

2014/2015

# Student/Parent Handbook

Center for Student Learning Charter School  
at Pennsbury

2014/2015



# **Parent/Student Handbook 2013-2014 School Year**

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**CHARTER SCHOOL**  
***BOARD OF TRUSTEES MEMBERS 2013-2014***

**President ~ Heather Humienny**  
**Vice President ~ Tom Gillette**  
**Secretary ~ Elaine Novet**  
**Treasurer ~ Dan DiLorenzo**  
**Terry Hinterberger**  
**Norma Lindbloom**  
**Peter LaChance**  
**Mike Wolverton**  
**Don Harm**

**CHARTER SCHOOL**  
**BOARD OF TRUSTEES**  
**MEETING SCHEDULE 2013-2014**

**All meetings are held at: Center for Student Learning Charter School**  
**345 Lakeside Drive, Levittown Pa, 19054**

**Time: 5:15 P.M.**

September 17, 2013

October, 15, 2013

November 19, 2013

December 10, 2013

January 14, 2014

February 11, 2014

March 18, 2014

April 1, 2014

April 29, 2014

May 13, 2014

June 24, 2014

July 22, 2014

August 26, 2014

# Center for Student Learning Charter School

## 2014-2015 School Calendar

August						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8/22-8/26 Staff Development  
8/27 First Student Day

September						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9/1 Labor Day  
9/25-9/28 Rosh Hashanah

October						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10/31 End of 1st MP

November						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11/3 Staff Development  
11/11 Veterans Day  
11/26-11/28 Thanksgiving Recess

December						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12/1 Staff Development  
24-31 Winter Break

January						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22		24
25	26	27	28	29	30	31

1/1-1/2 Winter Break  
1/19 Martin Luther King's Birthday  
1/23 End of 2nd MP  
1/26 Staff Development

February						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

2/16 President's Day  
2/17 Staff Development

March						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3/16 Staff Development

April						
Su	M	Tu	W	Th	F	Sa
				2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

4/1 End of 3rd MP  
4/2-4/3 Spring Break  
4/6 Staff Development

May						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5/15 Staff Development  
5/25 Memorial Day

June						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6/11 End of 4th MP  
6/12 Graduation  
6/15 Last Student Day  
6/16-6/17 Staff Development

July 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	First & Last Student Day
	Staff Development / No Students
	End of Marking Period

	School Closed / Holiday
	Graduation 6/12
	Snow Day Makeups

182	Student Days
194	Teacher Days

# **Center for Student Learning Charter School at Pennsbury Home & School Association**

**2013-2014**

## **Mission Statement**

The mission of the Center for Student Learning Home and School Association is to promote an educational partnership between the parents and staff with an ultimate goal of benefitting our children. The Home and School Association of CSL encourages the involvement of parents, educators, and those from the community to assist in the advancement of learning for our students.

All parents and guardians are invited to join us as we work as a team to fundraise, discuss upcoming school events, and make a positive presence for our students.

**Our Home and School Association are scheduled to meet on the following nights:**

**November 19, 2013**

**December 10, 2013**

**January 14, 2014**

**February 11, 2014**

**March 18, 2014**

**April 1, 2014**

**April 29, 2014**

**May 13, 2014**

## **Current Executive Board:**

**Mr. Joe Cliver..... President**

**Mr. Gary Bernhart ..... Vice President**

**Mrs. Sue Vandine..... Treasurer**

**Ms. Dana Howie..... Secretary**

# **CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY**

## **MISSION STATEMENT**

### **Our Mission Statement:**

The purpose of the Center for Student Learning Charter School at Pennsbury (CSL) is to provide a safe and positive educational atmosphere, foster an optimal academic opportunity, cultivate emotional, social and vocational growth, and present a forum for personal expression for at-risk students who would benefit from an alternative learning environment.

## **VISION STATEMENT**

### **Our Vision Statement:**

The vision of the Center for Student Learning Charter School at Pennsbury is to provide a superior model of education starting with a staff of highly qualified caring professionals that transform the classroom into a dynamic environment that is a safe haven for students. Students who have not experienced success in the traditional school setting are offered the opportunity and the tools to thrive. Our small educational community encourages the creativity to inspire and foster positive social and educational change. We take a pro-active hands-on approach that redefines the student's perception of learning.

## **Parent/Student and School Compact - Rights and Responsibilities**

The school and community of the Center for Student Learning Charter School at Pennsbury ("CSL") believe that it is only through the cooperation of the parents and school that children develop their full potential. In light of this, the school and parents will work cooperatively to provide for the successful education of their children as follows:

### **The Parent/Guardian Agrees**

- To become involved in developing, implementing, evaluating and revising the school/parent-involvement policy.
- To use or ask for assistance that CSL provides on child development and teaching and learning methods as needed.
- To work with our child/children on their school assignments and to:
  - Ask them what they learned about that day
  - Encourage them to share their successes and their frustration
  - Provide assistance if necessary
  - Encourage them to read, write, and practice their work daily
- To monitor our child/children's:
  - Attendance at school

- Homework
- Television watching
- Computer and video game usage
- To share the responsibility for improved student achievement by:
  - Documenting daily reading with their child
  - Providing a quiet place for homework
  - Setting aside a specific time for homework
  - Assisting with homework as necessary
  - Encouraging positive attitudes toward school
  - Requiring regular school attendance
  - Giving the child the necessary supplies to do school work
- To communicate with our child/children's teachers about their educational needs.
- To ask parents and parent groups to provide information from the school on what type of training or assistance they would like and/or need to help them be more effective with their child/children in the educational process.
- To provide a healthy and safe environment.
- To volunteer in school and to attend school meetings.
- To encourage students to find activities that promotes citizenship, work ethic and healthy lifestyles.
- To respect cultural, racial and ethnic differences.

### **The Student Agrees**

- To attend school every day possible.
- To participate in a positive way in all school activities.
- To encourage parents to become a part of their educational experience.
- To question, in the appropriate way and at the appropriate time, those parts of learning that are not understood.
- To take home materials and information needed to complete all assignments.
- To complete homework in a thorough, legible and timely manner.
- To return homework on time.
- To comply with school rules.
- To respect the personal rights and property of others.
- To respect cultural, racial and ethnic differences.

### **Parent Rights and Responsibilities**

#### **1. Enrollment**

##### ***a. Right***

Parents have the right to enroll their children in CSL as a resident of the Commonwealth of Pennsylvania, regardless of their district of residence, within the enrollment guidelines established by the Board of Trustees. Enrollment may not be denied on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical handicap or marital status.



***b. Responsibility***

Parents have the responsibility to ensure that their children who are enrolled in CSL attend school regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Trustees.

**2. Progress**

***a. Right***

Parents have the right to receive regular official reports of their children's academic progress, through both written and oral communication.

***b. Responsibility***

Parents have the responsibility to assist CSL and their children in achieving their academic potential, including planning a time and place for completing homework, ensuring the completion of assignments that are missed, and providing the necessary supervision while their children complete assignments. In addition, parents have the responsibility to attend and participate in all parent-teacher conferences.

**3. Language Preference**

***a. Right***

Parents have the right to receive any oral and written communication from CSL in the language used by the family in the home. This right includes the right to have a translator present at any disciplinary proceedings commenced against their child.

***b. Responsibility***

Parents have the responsibility to inform CSL when they need to receive oral and written communications in a language other than English. This responsibility includes the responsibility to notify CSL if a translator will be necessary at a Parent/Teacher Conference, IEP Team Meeting, Truancy Elimination Meeting, any disciplinary related meetings or proceedings or any other meetings or conferences involving Parents, Student and CSL.

**4. Enforcement**

***a. Right***

Parents have the right to ensure that the provisions of this Handbook are applied reasonably and fairly with respect to their children.

***b. Responsibility***

Parents have the responsibility to understand the rules set forth in this Handbook and to discuss expected behavior with their children, as well as to inform the Administration and/or Board of Trustees of their concerns regarding the application of this Handbook to their children in a calm and reasoned manner.

**Student Rights and Responsibilities**

**1. Education**

***a. Right***

Students have the right to a public education, unimpaired on account of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical

handicap or marital status.

***b. Responsibility***

Students have the responsibility to avoid actions or activities that interfere with other students' rights to an unimpaired public education.

**2. Learning Environment**

***a. Right***

Students have the right to an orderly school and classroom environment that will promote learning for all students.

***b. Responsibility***

Students have the responsibility to ensure that their actions do not disrupt the school or classroom environment or school activities.

**3. Expression**

***a. Right***

Students have the right to express themselves in speech, writing and/or expression within the boundaries defined by federal and state law, and the policies established by the School. The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth of Pennsylvania. Students have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights.

***b. Responsibility***

Students have the responsibility to ensure that their expression does not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others, or violate federal or state law, or the policies established by the School.

**4. Possession and Distribution of Literature**

***a. Right***

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the Chief Executive Officer ("CEO").

***b. Responsibility***

Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression. Students have the responsibility to ensure that the literature they possess or distribute does not infringe upon the rights of others, and does not contain offensive language of a religious, racial or ethnic nature, or language that may be construed as harassing or obscene. Identification of the individual student or at least one responsible person in a student group is required on posted or distributed materials. Students must submit to the CEO for prior approval a copy of

materials to be displayed, posted or distributed on school property. School officials may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on school property.

- i. Bulletin boards must conform to the following:
  1. The CEO may restrict the use of certain bulletin boards.
  2. Designated bulletin board space will be provided for the use of students or student organizations.
  3. The CEO requires that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.
- ii. School newspapers and publications must conform to the following:
  1. Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).
  2. School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
  3. School officials may not censor or restrict material simply because it is critical of the school or its administration.
  4. Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval lapses without a decision, the material shall be considered authorized for distribution.
  5. Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.
- iii. The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions of federal and state laws.
- iv. School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.
- v. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity may be restricted to permit the normal flow of traffic within the school and exterior doors.

## **5. Religion**

### ***a. Right***

Students have the right to their own beliefs and the exercise of those beliefs to the extent that the exercise of those beliefs is consistent with state and federal laws.

### ***b. Responsibility***

Students have the responsibility to ensure that the exercise of religious freedom does not infringe upon the Constitutional rights and freedom of religious expression of others.

## **6. Search and Seizure**

### ***a. Right***

Students have the right to be free from unlawful searches and seizures of their personal property and possessions.

- i. The CEO will adopt reasonable procedures regarding student searches. The School shall notify students and their parents/guardians of the procedures regarding student searches.
- ii. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.
- iii. When school authorities have reasonable suspicion that materials that pose a threat to the health, welfare or safety of students or the school community, are in the possession of a student or contained within a student's belongings, school authorities may search the student's person and/or belongings to the extent that such a search is permitted by applicable state and federal laws.

### ***b. Responsibility***

Students have the responsibility to not possess materials, objects, implements and/or instruments that are prohibited by federal, state and/or local law or that may be disruptive or otherwise in violation of the School's Rules.

## **7. Peaceful Assembly**

### ***a. Right***

Students have the right to peaceful assembly.

### ***b. Responsibility***

Students have the responsibility to secure approval for use of school facilities for assembly; to discuss with an Administrator the appropriateness of the facility for the function; and to ensure that assembly does not disrupt the educational process. Lack of adequate supervision shall be grounds for disapproval of the assembly.

## **8. Transportation**

### ***a. Right***

Students have a right to safe and orderly transportation to and from school or a school activity when transportation is provided.

**b. Responsibility**

Students have the responsibility to ensure that their conduct contributes to a safe and orderly atmosphere; to refrain from conduct which may cause a hazard to themselves, their fellow students, or to the public; and to refrain from violating federal, state and/or local laws, or school policy regarding transportation. Students who fail to fulfill their responsibility may relinquish their right to transportation.

**SCHOOL BUS**

CSL considers a student's school bus ride including SEPTA or other public transportation to be a part of their school day; so CSL students are required to act on the school bus in the same manner that is expected of them in the school building. Therefore, CSL has written **Rules for the School Bus** so that everyone understands exactly what is expected of them. Please review each of these rules with your child. Discuss with them how these rules are not arbitrary but designed with everyone's safety in mind.

*The following is a code of conduct and consequences/corrective action for any student that rides a school bus. This includes to and from school as well as school trips or school sponsored activities.*

**CSL's CODE OF CONDUCT FOR THE SCHOOL BUS**

- Please be at the bus stop on time.
- Wait for the bus in an orderly manner.
- Do not approach the school bus until it comes to a complete stop and the door is opened.
- Take your seat immediately.
- Stay seated and facing the front while you are on the bus. Do not get up until the bus has come to a complete stop and the door is opened.
- Enter and leave the bus in an orderly manner by the front door only. (In case of an emergency you may be given different instructions by the bus driver.)
- Keep your head, arms, legs and belongings inside the bus at all times.
- You may speak quietly on the school bus. No loud voices or yelling is allowed.
- There is no cursing, foul language or name calling allowed on the school bus or at the bus stop.
- You must keep your hands, feet and any other body part to yourself on the school bus and at the bus stop.
- There is no fighting allowed on the school bus or at the bus stop.
- There is no eating of food or candy, drinking or chewing gum allowed on the school bus.
- The use of personal listening devices is up to the discretion of the individual bus driver. You are not allowed to use any personal listening devices while on a bus during a school sponsored trip or activity.

- Make-up, perfumes, lotions, creams or ointments cannot be applied while on the school bus. These things must stay in your schoolbag or handbag.
- No medication, either prescription or over the counter, can be taken on the school bus unless with prior permission of the CEO in accordance with a student's Medical Action Plan.
- All pencils, pens, markers, crayons, scissors and paper must stay in your schoolbag or handbag.
- No one is allowed to damage, deface or vandalize any part of the school bus or anything at their bus stop.
- Selling of goods of any kind is forbidden on the bus.
- The Code of Conduct provisions, as found on pages 22 through 28 of this Handbook, are in effect on the way to and from the bus, on the bus and on the way to and from school.

