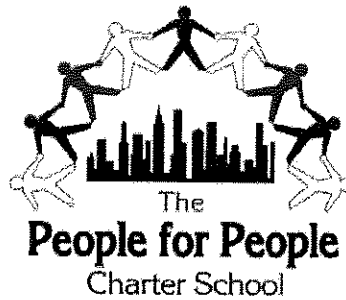
If any section of this procedure is declared invalid, the remaining sections shall remain valid and unaffected.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary



People for People Charter School

Title IX Complaint Procedures

Once a formal complaint is filed, the student may seek either an informal or formal resolution of his or her complaint:

A. Informal

When a Title IX Coordinator receives a complaint, the Title IX Coordinator may offer an informal resolution process. An informal resolution process is only appropriate if each party enters the process voluntarily and the respondent is a student. The Charter School will not force, threaten, or require any party, complainant or respondent, into participating in informal resolution.

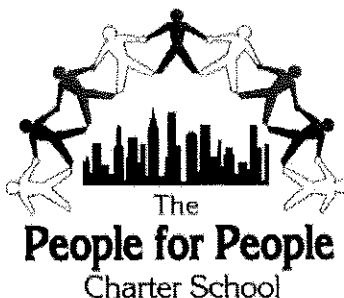
The Charter School will provide a facilitator to oversee the informal resolution process who is free from conflicts of interest or bias, and who has received special training.

The Charter School will provide both complainants and respondents with notice of the allegations, notice of their rights, information about whether an informal process is confidential, and about withdrawing from the process.

Any party, at any time, can decide to stop participating in an informal resolution process and instead go to a formal process.

B. Formal

A formal complaint is an official document alleging sexual harassment. Any student (or any parent of a student) who believes that his or her Title IX rights have been violated may file a complaint requesting a formal investigation into the allegations. Formal



complaints shall be taken in writing by the Title IX Coordinator and signed by the complainant. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail at the Title IX Coordinator's posted contact information on the Charter School's website.

In cases where an alleged victim does not file a formal complaint, a Title IX Coordinator might file a complaint and initiate grievance procedures where discipline is appropriate.

A thorough and complete investigation shall be conducted by the Title IX Coordinator.

This investigation shall determine: (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of this policy, and, (3) if the conduct was a violation, what actions the Charter School will take to end the violation.

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process. The Charter School is not allowed to access a party's personal records if they are maintained by a physician, psychiatrist, psychologist, or other professional for the purpose of treatment to the party, without consent.

C. Dismissals:

The Charter School **must** dismiss a complaint:

- That does not describe conduct that meets the definition of sexual harassment;
- That alleges sexual harassment that did not occur in the Charter school's educational program or activity;
- That alleges sexual harassment that did not occur in the United States.

The Charter School **may** dismiss a complaint:



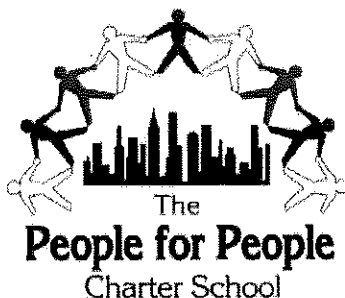
- If the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or some of its allegations;
- If the respondent is no longer enrolled or employed by the Charter school;
- If specific circumstances prevent the Charter school from gathering specific evidence sufficient to reach a determination about the allegation.

When the Charter School dismisses a formal complaint, or any allegations in it, the Charter School must promptly send written notice of the dismissal to the parties. That notice must also clearly state the reasons. The Charter School can still address dismissed Title IX complaints under the Student Code of Conduct, even if the misconduct is not sexual harassment under Title IX.

D. Conducting Investigations

The Title IX Coordinator receiving a complaint, including a Title IX complaint, shall take the details of the complaint in writing and have the complainant sign it. All Title IX complaints against a student shall be received, investigated and disposed of in accordance with the procedures set forth in this Policy.

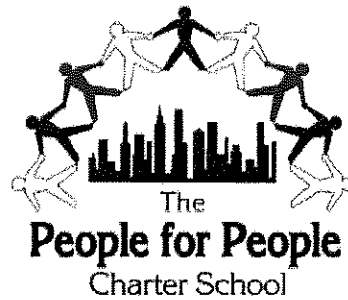
- Upon receipt of the complaint, the Title IX Coordinator must provide the parties with written notice including the names of the parties, the date and location of the alleged misconduct, and a description of the alleged misconduct. The notice must further:
 - Provide the allegations and facts that would constitute sexual harassment
 - State the presumption of innocence
 - A statement that the parties are entitled to an advisor of their choice
 - A statement that the parties can request to inspect and review certain evidence
 - Provide information regarding the Charter School's Code of Conduct and penalties for false statements.
 - If additional allegations come to light, notice must be supplemented.