### **Consequences/corrective action for school bus violations**

- A Bus Behavior referral will be issued and sent home. The form needs to be signed by the parent/guardian and returned the next school day.
- The second (2nd) Bus Behavior Referral will necessitate a meeting between the parent(s)/guardian(s), Dean of Students, and other necessary Administration and/or CSL staff. At this time, a warning letter will be placed in the student's file.
- The third (3<sup>rd</sup>) Bus Behavior Referral will require a minimum two (2) day suspension from the school bus.
- The fourth (4<sup>th</sup>) Bus Behavior Referral will require a minimum five (5) day suspension from the school bus.
- Any Bus Behavior Referrals beyond the 4<sup>th</sup> one will warrant long term consequences which can include an indefinite suspension or expulsion from the school bus.
- Any infraction or violation outlined in CSL's Handbook or its Code of Conduct, as found on pages 22 through 28 of this Handbook, which mandates a student's suspension and/or expulsion from school applies to school bus behavior and discipline as well.

**2013/2014  
SCHOOL SCHEDULE**

**Grades 6 - 12**

- **9:15 A.M. School Begins**
- **3:30 P.M. School Dismisses**

*For safety's sake, the only children who are permitted in the building before school begins or after school is dismissed are those enrolled in extra-curricular activities.*

***SCHOOL PHONE #: 215-269-7390***

**ADMISSION**

Parents/Guardians and Students must be present and provide the following information on the day of intake/registration:

- Birth Certificate (notarized copy of birth certificate; baptismal certificate; copy of the record of baptism - notarized or duly certified and showing the date of birth; a valid passport; a prior school record indicating the date of birth.)
- Custody Papers (if applicable)
- Required documentation for Proof of Residency
  - Utility bill in parents/guardian name (electric, gas, water, cable)
  - Property Tax Bill
  - Deed or Mortgage Statement
  - Agreement of Sale
  - Residential Property Lease
- Child's Social Security number
- Special Education IEP and Evaluation Report (if applicable)
- High School Transcript (if applicable)
- Current Report Card and/or Progress Reports from previous schools
- Affirmation of Prior Discipline
- Immunization Records - Updated as per the state guidelines
  - Requirements for **ALL grades** for the 2013/2014 School Year are as follows.
    - 4 doses of tetanus\* (1 dose on or after the 4th birthday)
    - 4 doses of diphtheria\* (1 dose on or after the 4th birthday)
    - 3 doses of polio
    - 2 doses of measles\*\*
    - 2 doses of mumps\*\*
    - 1 dose of rubella (German measles)\*\*
    - 3 doses of hepatitis B
    - 2 doses of varicella (chickenpox) vaccine or history of disease

- Requirements for **7th grade** for the 2013/2014 School Year are as follows.
  - **1 dose of tetanus, diphtheria, acellular pertussis (Tdap) (if 5 years has elapsed since last tetanus immunization)**
- 1 dose of meningococcal conjugate vaccine (MCV). These requirements allow for medical reasons and religious beliefs. If your child is exempt from immunizations, he/she may be removed from school during an outbreak.
  - **Tuberculin Test required of all students new to the school**
  - **These requirements are subject to change annually**

### **DISMISSAL/TRANSFER**

- Parents of transferring students must notify the Pupil Services Office of the date of transfer and the name and address of the new school.
- Parents must sign a release for the transfer of records, including disciplinary records.
- Parents must sign a Parental Registration Statement upon Enrollment regarding whether the student was previously or is presently suspended or expelled from any public or private school of this Commonwealth or any other state for an action or offense involving a weapon, alcohol or drugs, or for the willful infliction of injury to another person or for any act of violence committed on school property.”

### **CHANGE OF ADDRESS**

- Parents must notify in writing the Pupil Service Office of a change of address and/or telephone number. Required documentation will be provided for signatures.

### **ATTENDANCE**

#### **Absences**

In the event a student is going to be absent because of an illness or for any other reason, the parent/guardian must telephone the school office before 9:00 A.M. with the child’s name, grade and reason for the absence. Your call will be recorded on an answering machine or handled directly by a staff member. Please call the school office each day the student is absent.

It is the responsibility of the parent/guardian to make arrangements with the teacher(s) for the completion of all missed school-work. School assignments missed during the student’s absence should be obtained from the teacher by notifying the school office. Assignments will be ready at the end of the following school day if requests are made by 10:00 A.M. on the previous day.

Participation in class and in the school community as a whole is an essential component of a CSL education. Daily attendance is the foundation upon which students’ successful mastery of class materials is based.

Frequent absences from class affect the student’s ability to learn and the teacher’s opportunity to teach. As a result, the student’s grades and social interactions may suffer.



Individual attendance and lateness figures are recorded on a student's official transcript, which is maintained in confidential office files. In the event that students graduate or transfer to another school, this information will be forwarded and may effect admission decisions.

Upon the student's return to school, the student's teacher must be provided with a written excuse note from the parent. **If a written excuse note is not received within 3 days after their return the absence will be marked permanently as unexcused.** CSL is required to send a letter to the parent and the student's home school district after the third unexcused absence. The student's home school district may choose to pursue truancy proceedings against the student and have consequences imposed on parents as a result.

A student arriving at school after 12:15 pm or leaving school before 12:15 pm will be marked as a half-day's absence.

Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session, except that the CEO may excuse a student for temporary absences when he/she receives satisfactory written evidence from a qualified medical provider of such mental, physical or other urgent conditions which may reasonably cause the student's absence.

The following conditions are considered to constitute reasonable cause for absence from school:

1. **Serious Injury to or Death in the Immediate Family:** The immediate family of a student includes, but is not necessarily limited to parents, grandparents, brothers and sisters.
2. **Medical or Dental Appointments:** A note from the medical professional is required to consider this absence as excused.
3. **Personal Illness or Injury:** A note from a medical professional is required.
4. **Quarantine:** An absence that is ordered by the local health office or State Board of Health.
5. **Court or Administrative Proceedings**
6. **Observance of a Religious Holiday:** If the religious tenets to which the student and/or his/her family adhere require observance of the holiday.
7. **Out of School Suspensions**
8. **Other Absences Approved by the CEO**
9. To the extent required by law, no student excused due to observance of a religious holiday shall be deprived of an award, eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

## **School-Family Conference and Truancy Elimination Plan (TEP)**

The Truancy Elimination Plan (TEP), as described in Section IV (A)(3) BEC 24 P.S. 13-1327, is designed to serve as guidance. The TEP is developed cooperatively with involved stakeholders through a school-family conference, which is required upon the school's notice to the student's parent/guardian upon the third unlawful absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers should implement a plan of action including (but not limited to):

- Sharing and reviewing school policy on attendance and student responsibilities with students and families;
- Contacting the student's parent/guardian upon his/her absence;
- Meeting individually with students to discuss reason(s) for absence;
- Following up with the building principal (or assigned truant officer);
- Making referrals to guidance counselors and;
- Collaborating with Student Assistance Teams as appropriate.

Pursuant to the BEC 24 P.S. 13-1327, schools are required to notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's school attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services, and school personnel should be invited to participate. During the school-family conference, a Truancy Elimination Plan (TEP) shall be developed cooperatively with the student and other meeting participants as described in Section IV (A)(3) BEC 24 P.S. 13-1327. A sample TEP is located at the end of this document and can be used as a guide for schools when developing their own plan format.

Issues to be addressed at the school-family conference should include but not be limited to:

- Appropriateness of the student's educational environment;
- Possible elements of the school environment that inhibit student success;
- Student's current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues;
  - Issues concerning family and home environment and;
  - Any other issues affecting the student's attendance.

The participants in the school-family conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This school-family conference also provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed. The primary goal of the school-family conference is the development of a comprehensive TEP which is understood by, agreed upon, and supported by the student, the parent/guardian, the school representatives and all other conference participants. The TEP should include but not be limited to the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s);
- Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the school and/or community organization(s);
- Identification of the school environment issues that affect the student's success and solutions to address these issues;
- Explanation of the student's strengths and responsibilities related to the TEP;
- Explanation of the family's strengths and responsibilities related to the TEP;
- Clarification of method(s) used for monitoring the effectiveness of the TEP;
- Explanation of the consequences for each stakeholder if the TEP is not fully implemented;
- Discussion of the benefits for successfully implementing the TEP;
- Following up and reporting the outcome of the TEP.

The TEP substantiates efforts made by the school, the family and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the “good faith” effort between the school and the student’s family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency upon the fourth unexcused absence).

The Administration will contact students who have a pattern of excessive excused or unexcused absences. CSL will make every effort to work with the parent/guardian/student to reduce absences.

Please be advised, however, that three or more unexcused absences qualify a student as being truant. CSL is required to report the absences to the student’s home school district for prosecution under the Commonwealth’s compulsory attendance law when that student has accrued three or more days of unexcused absences. Any absence not verified in writing by a parent/guardian, physician, court, and/or other agency, within **three** days of the student’s return to school, is considered unexcused. Planned absences without prior approval are also considered unexcused.

Additionally, Pennsylvania Law requires that students whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

- The school has been provided with evidence that absence may be legally excused, or
- Compulsory attendance prosecution has been or is being pursued

***Please be aware that calling your child out of school and an accompanying note, does not mean the absence is excused.***

## **LATENESS**

The Board of Trustees and Administration of CSL embrace the philosophy that students at CSL are expected to be on time for school every day. A student is considered late if he/she arrives after 9:30 am. All students are to be in their homeroom class by 9:15 a.m. When late, the Student must report to the main office, through the main school entrance and obtain a late slip, which must be presented to his/her Classroom teacher. Parents/guardians must sign their children into school if they are late. Parents/guardians may not accompany students to their classrooms.

Punctuality at school is an extremely important part of each student’s education and has carry-over implications for later life. Tardiness is a major factor in a student’s lack of progress in school. Once a student falls behind classmates, because of tardiness, it is difficult to catch up and quite often a student will develop a dislike for school, develop behavior problems and a lower self-concept. Something important happens each period, each day. It is important that all students are at school on time.

## **CSL's Response to Lateness**

When a student is late three (3) times, the parent/guardian will receive a letter from the Administration that will serve as a reminder of CSL's policy on lateness and will ask the parent/guardian to contact the Dean of Students to determine if any interventions are necessary to ensure that the student is punctual. Interventions may include one or all of the following:

- A meeting with the teacher
- A meeting with the School Counselor/Social Worker
- A meeting with the Administration

If a student is late six (6) times, an administrative review will take place. The parent/guardian of the student will receive a formal letter from the Dean of Students stating the student's number of lateness and a notice that the student has been assigned a reduction of school privileges. These may include any or all of the actions listed below. The school administration will review all documentation between school and home. The parent/guardian will be required to meet with school officials and teachers to discuss these concerns.

- Lunch detention
- Suspension

The school administration will review all documentation between school and home. The parent/guardian will be required to meet with school officials and teachers to discuss these concerns at a Truancy Elimination Plan Meeting. A written Truancy Elimination Plan will be developed and tracked for progress.

If a student continues to be late without a valid excuse note, the student may be referred to the Board for an expulsion hearing and the student may be expelled from the charter school.

The school will recognize justifiable absences for part of the school day which will require a written note signed by a parent. These will include:

- Medical or Dental appointments
- Court appearance
- Family emergency
- Other legitimate reasons as determined by school personnel

## **Early Dismissal for Medical and Dental Appointments**

On those rare occasions when it is necessary for a child to come to school late, or leave early, for appointments, the following procedures apply:

- An excuse note must be presented to the homeroom teacher and authorized by the CEO or Deputy CEO before the scheduled appointment. Should the appointment be in the early morning, the note is presented the day before to the homeroom teacher.
- The child must be signed in and out of school by the parent/guardian. No child is ever dismissed from school without the parent/guardian present.
- In the event that school is still in session after the appointment, the child is required to return to school.

## **Illness During School Hours**

- It is the responsibility of the parent and/or guardian to ensure that a child attends school in good health and prepared to learn. Lingered illnesses should be treated by a doctor.
- If a child becomes ill during the course of the school day, he/she reports to the Nurse's office.
- If the child must be sent home, the parent or guardian will be called and is expected to come to school to pick up the sick child.
- It is imperative that all health information and records are current. Please contact the school nurse at 215-269-7390 (ext. 18) if there are any changes in your child's health that must be addressed immediately.
- ***It is imperative that emergency cards are kept up to date so that a responsible adult can be reached at all times.***

## **Educational Leave of Absence Policy**

A planned absence, which extends beyond three consecutive scheduled school days, requires a formal application process in advance according to Educational Leave of Absence Policy. The formal request must be made to the CEO 30 days prior to leaving, and include the dates, destination, and purpose of the trip, a description of the educational value, specific plans for enrichment, and arrangements that have been made for making up missed classroom work. Failure to follow Educational Leave of Absence Policy procedures without just cause may result in removal from the rolls. Planned absences that shorten the school year by coinciding with

either the beginning or the end of the CSL extended school year are not permitted. Educational Leave of Absence will only be approved for up to ten days.

Educational Leave of Absence will not be approved if a student has been absent without excuse 10% of the school year already completed or if it would put a student in excess of an accumulated 19 days of unexcused absence for the school year.

## **Homebound Instruction**

### **Students experiencing extended chronic illness may request homebound instruction.**

Home/hospital instruction is designed for students who, due to injury or other medical reason, as certified by a licensed physician, and are homebound or hospitalized for a period of two (2) weeks or more. Home/hospital instruction cannot replicate classroom instruction and should be of the shortest duration possible. For further information, please contact the CEO/Principal of CSL.

*Below are the basic rules of our school. The CSL School Code of Student Conduct is consistently enforced. The overview below highlights the most important areas of concern.*

## **CODE OF CONDUCT AND DISCIPLINE**

This Code applies to any conduct that occurs:

- On School Grounds at anytime
- Off School Grounds at any School activity, function or event
- Off School Grounds when the conduct may reasonably be expected to:
  1. Undermine the proper disciplinary authority of the school
  2. Endanger the safety of members of the School Community
  3. Disrupt the school
- While traveling to and from school, including but not limited to actions on any school bus, van or public transportation

## **Levels of Misconduct**

The following list of conduct categories represents a continuum of misbehavior's based on the seriousness of the act and the frequency of occurrence.

The infraction classified at **Level I** are relatively minor and involve acts which only minimally interfere with the orderly conduct of the educational process.