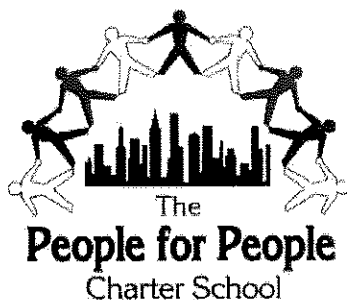
- The Title IX Coordinator shall meet with every complainant and respondent. The complainant may have his or her Parent(s) present during any such meeting. The respondent, if he or she is a student, shall also have the right to have his or her parent(s) present at any meetings with the Title IX Coordinator as well.
- The Charter School shall provide written notice of the date, time, location, participants, and purpose of all interviews, or other meetings, with sufficient time for the party to prepare.
- The Respondent is presumed not responsible during the investigation.
- From these meetings, the Title IX Coordinator will conduct an adequate, reliable, and impartial investigation of complaint(s), which includes interviewing and obtaining statements from any witnesses of both the complainant and alleged perpetrator, and the review of all evidence presented. Parties will be provided updates until a determination is made in writing.
- No information protected by a legal privilege, such as the attorney-client privilege, or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.
- After gathering evidence, the Charter School must prepare an investigative report on the allegations of the formal complaint. The report, along with physical evidence (including written witness statements), must be provided to the parties. The Charter School will give each party ten (10) days to respond to the evidence in writing. The Charter School will review and consider the response of any party before making a final determination. After allowing time for a response, the Charter School will then finalize the report and submit it to the parties at least ten (10) days prior to any determination of responsibility or a hearing.

E. Hearings/Final Determination of Responsibility

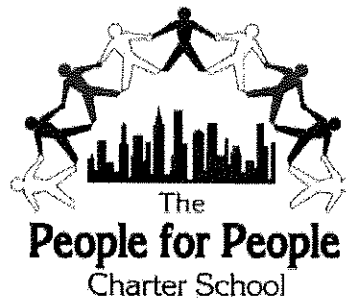
- Final Determinations of Responsibility will only be provided after a hearing.



- The Charter School has the option to hold a live hearing. If a live hearing is held, the complainant can request that he/she be in a separate room from the respondent, with technology allowing everyone to see/hear each other. A court reporter will be present at a live hearing and a transcript will be provided to all parties at the conclusion of the hearing.
- The Charter School shall provide written notice of the date, time, location, participants, and purpose of the hearing, with sufficient time for the party to prepare.
- If a live hearing is held, the Charter School must provide each party with an advisor, of the Charter school's own choosing, free of charge, solely for the purpose of conducting cross examination on that party's behalf. **No party is ever allowed to personally cross examine anyone.** Live cross examination must only be done through an attorney or advisor provided by the Charter School.
- In the absence of a live hearing, the Charter School will provide the parties equal opportunity to submit relevant, written questions to each other, before the Charter School reaches a determination of responsibility. If a party refuses to answer any questions, the party must state the reasons why.
 - Questions and evidence about the complainant's prior sexual history are not relevant, except:
 - Where such information is offered to prove that someone other than the respondent committed sexual harassment
 - Where it relates to sexual behavior between the complainant and respondent and if offered to prove consent.
- If a party or witness chooses not to appear at a live hearing, or not to answer cross examination questions, the decision-maker excludes that party or witness's statements and evaluates any evidence that does not include those statements.



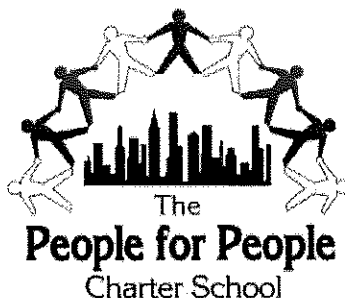
- A neutral decision maker, who did not prepare the investigatory report, will preside over the hearing and make the final determination of responsibility.
- The neutral decision maker will not make inferences about the determination regarding responsibility based on the fact that a party or witness did not come to the hearing or submit answers to cross examination.
- The neutral decision maker will make a determination on whether the respondent is responsible within sixty (60) days of the receipt of a complaint unless good cause is shown. Good cause can include law enforcement activities, the absence of a party or witness, the absence of a party's advisor of choice, or the need to provide language assistance or accommodation of a disability.
- The complaint will be decided using a preponderance of the evidence standard (*i.e.*, it is more likely than not that sexual harassment or violence occurred).
- The determination will be in writing, and include:
 - The Charter School Policies that were violated
 - Standard of proof used
 - A description of the procedural steps that were taken by the Charter school
 - A findings of fact section
 - A section that draws conclusions after applying the facts to the applicable portions of the Charter school's policies
 - A statement and rationale for the ultimate determination of responsibility
 - Disciplinary sanctions that the Charter school will impose on the respondent
 - Possible remedies for the complainant (see supportive measures above)
 - A statement of the remedies provided to the complainant and rationale, addressing how those remedies will restore or preserve equal access
 - The right and procedure for each party to file an appeal.
- The determination will be provided to both parties simultaneously.



- Both parties have ten (10) days to file an appeal.
- Discipline for a respondent found responsible for sexual harassment can include but not be limited to in-school suspension, out-of-school suspension, or expulsion. If the Title IX Coordinator or the CEO believes that expulsion against an accused student may be appropriate, then a formal hearing shall be held pursuant to the Pennsylvania Code of Regulations, 22 Pa.Code §12.6 and §12.8. The formal disciplinary procedures contained in the Charter School's Code of Conduct shall be followed for such hearings to assure due process protection for the respondent.
- Even though FERPA limits disclosure of certain information in disciplinary proceedings, the Charter School will disclose information to the complainant about the sanction imposed on the perpetrator when the sanction directly relates to the complainant. This could include an order that the perpetrator stay away from the complainant, or that the perpetrator is prohibited from attending the Charter School for a period of time, or is transferred to other homeroom/classes in the Charter School building.
- The Title IX Coordinator is responsible for carrying out the remedies contained in the written decision.

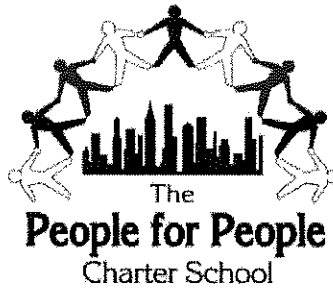
F. Appeals

- Both the complainant and respondent are permitted to appeal a determination of responsibility.
- Appeals can be taken:
 - After a dismissal before the grievance process, whether mandatory or discretionary
 - At the end of the grievance process



- Grounds for Appeal
 - A procedural irregularity affected the outcome of the matter
 - New evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal
 - A conflict of interest on the part of a Title IX Coordinator, an investigator who compiled evidence, or a decision maker, and the conflict of interest affected the outcome
 - Additional grounds
- Appeals will be referred to the Charter School Board of Trustees, unless the Board has or is scheduled to preside over a formal disciplinary hearing pursuant to 22 Pa.Code §12.6 and §12.8. In those cases, the Charter School Board of Trustees will appoint a neutral hearing officer to hear appeals of a determination of responsibility who is 1) not an employee of the Charter school, 2) not the investigator of the complaint, and 3) not the neutral decision-maker who made the initial determination.
- Both parties will have equal opportunities to submit a written statement supporting or challenging the outcome to the Board of Trustees or neutral hearing officer
- After considering the parties' written statements, the Board of Trustees or neutral hearing officer must issue a written decision and send it to the parties simultaneously. This decision is final.

Appendix H: Anti-Harassment Policy



People for People Charter School

Board of Trustees Policy

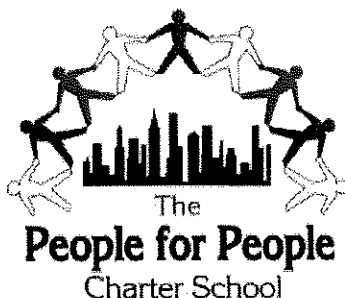
ANTI-HARASSMENT AND ANTI-DISCRIMINATION POLICY

People for People Charter School ("Charter School") shall provide an environment free from harassment of any kind, including sexual harassment, or harassment because of one's gender. Sexual harassment has been defined by the Equal Employment Opportunity Commission (EEOC), as well as by federal, state and local laws, and for the purpose of this policy, the Charter School has adopted this definition. This policy covers employee on student and employee on employee harassment.

A key aspect of such an environment is protection from harassment or discrimination based on sex, race, religion, age, marital status, ethnicity, disability, ancestry, sexual orientation, gender and/or any other legally-protected class for every employee. Such harassment will not be tolerated by or from any Board member, employee, student or vendor doing business with the Charter School.