At **Level II**, the seriousness of the misconduct remains a primary classification factor but the frequency of occurrence plays a significant role in determining the most appropriate disciplinary response.

At **Level III**, misconduct usually involves a serious action that shows disregard for the student,

classmate, teacher, and the school.

By contrast, **Level IV** misconduct involves extremely serious behavior or criminal acts that represent a direct and immediate threat to the welfare of individuals. **Level IV** misconducts often require interventions by law enforcement authorities.

A minor misconduct appropriately classified at **Level I** could move to **Level II**, and subsequently **Level III**, if the act persisted after several interventions had been attempted at a lower level. Although the seriousness of the infraction remains the same, the frequency of the occurrence requires it to be classified at a high level where a different set of disciplinary responses could be applied.

In terms of seriousness, most **Level I and II** misbehavior could probably be characterized as “victimless infractions.” since they are generally do not involve the welfare of others but could have a serious effect on the student’s own education.

On the other hand, misconducts in **Level III and IV**, take an added gravity because they frequently involve a violation of the personal property or personal rights of others.

The following list of infractions and consequences/corrective action list serves as a general guideline for student conduct and discipline. **CSL reserves the right to amend or modify any disciplinary consequences on a case by case basis as well as treat any infraction as a higher level infraction depending upon the circumstances, severity of the incident, and/or other factors deemed relevant by Administration.** Repeated violations, regardless of whether they occurred in the same school year or in prior school years, may result in a violation being treated as a higher level offense and may warrant suspension, expulsion and/or other disciplinary consequences connected with higher level offenses as reasonably determined by CSL on a case by case basis.

The School’s Code of Conduct and Discipline is kept on file in the school’s main office and is available upon request.

***The consequences/corrective action for any level infraction may include but is not limited to any one or more consequences/corrective actions listed.***



**Level I Infractions:**

- Failure to obey directions from administrators, teachers or staff
- Homework or assignments incomplete
- Violation of a specific classroom norm
- Violation of a specific teacher classroom rule
- Classroom/school disturbance/interruption/disruption
- Non-return or damage of library book(s); school book(s)
- Hall violation or not having a hall pass
- Possession/eating/chewing of gum or candy
- Late to class
- Bathroom misconduct/procedure
- Failure to comply with any policy stated in this handbook or school or classroom rule
- Uniform infraction

**Level I Consequences/Corrective Action**

- Class Meetings may be used for problem solving
- Teachers may use a variety of in class consequences or redirection techniques
- A written infraction will be given in the discipline binder
- If a student accrues three (3) written infractions in one week, a “Because I Care” note will be sent home.
- A student receiving any infraction after a “Because I Care” note in the same week, he or she will receive an after school detention.

**Level II Infractions:**

- Repeatedly having Level I Infractions
- Disrespectful language/gesture
- Possession of personal listening device, cell phone or any electronic device during school hours.
- Repeated violation of school dress code
- Chronic disruptive bus behavior
- Failure to comply with any policy/procedure stated in this handbook

### **Level II Consequences/Corrective Action**

- Class Meetings may be used for problem solving
- Student may receive a “Because I Care” note
- Student may receive an after school detention
- Meeting/Conference between student, teacher and Administration

### **Level III Infractions:**

- Repeatedly having Level I and/or Level II Infractions
- Falsifying teacher or parent/guardian signature
- Cheating
- Bullying including physical, verbal and cyber forms
- Use of racial or other derogatory terms
- Threatening another student, adult or staff member
- Misuse of the computer or internet
- Use of a cell phone, beeper, etc. or other electronic device during school hours without permission
- Skipping or “cutting” class
- Tampering with or unauthorized use of elevator
- Aggressive behaviors, including but not limited to hitting, pushing and shoving;
- Disobedience to teacher or other staff member;
- Failure to report to office as directed;
- Gambling or present at scene of gambling;
- Lying/falsehood: including presentation of forged notes or passes or refusal to identify yourself properly;
- Misuse of school property or property of others including computers, networks, web pages;
- Threatening bodily harm or property damage;
- Use of obscene/profane/violent language or gestures;
- Creation or possession of obscene/violent writing, pictures or articles

### **Level III Consequences/Corrective Action**

- Teacher will issue an administrative referral
- Meeting/conference between student, counselor and parent/guardian
- Meeting/conference between student, teacher, principal/vice principal/social worker and parent/guardian
- Suspension from school
- Referral to Board of Trustees Discipline Committee

#### **Level IV Infractions Repeatedly having Level I, II and/or III Infractions**

- Fighting
- Stealing/theft of school or private property
- Smoking
- Violation of Drug/Alcohol Policy including but not limited to possession, sale solicitation, use of illegal drugs or alcohol and transfer of legal medication or medical equipment to other students
- Possession and/or use and/or transfer of matches, lighters, laser pointers or any incendiary devices, weapons\*\*, alcohol, or illegal substances/drugs
- Tampering with fire alarm/extinguishers
- Terroristic threats and/or threats of death whether written, verbal or cyber in nature
- Harassment of another student, teacher, administrator or staff member, verbally, physically or through cyber medium
- Counterfeiting
- Sexual harassment of another student, teacher, administrator or staff member
- Failure to reasonably comply with any school policy/procedure
- Unlawful assembly and/or riot
- Sexual molestation
- Illegal conduct and/or attempted illegal conduct
- Attempted or actual possession/use/sale/solicitation of/manufacture and/or distribution of prescription or over the counter drugs or counterfeit drugs
- Attempted or actual possession/use/sale/manufacturing/solicitation of/ and/or distribution of non-prescription drugs or counterfeit non-prescription drugs
- Attempted or actual possession/use/sale/manufacturing/solicitation of and/or distribution or alcohol
- Threats of death or serious bodily injury - either written, electronic or verbal
- Vandalism or defacing or destruction of school property or property of another (includes writing on walls, etc.)
- Leaving school grounds without proper authorization
- Harassment of any kind – verbal, written or gestures
- Attempted or actual possession/use/sale/ and/or distribution of tobacco products
- Attempted or actual possession/use/sale/solicitation of and/or distribution of lighters, matches, laser pointers and/or look-alike weapons
- Arson or attempted arson
- Assault and/or battery of an employee or student
- Other criminal acts in violation of local, state, or federal laws and/or regulations
- Actual or attempted Possession, use, manufacturing, growing, distribution, solicitation of and/or sale of illegal drugs and/or counterfeit illegal drugs, and/or controlled substances and/or drug paraphernalia
- Extortion, attempted extortion, robbery, burglary and/or larceny
- Actual or attempted possession, distribution, sale, use or lighting of fireworks, stink bombs, or other explosives
- Sexual harassment and/or sexual assault and/or sexual battery

- Inappropriate student actions which indicate the use of drugs, alcohol, or other behavior altering substances;
- Student actions that present a danger to the safety and well-being of themselves or others;
- Threats of death or serious bodily injury– either written, electronic or verbal;
- Violations of school’s internet safety and/or acceptable use policies
- Other criminal acts in violation of local, state, or federal laws.
- Actual or attempted possession, use, distribution, solicitation or sale of a firearm or dangerous weapon, (weapons include, but are not limited to: any knife, cutting instrument, cutting tool, Nunchakus, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury.)
- Extortion, attempted extortion, robbery, burglary and/or larceny;
- Hazing;
- Unlawful assembly and/or riot;
- Possession, use, distribution, sale, lighting, or discharge of explosive or incendiary devices;
- Possession of dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, look-alike weapons, ammunition, etc.;
- Possession, use, distribution, sale, lighting, or discharge of explosive devices
- Molesting others;
- Making unwanted sexual advances
- Trespassing
- Purposefully or recklessly endangering the health, welfare or safety of any member of the school community.
- Threatening to endanger the health, welfare or safety of any member of the school community.
- Engaging in any consensual sexual acts (for the purpose of this Code, sexual acts include, but are not limited to: intercourse, oral sex, groping, simulated sex) on school property, at a school function, on school transportation or at any school-related activity or trip;
- Forcing or attempting to force any other member of the school community to engage in any sexual act.
- Causing or attempting to cause physical injury or pain to any member of the school community.
- Causing or attempting to cause serious bodily injury to any member of the school community.
- Engaging in any activity which can reasonably be expected to have the effect of harassing, threatening or damaging the safety or reputation of any member of the school community.
- Actual or attempted possession, distribution, sale or use of pornography (whether written or electronic)
- Violations of School Acceptable Use or Internet Safety Policy
- Repeated Violations of Attendance/Tuancy Policies

**Level IV Consequences/Corrective Action:**

- Teacher will issue an administrative referral
- Meeting/conference between student/school counselor and parent/guardian
- Meeting/conference/informal hearing between student, teacher, principal, social worker and parent/guardian.
- Suspension from school
- Referral to the Board of Trustees Discipline Committee
- Expulsion from school

**\*\*Note:** The Pennsylvania Public School Code permits the School to refer a Student for expulsion of not less than one year if "...student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to school or school-sponsored activity." However, the CEO does have discretion to recommend an expulsion period of less than one year to the Board of Trustees.

Accordingly, CSL administration shall do the following in situations where weapons are found in Student possession:

- The student shall be detained
- Any Safe Schools violation shall be reported to the police immediately
- The parents/guardians shall be reasonably notified
- The student shall be suspended
- A Safe Schools report to PDE and/or School District of residence of Student at issue will be filed to the extent required by applicable laws/regulations.
- The student will be recommended to the Board of Trustees for expulsion. (See below for manifestation determination requirement for students with disabilities and discipline).
- Expulsion from school by the Board as determined after a formal hearing held in accordance with the due process procedures below.

**SUSPENSION/EXPULSION PROCEDURES****Out of School Suspension and Expulsion**

Exclusion from school may take the form of suspension or expulsion.

(1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.

(a) Suspensions may be given by the CEO or his/her designee.

(b) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. However, prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(c) The parents or guardians shall be notified immediately in writing when the student is suspended.

(d) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.

(e) Suspensions may not be made to run consecutively beyond the 10 school day period.

(f) 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 governing board.

(2) Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

(a) During the period after suspension has ended and prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (b).

(b) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and 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. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

(c) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

(d) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.

(e) Within 30 days of action by the Board, the parents or guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are

unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals With Disabilities Education Act 2004.

(f) If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Ch. 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See 22 Pa. Code § 12.1 (relating to free education and attendance).

Note: If Student attempts to enter the School grounds/ building or activity during an active period of out-of-school suspension, parents will be notified to immediately pick their child up from school as a result of this violation of school policy by student. If this violation of entering onto School grounds/building/activity during active suspension occurs more than once, local law enforcement will be called to remove the Student from the School grounds/building /activity and to escort the Student to his home, where the Student will serve out the remainder of the suspension.

## Hearings

- (1) *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (2) *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
  - (a) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
  - (b) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
  - (c) The hearing shall be held in private unless the student or parent requests a public hearing.
  - (d) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

- (e) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- (f) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- (g) The student has the right to testify and present witnesses on his own behalf.
- (h) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- (i) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
  - (i) Laboratory reports are needed from law enforcement agencies.
  - (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
  - (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- (i) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- (j) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.
- (k) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
- (l) The following due process requirements shall be observed in regard to the informal hearing:
  - (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
  - (ii) Sufficient notice of the time and place of the informal hearing shall be given.
  - (iii) A student has the right to question any witnesses present at the hearing.



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

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

All hearings will take place before a qualified hearing examiner or authorized committee of the Board who will consider the evidence presented by Administration and the student in connection with a formal hearing and will make a recommendation to the Board of Trustees.

### **Student Expression**

Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity or interferes with another individual's rights.

### **In-class Consequences and Redirections**

Teachers may use a variety of methods in class to redirect students' behavior. Methods may include conversations or conferencing, temporary restrictions of class privileges, temporary separation from the group. These methods may be used for Level I infractions.

### **Restorative Practices**

All teachers have been trained in the Restorative Practices Model. Mentor groups are held each afternoon with all students based on Restorative Practices Circle. Students are provided with different topics to discuss and learn about in their groups. CSL is using Restorative Practices to help develop better relationships and among staff and students and to help our school function in a more positive and productive way.

### **Detentions**

Lunch Detentions are served during student's lunch time, Monday through Friday. Detentions are not optional and must be served on the assigned day. Students who fail to serve detentions on the day assigned will receive an additional detention.

Detentions will be issued to a student who receives 4 or more Level I infractions in one week. Detentions may also be issued for Level II infractions.

**Lunch detentions can only be issued by a school administrator.**

### **Conferences**

If a teacher or administrator notices a problem of repeated infractions, a conference may be called with parents or guardians. The goal of such a conference would be to discuss the problems and attempt to resolve them.

## **Administrative Referrals**

Having more than two detentions in one quarter will result in an administrative referral. Administrative referrals will also automatically be issued for any Level III or Level IV infractions. If such a referral is written, the school administration will review the problem and decide upon an appropriate action. Such actions may include suspension from school and/or loss of school privileges.

## **Suspension**

There are times when a student's behavior, abuse of school rules or track record of discipline problems may warrant suspension from school as stated above with regard to specific instances of misconduct pursuant to the various levels of offenses.

## **Loss of School Privileges**

After an administrative referral, a student may lose certain privileges for a period of time to be determined by the administrator based on the student's discipline record. Such privileges include field trips, dress down days, assemblies, class parties, or other special events.

## **STUDENT ASSISTANT PROGRAM (SAP)**

CSL's Student Assistance Program is a multi-disciplinary team that includes teachers, administrators, nurses, social workers, psychologists and counselors. The team is specially trained to understand and work with adolescent drug and alcohol use, abuse and dependency, depression or suicide in addition to other "at risk" behavior. The team's primary role is to identify, intervene and refer when chemical use, abuse, possession and/or distribution is suspected. The same referral process will be initiated when "at risk" behavior is identified and referred by other professionals. "At risk" behavior is defined as any manifestation of self-destructive behavior. Parents can initiate a referral to the Student Assistance Team by contacting their child's school principal or counselor.