Harassment or discrimination is defined herein as discriminatory treatment on the basis of race, color, sex, religion, national origin, age of forty (40) or older, disability, or any other protected activity or class under applicable law or statutes. An action may not rise to the level of harassment pursuant to federal law if it consists of simple teasing, offhand comments, or isolated incidents that are not "extremely serious." Rather, the conduct must be "so objectively offensive as to alter the 'conditions' of the victim's employment." The conditions of employment are altered if the harassment or discrimination culminated in a tangible employment action or was sufficiently severe or pervasive to create a hostile work environment.

Further, sexual harassment is defined as: unwanted sexual advances, including request for sexual favors, and/or inappropriate verbal or physical contact of a sexual nature

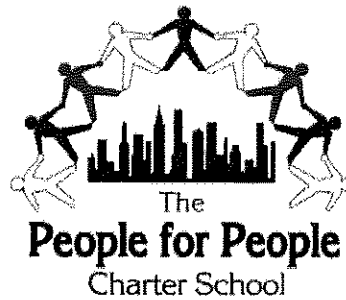


when made by a member of Charter School staff, administration or Board of Trustees ("Board"). Sexual advances, request for sexual favors, or other verbal or physical acts of a sexual nature constitute sexual harassment when:

- A) submission to such conduct is made either explicitly or implicitly a term or condition of a student's success in school;
- B) submission to or rejection of such conduct by a school employee is used as the basis for the employee's success in their employment with the Charter School or threatens their employment with the Charter School in any way;
- C) submission to or rejection of such conduct by a student is used as the basis for school decisions affecting such student;
- D) such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive school environment; or
- E) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile work environment.

Recent court cases have recognized acts of harassment directed at a person because of gender to be sexual harassment, despite the intent behind the act. The Charter School adopts this interpretation as part of its policy. Sexual harassment is a violation of federal and state laws and may expose not only the Charter School, but also individuals to significant liability under the law.

Any student or employee who feels he or she is being subjected to harassing or discriminatory behavior of any kind is encouraged to object to the behavior and report the behavior to his/her Chief Executive Officer ("CEO") or other appropriate officials as indicated in the "Procedures for Making Complaints," which is incorporated herein. It is a violation of this policy to retaliate or engage in any form of reprisal because a



student or employee has raised a concern, filed a complaint of, or been a witness to sexual harassment.

It shall also be the policy of the Charter School that the basic rights of all concerned must be respected at all times.

Prohibited Sexually Harassing Conduct

The following are examples of acts that violate the Charter School's Anti-Harassment policy and position. These examples are not to be construed as an all-inclusive list of prohibited acts under the policy.

- A) Physical assaults of a sexual nature, such as:
 - 1) rape, sexual battery, molestation or attempts to commit those offenses, or committing an act with intent to cause fear in another of immediate bodily harm or death; and
 - 2) intentional physical contact which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking a person's body, or touching of the clothing covering the immediate area of the complainant's intimate body parts.
- B) Unwelcome sexual advances, propositions or other sexual comments such as:
 - 1) sexually-oriented gestures, sounds, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any student;
 - 2) preferential treatment or promise of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward; and

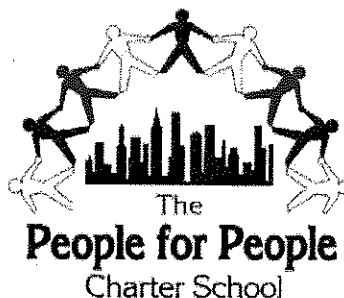


- 3) subjecting, or threatening to subject, an individual to unwelcome sexual attention or conduct, or intentionally making success in school more difficult because of the individual's gender.
- C) Display of publications anywhere within the Charter School's control such as:
- 1) Displaying pictures, posters, cartoons, calendars, graffiti, objects, promotional materials, reading materials, music or other materials that are sexually suggestive, sexually demeaning, or pornographic;
 - 2) displaying or publicizing, in the classroom environment, materials that are sexually revealing, sexually suggestive, sexually demeaning or pornographic;
 - 3) displaying signs or other materials purporting to segregate a student by gender in any area of the school (other than the rest rooms and similar semi-private lockers/changing rooms); or
 - 4) possession of such material in a manner that is reasonably foreseeable that it might be seen by others.

Exceptions will be considered in situations where nudity or sexually explicit language is necessary to convey a message important to public health and/or safety or pedagogically appropriate.

Subject to the foregoing exceptions, visual material will be presumed to be sexually suggestive if it depicts a person of either sex who is nude or seminude and/or who is posed for the obvious purpose of displaying or drawing attention to private portions of his or her body.

- D) Sexual Favoritism: The granting or withholding of school opportunities and benefits, including, but not limited to, evaluation, salary, etc.,



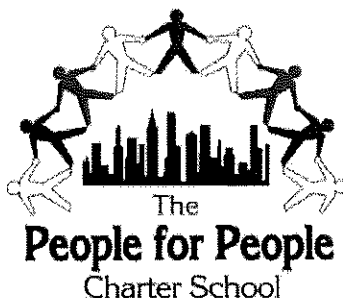
constitutes sexual harassment when it is based on sexual favoritism, and is prohibited.

- E) Other Forms of Prohibited Sexual Harassment: Other conduct that has the purpose or effect of unreasonably interfering with work performance on the basis of gender may also constitute sexual harassment, and therefore, is prohibited.

Prohibited Retaliation

The following are examples of retaliatory acts that violate the Charter School's Anti-Harassment and Anti-Discrimination Policy. These examples are not to be construed as an all-inclusive list of prohibited retaliatory acts. Examples of such retaliation may include:

- 1) Arbitrary discipline, threats, unwarranted change of assignments, providing inaccurate information, or failing to cooperate or discuss school-related matters with an employee because that employee has complained about, been a witness to, or resisted harassment, discrimination and/or retaliation; and/or
- 2) Intentionally pressuring, falsely denying, lying about, or covering up or attempting to cover up conduct such as that described in any items above.



Procedures for Making Complaints

The Charter School is committed to resolving these complaints as quickly and efficiently as possible. Individuals who believe they are/have been the victims of or have knowledge or have witnessed harassment, discrimination and/or retaliation should report such incidents, in writing, as promptly as possible, to the CEO. Should the CEO be the person accused of the harassment, discrimination and/or retaliation or should the complainant feel that the CEO is in some way responsible for the harassment, discrimination or retaliation, the complainant may bring his/her concerns directly to the attention of the Board President who will follow the procedures outlined below.

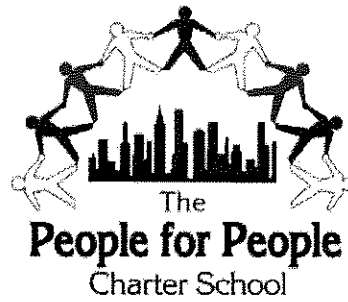
Any alleged incident involving an employee and another employee, administrator, Board member or vendor shall be investigated by the CEO or his/her designee. After completing any such investigation, the CEO shall determine appropriate remediation and/or discipline and shall report to the Board of Trustees.

The reporting of an alleged incident shall remain strictly confidential, within the bounds of any legal and investigative requirements. The confidentiality and rights of the accused shall be similarly respected.

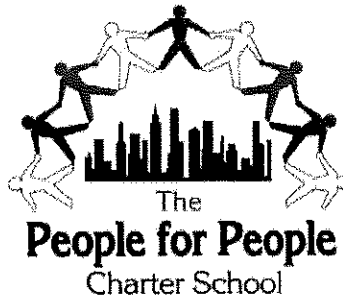
To the extent possible and as permissible by law, the Charter School shall maintain full and confidential records of all such investigation, remediation and discipline (if imposed).

Any retaliation by a Charter School employee found guilty of harassment, discrimination and/or retaliation (or friend/supporter(s) of such an individual) shall be handled as a most serious offense by the appropriate level of jurisdiction, including possible referral to the appropriate law enforcement agencies. Equally serious is a complaint that is not made in good faith or based upon false information. Disciplinary action, including unpaid suspension or termination, may be taken against an employee who files such a complaint.

All students and employees shall be made aware of this policy and their rights to protection against harassment and against any type of retaliation for reporting alleged



harassment or discrimination. They also shall be informed of counseling services, where appropriate.



The employee may seek either an informal or formal resolution to their complaint:

A. Informal (Employee)

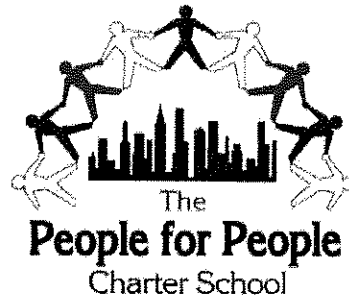
The employee may request that the CEO intervene, after a full investigation by the CEO or his/her designee, by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated in the work place. In such case, the CEO must discuss the matter with the alleged offender, and, if warranted, require that he/she participate in non-disciplinary counseling. The CEO shall document responsive actions taken in writing. Copies will also be forwarded to the President of the Board. If a student, the accused shall have the right to have his/her parent/guardian present during his/her interview.