## **ANTI-BULLYING POLICY**

The Board of Trustees recognizes the importance of a safe school environment to the educational process of CSL. The Board has determined that a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Bullying, like other disruptive or violent behaviors that disrupt both a student's ability to learn and a school's ability to educate its students in a safe environment, is prohibited at CSL. Because students learn by example, school administrators, faculty, staff, students and volunteers are directed to: demonstrate appropriate behavior, treat others with civility and respect and refuse to tolerate bullying.

Pursuant to 24 P.S. § 13-1303.1-A, "Bullying" is defined as an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) directed at another student or students;
- (2) which occurs in a “school setting” or occurs outside of school and the outside of school conduct materially and substantially interferes with the educational process or program in the school, as allowed by law;
- (3) that is severe, persistent or pervasive; and
- (4) that has the effect of doing any of the following:
  - substantially interfering with a student’s education;
  - creating a threatening environment; or
  - substantially disrupting the orderly operation of the school; and

A “school setting” shall mean in the school, on school grounds, on school property, at any school testing sites or other sites used by the school, on the school’s server or school’s electronic, web-based, Internet or on-line programs, in school vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the school and any time spent necessarily traveling to and from these locations. Additionally, any student whose out of school conduct materially and substantially interferes with the educational process in the school is also subject to this Policy.

Students shall 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 believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Because bystander support of bullying can bolster these behaviors, the school prohibits both active and passive support for acts of bullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the Chief Executive Officer of the school.

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 in-school or out-of-school suspension from the charter school and/or expulsion or other disciplinary removal from the charter school, in the case of a student, or suspension and/or termination in the case of an employee, as set forth in the school’s approved code of student conduct or employee handbook.

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. Depending upon the incident, expulsion may be recommended to the Board.

The Board requires the Chief Executive Officer at the school 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 Chief Executive Officer. 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 without further investigation.

The Board requires the Chief Executive Officer to be responsible for determining whether an alleged act constitutes a violation of this Policy. In so doing, the Chief Executive Officer shall conduct a prompt, thorough, and complete investigation of each alleged incident. An investigation is to be conducted within three school days after a report or complaint is made known to the Chief Executive Officer.

The Board prohibits reprisal or retaliation against any person who reports an act of bullying. 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 Board prohibits any person from falsely accusing another of bullying. 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 and/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.

The Board requires school officials to annually disseminate the Policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of bullying that occur on school property, at school-sponsored functions, or in a school vehicle and to develop procedures for investigating and addressing any alleged violations of this Policy.

The Board further requires school officials to ensure that this Policy and procedures for reporting bullying incidents are reviewed with the students within ninety (90) days after the Policy is adopted and at least once each school year thereafter.

The Board directs Administration to develop procedures necessary to implement this Policy and to develop appropriate prevention, intervention and education strategies related to bullying.

The Board directs that this Policy be included in the Student Handbook/Code of Conduct and be made available on the school's website as well as in a prominent location at the school's main office.

CSL will comply with applicable federal and state laws relating to bullying, including but not limited to those requirements delineated in the Charter School Law, Chapter 12 of Title 22 of the Pennsylvania Code and the applicable House Bill 1067 Public School Code amendments relating to bullying.

CSL will comply with applicable federal and state laws, including Chapter 711 of Title 22 of the Pennsylvania Code and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

CSL will further comply with applicable federal and state laws, regarding protected handicapped students and applicable sections of Section 504 of the Rehabilitation Act and its applicable implementing regulations.

### **DRESS CODE**

Appropriate dress is defined as, but not limited to, clothing which is not see-through, low cut or revealing of body parts or of underwear. Clothing bearing obscene, profane or other inappropriate words or pictures is prohibited. Tank tops, halter-tops, shirts that expose the midriff, expose the navel, low-cut tops, shorts above the mid-thigh and pants worn low enough to show underwear are also not permitted.

- **Jewelry**

Earrings are permitted but should be of appropriate size - no larger than the size of a quarter. Other visible piercings including, but not limited to, nose, eyebrow, lips or chins are not permitted. Also, key chains hanging from a pocket and heavy neck chains are not permitted. The wearing of one watch and no more than one bracelet is considered acceptable.

- **Purses**

Students are permitted to carry a purse during school hours. The purse must be no larger than 8 ½ x 11 inches. Purses may not advertise or be decorated with derogatory or inappropriate messages or images.

### **Dress Code Infraction**

- The Teacher/Administrator will send the student to the office to be sent home to change. If no one is available to take the student home to change, **the student will serve a lunch detention.**
- The Teacher/Administrator will send home a dress code infraction notice to be signed and returned the next school day.
- If a student receives three (3) dress code infraction notices, a parent conference with and administrator will be held.
- If a student receives a fourth (4) dress code infraction, the student will be suspended.

### **PARENT/GUARDIAN- Involvement and Responsibilities**

**Parent/guardian volunteers are not permitted to work nor have contact with any child, without the proper clearances.**

1. CSL encourages parent/guardian participation in the curriculum, programs and activities.
2. A Home and School Association is available for parent/guardian participation.
3. It is the policy of CSL that all volunteers who have contact with the children are required to obtain, at their own expense: Criminal History, FBI and Child Abuse Background Clearances. These clearances will be held in the school's main office and as otherwise required by law.
4. Questions/Comments/Suggestions about CSL or this Handbook should be put in writing and addressed to the CEO.
5. Any question/comment/suggestion not satisfactorily attended to by the CEO should be put in writing and addressed to the President of the Board of Trustees.

### **EXTRA-CURRICULAR ACTIVITIES**

- Students wishing to participate in extra-curricular activities must be a *student in good standing*. A detailed explanation may be obtained from the CEO. The student must meet academic, behavioral and attendance standards to participate in all aspects of the activity (practices, games, meetings, events, etc.) Extra-curricular is defined as any activity that will require the release of a student from regularly-scheduled classes (ex. sports, music lessons, student council, etc.) or any school-sponsored activity that meets during a student's non-class time (before or after school, lunchtime). Students who commit to an extra-curricular activity are expected to participate for the duration of the activity, unless they become ineligible. Only the CEO or designee may make exceptions to this policy.

## **STUDENT RECORDS**

CSL will not release or disclose any student information without parental or legal guardian permission unless allowed to do so pursuant to applicable state and federal laws. Questions regarding the disclosure of student information must be directed to the Chief Executive Officer and must conform to CSL's student records/confidentiality policies. A copy of this Annual Family Education and Rights Privacy Act Policy can be found at the main office of the School.

## **CSL CURRICULUM GOALS**

- To promote high academic standards in all subject areas for all students.
- To develop responsible citizens who foster the growth of others.
- To create a supportive environment where everyone is both teacher and learner.
- To teach skills essential to teamwork and pro-social behavior.
- To translate activities and opportunities to demonstrate knowledge and skills into the twelve recognized modes of intelligence.
- To address emotions explicitly as elements that regulates our interactions with the physical, social, and internal environments.
- To continually develop, implement, and assess methods to generate positive emotional energy around learning and contributing to a vibrant learning community.
- To foster the growth of all students into healthy, mentally resilient contributors to society.

## **GRADING POLICY**

The CSL community believes in world-class standards, instruction, and assessment. Our grading policy reflects these high expectations, as well as honors the process and product of students' efforts and achievements. The grading scale is as follows\*:

98-100	A+
93-97	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
0-69.1	F

\*In addition, all students must score proficient on Keystone Tests or its equivalent in order to graduate.

## Guidelines for computation of Grade Point Average for Grades 9 through 12

Students may not receive duplicate credit for the same course. If a student withdraws from a class, a “W” (withdrawn) remains on the student’s transcript.

### **PLAGIARISM POLICY**

Plagiarism is the act of using another person’s ideas or expressions in your writing without acknowledging the source. Plagiarism, (or intellectual theft) includes “the reproduction, in whole or essential part, of a literary, artistic or musical work by one who falsely claims to be its creator.” *Encyclopedia Americana*, 2003. “The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” *Dictionary.com*.

Some examples might include, but are not limited to:

- Downloading a paper from a “paper-mill”
- Submitting another student’s work
- Copying a portion of another’s work without citing it
- Copying material, supplying proper documentation, but leaving out quotes or indents
- Paraphrasing ideas without documentation

Plagiarism is regarded as a very serious offense. Many institutions of higher education expel students found guilty of plagiarism. In our effort to educate all CSL students about the issue of academic dishonesty and to prepare our students for the future, we have established the following guidelines:

### **Rules and Procedures**

When plagiarism takes place in an academic setting, it is most often handled by the individual teacher and administrator involved. The following procedures and consequences have been established for handling issues related to plagiarism at the middle and high school levels

### **VIOLATION/ PROCEDURE/ PENALTY**

<b>Violation</b>	<b>Procedure</b>	<b>Penalty</b>
First Offense assignment	Teacher notes the plagiarism  and deals with it by contacting the parent/guardian	• “0” credit for the  • Document plagiarism event • Teacher contacts parent/guardian
Second Offense assignment	The teacher notes the plagiarism  and refers the student to the CEO	• “0” credit for the  • Report in discipline file • CEO/Parent/Guardian Conference • Suspension



Third Offense	Teacher reports the incident.	• Student is referred to the
immediately	CEO immediately notifies	counselor who will
courses	parents/guardians in order to	recommend training and
expulsion	conduct a meeting with the	in Ethics.
	Parent/guardian, CEO,	• Suspension or possible
	and the Guidance Counselor. Also,	
	possible expulsion from course	
	may be considered.	

## **GRADUATION AND PROMOTION REQUIREMENTS**

- The CSL Charter School Board of Trustees shall award a High School Diploma to every student who meets the requirements for graduation. Such requirements shall include the successful completion of courses of study for a four-year high school approved by the Board of Trustees and which meet the standards set by the Commonwealth laws and regulations.

The following are the High School Graduation Requirements:

CSL requires a minimum of 24.00 credits for graduation. The 24.00 credits to be earned must include the following:

4.0 credits in Mathematics  
4.0 credits in English/Language Arts  
4.0 credits in Social Studies  
4.0 credits in Science  
2.0 credits in Health/Physical Education  
2.0 credits in Art  
4.0 credits in Electives.

**TOTAL 24.00 credits**

## **GRADUATION FROM CSL WILL INCLUDE:**

1. Complete the prescribed course/credit requirements.
2. Successfully complete a culminating project (Graduation Project), which demonstrates the student's ability to apply, analyze, synthesize, and evaluate, information and communicate significant knowledge and understanding.
3. Passing Keystone Examination administered at the conclusion of each core content subject area.

**Books and Materials:**

- Children are responsible for their books and parents/guardians will have to pay for any books that are lost or damaged. This policy also applies to the student's use of the School's technology equipment (please see the section on the "Computer and Technology Acceptable Use Policy")
- Books are to be carried in a durable school bag.

**Homework:**

- Home assignments, both written and study, are essential for the full academic development of the student.
- Homework strengthens and extends the learning experience of school.
- Parents are asked to check and sign homework and homework assignment books.

**Procedures for Missed Homework Due to Student Absences**

- Missed assignments due to absence are due when the child returns to school, unless otherwise approved by the teacher.

**Testing:**

Teacher made tests, designed to evaluate the progress of students, are given regularly. Standardized testing is conducted by the Pennsylvania Department of Education, and CSL during various times throughout the school year.

**Special Education and Student Support**

- CSL recognizes individual student's abilities, and works closely with the students and their parent/guardians to provide an appropriate curriculum.
- CSL operates a full inclusion model for special education students and complies with applicable state regulations regarding the education and placement of students.
- CSL has established a SAP (Student Assistance Program) Program to assist both the student and teacher in helping a student achieve to their potential. The SAP program's goal is to provide accommodations and support to the student and teacher, before special education services are recommended.
- A student may be evaluated by a school psychologist to determine if an I.E.P. (Individual Education Plan) is needed for special education services or a Section 504 Plan for accommodations.
- CSL will comply with applicable state and federal laws regarding the identification, evaluation and education of exceptional students.

## **CSL's CHILD FIND POLICY AND PUBLIC OUTREACH AWARENESS SYSTEM**

The CEO, or his designee, shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of being a child with a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children, wards of the state and parentally placed private students, as appropriate.

### **Public Awareness**

The CEO, or his designee, shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are applying for enrollment at CSL or who attend CSL:

CSL shall publish annually a written notice in means accessible to the CSL families, including, in this Handbook, and on the CSL website. The Notice must also be made available in means accessible to the public, such as: at the CSL main office, in CSL's special education office, through local Intermediate Units and/or through other generally accessible print and electronic media, and with the Board Meeting Minutes, a description of: child identification activities, of CSL's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by CSL to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

**A copy of the Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities And Notification of Rights under the Family Educational Rights and Privacy Act is attached to this Handbook.**

### **Outreach Activities**

The CEO or his designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend CSL:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the

state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through CSL and information regarding the manner in which parents can request and access those services.

- Provide or obtain periodic training for CSL's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.
- The public outreach awareness system utilized by the charter school shall include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.
- CSL shall conduct Child Find activities to inform the public of its special education services and programs and the manner in which to request them.
- CSL's Child Find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify applicants and enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

## **504 PLANS**

CSL will also provide 504 Plans for students who have disabilities or impairments, within the meaning of Section 504, that *substantially limit* the students learning or other major life activity. CSL will utilize the definition of "*substantially limits*" as provided by the EEOC regulations under the ADA on the basis of individual inquiry for each student. This includes whether the individual student is (a) unable to perform a major life activity that the average person in the general population can perform or (b) significantly restricted as to the condition, manner or duration under which the person can perform, in comparison with the average person in the general population. The definition of a physical or mental impairment and of a major life activity may be found at the Section 504 regulation at 34 C.F.R. 104.3(j)(2)(i) and (ii) respectively. Students may be considered to be disabled under this policy even though they do not require and/or qualify for special education services pursuant to the Individuals with Disabilities Education Act of 2004.

Parents who think their child may have a disability or may be eligible for special education may request, at any time, that CSL conduct a Multi-Disciplinary Evaluation. **Requests for a Multi-Disciplinary Evaluation must be made in writing to the CEO of Center for Student Learning Charter School at Pennsbury.**

## **REPORTING STUDENT PROGRESS**

### **Report Cards:**

- The purpose of the report card is to inform parents of the progress of their children and to provide guidance for their growth and development.
- Parent/Guardian conferences will be held for each report card issuance. Parents/Guardians are expected to attend all report card conferences.
- Report cards will be issued four times a year.

### **Academic Progress Reports:**

- Students will receive Academic Progress Reports in October, December, March, and May. Academic Progress Reports will be sent home with the student.
- Parents are to sign the reports and return them to the homeroom teacher.
- Parents are also encouraged to contact teachers to discuss the reports. Failure warnings and warnings of possible retention will be issued at the end of the 2<sup>nd</sup> and 3<sup>rd</sup> quarter and at mid-term during the 4th quarter. Retention:
- When it becomes apparent that a child is in danger of failing, a conference will be held with the parent to develop a plan to help the child succeed. However, from time to time a child does not meet the academic requirements necessary to be promoted to the next grade level. Teachers closely monitor children's progress and will inform parents/guardians at conferences when retention may be necessary. In the event that retention is necessary a written notice will be forwarded to you communicating this formal decision.

### **Field Trips:**

- The use of field trips to supplement and support the academic program is a desirable and worthwhile goal.
- Parental permission slips are required for each pupil who participates in this instructional activity.
- The CEO will decide the dress code.
- Since a field trip is primarily a learning experience, the time spent is considered part of the regular school day.
- Parents/Guardians are expected to support the academic program of CSL by making certain that students are well prepared and attend all Field Trips scheduled.
- Children who have poor conduct/attendance may not be allowed to participate in this academic learning experience.

### **Breakfast/Lunch:**

- CSL participates in the federal school free/reduced lunch/breakfast program and has contracted with Metz Food Services for our food service program.
  - Breakfast/Lunch may be purchased each day.
- Milk is available every day.
- For further information on the Lunch Program contact the school office.
- Students not purchasing lunch are to pack a lunch.
- NO GLASS CONTAINERS PLEASE.
- Students are not permitted to eat or chew gum or candy during the school day.

## **MEDICATION POLICY**

*The following information is a guide for the administration of medication in school.*

### ***REQUEST FOR ADMINISTRATION OF MEDICATION OR OTHER EQUIPMENT IN SCHOOL:***

1. A form (available in the health office) must be completed and returned to the School Nurse prior to administration of medication in school. Please make sure the form is completed by both the Student's doctor and Student's parent/guardian. The doctor completes the left hand side of the form and the parent/guardian must sign the top right hand side.
2. Medication must be brought to school properly labeled and packaged by a registered pharmacist. The medication bottle must have a Safe-T-Closure cap and the label must include:
  - Patient Name
  - Pharmacy Name
  - Prescription #
  - Pharmacy Phone #
  - Name of medication and dosage
  - Name of prescribing doctor
  - Instructions for administration
3. For special equipment, such as nebulizers, service will only be provided if you have such equipment in your home. **You must provide** the equipment as well as repair and replace it when necessary. Operating instructions must accompany the equipment.
4. This procedure must be repeated each time there is a change in dosage and at the beginning of every school year.
5. These guidelines apply to the administration of all over the counter medications and usage of medical devices or equipment, i.e., nebulizer, Epi-Pen, catheter, etc., as well or if needed on a regular basis.
6. Unused medication must be picked up by the last day of the school year or it will be discarded.

***These guidelines are designed for the safety of your child and are strictly enforced. If you have any questions/concerns please contact, the School Nurse at 215-269-7390 ext. 18.***

### **Self-Administration of Medication and Equipment for Diabetes, Asthma, and Severe Allergic Reactions**

The CEO shall have authorization to determine procedures for staff development in monitoring students who self-administer medication and use equipment for diabetes, asthma and for severe allergic reactions and to review students' ability to self-administer same.

Diabetic and asthmatic students and those subject to severe allergic reactions of school age may possess on their persons, including in book bags and handbags, all necessary

supplies, equipment and prescribed medication to perform self-monitoring and treatment IF the School Nurse has determined that Student is capable of self-administration and appropriate permission is on file from student's parent/guardian and doctor.

A student with asthma shall be permitted to use an asthma inhaler and a student with diabetes shall be permitted to perform blood glucose checks, treat hypoglycemia and hyperglycemia and otherwise attend to the care and management of his or her diabetes in the classroom in any area of the school or school grounds and at any school-related activity if requested by the parent or guardian. A student with medically certified severe and possibly life-threatening allergic reaction(s) and of school age may possess an epinephrine auto-injector on their persons, including book bags and handbags, to perform treatment for an allergic reaction.

Such request must be in the form of an Asthma Medical Management Plan (AMMP) or Diabetes Medical Management Plan (DMMP) or health request form for epi-pen use, respectively, each of which includes a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the student has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication. (See Asthma and Diabetes Medical Management Plan forms as attached to Board of Trustee Asthma Medication and Equipment Policy and Diabetes Awareness and Management Policy respectively.)

As part of a student's responsible behavior, the student is to notify the School Nurse immediately following each use of medication or equipment for the student's asthma or diabetes related condition. The AMMP and DMMP shall also contain a statement from the parent that the charter school comply with the order of the healthcare provider and that the charter school is relieved of any responsibility for the benefits or consequences of the prescribed medication when parent authorized and that the Charter School bears no responsibility for ensuring that the medication is taken.

The student is restricted from making medication or any medical equipment available to other students. The student's privilege to self-administer medication or equipment may be revoked or restricted if the student abuses or ignores charter school policies. The Code of Conduct is applicable to such misconduct.

## **COMPUTER AND TECHNOLOGY ACCEPTABLE USE POLICY**

### **Purpose**

CSL relies on its computer network to conduct business and student learning. To ensure appropriate use of the school's Computer Resources, CSL has created this Computer Usage Policy (the "Policy").

It is every computer User's (as defined below) duty to use the Computer Resources responsibly, professionally, ethically and lawfully. Access to these resources is a privilege, not a right.

## **Definitions**

**From time to time in this Policy, we refer to terms that require definitions:**

The term "**Computer Resources**" refers to CSL's computer network. Specifically, Computer Resources, whether owned or leased, include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files, and all internal and external computer and communications networks (for Example: Internet commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly from our computer network.

The term "**Users**" refers to all employees, independent contractors, consultants, temporary workers, students, family members and other persons or entities that may use our Computer Resources.

## **Policy**

The Computer Resources are the property of CSL. Users are permitted access to the computer system to assist them in the performance of their jobs and academic purposes. Occasional, limited, and appropriate personal use of the computer system is permitted when the use does not: (1) interfere with the User's work performance or academic performance; (2) interfere with any other User's work performance or academic performance; (3) have undue impact on the operation of the computer system; (4) violate any other provision of this policy or any other policy, guideline, or standard of CSL. At all times, users have the responsibility to use Computer Resources in a professional, ethical, and lawful manner.

Use of the computer system is a privilege that may be revoked at any time. In using or accessing our Computer Resources, users must comply with the following provisions.

### **No Expectation of Privacy:**

The computers and computer accounts given to users are to assist them in the performance of their jobs and for academic purposes. Users do not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to CSL and should be used primarily for CSL business and academic purposes.

**Monitoring the Online Activities of the Users:** Network monitoring tools are used to "police" Computer Resources of all Users. (Examples: VNC, PC Anyware, Remote Control and Hyena).



Teachers are required to monitor their student's activities while using the computer resources in all learning environments.

**Waiver of Privacy Rights:** Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network. Users consent to allowing personnel of CSL to access and review all materials users create, store, send, or receive on the computer or through the Internet or any other computer network. Users understand that CSL may use human or automated means to monitor use of their computer resources.

## **PROHIBITED ACTIVITIES**

**Prohibited Uses:** Without prior written permission from CSL, Computer Resources may not be used for dissemination or storage of commercial or personal advertisements, mass mailings, solicitations, promotions, destructive programs (that is, viruses or self-replicating code), political material, downloading non-academic related media, plagiarism, hacking or any other unauthorized or illegal use.

**Inappropriate or Unlawful Material:** Material that is fraudulent, harassing, sexually explicit, pornographic, violent or advocating of violence, profane, obscene, intimidating, threatening, defamatory, discriminatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as bulletin board systems, newsgroups, chat groups) or accessed, reviewed, displayed on or stored in CSL's Computer Resources. Users encountering or receiving this kind of material have the responsibility to immediately report the incident to their teacher or direct supervisor.

**Spoofing and Spamming:** Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, or chat groups. Without express written permission from CSL, Users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide CSL business purpose.

**Misuse of Software:** Without prior written authorization from CSL, Users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or clients of CSL or to any third person; (3) modify, revise, transform, recast or adapt any software or (4) reverse-engineer, disassemble, or decompile any software. Users who become aware of any misuse of software or violation of copyright law have the responsibility to immediately report the incident to their teacher or direct supervisor.

**Communication of Trade Secrets:** Unless expressly authorized by CSL in writing, sending, transmitting, or otherwise disseminating proprietary data, trade secrets, or other confidential information of CSL is strictly prohibited. Unauthorized dissemination of this information may result in substantial civil liability as well as severe criminal penalties and recommendation for expulsion.

OTHER: Unless expressly authorized by CSL in writing, the following are also unacceptable uses of Computer Resources, as defined herein:

1. Users may not use Computer Resources to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, blogs, social networking information, etc.
3. Students may not agree to meet with someone they have met on the Internet without their parent's approval and participation.
4. Users may not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing", "snooping" or "electronic discovery".
5. Users may not deliberately disrupt or harm hardware or systems, interfere with computer performance, interfere with another's ability to use equipment and systems, or destroy data.
6. Users may not use computer resources to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.
7. Users may not use the computer resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
8. Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
9. Users may not knowingly or recklessly post false or defamatory information about a person or organization.
10. Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other Users.
11. Users may not indirectly or directly make connections that create "backdoors" to CSL, other organizations, community groups, etc. that allow unauthorized access to the computer resources at CSL.
12. Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
13. Users may not engage in personal attacks, including prejudicial or discriminatory attacks.
14. Users may not bully or harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
15. Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.
16. Users may not forward or post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
17. Users will not install or reproduce unauthorized or unlicensed software on computer resources.

18. Users may not plagiarize works that they find on the Internet or other resources.
19. Users may not use computer resources for private business activities or unreasonable personal use.
20. Users may not use computer resources for political lobbying except to the extent allowed by applicable state or federal laws.
21. Students will not download files unless approved by their teacher.
22. Students will follow the directions of their teachers and administrators when using Computer Resources and will obey all school rules regarding Computer Resource and Internet usage.

## **Student Code of Conduct**

Student behavior on computer resources is also governed by the behavioral expectations which appear in CSL's Student Code of Conduct.

Teachers and other staff members will make every attempt to monitor and guide students toward appropriate materials and the use of the system. It is understood that access to the computer resources is a privilege, not a right. Failure to abide by the rules in this document could result in the revocation of access privileges, disciplinary action (including suspension or expulsion from CSL), or legal action, as deemed appropriate. Parents/guardians or perpetrators may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency. Actions warranting suspension or expulsion will be subject to the due process procedures outlined in the Student Code of Conduct.

**Passwords Responsibility for Passwords:** Users are responsible for safeguarding their passwords for access to the computer system. Individual passwords should not be printed, stored online, or given to others without express consent of the Director of Technology. Users are responsible for all transactions made using their passwords. No user may access the computer system with another user's password or account.

**Passwords do not Imply Privacy:** Use of passwords to gain access to the computer system 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 the computer system. CSL has global passwords that permit access to all material stored on their computer system regardless of whether that material has been encoded with a particular user's password.

## **Security**

**Accessing Other User's Files:** Users may 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 may not use the computer system to "snoop" or pry into the affairs of other Users by unnecessarily reviewing the files and e-mail.

**Accessing Other Computers and Networks:** A user's ability to connect to other computer systems through the network or by a modem does 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.

**Computer Security:** Users may not attempt to circumvent CSL data protection measures or uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files, or directories. Users who engage in this type of activity may be subject to loss of computer privileges, disciplinary action up to and including expulsion from CSL or termination of employment as well as civil and criminal liability.

**Internet Filtering Technology:** CSL employs firewall solutions. At a minimum it is meant to block visual depictions that are obscene, child pornography, and harmful to minors. If a user finds a website deemed inappropriate it must be reported to the user's teacher, CEO or immediate supervisor. After review of the site appropriate steps will be taken to shield the 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 Director of Technology. CEO does not warrant the effectiveness of Internet filtering.

**Viruses Virus Detection:** Viruses can cause substantial damage to computer systems. Each user is responsible for taking reasonable precautions to ensure he or she does not introduce viruses to CSL's network. To that end, all material received on floppy disk or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to CSL MUST be scanned for viruses and other destructive programs before being placed onto the computer system. Users should understand that their home computers and laptops might contain viruses. All disks transferred from home computers and laptops to CSL's network MUST be scanned for viruses. Any user receiving email from a questionable source MUST contact the Director of Technology before opening the email or any attachment included in the email.

**Accessing the Internet:** To ensure security and avoid the spread of viruses, users accessing the Internet through a computer attached to CSL's network must do so through an approved Internet firewall.

## **Encryption Software**

**Use of Encryption Software:** Users may not install or use encryption software on any of CSL's computers without first obtaining written permission from the Director of Technology. Users shall not use passwords or encryption keys that are unknown to the Director of Technology.

**Export Restrictions:** The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of

messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside the United States.

## **E -Mail**

**E-Mail Disposal:** Unless directed to the contrary by the Director of Technology, Users should discard inactive e-mail after sixty days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require you to maintain files or documents for a specified period of time. It is the User's responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

**Drafting E-Mails:** Because they may appear informal, e-mail messages are sometimes off-hand, like a conversation, and not as carefully thought out as a letter or memorandum. Like any other document, an e-mail message or other computer information can later be used to indicate what a User knew or felt. You should keep this in mind when creating e-mail messages 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.

## **Miscellaneous**

**Unauthorized Disclosure of Information of Minors:** It is a violation of state laws, including, but not limited to, Title 22 of the Pennsylvania Code and federal laws, including but not limited, to the Family Education Rights and Privacy Act ("FERPA"), to access data of a student you do not directly instruct, or to disclose information about a student without parental permission, or absent an exception to the disclosure requirements. All 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 CSL's student records/confidentiality policies.

**Privileged Attorney-Client Communications:** Confidential e-mail sent from or to in-house counsel or an attorney representing the Company should include this warning header on each page "ATTORNEY-CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

**Compliance with Applicable Laws and Licenses:** In their use of Computer Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. You should 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 you have confirmed in advance from appropriate sources that CSL has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by CSL as well as legal action by the copyright owner. Any questions concerning these rights should be directed to your teacher, the CEO, direct supervisor.

**Cessation of Access:** Upon termination or ending of employment, or expulsion or withdrawal from CSL, etc., no further access to or use of Computer Resources is permitted without express written authorization from the Director of Technology.

**No Additional Rights:** This Policy is not intended for and does not grant Users any contractual rights.

## **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 Board of Trustees of CSL has 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 CSL’s Acceptable Use of Computer Resources Policy and shall supplement, not supplant, CSL’s Acceptable Use of Computer Resources Policy.

The Chief Executive Officer “CEO” or his 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 CSL 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**

CSL uses computer resources to facilitate the education of students and to aid in matters related to the operations of CSL. CSL 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 CSL.

### **CIPA/N-CIPA Compliance/Internet Safety**

It is the policy of CSL 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 CSL to block or filter Internet, and other forms of electronic communications, and access to inappropriate information.

The technology department identifies the form and type of technology protection measures used during the school year and any questions may be directed to the CEO.

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 Code;
- (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 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 designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO or his designee.

The CEO or his 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 CSL shall include:

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

It shall be the responsibility of all members of the CSL 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 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 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 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 designee is directed to ensure that CSL 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 CSL.

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 CSL's Computer Resources;
- (2) CSL does not guarantee the effectiveness of technology protection measures or internet filtering; and
- (3) CSL 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.

## **SAFETY PROCEDURES**

### **Morning Drop-off**

1. All vehicles that are dropping off students are to use the main entrance to the school.
2. This area is to be used for a quick drop-off of the students. Please do not park in this area.
3. School bus area for drop off is in the main entrance of the school.

### **Afternoon Pick-up:**

1. All vehicles that are picking up children should wait on Lakeside Drive.
2. All parents picking up their children must pick them up on Lakeside Drive. For everyone's safety do not cross the parking lot while the school buses are present. **Do not park in the school's parking lot.**

## **SECURITY**

### **Metal Detection/Drug Searches**

In order for all students, staff and visitors to function within a safe and healthy school environment, all may be subject to an administrative search of personal property (e.g., book bag, handbag, jacket) and/or person. An administrative search may require a student, staff or visitor to be scanned via walk-through metal detector, hand-held metal detector or reviewed by a drug detection dog.

Screenings may be conducted on an entire group or by random selection. Random screenings must ensure that no bias enters into the selection of the individuals to be screened. In cases when there is reasonable suspicion that a weapon may be present, law enforcement officers may be present at the time of the screening. Any student possessing a weapon or illegal contraband will face the penalties set forth in the School's Code of Conduct and may be subject to further police involvement and charges.

Any student or visitor who refuses to cooperate with an administrative search will be referred to the CEO, or his/her designees, for appropriate action which for students, may include disciplinary action up to and including expulsion.

## **VISITORS**

- All parents/guardians/visitors are required to sign in and out at the office. No parent/guardian/visitor is permitted in the building without prior written approval by the CEO or his designee.
- Once permitted, all volunteers/visitors are required to get a visitors pass to be worn at all times while in the building.
- The CSL building is equipped with security cameras to ensure the safety of all.
- All visitors may be subject to a metal detection search.

The CEO may, in accordance with the Board approved Visitors Policy, limit parent/guardian/visitors' access to the school building or school sponsored activities if such persons have caused prior interruption to the school day. The CEO may ultimately ban such persons if their presence would constitute a health or safety threat or cause substantial disruption to school operations.

## **FIRE DRILLS**

By law, fire drills are required and are important to ensure the safety of students and staff.

It is essential that when the signal is given, everyone responds promptly and clears the building as quickly as possible by the prescribed route which is posted in each classroom and office.

Silence is always observed during the fire drill.

Classes assemble at the predetermined location.

Students who are not in the classroom when the alarm is sounded will leave by the nearest exit and report to their homeroom teacher at the designated location.

Noncompliance with these regulations is a serious infraction and will result in disciplinary action.

## **STUDENT PARKING**

Any student that wishes to drive to school must have a valid license, registration, and insurance. A student must also have at least a “C” GPA and no behavior or disciplinary issues. Students must park on Lakeside Drive within sight of the school.

## **SCHOOL CLOSING**

- If bad weather or some other emergency necessitates a school closing, it will be announced on **KYW--1060 AM radio**.
- A telephone message from the school’s emergency alert system, One Call Now™, will announce school emergencies and closings to the number you provided. In addition, if you have subscribed, you will receive an Email and Text message. Please keep this information updated with the school office.
- **Our school number is - 1389**
- Parents should always have an emergency plan in place and on record at the school should there be an early dismissal.  
If school is dismissed early due to an emergency; there are ***NO extracurricular activities***

## **EMERGENCY PROCEDURES**

### **Weather Related**

- In the event that school will be closed due to a weather related situation, an announcement will be broadcast on **KYW news radio, 1060 AM**
- The announcement will state that the school will either:
  - open late
  - dismiss early
  - be closed

***Our school number is 1389***

### **Non-Weather Related**

In the event that the school has a non-weather related emergency, the following guidelines will be followed:

#### **Lock Down and Stay Down**

- 1) A signal notifying staff of a “Lock Down and Stay Down” will be given.
- 2) The students will be held in their classroom, or other secured place with doors and windows secured.
- 3) An all-clear signal will be given when the building has been cleared.

#### **Shelter-In-Place**

- 1) A signal notifying staff of a Shelter-In-Place will be given.
- 2) All students and staff will be brought indoors and will remain indoors.
- 4) ~~An “all clear signal” will be given when the outdoor area is secured.~~

#### **An Evacuation Emergency**

- 1) A signal notifying all staff and students will be given to evacuate the building.
- 2) The staff and students will follow their fire drill procedures.
- 3) In the event that further evacuation needs to take place the following procedures will take place:
  - Parents will be notified by the school emergency closing announcement on **KYW news radio, 1060 AM**, and our One Call Now™ telephone emergency alert system with the pickup location and information.
  - The following locations will serve as a general meeting place for parental/guardian pick up for students:
    1. Location(s): Gymnasium

## **PERSONAL PROPERTY**

- Parents are requested to place the name of their child clearly inside of all personal items such as coats, jackets, book bags, etc.
- Please encourage your children to be responsible for looking for and finding lost items.
- The Lost and Found box will be located in the main office.
- Caution should be taken when you approve of your child bringing valuable or irreplaceable items to school. The School is not responsible for items that are lost, damaged or otherwise missing. Toys are not permitted in school unless requested for special projects or activities.
- Electronic games, radios, iPads, iPods, Mp3 players, headphones and other electronic devices are not permitted to be used in school.
- Make-up, perfume, etc. is not permitted in the school.
- Cell phones and other wireless communication devices are not permitted to be used in school. All cell phones are collected upon entrance each day and returned at the end of the school day. Use of cell phones during school hours will result in the phone being confiscated and the parent will need to pick up the phone. The phone will only be released to a parent or guardian.

## **COMMUNICATION**

- Good communication is a vital element of public relations. CSL endeavors to keep students and parents fully and regularly informed of the events and activities in the school. It is important that as problems arise they are brought to the attention of the CEO. Please review the website for news and events.

### **Public Address (PA) Announcements**

- Announcements affecting the student body in general will be made at the beginning of each day.

Requests for other announcements should be submitted to the CEO for approval in the morning.

### **School Telephone**

- The School telephone is to be used to transact school business only.
- In order to contact teachers during school hours, please contact the main office.
- No student or teacher will be called to the telephone except in case of an emergency.
- Students are not permitted to use the phone except with permission from the Main Office or a teacher. Forgotten books, lunch or homework are not considered emergencies. Forgotten items that are brought to school are to be brought to the Main office; however the Main office cannot be responsible for getting these items to your child or the teacher during the school day.

### **CELL PHONE POLICY**

- Students are prohibited from using cell phones during the school day. Upon arrival, students must turn cell phones in. Failure to adhere to this policy will result in a Lunch Detention. Parents will be required to obtain the confiscated cell phone from a school administrator. Cell phones will not be returned directly to students. Multiple violations will lead to out of school suspension.

### **CHANGES TO YOUR CHILD'S DAILY SCHEDULE**

- Any change to your child's normal daily routine (after school / before school, etc.) needs to be put in writing and given to your child's teacher no later than the day of the change unless the change is to the morning routine and then notice is required to the School the day before the change is to occur. Phone calls to the office for emergency situations must be received by 2:00 PM to insure proper communication with all school parties.

### **APPOINTMENTS WITH FACULTY MEMBERS**

- Parents are required to make an appointment to see their child's teacher.
- A note sent with the child requesting a certain day or time for a conference is sufficient for a request.
- The teacher will respond to the parent as soon as possible to confirm or reschedule the appointment in writing.
- No meetings can be held during school hours, except at the request of the School.

### **APPOINTMENTS WITH THE CEO**

- The CEO is available before or during the school day to meet with parents who request an appointment.

Throughout the school year, students are involved in activities or projects that may be newsworthy. We enjoy publicizing the good things that happen at our school. In these cases, the children's pictures and names may be published in one of the local papers or on the Internet. If you do not wish to have your child's name and/or picture in any publication, please notify the school in writing.

### **EQUAL OPPORTUNITY/ANTI-DISCRIMINATION POLICY**

CSL shall not discriminate against any person on the basis of race, sex, color, religion, sexual orientation, national origin, disability, genetic information or any other classification otherwise protected by applicable state and/or federal laws. The Board of Trustees recognizes school administrators' and employees' obligations to comply with all applicable federal, state and local laws in providing equal opportunity to all students. Pursuant to 22 Pa. Code §12.4 and

consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951 - 963), CSL does not discriminate on the basis of race, sex, color, religion, sexual orientation, national origin, disability, or any other classification otherwise protected by law in the administration of its educational policies, admission policies, hiring policies, and other school administered programs and operations. A student will not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin, genetic information or disability.

### **ANTI-CORPORAL PUNISHMENT POLICY**

In accordance with Title 22 Pa Code Chapter 12.5, Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited. Teachers and school administrators may only use reasonable force under the following circumstances and to the extent consistent with applicable state and federal laws and regulations: (1) to quell a disturbance, (2) to obtain possession of weapons or other dangerous objects; (3) for the purpose of self-defense; (4) for the protection of persons or property.

### **PLEDGE OF ALLEGIANCE STATEMENT**

#### **The Pennsylvania Code provides:**

It is the responsibility of every citizen to show proper respect for his country and its flag.

(1) Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.

(2) Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

### **RIGHT TO AMEND**

The school retains the right to amend the handbook for just cause.

- Parents will be given prompt notification if changes are made.

### **NOTICE OF SMOKE FREE SCHOOL:**

To promote a healthier environment CSL is a smoke-free school. As a matter of policy, smoking IS NOT permitted in the school building or on school grounds at any time or at School sponsored

activities. Please cooperate by extinguishing and disposing of smoking materials prior to entering upon school grounds or to school sponsored activities.

### **SCHOOL WEBSITE**

CSL's web site is - <http://www.cslcharter.org/>

Log on to find out information about our school, staff, faculty, curriculum, and after school programs. You will be able to download forms, and view the school calendar to find out about upcoming events.



**CENTER FOR STUDENT LEARNING CHARTER SCHOOL AT PENNSBURY  
ACCEPTABLE USE OF COMPUTER RESOURCES**

**2013/2014  
ACKNOWLEDGMENT OF AGREEMENT**

Name \_\_\_\_\_  
(Please Print) (Last) (First) (Middle Initial)

As a User of CENTER FOR STUDENT LEARNING'S Computer Resources, I have read the entire Acceptable Use Policy, which consists of 7 pages, understand it and agree to comply with the guidelines contained in the Policy as explained by CENTER FOR STUDENT LEARNING and the Director of Technology. In addition to complying with all terms of the Policy, when using any CENTER FOR STUDENT LEARNING Computer Resources, as defined above, I accept the following basic rules:

1. I will treat all Computer Resources with care and will leave them in good working condition when I am finished.
2. I will use appropriate language on all Computer Resources. If the language is obscene, defamatory, harassing, sexually explicit, threatening, violent, insulting, demeaning or otherwise inappropriate as deemed by a teacher, the Director of Technology or the Executive Director, I will not access it, use it, or disseminate it.
3. I will always treat people on-line with respect. I will not use any CENTER FOR STUDENT LEARNING Computer Resource to insult or threaten other Users. I assume responsibility for the content of messages I send to others.
4. I will respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes of those Users. I will not allow other Users access to my mailbox and will keep my password private.
5. I understand that Computer Resources are to be used for educational use. I understand that the system administrator or Director of Technology can access and read my messages.
6. I understand that all Computer Resources belong to the School and I will treat them with respect.
7. I will not install or download any applications (games), programs or materials at school from the Internet or from any Computer Resources unless the Director of Technology gives me permission in writing.
8. I will not add any software to the school's Computer Resources unless the Director of Technology gives me permission in writing.
9. I understand that the software provided to me for use is protected under copyright law. I agree not to copy this software unlawfully and/or distribute any materials provided for our use. I will model and encourage ethical use of the software among my friends, family members, and the community.

By signing the red Parent/Student Acknowledgement Form, you 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 your privileges to Computer Resources; disciplinary action, including suspension or expulsion from CENTER FOR STUDENT LEARNING; termination of employment; charges for damages; and civil or criminal penalties. You are subject to the punishment determined by CENTER FOR STUDENT LEARNING.



345 Lakeside Drive  
Levittown, PA 19054

**SCHOOL TRIP  
PERMISSION SLIP  
2013-2014 School Year**

I/We do hereby grant permission for my/our child to participate in Center for Student Learning Center's trips during the school day. I/we will receive notification and information on all trips. I/We understand that Center for Student Learning Center reserves the right to elect that a child will not participate in any trip because of poor behavior, numerous infractions or missed attendance in accordance with the provisions and consequences of the CSL Code of Conduct.

I/We understand that Parents/Guardians are financially obligated to pay for all trip expenses one week in advance of the trip.

In order for your child to take part in these trips this form must be acknowledged with both your signature and your child's signature on the red Parent/Student Handbook Acknowledgment Form.

**The signed Parent/Student Acknowledgement Form must be returned to school no later than their child's 10<sup>th</sup> scheduled school day each school year.**

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Child's name (please print)

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Parent/Guardian's name (please print)

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Parent/Guardian's signature/date



## **Media Release**

### **1. Purpose**

- 1.1 Representatives of the local press, radio and TV are an important link in the communications chain between Center for Student Learning (“CSL”) and the community. The maintenance of good working relationships with media representatives is essential to meeting those objectives of the school community relations program which require the support and cooperation of the news media.
- 1.2 The Board believes that all reasonable means should be employed to keep the public informed on matters of importance regarding CSL policies, finances, programs, personnel and operations.

### **2. Authority**

- 2.1 It is the policy of the Board to maintain a continuing information program for compiling and distributing news of events, noteworthy facts, statistics, plans and forecasts necessary to keep the public informed and interested in CSL matters.
- 2.2 The Board shall have final approval for all basic procedures regarding relations between the news media and CSL.
- 2.3 The Board reserves the right to negotiate for radio broadcasting, televising, filming, or sound recording of any CSL event by an outside agency. These rights, if sold, shall be contracted under conditions that bring the most favorable terms to CSL.

### **3. Guidelines**

- 3.1 In order to maintain a progressive and coordinated program of public relations for CSL, it is essential that staff members not give school information or interviews requested by representatives of the news media without prior approval of the CEO or his designee.
- 3.2 Students shall not be permitted to give school information or interviews requested by news media representatives without prior approval of the CEO or his designee.

- 3.3 The submission of photographs to news media, or permission for representatives of news media to photograph CSL subjects, personnel, or students shall be authorized by the CEO or his designee, the individuals involved, or their parents/guardians.
- 3.4 No photographs of a controversial nature, or ones that are questionable with regard to individual rights of privacy, shall be sanctioned.
4. Directory Information
- 4.1 Directory information includes information contained in the educational record of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless CSL is advised to the contrary in accordance with CSL procedures. The primary purpose of directory information is to allow CSL to include this type of information from a student's education records in certain school-related publications or notices.
- 4.2 The following types or categories of information as "directory information":
- Student Name
  - Participation in officially recognized activities, clubs and sports
  - Naming of Student to the Honor Roll, National Honor Society or as Valedictorian
  - Address
  - Telephone listing
  - Weight and height of members of athletic teams
  - Electronic Mail Address
  - Photograph
  - Degrees, honors, awards received
  - Date and place of birth
  - Major field of study
  - Dates of attendance
  - Grade level
  - The most recent educational agency or institution attended

Examples of how and where CSL may disclose directory information include disclosing the directory information in the following, by way of example:

- Newsletters
- A playbill, showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs

- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- School Website
- School Bulletin Boards
- Organizations conducting studies
- Military recruiters requesting directory information
- Institutions of Higher Learning requesting directory information

These examples are for illustration only and are not an exclusive list of the manner in which directory information may be disclosed.

4.3 A parent or eligible student may object in writing to any or all of those types of information that CSL has designated as directory information. A parent or eligible student has the right to refuse to permit the release by notifying CSL in writing that they do not want any or all of those types of information to be designated as directory information for the student.

- a. Any refusal by a parent or student to have their information or certain information included in the directory information, must be submitted in writing with the types of information they desire to be removed from the list of directory information no later than their child's 10<sup>th</sup> scheduled school day each school year, to the CEO of CSL at:

Center for Student Learning Charter School at Pennsbury  
345 Lakeside Drive  
Levittown, Pa 19054

- b. Please note that an opt-out of directory information disclosures does not prevent the CSL from identifying a student by name or from disclosing a student's electronic identifier or institutional e-mail address in class. The right to opt out of directory information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications.

- c. If there are any questions regarding directory information, please call or write the CEO of CSL. **If a parent or student does not submit a written refusal on or before their student's 10<sup>th</sup> scheduled school day each school year then CSL may disclose directory information without your prior consent.**

5. Delegation of Responsibility

- 5.1 The CEO or his designee shall develop and promulgate administrative procedures consistent with law and Board policy and to ensure that student rights under varying conditions are properly described. Such procedures shall be reviewed and updated when required.
- 5.2 The CEO or his designee shall be responsible to:
  - a. Be readily available to media representatives;
  - b. Keep media representatives informed of all aspects of the CSL, that reporting will be done on the basis of a complete and valid overview;
  - c. Submit and suggest feature stories or articles of relevance;
  - d. Assist various CSL-related groups in their relations with the news media;
  - e. Assist the Board in preparing regular and special publications for the public.



**345 Lakeside Drive  
Levittown, Pa 19054  
MEDIA RELEASE  
2014/2015**

Dear Parent/Guardian:

During the school year, our school will hold events that the news media and the charter school may like to feature. A representative may be on campus to gather photographs and/or video footage highlighting the event and featuring the faces of the Center for Student Learning Charter School at Pennsbury. We value your child's participation; however, if you do not wish to have your child photographed or videotaped, please indicate by checking the box below and return your form promptly, no later than your child's 10<sup>th</sup> scheduled school day each school year.

You may update this form at any time by contacting our main office at (215) 269-7390.

Very truly yours,

Dr. Charles Bonner, CEO

**Check All That Apply:**

- ☐ I give my permission to have the charter school feature my child's schoolwork (e.g. art, essays, etc.).
- ☐ You may provide a credit to my child if his/her work is shown.
  - ☐ First Name Only
  - ☐ First & Last Name
- ☐ Please **do not** include my child in these activities. I **do not** want my child photographed or videotaped.

---

Child's name (please print)

---

Parent/Guardian's name (please print)

---

Parent/Guardian's signature/date



**Class Trip  
Permission Slip  
2013-2014 School Year**

Dear Parent/Guardian:

There are times throughout the school year that your child may be required to leave the school grounds to enhance his/her educational experience. These times may include, but are not limited to, the following:

- Walking trips with the class to places like the local library or park
- Gym class in the local park
- Service Learning trips to various institutions
- After school athletic activities

In order for your child to take part in these trips and activities this form must be acknowledged with both your signature and your child's signature.

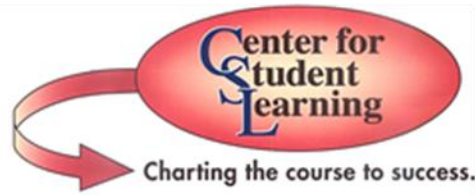
\_\_\_\_\_  
Child's name (please print)

\_\_\_\_\_  
Parent/Guardian's name (please print)

\_\_\_\_\_  
Student's signature/date

\_\_\_\_\_  
Parent/Guardian's signature/date





**Handbook Copy  
2013/2014**

To verify that you have received and reviewed the Center for Student Learning Charter School at Pennsbury Parent/Student Handbook and Student Code of Conduct and this checklist, **please sign the following statements:**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**STUDENT: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my parent or guardian and understand my responsibilities and agree to abide by school rules.**

Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**PARENT/GUARDIAN: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my child and understand my child's responsibilities.**

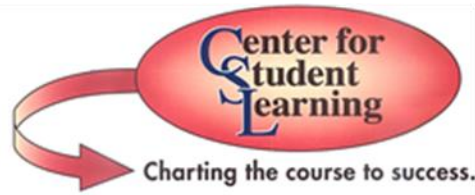
Parent/Guardian Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**PARENT/GUARDIAN: I understand that my responsibilities to the school and my positive participation are vital to my child's success at the school.**

Parent/Guardian Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Print Name: \_\_\_\_\_



**Office Copy  
2013/2014**

To verify that you have received and reviewed the Center for Student Learning Charter School at Pennsbury Parent/Student Handbook and Student Code of Conduct and this checklist, **please sign the following statements and return to your child's classroom teacher:**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**STUDENT: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my parent or guardian and understand my responsibilities and agree to abide by school rules.**

Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**PARENT/GUARDIAN: I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my child and understand my child's responsibilities.**

Parent/Guardian Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**PARENT/GUARDIAN: I understand that my responsibilities to the school and my positive participation are vital to my child's success at the school.**

Parent/Guardian Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**Center for Student Learning Charter School  
345 Lakeside Drive  
Levittown Pa, 19054**

**2014-2015 School Year**

***Annual Notification of Rights under Family Educational Rights and Privacy Act  
(FERPA) for the 2013-2014 School Year/Notice to Parents and Guardians  
Regarding the Disclosure of Student "Directory Information"***

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's educational records.

These rights are briefly summarized below and are explained more fully in the Board's Student Records Policy, which is on file at the School and is available upon request:

1. The right to inspect and review the student's educational records within forty-five (45) days of the day Center for Student Learning Charter School at Pennsbury ("Charter School") receives a request for access. Parents or eligible students should submit to Charter School's Chief Executive Officer ("CEO") a written request that identifies the record(s) they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.
2. The right to request the amendment of the student's educational record(s) the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Charter School to amend a record that they believe is inaccurate or misleading. Parents or eligible students should write to Charter School's CEO, clearly identifying the part of the record(s) they want amended, and specify why the record(s) is inaccurate or misleading. If the Charter School decides not to amend the record(s) as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision in writing and advise of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational record(s) except to the extent that FERPA authorizes disclosure without consent, as discussed below.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-8520**

***Release of Records Without Consent*** Generally, the Charter School must have written permission from parents or eligible students in order to release any information from a student's education records. However, FERPA allows the Charter School to disclose that information without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interests. A School Official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the Charter School; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another Charter School official in performing his/her tasks. A School Official has a legitimate educational interest if the official needs to review an educational record(s) in order to fulfill his or her professional responsibility;
- Other schools, school systems, or institutions of postsecondary education to which a student is transferring;
- Authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities. Disclosures may be made in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. The entities and officials identified here may re-disclose student information to outside entities and/or individuals that are designated as "authorized representatives" to conduct an audit or evaluation, or enforcement or compliance activity on their behalf. A designation of an "authorized representative," other than an

employee, shall be memorialized in a written agreement. The same agreement shall contain provisions intended to guard the privacy of student information. Student records for children seven (7) years or older is exempt from the use of authorized representatives for agencies running programs to improve social, emotional and physical development;

- Appropriate parties in connection with financial aid for which a student has applied or has received, if the information is necessary to determine eligibility for aid, determine the amount of aid, determine the conditions of aid, or enforce the terms and conditions of aid;
- Organizations conducting certain studies for or on behalf of the school, to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities may re-disclose student information to organizations conducting studies identified here. Any re-disclosure of student information, whether by schools or the entities and officials identified here, requires a written agreement. The written agreement shall contain provisions intended to guard the privacy of student information;
- Accrediting organizations;
- To parents of dependent students for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to specific State law.

The Charter School must maintain records of each request for access and disclosure of information from a student's education record(s), except for disclosures to school officials with legitimate educational interests, disclosures to parties with written consent from parents or eligible students, disclosures of Directory Information (discussed below), disclosures under select judicial orders or lawfully issued subpoenas, and disclosures to parents or eligible students. Parents and eligible students have a right to inspect and review the records of requests for access and disclosures.

### *Release of Directory Information*

Directory Information includes information contained in the educational record(s) of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless parents or eligible students have advised the Charter School to the contrary in accordance with Charter School procedures. The primary purpose of Directory Information is to allow the Charter School to include this type of information from the student's educational records in certain school-related publications or notices.

As part of the Charter School's annual notification under FERPA, Charter School designates for the 2013-2014 School Year the following types or categories of information as "Directory Information":

- Student Name
- Participation in officially recognized activities, clubs, and sports
- Naming of student to the Honor Roll, National Honor Society or as Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

"Directory Information" for the 2013-2014 School Year also includes:

- Except for social security number, a student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and
- Except for social security number, a student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a PIN, password, or other factor known or possessed only by the authorized user.

Examples of how and where the Charter School may disclose Directory Information include:

- Newsletters
- A playbill showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling: showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- Charter School Website
- Charter School Bulletin Boards
- Institutions of Higher Learning requesting Directory information

These examples are for illustration only and are not an exclusive list of the manner in which Directory Information may be disclosed. This Notice provides parents and eligible students with an opportunity to object in writing to any or all of those types of information that the Charter School has designated as Directory Information. Parents and eligible students have the right to refuse to permit the release by notifying the Charter School in writing that they do not want any or all of those types of information to be designated as Directory Information.

Please note that an opt out of Directory Information disclosures does not prevent the Charter School from identifying a student by name or from disclosing a student's name, identifier or institutional e-mail address in class in which the student is enrolled. The right to opt out of Directory Information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications. Likewise, an opt out of Directory Information disclosures does not prevent the Charter School from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that the Charter School designated as "Directory Information" above.

**YOUR ACTION IS REQUIRED IF YOU WISH "DIRECTORY INFORMATION" NOT TO BE PUBLISHED.** Please submit any refusal with the types of information you wish removed from the list of Directory Information and mail your written objections no later than their child's 10<sup>th</sup> scheduled school day each school year, to the CEO of the Charter School at:

Center for Student Learning Charter School at Pennsbury  
345 Lakeside Drive  
Levittown Pa, 19054

If you have any questions regarding this Notice, please call or write the CEO at Charter School at the above address. **If you do not submit a written refusal on or before the 10<sup>th</sup> scheduled school day of your child then the Charter School may disclose directory information without your prior consent.**

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE CEO OF CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE CHARTER SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION). IF A STUDENT HAS A DISABILITY, ADDITIONAL INFORMATION IS AVAILABLE IN THE CHARTER SCHOOL'S ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND RIGHTS FOR STUDENTS WITH DISABILITIES.

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.



**Center for Student Learning Charter School**  
**345 Lakeside Drive**  
**Levittown Pa, 19054**

**2014-2015 School Year**

*Annual Public Notice of Special Education Services and Programs and Rights for  
Students with Disabilities And  
Notification of Rights under the Family Educational Rights and Privacy Act*

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 *et. seq.* ("IDEA 2004").

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of Center for Student Learning Charter School at Pennsbury ("Charter School") children of available special education services and programs and how to request those services and programs, and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 ("FERPA"), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

Charter School fulfills its duties with this Annual Notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice and Policies and Procedures described below. **Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the School's main office for additional information regarding rights and services.** Parents may contact Charter School's Ms. Christen Dean, Special Education Coordinator, at any time to request a copy of the Procedural Safeguards Notice or with any other questions about special education services, screenings, policies, or procedures. The Procedural Safeguards Notice is provided to parents of special education students by Charter School once per school year or: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)].

The purpose of this Annual Notice is to comply with Charter School's obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education; (2) the special education programs and

related services that are available; (3) the process by which Charter School screens and evaluates such students to determine eligibility; (4) the special rights that pertain to such children and their parents or legal guardians; and (5) the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the School's website at: [www.cslcharter.org](http://www.cslcharter.org)

### **Qualifying for special education and related services**

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or "IDEA 2004," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education and related services, which may differ from those terms used in medical or clinical practice or common usage.

### **Section 504 Services**

Under Section 504 of the federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

Charter School must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school Nurse at 215-269-7395 ext. 18

### **Least Restrictive Environment ("LRE")**

Charter Schools ensure that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant services by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting. This is a team decision.

Depending on the nature and severity of the disability and least restrictive environment consideration, Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled; (2) an alternative regular class either in or outside the school; (3) a special education center operated by an Intermediate Unit; (4) an approved private school or other private facility licensed to serve children with disabilities; (5) a residential school; (6) approved out-of-state program; or (7) the home. This is a team decision.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of services that may be available, depending upon the child's disability and needs might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing-impaired support; (5) blind or visually-impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support; and (11) vision support. This is a team decision.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include, but are not limited to: speech and language therapy; transportation; occupational therapy; physical therapy; school nursing services; audiology counseling services; parent counseling or training; certain medical services for diagnostic or evaluation purposes; social work; recreation; and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Charter School, in conjunction with parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The

parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant, but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which a Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of the student's present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services, and a statement of the program modifications or supports for School personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments; and (7) the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services or modifications.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

### **Screening and Evaluation Procedures for Children to Determine Eligibility**

#### **Screening**

Charter School has established a system of screening which may include pre-referral intervention services to accomplish the following:

- (1) Identification and provision of initial screening for students prior to referral for a special education evaluation.
- (2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum and special education curriculum.
- (3) Identification of students who may need special education services and programs.

The screening process includes:

Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision

difficulty so that they can be referred for assistance or recommended for evaluation for special education.

Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Charter School has established and implements procedures to locate, identify, and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include, but are not limited to: review of data and student records; motor screening; and speech and language screening. The School assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services, or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at Charter School, unless other arrangements are necessary or arranged.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.

**If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write: Special Education Coordinator at:**

**Center for Student Learning Charter School  
345 Lakeside Drive  
Levittown Pa, 19054**

**Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.**

## **Disproportionality**

In accordance with Chapter 711, in the event that Charter School would ever meet the criteria in 34 CFR § 300.646 (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

- (1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
- (2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade-level standards.
- (3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
- (4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
- (5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
- (6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
- (7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
- (8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

## **Evaluation**

An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to

obtain a copy of the PaTTAN Procedural Safeguards Notice, kindly contact the Special Education Coordinator at:

**Center for Student Learning Charter School  
345 Lakeside Drive  
Levittown Pa, 19054**

The evaluation process is conducted by a Multi-Disciplinary Team (“MDT”), which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The Multi-Disciplinary Evaluation (“MDE”) process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report (“ER”). This report makes recommendations about a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. **Requests for a Multi-Disciplinary Evaluation must be made in writing to the Special Education Coordinator at:**

**Center for Student Learning Charter School  
345 Lakeside Drive  
Levittown Pa, 19054**

If a parent makes an oral request for a Multi-Disciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents’ request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if Charter School determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child’s parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with mental retardation must be reevaluated every two years under State law.

## **Educational Placement**

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the School who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. IEP team participation is directly addressed by the regulations. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER.

Placement must be made in the “least restrictive environment,” (LRE) as described more fully above, in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

## **Parents and Surrogate Parents**

For purposes of this Notice, Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Charter School, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.



### **Prior Written Notice**

Charter School will notify the parent whenever Charter School:

- a. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education ("FAPE") to the child; or
- b. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
- c. Change of placement for disciplinary reasons.
- d. Due process hearing, or an expedited due process hearing, initiated by Charter School.
- e. Refusal of Charter School to agree to an independent educational evaluation ("IEE") at public expense.

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement ("NOREP"). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Charter School you may take appropriate action. Reasonable Notice means ten (10) days.

### **The prior written notice must:**

Describe the action that Charter School proposes or refuses to take:

1. Describe the action that the Charter school proposes or refuses to take;
2. Describe the parents' action for revocation of special education and related services;
3. Explain why Charter School is proposing or refusing to take the action;
4. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action;
5. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
6. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing or refusing is not an initial referral for evaluation;
7. Include resources for you to contact for help in understanding Part B of the IDEA;
8. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and
9. Provide a description of other reasons why Charter School proposed or refused the action.

The notice must be:

- 1) Written in language understandable to the general public; **and**
- 2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
- 3) If your native language or other mode of communication is not a written language, Charter School will ensure that:
  - a) The notice is translated for you orally or by other means in your native language or other mode of communication;
  - b) You understand the content of the notice; **and**
  - c) There is written evidence that 1 and 2 have been met.

*Native language* (34 CFR §300.29), when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

#### Notice by Electronic Means (34 CFR §300.505)

If your LEA offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; and
3. Notices related to a due process complaint.

### **Parental Consent**

#### **WHEN IS PARENTAL CONSENT NEEDED?**

##### **Initial Evaluations (34 CFR §300.300)**

Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

We will make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does

not mean that you have also given your consent to start providing special education and related services to your child. If you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, we may, but are not required to, seek to conduct an initial evaluation of your child by utilizing mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. We will not violate our obligations to locate, identify and evaluate your child if we do not pursue an evaluation of your child in these circumstances.

### **Special rules for initial evaluation of wards of the State**

Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child.

For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child;
2. The rights of the parents of the child have been terminated in accordance with State law; or
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Consent for an initial evaluation should, therefore, be obtained from the individual so designated to make educational decisions for the child.

Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

1. A foster child who does not have a foster parent;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

### **Consent for Initial Placement in Special Education (34 CFR §300.300)**

We must obtain your informed consent before providing special education and related services to your child for the first time. We must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, we may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special

education and related services as recommended by your child's IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and we do not provide your child with the special education and related services for which consent is sought, Charter School:

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and
2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

#### **Consent for Reevaluations (34 CFR §300.300)**

We must obtain your informed consent before your child is reevaluated, unless:

1. Charter School took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

#### **What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300, §300.322)**

We will maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation will include a record of attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; **and**
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

#### **When is Consent Not Required Related to Evaluate?**

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

## **When there is Refusal to Consent to a Reevaluation?**

If you refuse to consent to your child's reevaluation, we may, but are not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, we do not violate obligations under Part B of the IDEA if we decline to pursue the reevaluation in this manner.

We may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the LEA may not use its consent override procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to parentally-placed private school children with disabilities).

## **Disagreements with an Evaluation**

### **a. Independent Educational Evaluations (34 CFR §300.502)**

#### **1) General**

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Charter School. If you request an IEE, Charter School must provide you with information about where you may obtain an IEE and about Charter School's criteria that apply to IEEs.

#### **2) Definitions**

- a) *Independent educational evaluation* means an evaluation conducted by a qualified examiner who is not employed by Charter School and responsible for the education of your child.
- b) *Public expense* means that Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

#### **3) Parent right to evaluation at public expense**

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:

- a) If you request an IEE of your child at public expense, Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the

evaluation of your child that you obtained did not meet Charter School's criteria.

- b) If Charter School requests a hearing and the final decision is that Charter School's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
- c) If you request an IEE of your child, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Charter School's evaluation of your child.
- d) You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.
- e) Charter School criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).

Except for the criteria described above, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

**b. Parent-initiated evaluations**

If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense:

- 1) Charter School must consider the results of the evaluation of your child, if it meets Charter School's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; **and**
- 2) You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.

**c. Requests for evaluations by hearing officers**

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

**ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS:**

**CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION**  
**(34 CFR §300.622)**

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies.

Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a child is enrolled, or is going to enroll in a private school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

## **ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)**

### **1. Related to the confidentiality of information, the following definitions apply:**

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- c. *Participating agency* means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. ***Personally identifiable* (34 CFR § 300.32)** means information that has:
  - (i) Your child’s name, your name as the parent, or the name of another family member;
  - (ii) Your child’s address;
  - (iii) A personal identifier, such as your child’s social security number or student number; **or**
  - (iv) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

### **2. Access Rights (34 CFR §300.613)**

#### **a. Parent Access**

Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by Charter School under Part B of the IDEA. Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

1. Your right to inspect and review education records includes:
- 2) Your right to a response from Charter School to your reasonable requests for explanations and interpretations of the records;
- 3) Your right to request that Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
- 4) Your right to have your representative inspect and review the records.

- a) Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
- b) If any education **record includes information on more than one child**, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
- c) On request, each Charter School must provide you with a **list of the types and locations of education records** collected, maintained, or used by Charter School.

**b. Other Authorized Access (34 CFR §300.614)**

Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

**2. Fees**

Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

**3. Amendment of Records at Parent's Request (34 CFR §300.618)**

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Charter School to change the information. Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

**4. Opportunity for a Records Hearing (34 CFR §300.619)**

Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

**a. Hearing Procedures (34 CFR §300.621)**

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g ("FERPA"), 34 CFR § 99.22:

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.



- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

**b. Result of Hearing (34 CFR §300.620)**

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform you in writing. If, as a result of the hearing, Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, Charter School must inform you of the right to place in the records that Charter School maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by Charter School as part of the records of your child as long as the record or contested portion is maintained by Charter School;  
**and**
2. If Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

**c. Safeguards (34 CFR §300.623)**

**Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.**

One official at Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within Charter School who have access to personally identifiable information.

## **5. Destruction of Information (34 CFR §300.624)**

**Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.**

However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

## **PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.**

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

### **AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)**

#### **1. Case-by-case determination**

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

#### **2. General**

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 consecutive school days**, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 consecutive school days** in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see *Change of Placement Because of Disciplinary Removals* for the definition, below) or **exceed 15 cumulative school days in a school year**. Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading *Services*.

#### **3. Additional authority**

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed **10 consecutive school days**, Charter School may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under *Services*. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for **more than 10 cumulative school days** in a school year can be considered a pattern so as to be deemed a change in educational placement (explained under *Change of Placement Because of Disciplinary Removals*). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a

change in placement (removal for more than 10 consecutive days or more than 10 cumulative days).

#### **4. Services**

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child's current placement for **more than 10 consecutive school days** must:

- a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
- b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **more than 10 school days** during one school year, or **if** current removal is for **10 consecutive school days** or less, **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

#### **5. Manifestation Determination**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

#### **6. Determination that behavior was a manifestation of the child's disability**

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
- b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

#### **7. Special circumstances**

Whether or not the behavior was a manifestation of the child's disability, School personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- a. Carries a weapon (see the **Definitions** below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
- b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; **or**
- c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of Charter School.

#### **8. Definitions**

- a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

- c. *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- d. *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

## **9. Notification**

On the date it makes the decision to make a removal that is a change of placement of the child with a disability because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a Procedural Safeguards Notice.

### **Change Of Placement Because Of Disciplinary Removals (34 CFR §300.536)**

A removal of a child with a disability from the child’s current educational placement is a **change of placement** requiring a NOREP/prior written notice if:

1. The removal is for more than 10 consecutive school days; **or**
2. The removal is for more than 15 cumulative school days total in any one school year; **or**
3. The child has been subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than 10 school days in a school year;
  - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals; **and**
  - c. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

### **Determination of Setting (34 CFR §300.531)**

The IEP must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings *Additional authority* and *Special circumstances*, above.

### **Appeal (34 CFR §300.532)**

#### **1. General**

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; **or**
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

## **2. Authority of hearing officer**

A hearing officer that meets the requirements described under the sub-heading *Impartial Hearing Officer* must conduct the due process hearing and make a decision.

The hearing officer may:

- a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held in accordance the Due Process Complaint Procedures, Hearings on Due Process Complaints outlined in 34 CFR §300.507 *et seq* , except as follows:

1. Charter School must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
2. Unless the parents and Charter School agree in writing to waive the resolution meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading *Authority of School Personnel*, whichever occurs first. (34 CFR §300.533)

### **Special Rules for Students with Mental Retardation**

The disciplinary removal of a child with mental retardation attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special

Education and only to the extent that a student with a disability other than mental retardation could be suspended.

### **Protections For Children Not Yet Eligible For Special Education and Related Services (0)**

#### **1. General**

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

#### **2. Basis of knowledge for disciplinary matters**

**Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:**

- a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of Charter School, or a teacher of the child;
- b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's Director of Special Education or to other supervisory personnel of Charter School.

#### **3. Exception**

**A Charter School would not be deemed to have such knowledge if:**

- a. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

#### **4. Conditions that apply if there is no basis of knowledge**

If prior to taking disciplinary measures against the child, Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings *Basis of knowledge for disciplinary matters* and *Exception*, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by School authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

**REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**  
**(34 CFR §300.535)**

**1. The state and federal regulations do not:**

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
- b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

**2. Transmittal of records**

If Charter School reports a crime committed by a child with a disability, Charter School must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom Charter School reports the crime and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

**THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES INCLUDING THE PATTAN PROCEDURAL SAFEGUARDS NOTICE.**

**THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK Ms. Christen Dean , Special Education Coordinator at: Center for Student Learning Charter School, 345 Lakeside Drive, Levittown Pa, 19054 SCHOOL FOR AN EXPLANATION. CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).**

**THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.**

**NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.**