B. Informal (Student)

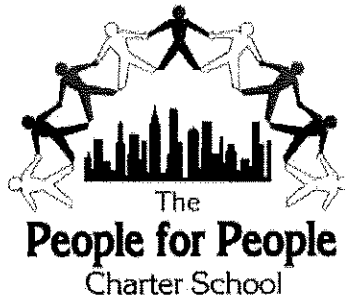
The student or his/her parent/guardian may request CEO to intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated. In such case, the CEO must discuss the matter with the alleged offender, and, if warranted, require that he/she participate in non-disciplinary counseling. The CEO shall document actions taken in writing. Copies will also be forwarded to the Board President. The accused, if he/she is a student, shall have the right to have his/her parent present during the interview.

C. Formal

An individual who believes that he/she has been harassed, discriminated, or retaliated against (or a witness to any such conduct) should make a written complaint to the CEO requesting an investigation into the allegation. Formal complaints shall be taken in writing and signed by the complainant. A thorough and complete investigation shall be conducted by the CEO or his/her designee with results provided to the Board of Trustees. To the extent possible and allowed by law, confidentiality shall



be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.



Procedures for Investigating and Resolving Complaints

A. Equal Employment Opportunity Officer ("EEO")

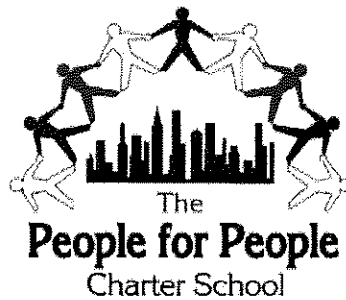
The CEO or his/her designee shall be designated as the EEO Officer, capable of conducting a thorough and complete investigation. This EEO Officer shall seek advice and assistance from the Board of Trustees if it is believed that he/she lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the CEO is the alleged harasser or is alleged to have been responsible for the harassment/discrimination/retaliation, the President of the Board will conduct the investigation.

B. Conducting Investigations

The EEO Officer, receiving a complaint of harassment, discrimination or retaliation, shall take the details of the complaint in writing and have the complainant sign it. Copies of this document will be provided to the Board. All complaints of harassment, discrimination or retaliation against a Charter School employee shall be received, investigated and disposed of in accordance with the procedures set forth in this policy, and complainants shall be notified of the final disposition/ action taken.

If the complaint involves sexual assault, rape or conduct of a potentially criminal nature, the local police department or law enforcement agency shall be contacted and a report of the incident made. If there is any question whether the conduct complained of constituted criminal activity, the Charter School's solicitor should be contacted and consulted.

The EEO Officer shall attempt to secure statements from all participants in, and witnesses to the alleged incident. The accused, if he/she is a student, shall have the right to have his/her parent or guardian present.



All investigations shall be completed by the EEO Officer within ten (10) school days from the date of the written complaint.

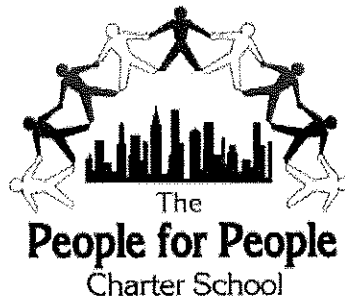
A substantiated charge of harassment, discrimination or retaliation shall result in appropriate disciplinary action, including, but not limited to, potential employee discharge or suspension without pay, or student suspension or expulsion. Any disciplinary action shall be subject to the requirements of the Charter School's Code of Conduct, the Public School Code, Charter School Law, Department of Education Regulations and other applicable law. All complainants shall be guaranteed protection from reprisals of any type, including, but not limited to, continued employment, promotion, work assignment, grades awarded, etc., unless it can be proved such accusations were known to be false and malicious in their intent. If such malicious intent is proved, the complainant shall be subject to appropriate disciplinary action.

Documents regarding substantiated charges of harassment, discrimination or retaliation shall be maintained by the Charter School. Documents regarding unsubstantiated charges shall not be placed in employee personnel files, but shall be maintained by the Board of Trustees in a confidential EEO file established expressly for retaining complaints of harassment, discrimination and/or retaliation against students and/or employees.

C. Training

It is the responsibility of the Charter School Board of Trustees to ensure that all administration, staff and Board receive the appropriate training to enforce this Policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE CHARTER OR APPLICABLE STATE AND/OR



FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR
CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

Appendix I: Alternate Assessment of Students Policy

People for People Charter School

Board of Trustees Policy

ALTERNATE ASSESSMENT OF STUDENTS POLICY

The Board of Trustees of the People for People Charter School ("Charter School") approves that the CEO or his/her designee shall ensure that all children with disabilities are included in all general state and district-wide assessment programs, including the Pennsylvania System of School Assessment ("PSSA"), with appropriate accommodations or alternate assessments where necessary and as indicated in their respective IEPs.

An assessment is a valid and reliable measurement of a student's performance on a set of academic standards in a subject area that captures the students understanding of the set as a whole and the central concepts, knowledge and skills of each content area. As part of the new regulations in place since March 1, 2014, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level.

In compliance with Chapter 4 (22 Pa Code §4.11), the PA Core State Standards are a set of identified learning skills in English Language Arts and Mathematics written by Pennsylvania educators to meet the needs of Pennsylvania's students. They set the benchmarks and guidelines for what a student should learn and master at the end of each grade level. The PA Core Standards are similar to the Common Core State Standards (CCSS). Students in grades 3 through 8 will continue to be assessed through the PSSA, which will include material aligned to the PA Core Standards only as of 2015.

The Keystone Exams are given in Algebra 1, Literature and Biology and replace the grade 11 PSSA for accountability purposes. The keystones have also been aligned to the PA Core Standards. Therefore, all students with disabilities, except those students taking the PASA, are required to take the Keystone Exams no later than 11th grade. Pennsylvania has developed an alternative means for some students to demonstrate proficiency on the PA Core Standards, if needed.

The Pennsylvania Alternate System of Assessment (PASA) is a statewide alternate assessment designed for students with the most significant cognitive disabilities. Specifically, it is intended for those who are unable to participate meaningfully in the PSSA even with accommodations. By administering the PASA to students with severe disabilities, schools achieve compliance with federal laws and the Pennsylvania School

Code that require that all students participate in the statewide accountability system.

Students who meet the eligibility criteria for the alternate assessment as determined annually by the IEP team take PASA in grades 3, 4, 5, 6, 7, 8, and 11. The PASA is an individually administered test given each spring to students by their teacher or another certified Test Administrator who knows the student well. Test administration can be adapted so that even students with the most severe disabilities can participate in the assessment and receive a score. Like the PSSA, the PASA is designed to take a snapshot of student's typical performance on a small sample of academic skills derived from the PA Core Standards.

The PASA will only include items related to the Alternate Eligible Content. The educational decisions about content rests with the Charter School IEP team and the decisions are based on individual educational needs and involvement and progress in the general education curriculum. The Alternate Eligible Content is located on the PaTTAN website under Initiatives – Students with Significant Cognitive Disabilities.

The Charter School must maintain information regarding the number of children who: participate in regular assessments; were provided accommodations in order to participate in those assessments; and participate in alternate assessments.

The CEO or his/her designee is directed to develop procedures to ensure that students with disabilities participate in the PSSA or PASA and the Keystone Exams to the extent consistent with applicable law.

The CEO or his/her designee is directed to monitor student participation in statewide assessment to foster participation.

The CEO or his/her designee is directed to provide training opportunities to personnel regarding statewide assessment participation in PSSA, Keystone Exams and PASA requirements.

The CEO or his/her designee is directed to make Pennsylvania's guidelines regarding statewide assessments available to personnel.

The CEO or his/her designee is directed to develop procedures to prepare students in test-taking techniques prior to test administration.

The CEO or his/her designee is directed to review assessment data and use data to drive any needed program changes. The CEO or his/her designee is directed to report to the Board what changes are recommended and needed.

The CEO or his/her designee must maintain information regarding the performance of children with disabilities on regular assessments and on alternate assessments.

IEPs must include a description of benchmarks or short-term objectives for children who take alternate assessments aligned to alternate achievement standards. IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

IEPs must also include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and district-wide assessments consistent with law. Under Chapter 4, IEP Teams will determine successful completion of graduation requirements for students with disabilities. Students with disabilities may attain the academic standards by completion of their IEPs under the IDEA and/or Chapter 4.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

Appendix J: Exclusion from Assessments Policy

People for People Charter School

Board of Trustees Policy

EXCLUSION FROM ASSESSMENTS POLICY

The Board of Trustees of the People for People Charter School ("Charter School") takes seriously both its requirement to administer the Pennsylvania System of School Assessment (PSSA) and Keystone Exam (collectively referred to as "Assessments") as well as each individual student's religious liberty.

Pursuant to Section 4.4 of Chapter 4, a parent or guardian may excuse their child from either Assessment if, upon inspection of the testing materials, they find an Assessment to be in conflict with their religious beliefs. This is the only basis for a parent or guardian to excuse his or her child from the Assessment. Two weeks prior to each testing window, each Assessment must be made available for review by parents or guardians. Parents and guardians will be informed of the Exclusion from Assessments Policy via the Charter School's website and/or PSSA/Keystone Exams information handouts.

Religious Exemption Procedures

- A parent or guardian must submit a request to review the Assessment in writing within a two-week period before the Assessment is administered;
- The Assessment must be reviewed on school property and school personnel must be present at all times;
- The Charter School must provide a convenient time for the review. This may include an evening review time, if requested;
- Proper security and confidentiality of the Assessment must be maintained at all times throughout the review process;
- Charter School personnel may remove the prompt seals from one copy of a writing booklet to facilitate a review of the writing Assessment;
- Parents and guardians must sign a statement concerning the requirements of Assessment security and confidentiality;
- Parents and guardians may not photocopy, write down, or in any other manner

record any portion of the Assessment, including directions;

- After reviewing the Assessment, parents and guardians must provide a written request addressed to the Principal to excuse their child based upon religious beliefs, not do they have to identify specific test content to which they object; simply stating that they are requesting exclusion based on religious grounds is sufficient; and
- If the student is excused from the Assessment due to parental or guardian request, school personnel must provide an alternative learning environment for the student during the Assessment and complete the "Non-Assessed Students" grid on the students answer booklet by marking "Student has a parental request for exclusion from the Assessment."

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

Appendix K: Searches of Student, Locker, and Personal Property Policy

People for People Charter School

Board of Trustees Policy

SEARCHES OF STUDENT, LOCKER, AND PERSONAL PROPERTY POLICY

The Board of Trustees ("Board") of the People for People Charter School ("Charter School") acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property of the students and may provide lockers and cabinets for such storage. The Board also acknowledges the need for all students, staff and visitors to function within a safe and healthy school environment.

While lockers may be issued to each student for use during the school day for storage of items related to the student's school day, all lockers are and shall remain the property of the Charter School. Students are encouraged to keep their assigned lockers or cabinets closed and locked against incursion by other students, but no student may use a locker as a depository for illegal or dangerous substances or objects which are prohibited by the Student Code of Conduct or substances or objects which constitute a threat to the health, safety or welfare of the student body or pose a threat to the building itself.

No student is permitted, pursuant to the Charter School Code of Conduct, to keep on or about their person, illegal or dangerous substances or objects which are prohibited by the Student Code of Conduct or substances or objects which constitute a threat to the health, safety or welfare of the student body or pose a threat to the building itself.

The Board may authorize its employees to inspect a student's locker, personal property, (bookbag, handbag, etc.) and/or person, when such employee has a reasonable suspicion to believe that storage of contraband, a substance or object the possession of which is illegal, or any substance, object or other material which poses a hazard to the health, safety, welfare and good order of the school is being stored in or on the student's locker, personal property or person.

The CEO shall develop procedures to implement this policy which shall require:

1. All requests or suggestions for the search of a student's locker, personal property or person shall be directed to the CEO.
2. Students shall be notified and given an opportunity to be present for a search of his/her locker and/or personal property except in the case where a

reasonable suspicion exists that the locker/personal property contains materials that pose a threat to the health, welfare or safety of the students in the Charter School. The CEO shall appoint a third party administrator or staffperson to be present at the locker and/or personal property inspection. An administrator or staffperson of the same sex as the student being searched will be present in addition to another Charter School administrator or staffperson for a search of the student's person.

3. The CEO or his/her designee shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker, personal property or on his/her person.
4. The CEO or his/her designee shall be responsible for the prompt recording in writing of each such inspection which record shall include the reasons for the search, persons present, object found, and their disposition.
5. The CEO or his/her designee shall be responsible for the safekeeping, confiscation and proper disposal of any substance, object or material found in a student's locker in violation of law, Board policy and/or Student Code of Conduct.
6. A random search may only be done if there is a compelling interest in protecting and preserving the health, safety or welfare of the Charter School population.
7. Illegal and prohibited materials seized during a student search may be used as evidence against the student in a Charter School disciplinary proceeding. Searches conducted by the Charter School may include, but are not limited to, metal detection units, or any device used to protect the health, safety and welfare of the Charter School population.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED
TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE
AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS
AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

Student-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:

Parent/Guardian Name:

Parent/Guardian Signature:

Student Grade:

Date:
