Alliance for Progress Charter School
Student and Parent Handbook
2026-2027

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We welcome you and your child to the Alliance for Progress Charter School family. We are a school community that values each member. Our goal is to create an environment where everyone will feel safe and respected, and where every child will learn and grow. Research shows that parents who are involved in their child's educational experience have children who learn better and behave better.

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SCHOOL VISION, MISSION, FOCUS AND PURPOSE

I. MISSION

Like its founding organization, the Women's Christian Alliance, the Alliance for Progress Charter School believes in the value of community and educational opportunities to enhance every child's potential. Our mission is to teach children to use rapidly changing technologies to improve themselves and positively impact the world. We work to model a caring community focusing on shared decision making, communication, and mutual respect.

II. VISION

Our Vision is to continuously engage students in real-life academic challenges that build upon basic information and skills. We utilize research-based teaching strategies and a variety of innovative approaches to determine what students have learned and where they need additional support. We recognize the importance of peace, acceptance and respect combined with the ability to analyze and problem solve as being essential for learning more about ourselves, our communities and our world.

III. FOCUS

Our school's focus is to create a teaching and learning environment in which teachers, parents, and students use a wide variety of technology as personal tools to enhance learning, problem solving, communication, personal productivity and creativity.

IV. PURPOSE

Alliance for Progress Charter School (AFPCS) is a community–based K-8 school in the heart of North Philadelphia, just a few blocks from Temple University. It was founded in 1998 by the Women's Christian Alliance, a social service agency serving the North Philadelphia community for more than 90 years.

At AFPCS, we believe in the power of community to unite us, to enhance our understanding of ourselves and others, and to enrich our lives. We seek to create a model community that expands the horizons of our students by helping them invest in themselves as individuals and also as members of a group. We also seek to engage cooperatively with other community organizations in efforts to strengthen and renew the neighborhoods that surround our school.

At Alliance for Progress Charter School, we put children first. We define ourselves as a learning community, recognizing that students learn best in an environment that supports learning for all. Since learning is a life-long activity, we encourage everyone in our community to seek greater knowledge, to upgrade their skills, to advance their thinking, to pursue education that will improve the quality of our school community as well as the quality of the lives of individual learners. Everyone who works in our school is a model for our students, reinforcing the value of learning in a caring community, designed to help, nurture, support and encourage as well as to demonstrate the value of discipline and hard work.

Using the latest tools, including technology, research-based methods of instruction, and hands-on learning in the tradition of John Dewey, we aim to help our students and their families set and achieve ambitious educational and personal goals. We provide for students a rich, integrated curriculum, focusing on literacy, mathematics, science, social studies, art, technology, and physical education.

We set high standards for all members of our community, students, teachers, parents and staff, and we provide the support necessary to attain those standards. We expect the highest code of conduct from everyone in our school, including respect for each other, honesty, integrity, personal responsibility, and the willingness to work hard to achieve the goals set for our students and ourselves.

V. CORE VALUES

At Alliance for Progress Charter School, we have nine core values that help shape our culture and identity, and influence the actions, decisions, and behavior of our employees.

A. **Mission Driven –**All of our decisions are grounded in the success of our students. We keep kids first and we meet every child where they are… without judgment.

B. **Innovative –** We use technology to enhance the teaching & learning experience for all.

C. **Practice, Practice, Practice! –** We learn by doing and having fun!

D. **Alliance for Progress –** We commit to partner with our families as they have trusted us with their children. They are their child's first teacher.

E. **Bring our Best –** We are resourceful, work hard and strive to bring our best every day as our students' futures are at stake. When we fall short, we own it and recommit.

F. **Make it Happen –** When a problem arises, we commit to being bigger than our feelings and work to find solutions immediately.

G. **Straight Talk –** We go straight to the source and deliver respectful feedback with the sole intention of improving performance and student outcomes.

H. **Integrity –** We are honest and ethical in our words and actions. We do the right thing, even when no one is watching because we know it is the right thing to do.

I. **One Team–** We are in this together. We may disagree, but at the end of the day, we support each other 100%.

SECTION A: SCHOOL-WIDE CULTURE AND EXPECTATIONS

AFPCS is proud to maintain an educational environment based on Respect, Responsibility, and Safety. We expect all students to embody these characteristics at all times in all areas of the school. AFPCS recognizes that these values may look different in different environments and this handbook explains descriptions of what is expected in each environment. The expectations will be thoroughly explained to each student within the first two weeks of school and additions and clarifications will be made based on need. At AFPCS our students are expected to adhere to our student creed. Our student creed expresses the values of our school community and will help enable our students to maintain a respectful, responsible, and safe environment.

I. STUDENT CREED

We are proud to be Alliance for Progress Charter School students.
We accept responsibility for our actions.

We will respect ourselves and others.
We will be kind to others so they will be kind to us.
We will be leaders and role models for our peers.
We will strive for success and excellence.
With the help of our families and teachers, we will achieve our goals.

II. EXPECTATIONS FOR STUDENTS

Students are expected:

A. To understand that school staff act in a manner similar to parents/guardians in appropriate school situations – to love, protect, and serve

B. To show respect and compliance for AFPCS policies and to show courtesy toward school staff and other students

C. To respect school property and the property of others

D. To behave in a way that does not prevent other students from learning

E. To promote a positive school culture whether by themselves or as part of a group

F. To refrain from the use of abusive or obscene language

G. To refrain from making threats to school staff or other students

H. To report problems or concerns to school leadership

I. To cooperate with the proper authoritie

III. EXPECTATIONS FOR STAFF

In order to help students avoid violations of school standards of behavior, staff is expected to:

A. Meet the needs of all students while maintaining school standards.

B. Model self-discipline and standards of behavior for students to follow.

C. Demonstrate professionalism by establishing norms for behavior in school, on school property or at offsite school-sponsored activities.

D. Address behavioral problems as they arise and to discuss student behavior with the student, parent/guardian, counselor, principal and appropriate professional staff.

E. Recognize the limitations of discipline and apply action which can be carried out within the framework of policy and legal action.

F. Maintain professionalism during all scheduled meetings.

G. Maintain confidentiality regarding all aspects of students including but not limited to communication, grading, conduct, counseling, EXL status and any other interactions where confidentiality is expected.

H. Establish, maintain, and model a culture of respect with all students and families

I. Teach children to use rapidly changing technologies to improve themselves and positively impact the world.

J. Work to model a caring community focusing on shared decision-making, communication, and mutual respect.

IV. EXPECTATIONS FOR PARENTS

It is proven that children not only learn by example but are most successful with the firm and loving support of their families. Based on these principles, we have also set forth high parent expectations. AFPCS Parents are expected to:

A. Understand that school staff has been carefully selected and directed to act in the best interest of our students at all times. Parents are therefore expected to treat staff with professionalism and to collaborate as partners in their child's success. Thoroughly review and understand the entire handbook, directing any school policy questions/concerns to school administration in a private setting. It is also expected that you discuss the policies and expectations with your child.

B. Respect and comply with all AFPCS policies.

C. Use respectful and appropriate language while inside and outside the school buildings and in the presence of our students.

D. Take an active role in the education of your child i.e. respond to any and all contact from the school; attend scheduled meetings and report card conferences; give homework support; and attend school functions (Celebrations and family fun nights. Please see parent participation).

E. Parents are expected to remain calm and cordial during all scheduled meetings. If a meeting becomes escalated, it will promptly end and will be rescheduled for another date and time.

F. To ensure that all information on emergency contacts is kept current at all times, no matter how temporary the situation. In the event that AFPCS is unable to contact a parent in an emergency or to discuss information regarding student behavior and/or academics, the Department of Human Services must be contacted for safety reasons.

G. Adhere to all procedures and school hours for student arrival, dismissal, and pick up.

H. Be present at school activities, meetings, and conferences.

I. Attend all mandatory meetings and conferences with school personnel.

SECTION B: EDUCATIONAL PROGRAMMING

Alliance for Progress Charter School provides all students with a rigorous, data-driven instructional program that is directly aligned to the PA Core Standards and Common Core Standards. All students, Kindergarten through Grade 8, participate in Literacy, Math, and Science instruction which includes modeled, shared, guided, and independent practice. Students rotate to cross-curricular, standards-based Special Content Classes such as Health/PE, Music, Art and Technology. Our schedule incorporates state test preparation and individualized academic support. Alliance for Progress Charter School continually improves the quality of instruction offered in order to enhance student academic achievement through the use of technology, innovation, and current curricular resources.

I. PROMOTION, ACCELERATION, AND GROWTH YEAR (RETENTION)

Alliance for Progress Charter School realizes that the personal, social, physical, and educational development of students will vary.

A student may be promoted to the succeeding grade level when he/she has:

1. Completed the course and state-mandated requirements at the presently assigned grade.

2. Demonstrated sufficient proficiency to permit him/her to move to the next grade.
3. Met all attendance requirements.

II. AFPCS GRADING SYSTEM

Traditional Grading

A structured and widely recognized approach teachers use to evaluate student learning and academic performance. It focuses on measuring how well students demonstrate understanding of course content through a range of assignments, assessments, and tasks. This system uses a consistent grading scale to communicate levels of achievement and provides a clear, overall picture of student progress over time. Traditional grading allows teachers to regularly monitor performance, give timely feedback, and ensure that students are meeting expectations while working toward mastery of grade-level standards.

Gradebook Categories

Tests/Projects: 45%
Quizzes: 20%
Classwork: 15%
Homework: 10%
Participation: 10%

Standards-Based Grading

Standards-based grading (SBG) is a secondary and intentional way for teachers to track their s (SBG) is a secondary and intentional way for teachers to track their students' s' progress and achievements while focusing on helping students learn and reach their highest potential. SBG is a way to view student progress based on proficiency levels for identified standards rather than relying on a holistic representation as the sole measure of achievement. Students will be taught to master grade-level standards and will be assessed frequently on their progress throughout the year in preparation for annual state testing.

Standards Based Grading Scale

4 – Excels at Standard (Above Grade Level Expectation)
3 – Meets Standard (Developing Appropriately)
2 – Approaching Standard (Beginning to Develop)
1 – Standard Not Met
NE – Not Evaluated at this Time

EXL learners who will NOT take the PASA (alternative assessment) will also be taught to master gradelevel standards and to show evidence of mastery on the annual 3rd - 8th grade PSSAs.

- EXL learners will receive the services that are prescribed within their IEPs, in general education classes AND through small group instruction with modified curriculum and EXL teachers, in order to help them master grade level standards.
- In accordance with the EXL learner's IEP, any/all accommodations that are prescribed for testing will be afforded to scholars for summative assessments for the duration of the school year.
- EXL progress monitoring reports will indicate the scholar's progress toward their IEP goals, while general education trimester report cards will reflect the scholar's mastery of grade level

content. This means that an EXL student can make progress or master their IEP goals, while not yet showing proficiency on grade-level standards. In summary, EXL students will receive a normal report card, but also a progress monitoring report, which speaks to their progress towards their IEP goals.

III. TRIMESTER BASED REPORTING

Academic areas will be evaluated using the following scale:

A = 90–100 (Excellent)
B = 80–89 (Good)
C = 70–79 (Satisfactory)
D = 65–69 (Passing)
F = Below 65 (Failing)

A final grade of 65% or higher is required to pass a class.

IV. PROMOTION REQUIREMENTS K-8

For a student to be considered for promotion, he or she must earn a final grade of D (65%) or higher in ELA, Math, and Science. A student must not have more than **18 unexcused absences**. (See attendance section for what mandates excused/unexcused). If either of these are not met, summer school becomes mandatory, and the student could be up for retention. The academic data is pulled from the second trimester report card to ensure ample planning time.In March, Parents/guardians will receive a letter notifying them of their scholar's summer school requirement based on their failure to meet academic requirements, attendance requirements, or both. These letters will also be provided to students who are at risk of failure (students nearing the 65% threshold). If during the third trimester, a scholar who was previously identified for mandatory summer school meets the school's academic requirements, they can be removed from the required summer school list. Retention is triggered when a child fails to attend the required Summer School.

The Chief Executive Officer, Principal, the AFPCS Board of Directors have final authority in determining the promotion, acceleration, or growth year of students

V. 8TH GRADE GRADUATION REQUIREMENT

In addition to academic achievement, our 8th grade students are required to complete a minimum of **20 hours of community service** prior to graduation. Service completion may require time spent after school hours, and parental support is expected.

Examples:

- Support tutoring younger students during Saturday morning enrichment
- Support local recreation and community centers
- Day of Service Days, examples: MLK, Veteran's Day, 9/11
- In-school community service – filing, technology organization, school related activities, cleaning

VI. PROGRESS REPORTS AND REPORT CARDS

Progress Reports are sent home midway through each trimester to update you on your child's progress. Report cards are distributed during Parent-Teacher Conference Nights. Parents are expected to attend all conferences. Report Card Conference Attendance has been added to the "Parent Report Card"

Parents may reach out directly to teachers at any point for an update on student performance. Teachers will respond within 48 hours.

VII. HOMEWORK POLICY

(Given daily and students are expected to turn in all homework assignments. No exceptions on homework policy)

At AFPCS, homework is viewed as an extended learning opportunity for students. It should be used to review, reinforce, and extend concepts and skills learned in class. Homework helps children develop a sense of responsibility and accountability. An adult should supervise homework by providing a consistent place and time for completion, answer questions the student asks, and review homework for accuracy and completeness. Students are expected to perform the work independently, but also should ask questions if clarification is needed.

Completion of homework is NOT optional at AFPCS and will be given Monday – Thursday and will be checked daily. Each week, your child will receive a grade for the homework completed that week.

Grades K-8
In order to receive full credit, homework must be: 1. Completed Monday-Thursday. 2. Neat and organized. 3. Completed within the allotted time frame.

VIII. WINTER BREAK

Students will be required to complete grade-specific or student-specific review assignments over the winter break. The completed assignments are due upon return on January 4, 2027.

IX. SUMMER BREAK

Rising 1st-8th grade students will receive preparatory/review assignments for the summer, including a reading list and log. The completed assignments must be submitted on the first day of school and will count as the first grade for the student.

X. EXTENDED LEARNING

In-house tutoring will be provided for all students who do not exhibit academic mastery in the core subjects of ELA and math. If a student is assigned mandatory tutoring or invited to participate in AFPCS's Extended Day/Year Program, they will be required to attend these sessions as developed by the school's Academic Committee.

Parental support is expected. Students may be required to attend tutoring if they:

- Perform below proficiency or grade level in any academic area on diagnostics, benchmarks, or standardized tests; and/or
- Are not performing on grade level in core academic subjects

XI. EDUCATIONAL SCHOOL TRIPS

Throughout the school year, teachers will take students on curriculum-related field trips. For each trip, students will bring home permission slips that require a parent or guardian's signature. These slips must be returned to school in order for children to attend trips. During trips, all children must wear either the school or gym uniform as outlined on the permission slip for each specific trip (unless otherwise noted). If a child does not wear the required school uniform, they will not be permitted to attend the trip. Please help your child by making sure the permission slips are signed and both slips and money (if necessary) are returned by the date indicated on the slip. Students enjoy field trips and may become very disappointed if they are unable to attend them with classmates. Therefore, if you are experiencing difficulty in meeting the requirements of the trip, please inform your child's teacher. Parents may be asked to chaperone a trip if their child is exhibiting consistent disruptive behavior or request that the child remain at school during the trip, if a chaperone is unable to attend.

SECTION C: STUDENT SUPPORT THROUGH SPECIAL EDUCATION

I. CONFIDENTIALITY

All information gathered about your child is subject to the confidentiality provisions contained in state and federal law (FERPA). AFPCS has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information. These requirements are delineated in School Board Policy regarding Child Find, Special Education, Chapter 15, and Gifted Education.

In compliance with state and federal law, AFPCS conducts ongoing Child Find activities for the purpose of identifying students who may be in need of special education and/or related services, gifted education and/or a 504 Service Plan. A comprehensive evaluation is completed by AFPCS at no extra expense to parents to determine the specific needs of each student. If you feel your child may be in need of any of these services, please contact AFPCS' guidance counselor or the special education office to discuss your concerns and the evaluation process.

II. SPECIAL EDUCATION

AFPCS provides a continuum of services to support eligible students in their educational program from K-8. Students may receive services ranging from supplemental aids and services in a general education class to a full-time placement program in a special education setting by certified special education teachers. If your child is determined to be eligible for such services, you will be notified of the need to develop an Individual Educational Program (IEP) and the related procedures.

Under the scope of Special Education but not limited to:

- Autism
- Emotional Disturbance
- Traumatic Brain Injury
- Deafness
- Hearing Impairment
- Specific Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Speech & Language Impairment
- Blindness/Visual Impairment
- Deaf-Blindness

III. NOTICE TO PARENTS

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled, "Implementation of Chapter 15."

a. For additional information regarding gifted services, the parent may refer to 22 PA Code, Chapter 16. If a student is both gifted and eligible for special education, the procedures in IDEA and Chapter 14 shall take precedence.

b. This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty-one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the Special Education Director.

IV. EVALUATION PROCESS

- Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. To request an evaluation, the request must be made in writing via email to gswitzer@afpcs.org with elangston@afpcs.org copied.

- The Public Schools/IU26 has procedures to identify children needing special education. Those procedures are "screening" and "evaluation." If a disability is suspected, teachers, other

school personnel or parents may refer a child for screening and/or evaluation. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting their school principal. Screening activities include: reviewing immediately available data sources such as health records, parent interview and history; functional vision and hearing evaluations; determining the student's response to attempted remediation; and speech and language screenings are completed on request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluations. No evaluations may be conducted without written parental permission. Consult your school counselor for further information. State and federal law affords many rights and protections to children with disabilities and their parents. A summary of this rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free of low-cost legal services and advice, by contacting the special education coordinator or principal of the local public school.

V. CONSENT

. School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to The Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

VI. PROGRAM DEVELOPMENT

. Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. To facilitate development of the appropriate program, parents asked to submit the following documents, if applicable:

. Functional behavioral assessment (FBA)
. Individualized Family Service Plan (IFSP)
. Evaluation reports/reevaluation reports
. Individualized Educational Plan (IEP)
. Notice of Recommended Educational Placement (NOREP)
. Independent Education Evaluation (IEE)
. Individualized Transition Plan (ITP)
. Medical reports with a disability diagnosis
. Any other forms related to your child's behavior or academics

. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

VII. CONFIDENTIALITY OF INFORMATION

. The SDs, IUs, and CSs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. 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, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

. For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA). 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.

. The school entity or charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status, or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district, intermediate unit, or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status, or financial hardship.

VIII. CHAPTER 15 – PROTECTED HANDICAPPED STUDENTS/504

a. In compliance with state and federal law, AFPCS will provide those related aids, services or accommodations that are needed for each protected handicapped student, an equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's needs. Examples of protected handicap status include, but it not limited to physical illnesses includes temporary (broken bones, etc.) and chronic (sickle cell anemia, diabetes, etc.), and mental health (adhd, add, etc.).

b. These related aids, services or accommodations will be provided without discrimination or cost to the student or family. To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

c. For further information regarding the evaluation process and provision of services under a 504 Service Plan, contact the Director of Student Supports or school guidance counselor.

SECTION D: SPECIALIZED PROGRAMS OVERVIEW

I. ENGLISH LEARNERS

It is the responsibility of Local Education Agencies (LEAs) to provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction (22 Pa. Code § 4.26).

Alliance for Progress Charter School (AFPCS) will provide all English Learners (ELs) with an asset-based Language Instruction Educational Program (LIEP) that values students' linguistic and cultural resources, is based on research-based theory, and incorporates the **Pennsylvania English Language Development Standards (PA ELDS)** as the foundation for curriculum and instruction. These standards guide both ESL and content instruction to ensure ELs have equitable access to grade-level standards while developing English proficiency.

ELs who are suspected of having a disability are evaluated in accordance with the Individuals with Disabilities Education Act (IDEA) and applicable Pennsylvania requirements. ELs with disabilities are entitled to receive both English language development and special education services, as appropriate. The IEP team considers the student's English language development needs when determining appropriate special education services, supports, and placement.

II. EL IDENTIFICATION, EVALUATION, & TIMELY PLACEMENT

- AFPCS administers the Home Language Survey (HLS) to all students upon enrollment. If a language other than English is indicated on the HLS, AFPCS conducts a family interview and/or reviews prior school records to gather additional information regarding the student's language background and English language proficiency and to determine whether English language proficiency screening is required.
- When the identification process indicates that English language proficiency screening is required, AFPCS completes the screening and identification process within 30 calendar days of the first day of school, or within 14 calendar days of enrollment for students enrolling after the first day of school.
- AFPCS uses a Pennsylvania Department of Education-approved, grade-appropriate English language proficiency screener, including the K Screener, K MODEL, WIDA Screener (online or paper), or WIDA MODEL, as applicable to the student's grade level. Screening results are evaluated using the identification score thresholds established by the Pennsylvania Department of Education to determine whether the student is eligible for identification as an English Learner and placement in the Language Instruction Educational Program (LIEP).

Parental Communication

- AFPCS provides parents/guardians with timely information regarding their child's EL identification, English language proficiency, LIEP placement and services, assessment results, progress, and reclassification in a language or mode of communication they understand.
- Parents/guardians are notified of their child's initial placement in the LIEP and, for students who continue to be identified as ELs, are notified annually of continued participation in the LIEP.
- Parents/guardians are informed of the LIEP provided to their child, the intended benefits of the program, the criteria for reclassification, and their right to refuse part or all of the separate, specialized ELD services provided through the LIEP.

III. PROGRAM OVERVIEW

- Following identification and placement, AFPCS uses multiple sources of student data, including standardized assessments, curriculum-based measures, teacher input, and classroom performance, to monitor English language development and academic progress and to inform instructional decisions.
- AFPCS implements **English as a Second Language (ESL) instruction** delivered by certified ESL teachers.
- Instruction addresses listening, speaking, reading, and writing at appropriate developmental and proficiency levels.
- ESL is integrated across content areas, with all teachers of ELs responsible for incorporating the Pennsylvania English Language Development (PA ELD) Standards into instructional planning, instruction, and assessment.
- AFPCS implements a **Mixed Classes with English-Only Support Language Instruction Educational Program (LIEP),** in which English Learners receive academic instruction in classes with both EL and non-EL students. English language development support is provided in English and may occur within or outside of the general education classroom based on students' English language proficiency levels and instructional needs.
- ESL services may be provided through pull-out, push-in, or co-teaching based on students' English language proficiency levels and instructional needs.

IV. RECLASSIFICATION AND FORMER ELS

Standard Reclassification Criteria

AFPCS follows the Pennsylvania Department of Education's (PDE) annually published criteria and procedures for reclassifying English Learners (ELs) as Former English Learners (FELs). Standard reclassification decisions are based on the student's annual ACCESS for ELLs® overall composite proficiency level and Language Use Inventories (LUIs).

- A student must achieve an overall composite proficiency level of **4.5 or higher on ACCESS for ELLs** to be eligible for standard reclassification.
- Two Language Use Inventories (LUIs) are completed as part of the reclassification process. The inventories may be completed by content teachers, teams of teachers, or other staff members

trained to use the LUI rubrics to evaluate students' language use. If only one staff member can accurately complete the inventory, one inventory may be completed and the resulting score multiplied by two, in accordance with PDE reclassification procedures.

- The student's **ACCESS for ELLs proficiency level and Language Use Inventory scores together produce a single score**. If the resulting score meets or exceeds the state-defined threshold, the student is eligible for reclassification in accordance with PDE's annually published reclassification criteria.
- Reclassification decisions are completed within the PDE-established reclassification window following the release of annual ACCESS for ELLs® scores.

Reclassification for English Learners with Disabilities
AFPCS follows the Pennsylvania Department of Education's (PDE) differentiated reclassification criteria for English Learners with disabilities who do not meet the standard reclassification criteria.

ELs with Disabilities Taking ACCESS for ELLs®
An English Learner with a disability who has not met the standard reclassification criteria may be considered for reclassification when all of the following criteria are met:

- The student has a current Individualized Education Program (IEP) at the time of the reclassification decision.
- The student has been continuously enrolled in the Language Instruction Educational Program (LIEP) for at least **four years**.
- The student's overall composite **scale score** on ACCESS for ELLs® has increased by **less than 10% for each of the three required comparisons across the three most recent testing cycles: Year 1 to Year 2, Year 2 to Year 3, and Year 1 to Year 3.**
- AFPCS has documented evidence that the student has received the appropriate level of language support, including English Language Development (ELD) instruction, throughout the student's enrollment in the LIEP.
- A school-based team reviews the required body of evidence and recommends reclassification in accordance with PDE's team composition and recommendation procedures.

The school-based team must include expertise in the student's English language acquisition, special education goals and services, and general education content achievement, as well as family participation and applicable related service providers. The reclassification decision and supporting evidence are documented and maintained in the student's permanent record.

ELs with Disabilities Taking Alternate ACCESS
English Learners with disabilities who are eligible for and take Alternate ACCESS may be considered for reclassification when all of the following criteria are met:

- The student achieves an overall composite proficiency level score of at least **4 on Alternate ACCESS**.
- AFPCS has documented evidence that appropriate and adequate language supports have been systematically provided by a licensed ESL teacher, or a licensed teacher working with an ESL teacher, for the duration of the student's enrollment in the LIEP.

- The student's IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

For students taking Alternate ACCESS, the reclassification decision is made through the IEP team process and documented within that process. A separate reclassification cover sheet is not required. Language Use Inventories are not required for reclassification under this pathway but may be completed when appropriate to provide additional documentation of the student's language proficiency.

Monitoring of Former English Learners (FELs)

Active Monitoring Period (Years 1–2)

- AFPCS monitors FELs for two years after reclassification to ensure they are not struggling due to persistent language barriers.
- Monitoring includes:
    - Review of student progress and academic performance in all core academic classes each marking period.
    - Input from content teachers regarding language use and participation.
    - Communication with parents regarding student progress.

Additional Monitoring Period (Years 3–4)

- AFPCS reports FELs for two additional years (Years 3–4) to PDE.
- During Years 3–4, FELs remain in the additional monitoring/reporting status required by PDE; active monitoring is no longer required. AFPCS may continue to review available academic data as part of its general student support practices.
- At the end of the fourth year after reclassification, ELs are coded as Former ELs – no longer monitored for the remainder of their time in school.

Redesignation of FELs

- If, during the two-year active monitoring period, a FEL demonstrates academic difficulties, AFPCS will review available evidence to determine whether the difficulties result from persistent English language acquisition needs rather than academic needs requiring other supports or interventions.
- When persistent English language needs are determined to be the cause of the student's difficulties, AFPCS will redesignate the student as an active EL and re-enroll the student in the LIEP.
- A redesignated EL must subsequently meet PDE's state-required reclassification criteria to be reclassified as a FEL. Upon reclassification, the monitoring process restarts at Year 1.

V. TRAUMA-INFORMED COMPREHENSIVE SCHOOL COUNSELING PROGRAM (TI-CSCP)

The trauma-informed comprehensive school counseling program at Alliance for Progress Charter School aims to create a positive school climate and connected community that are trauma-sensitive to students and families. Components of the counseling program include academic, social and emotional development. This would include but is not limited to Social Emotional Learning (SEL), Character Education, Bully Prevention and Career Guidance lessons which are delivered to all students grades K8. Additionally, teachers and staff will attend professional development that covers the following topics: trauma-informed schools, diversity/cultural competence, LGBTQ+ and building resiliency among

students. AFPCS will promote a trauma-sensitive framework for policies, procedures and behavioral support to all staff which includes restorative practices and the MTSS framework. AFPCS will provide community resources to students and families dealing with trauma and refer to outside agencies when needed.

VI. SOCIAL EMOTIONAL LEARNING (SEL)

Social Emotional Learning (SEL) is the process through which children understand and manage emotions, set/achieve positive goals, feel/show empathy for others, establish/maintain position relationships and make responsible decisions. AFPCS teachers provide SEL instruction weekly to all students grades K-8. Teachers provide children with techniques & tools to help them gain confidence, set positive goals, collaborate well, and navigate the world more effectively adding a highly valuable dimension to education in the classroom. Some of the topics that will be covered throughout the year include empathy, problem-solving and peer relationships. Promoting social and emotional development in the classroom will allow the students to practice and apply these skills and reinforce them throughout the day.

VII. STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program (SAP) is one of the mechanisms by which Alliance provides student support. SAP is designed to assist school staff in identifying issues, such as social difficulties; medical concerns; psychological issues; and alcohol, tobacco, or other drug problems that pose a barrier to a student's learning and school success. The primary goal of SAP is to mobilize all available resources within the school to support the student in overcoming any barriers and achieving academic success. Alliance's SAP team members do not diagnose, treat, or refer directly for treatment, but they may refer students for an assessment for treatment. If the student's problem is beyond the scope of the services that AFPCS provides, the SAP team can provide referrals to parents and students so that they may access services within the community. It is the parents' right to be involved in the SAP process. Parent consent is required before a referral can be made to Jefferson University Hospital (our partner organization).

The SAP referral process

Students are identified one of the following ways:

- Student can be identified via MTSS tiered system Teacher referral to Child Study Team (Child Study team is a group of qualified staff who meet bi-weekly to review student data and make referrals for additional support)
- Some reasons for referral could include but are not limited to academic decline, low motivation, emotional/behavioral concerns, and drug/alcohol related concerns

Parent request for outside services

Once the referral is made the following steps happen:

1. A meeting is scheduled with the student's Parent/Guardian to sign the required consent forms
2. The signed documents are submitted to the Jefferson Behavioral Health SAP Assessor

3. The SAP Assessor will schedule a meeting with the parent and child to identify appropriate services. Once the meeting occurs, Jefferson Behavioral Health will make the referral for services to be determined not AFPCS

VIII. CHILDREN AND YOUTH POLICY - MCKINNEY-VENTO HOMELESS ACT

AFPCS shall ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youth in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. (42 U.S.C. 11431 et seq.)

The McKinney-Vento Homeless Assistance Act defines "homeless children and youths" as "individuals who lack a fixed, regular and adequate nighttime residence." However, because the circumstances of homelessness vary with each family's or unaccompanied youth's situation, determining the extent to which the family or youth fits the definition must be applied on a case-by case basis. Alliance for Progress Charter School, as an LEA, recognizes the multiple challenges most homeless, displaced, and doubled-up families encounter, and understand our responsibility to resolve some of the issues they face.

The McKinney-Vento Homeless Act, now part of the Improving America's Schools Act (Public Law 103-382) and the Every Student Succeeds Act ("ESSA"), which was signed into law on December 10, 2015, (P.L. 114-95), and reauthorizes the Elementary and Secondary Education Act("ESEA") of 1965. The Act guarantees a free and appropriate public education for homeless/displaced children and youth. This Act outlines procedures for deciding school placement, enrolling students, and determining fiscal responsibility and other related issues. LEAs and schools may not separate homeless students from the mainstream school environment on the basis of their homelessness. Homeless students must also have access to the education and other services that they need to meet the same challenging State academic standards to which all students are held. (Section 721 of the McKinney-Vento Act, as amended by the Every Student Succeeds Act). You may contact the Director of Counseling and Support, the School Social Worker, a School Counselor, main office or any AFPCS staff to request additional information regarding AFPCS Homelessness Supports. A copy of the Board of Trustees approved Homeless Students Policy is available on the School's website and in hard copy at the Main Office. Local school districts must appoint liaison contacts to ensure that school staff are aware of these rights, to provide public notice to homeless families (at shelters and at school) and to facilitate access to school and transportation services.

Dispute Resolution Process McKinney-Vento Homeless Act

Level 1 – A dispute may be raised with a LEA

If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which they are seeking enrollment, pending resolution of the dispute 42 U.S.C.§11432(g)(3)(E)(i). PDE recommends that the parent, guardian or unaccompanied youth who initiates the dispute contact the LEA liaison for individuals experiencing homelessness as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the LEA liaison directly, the LEA shall be responsible for contacting the LEA liaison regarding the dispute as soon as possible and referring the family or youth involved to the liaison.

The LEA liaison shall ensure that the child or youth is immediately enrolled, explain the dispute resolution process to families and help them to use it 42 U.S.C. §11432(g)(3)(E)(iii). The LEA shall issue a written disposition of the dispute within 20 business days after the LEA liaison is notified of the dispute. The disposition shall be provided to the parent, guardian or unaccompanied youth and shall explain the basis for the decision and advise the parent, guardian or youth of the right to appeal. 42 U.S.C. §11432(g)(3)(E)(i).

Level 2 – A complaint may be filed with a McKinney-Vento Coordinator
If the parent, guardian or unaccompanied youth is dissatisfied with the LEA's disposition of a dispute or would like to raise any issue of McKinney-Vento Act noncompliance, they may file a complaint or appeal with a McKinney-Vento site or regional coordinator or with the state coordinator. In lieu of filing an appeal with a McKinney-Vento coordinator, a parent, guardian or unaccompanied youth may elect to appeal the LEA decision directly to a court of competent jurisdiction. Participation in the appeal procedure is not required prior to taking legal action.

SECTION E: ATTENDANCE POLICY

At Alliance, we pride ourselves on achieving our rigorous attendance goals each year. Students are expected to be in school and on time every day.

Consistent with the School Laws of Pennsylvania, all children ages 6-16 years are required to attend school on all scheduled calendar days. Absenteeism and lateness are disruptive to the classroom environment, inconsistent with AFPCS expectations of students and parents, and most importantly, hinder the learning opportunities for children. Every parent or guardian of a school-age child is responsible for the child's attendance at school. In addition to the obvious educational consequences, failure of a child to attend school also has legal consequences for parents and, possibly, for the student.

In Pennsylvania, truancy is defined as when a child of compulsory school age is absent from school for three (3) or more days without a valid excuse, meaning three or more ―unlawful/unexcused absences, or, a habitually truant child who has six (6) or more unlawful/unexcused absences. Truant behavior will result in the AFPCS scheduling a Student Attendance Improvement Conference. If the child continues to be truant, AFPCS can arrange referrals to be made to Children/Youth Services and/or the District Attorney's Office to file truancy citations against the truant child's parents, which may result in monetary fines and a period of incarceration.

Failure to comply with the attendance policy, and any resulting penalties (attendance at scheduled meetings etc.), will be considered policy non-compliance. When considered noncompliant, a student will be prohibited from participating in any and all nonacademic activities at AFPCS until a parent/guardian meets with the CEO or attendance designee to address the issue of noncompliance and the specific attendance concern.

I. ABSENTEE NOTIFICATION

AFPCS utilizes NOTIFY, an automated call, text, and email system, as a key component of communication between home and school. In the event a child is absent or late to school, parent(s) will

receive an automated message from AFPCS via the NOTIFY system. It is parent responsibility to contact the main office if they feel the message regarding a child's absence or lateness was sent in error.

Please Note: Parents are responsible for keeping their contact information current in the AFPCS system by promptly communicating any changes to the main office secretary.

II. <u>TWO TYPES OF ABSENCES</u> Unexcused:

- ALL absences are first considered unlawful/unexcused until a student/parent submits an acceptable form of absentee documentation (see below for details) with an approved lawful/excusable reason (see below for details)
- If the proper documentation is NOT completed and returned to the main office within three (3) days of the student's return to school, the absence(s) will be permanently coded UNEXCUSED
- If the proper documentation IS completed and returned to the main office within three (3) days of the student's return to school but the documented reason does NOT fit the description of an excusable circumstance, the absence(s) will permanently be coded as UNEXCUSED • Unapproved trips (sports trips, vacation, etc)

Excused:

If the proper documentation IS completed and returned to the main office within three (3) days of the student's return to school and the documented reason does fit the description of an excusable circumstance, the absence(s) code(s) will be amended and permanently coded as EXCUSED. Necessary Circumstances for an Absence to be Considered Excused:

- **Illness or Injury of the Student** - *An illness or injury requiring a student to be absent from school.*
- <u>PLEASE NOTE</u>: An Illness or injury resulting in three (3) or more days of consecutive absence requires an official physician's statement/medical note upon a student's return to school for absence to be excused.
- **Quarantine** - *An absence that is ordered by the local health office or State Board of Health.* A copy of the official order by the local health office or State Board of Health will serve as acceptable documentation. (adhere to CDC guidelines).
- **Court or Administrative Proceedings** - An official order requiring a student to be present for proceedings. A copy of the official order by the court or administrative organization requiring the student to be present will serve as acceptable documentation.
- **Serious Injury or Death of a Family Member/Services** - *A serious injury or death of a family member resulting in a necessary absence for the student.* Up to 5 school days following the death of an immediate family member, or 1 day following the death of an extended family member may be excused. The immediate family of a student includes parents/guardians, grandparents, and siblings. Absences due to a serious injury of an immediate family member (an incident requiring hospitalization) may be excused at the discretion of the CEO and Principal. A signed and dated note from a parent/guardian stating the serious injury or death and the relationship to the student, accompanied by an obituary or an official medical acknowledgement of a serious injury, will serve as acceptable documentation.

- **Observance of Religious Holidays & Religious Instruction as Permitted by Law** - The religious tenets to which the student adheres, require observance of a specific holiday. The student/family
MUST OBTAIN ADVANCED PERMISSION FROM CEO and Principal in order for the absence to be considered excused. (hours are not to exceed 36 hours per school year).
- **Out of School Suspensions** - No documentation is required from the parent/guardian.
- **Family Travel / Educational Tours and Trips** - *Tours or Trips with an approved educational purpose*. Proper documentation deemed necessary by the CEO and Principal, is required two (2) weeks prior to the event for the absence(s) to be considered for excused approval status. Contact your Academic Director for case specific requirements.
- **Authorized School Activities** - *Other*: MUST BE APPROVED by CEO or Principal. Specific excused absences are only high school tours, high school open houses, and high school placement tests.

III. FIVE ACCEPTABLE FORMS OF ABSENTEE DOCUMENTATION

Forms of Documentation:

1. **AFPCS Required Absentee Form** – copies can be found at www.afpcs.org or in the school office
2. **Handwritten Note** – note must include the following: Date, Student name and grade, Teacher, Date of absence(s), Reason for Absence, Date of Return, Parent Signature and contact phone number
3. **Email** sent to attendance@afpcs.org - Email must include the following: Date, Student name and grade, Teacher, Date of absence(s), Reason for Absence, Date of Return, Parent Signature and contact phone number
4. **Official Physician's Statement** – Official statement must include the date(s) of absences, the date the student is cleared to return to school and the Physician's signature. The statement must also pertain directly to the student. Students will not be excused for other family members' appointments.
5. **Official Order of Court Summons** – Order must require the student to be present for proceedings or quarantined. The following forms of documentation **WILL NOT** be accepted: . Phone calls
   . texts
   . emails to teachers or any other address other than attendance@afpcs.org

IV. ACTIONS/CONSEQUENCES FOR ABSENCES

# of Absences	Unexcused or Excused	Action(s) & Consequences
Every Absence	Both	*Notify Alert to Parent

3	Unexcused	*Notify Alert to Parent *Documented Phone call to Parent from School Attendance Team *The School District of Philadelphia will also be notified of the absences through ProjectGo *PLEASE NOTE: Parents/Guardians/students committing future violations of the compulsory attendance requirements shall be liable without further notice
5	Unexcused	*Notify Alert to Parent *Mandatory Student Attendance Improvement Conference to develop a Student Attendance Improvement Plan *The School District of Philadelphia will also be notified of the absences through ProjectGo
6	Unexcused	*Notify Alert to Parent *The School District of Philadelphia will also be notified of the absences. (if applicable) *Involvement of the District Attorney to further monitor the student's attendance. The District Attorney's Office will have access to all attendance records and will review all Student Attendance Improvement Plans
10	Unexcused and/or Excused	*Notify Alert to Parent *Mandatory Meeting to develop/revisit Student Attendance Improvement Plan *Student will be required to submit a physician's note for each subsequent absence to be considered excused *Mandatory Student Attendance Improvement Conference to develop a Student Attendance Improvement Plan *The School District of Philadelphia will also be notified of the absences through ProjectGo *Involvement of the District Attorney to further monitor the student's attendance. The District Attorney's Office will have access to all attendance records and will review all Student Attendance Improvement Plans
15	Unexcused and/or Excused	*Truancy Hearing with CEO and Principal *Follow up from District Attorney's Office; possible Prosecution Letter
20 or more	Unexcused and/or Excused	*AFPCS Promotion Review Hearing PLEASE NOTE: *If at any point in the school year a student accumulates 20 days of absence/missed instructional days he/she may be given a growth year in his/her current grade for the upcoming school year* *Follow up from District Attorney's Office; possible Prosecution Letter

Absences of Ten (10) or More Consecutive Days

Pursuant to Chapter 11.24 of Title 22 of the Pennsylvania Code, students who are absent from school for 10 consecutive school days, will be removed from active membership roll unless one of the following occurs: (1) AFPCS has been provided with evidence that absence may be legally excused or (2) Compulsory attendance prosecution has been or is being pursued.

PLEASE NOTE: The District Attorney's Office goal is to improve student attendance; however it is also its main function to support and enforce the consequences of failure to comply with any law. Therefore, please be advised that failure to comply with the PA attendance laws can, and will result, in fines and possible incarceration for parents.

V. REPORTING ATTENDANCE DISCREPANCIES

Student attendance is updated/recorded daily in our school computer system. A summary of your child's attendance record is documented on their report card each trimester. Parent signature on the report card is considered acknowledgment of your child's recorded absences. If a parent feels there is a discrepancy, he/she should bring the concern to the attention of the classroom teacher and secretary. The concern will be reviewed, and the parent will be contacted by an attendance representative who will address the concern. Attendance discrepancies recorded on report cards will only be addressed up to 1 week following calendar scheduled report card conferences. However, if at any time a parent feels he/she received a letter regarding unlawful/unexcused absences in error, the school should be contacted immediately to address the concern. A student attendance summary can be obtained at any point by submitting a request to the main office (all requests for records require a minimal period of 48hrs. to process).

SECTION F: ARRIVAL/DISMISSAL POLICY

I. ARRIVAL PROCEDURE

Procedure:

- Students may **arrive as early as 7:50 a.m.** Students that arrive/or are dropped off before **7:50 a.m.** will NOT be permitted in the school building and will be **UNSUPERVISED** until **7:50 a.m.**
- The breakfast program begins at 7**:50 a.m.** and ends at **8:05 a.m.** At 8:05 a.m., students who have finished eating will be directed to their classrooms by grade. After 8:05 a.m., students requiring extended breakfast time will be permitted to eat in the cafeteria until 8:15 a.m. Students arriving after **8:05 a.m.** will receive "on-the-go" breakfast which they will eat in the classroom. All breakfast, school-issued or from home, must be consumed no later than 8:20 a.m. on the school premises. (Bus students will receive breakfast upon arrival.) **Students are not permitted to leave school grounds to get breakfast from local vendors.**
- All 7th & 8th grade students MUST turn in phones upon arrival to be returned at dismissal
- All K – 6th grade students MUST turn in phones at arrival upon entering the classroom to be returned at dismissal
- All students are to go the lockers and unpack for the day prior to going to class
- All students are expected to be **in the school building by 8:05 a.m.** Students arriving at or after **8:06 a.m. will be considered late.**

II. LATE ARRIVALS

If a student arrives late to school (8:06 a.m. or after):

Elementary School(K-6)

- Parents must enter the building and sign their child in at the main office
- Students with medical notes (from physician) will not be issued a consequence if they are late to school because of a doctor's appointment. NOTE MUST BE FROM THE DOCTOR'S OFFICE

Middle School (7-8)

- Students with medical notes (from physician) will not be issued a consequence if they are late to school because of a doctor's appointment. NOTE MUST BE FROM THE DOCTOR'S OFFICE

Reminder: Students accumulating an excessive number of tardies (10 or more) may receive detentions or may be required to make up missed instructional time during summer school.

III. DISMISSAL PROCEDURE

Elementary School Dismissal Procedure:

- All parents/ guardians and approved pickup persons must show Photo ID when picking up students. Individuals without Photo ID must go to the main office for verification.
- To ensure that students are safely and properly dismissed, no dismissal changes can be communicated through Class Dojo or through messaging to students.
- Kindergarten **Dismissal begins promptly at 3 p.m. at the** Elementary School Bouvier Street Door
- Schoolwide **Dismissal for grades 1-8 is promptly at 3:10 p.m.**
- ALL students that are being picked up must be picked up by **3:25 p.m.**
- Unless otherwise posted, all dismissal occurs outdoors.
- All 1st through 6th grade students will report to their designated location in the elementary school parking lot no later than 3:10 p.m.
- At 3:10 p.m. the 18th street gate door will be opened for parent entry.
- Parents must walk to their child(ren)'s teacher and sign each child out.
- All individuals permitted to pick up students must be listed in the student's file with corresponding photo ID.
- All parents/guardians must designate their child(ren)'s mode of dismissal with the front office from the following options:
    - Parent/ guardian pick-up (photo ID must match name in student's file) ○ Walkers (students below 5th grade require written consent)
    - After-care program (name and contact of program must be listed) ○ Bus
    - Special circumstances (documentation required)

Indoor Dismissal

- Indoor dismissals may occur for the following reasons:
    - Inclement weather
        - ✦ Precipitation
        - ✦ Temperature or heat index reaches 95 degrees Fahrenheit or higher
        - ✦ Temperature, including wind chill, is at or below 32 degrees Fahrenheit ○ Parking lot is unavailable for dismissal
- First and second grade dismissals occur at the Parking Lot door.
- Third, fourth, and fifth grade dismissal occurs at the 18th Street door.

Middle School Dismissal Procedure

- Dismissal at the Middle School begins promptly at 3:08 p.m.
- Teachers will walk their students to the main entrance for dismissal.
- Parent pickup will be monitored via staff member at the main entrance.

IV. EARLY DISMISSALS

Parents requesting early dismissal for their child must submit a written request to admissions@afpcs.org or call the main office no later than 2:**30 p.m.** (messaging through Dojo, direct teacher messaging, or notification by student will not be accepted). Parent/Guardian must be in person for dismissals. Calls will not be accepted.

The written request must include a telephone number where parent/guardian can be reached for verification and must be submitted by the start of the school day. Proper I.D. must be provided by a parent/guardian when signing a student out of school. However, as a rule, please make all appointments before or after school:

1. Parents of both Middle and Elementary School students must contact their respective main offices between **9:30 a.m.** and **2:30 p.m.** to verify their request for early dismissal was received
2. Students dismissed from school, for any reason, prior to the normal dismissal time will have those respective hours deducted from their attendance record for the day
3. Early dismissals will **not** be granted after **2:30 p.m.** as it is too close to our regular dismissal time and would interfere with our dismissal procedures and safety of our students
4. No call dismissals or pop-up dismissals will be honored except for emergency situations. The school will not honor daily/weekly dismissals unless mandated by court or medical order. Work related early dismissals will not be honored.
5. Persistent violations of this policy may result in Summer School participation.

V. WALKERS

Written consent is required for students below 5th grade to be considered walkers. This dated and signed letter must be submitted in the front office and must be listed with the student(s) name and grade (s). If student(s) are walkers on specific days only, this must be specified in the letter. This signed document will be placed in the student's file. If the dismissal plan involves various forms of dismissal, this must also be outlined in the plan. Changes to a student(s) "walker" status must be dated, signed and in writing. This will be placed in the student file. The school will adhere to the most up to date plan that is on record in the student's file. If students are designated as "walkers", they must leave the vicinity of the school upon dismissal. All walkers should walk quickly to their location, whether it is directly home or to pick up younger siblings at the Elementary School. Students are not permitted to wait outside the building for parents if they are considered "walkers". This creates a large number of unsupervised students loitering around the school which can lead to an increase in conflict and unsafe behaviors.

VI. AFTER-CARE PROGRAMS

- Parents must complete a form identifying the after-care program that their child(ren) attends.

- This information must be submitted prior to children's release to the program.
- All after-care students will be dismissed to their after-care program from the front door only.
- No after-care personnel may pick up students from designated parent pick-up or walker locations.
- All after-care programs must submit a **Program Pick-up Form** to the front office including the name of the program, director, working telephone number, names of all personnel authorized for pick -with color copies of corresponding photo IDs.
- If students are not attending after-care programs on a specific day, parents must notify the front office and the after-care program by 2:00 PM. In case of an emergency, parents must verify this change via phone call prior to the student being released.
- If a student's after-care program changes, parents /guardians must submit a new dated **Program Pick-up Form** to the front office.

VII. TUTORING

- Parents must complete a consent form permitting their child to participate in the tutoring program.
- All parent / guardians must designate their child(ren)'s mode of dismissal from tutoring on the tutoring form. Dismissal must be from the following options:
- Parent/ guardian pick-up (photo ID must match name in student's file)
- Walkers (students below 5th grade require written consent)
- After-care program (name and contact of program must be listed.)
- Public Transportation
- Special circumstances (documentation required)
- Parents must provide a designated pick-up person(s) with their current phone numbers.
- If an after-care program is designated for pick-up this must be listed on the pick-up form and confirmed with the after-care program.
- This information must be submitted prior to the students' first day in the tutoring program.
- All tutoring students will be dismissed to their after-care program from the front door only.
- All students participating in the tutoring program **MUST** be picked up by the end of the tutoring time, or they may be removed from the tutoring program.
- If students are not attending the tutoring program on a specific day, parents/guardians must notify the front office by 2:00 PM. In a case of an emergency, parents/ guardians must verify this change via phone call prior to the student being dismissed.

SECTION G: UNIFORM POLICY

I. GRADES K-5:

1. Tops:
   - Clean, collared, **navy blue** polo-style shirt **with the AFPCS logo**.
   - **Solid** navy sweaters are welcome during the cold months but must be navy blue **without** designs or advertisements.
   - **No hoodies/hooded sweaters or sweatshirts**

2. Bottoms**:**

- Navy blue trousers with a solid black or brown belt**.**
- Navy blue knee-length uniform shorts
- Navy blue knee-length uniform skirt or jumper ○ Must wear Solid Navy knee-length socks or stockings.
- **No jeans, leggings, or tights**

3. Shoes:
   - Any color
   - Must cover the front, back, and sides of feet.
   - **Acceptable boots can be worn during the fall-spring months**
   - **No Crocs, sandals, or open-toe shoes** ○
4. Accessories:
   - Optional: solid black or brown belt
   - Optional: Earrings (no larger than the size of a quarter)
   - NO NECKLACES/BRACELETS
   - No bonnets, durags, head scarves, handbags, crossbody bags, fanny packs, or any bags of any kind
   - **No headphones or smartwatches**
   - **No headbands/hair accessories that are distracting to the learning environment**

5. The Physical Education uniform:
   - Navy Blue AFPCS T-shirt/sweatshirt plain, NO HOODIES
   - Navy Blue sweatpants or Knee-Length Navy blue shorts
   - **No jewelry**

Students who dress in religious garments must also adhere to the school uniform policy. Items that do not comply with the uniform policy must not be visible under religious garb. Over garments, khimars, kufis, thobes, and izars must be SOLID navy blue or black.

II. GRADES 6-8

1. Tops:
   - Clean, collared, **gray** polo-style shirt **with the AFPCS logo**.
   - **Solid** navy sweaters and sweater vests are welcome during the cold months but must be navy blue **without** designs or advertisements.
   - **No hoodies/hooded sweaters or sweatshirts**

2. Bottoms**:**
   - Navy blue trousers with a solid black or brown belt**.**
   - Navy blue knee-length uniform shorts
   - Plaid knee-length uniform skirt or jumper ○ Must wear Solid Navy knee-length socks or stockings.
   - **No jeans, leggings, or tights**

3. Shoes:
   - Any color
   - Must cover the front, back, and sides of feet.
   - **Acceptable boots can be worn during the fall-spring months**
   - **No Crocs, sandals, or open-toe shoes** ○
4. Accessories:
   - Optional: solid black or brown belt
   - Optional: Earrings (no larger than the size of a quarter)
   - NO NECKLACES/BRACELETS
   - No bonnets, durags, head scarves, handbags, crossbody bags, fanny packs, or any bags of any kind
   - **No headphones or smartwatches**
   - **No headbands/hair accessories that are distracting to the learning environment**

5. The Physical Education uniform:
   - Navy Blue AFPCS T-shirt/sweatshirt plain, NO HOODIES
   - Navy Blue sweatpants or Knee-Length Navy blue shorts
   - **No jewelry**

Students who dress in religious garments must also adhere to the school uniform policy. Items that do not comply with the uniform policy must not be visible under religious garb. Over garments, khimars, kufis, thobes, and izars must be SOLID navy blue or black.

III. COLD/INCLEMENT WEATHER DRESS

During cold months students should always dress as warmly as appropriate, especially during winter months. Cold weather outer garments such as coats, hats, gloves, boots, and scarves should be worn to travel to school, but are not permitted to be worn inside the classroom. **Absolutely no UGG boots or any other similar style of boot may be worn.**

IV. JEWLERY POLICY

Students should not wear valuable or large jewelry to school. **Smartwatches are not permitted.** Beaded necklaces and bracelets are not permitted. Earrings may not be larger than a nickel. Students will be required to remove inappropriate and dangerous jewelry. **AFPCS IS NOT RESPONSIBLE FOR LOST OR STOLEN JEWELRY OF ANY CHILD AT ANY TIME.**

SECTION H: SCHOOL CODE OF CONDUCT

The Code of Student Conduct establishes policies, rules, and expectations for all school community members to learn, to teach, and to work together. These are expectations built on respect for each other as our common core value. It follows, therefore, that students must refrain from violence against others, from bullying, harassment and carrying weapons. Consequences for students who endanger school safety or disrupt the educational experience of others are listed in detail. The Code of Student Conduct applies during school, at school sponsored activities/programs, and on the way to and from school, including, but

is not limited to, travel on school vehicles, private transportation, and public transit systems, all while wearing the AFPCS school uniform.

Families and guardians are critical to our school community. We ask that they please read and understand the Code of Student Conduct and School Student Handbook and discuss them with their child. We understand that families and guardians know best how to make sure that their child understands the expectations that will lead to a safe and orderly school community that is ready to learn.

This Code of Student Conduct provides definitions of behavioral offenses. Although some definitions include examples, the behaviors include, but are not limited to the examples given. Parents, guardians, and caregivers who have any questions or concerns are encouraged to contact the School Principal.

I. NON-VIOLENT COMMUNITY

Safety is an absolute priority and necessity at Alliance for Progress Charter School. Accordingly, all students agree to abide by the Alliance for Progress Charter non-violence contract:

"I agree not to use violence for any reason whatsoever at Alliance for Progress Charter, while representing Alliance for Progress Charter, or with any members of the Alliance for Progress Charter community. I understand this nonviolence pledge applies to all parties involved in any fight, no matter whether I am "right" or "wrong", or whether I am acting in "self-defense." In the event of an incident, a Disciplinary Hearing will be held to determine if I violated the nonviolence contract. I understand that the likely consequence for violating the nonviolence contract is referral to the Board of Trustees for expulsion. Alliance for Progress will follow mandated due process procedures to address the Level III infraction."

II. RESTORATIVE PRACTICES

At Alliance for Progress, we believe that true learning comes from understanding one's responsibility to oneself and to the community. Therefore, students who violate our community's Code of Conduct will participate in various restorative practices as an opportunity to rebuild, repair, and reconnect to the learning environment. This concept of honoring the community and the relationship within our community is a foundation of our program and our Code.

Our restorative practices include the following:

1. **Restorative Chats:** Conversations between student and teacher when behavioral expectations are not being met.
2. **Restorative "Give Back" Time/Detention**:This is time during a student's lunch period or after school where student is completing reflection/restorative worksheet
3. **Restorative Conference**: This is a meeting between student, teacher, parent and Climate/Culture Director to have a restorative conversation with an outcome of action steps for student to meet behavioral expectations.
4. **Restorative Room**: The Restorative Room (RR) is a behavior management program that provides space for scholars to reflect on and correct their misbehaviors in an isolated environment primed for safety, connection, accountability, and targeted interventions. It exists as a deeply supportive, inclusive, and rehabilitative space where students are expected to engage in

emotional reflection, regulation, and growth. The RR is not designated solely as a place of punishment, but rather as an urgent call for redirection—an opportunity to reconnect with oneself and the school community through accountability, empathy, and self-awareness. In this space, emotional intelligence is prioritized. Students are guided to identify, analyze, and express their feelings in a transparent and compassionate environment. Through structured support, they are empowered to take ownership of their actions while developing conflict-resolution strategies and re-entry plans that prepare them for reintegration into the academic setting. To maintain a productive and healing climate, students will be held to clear expectations centered around five essential qualities: Respect, Responsibility, Motivation, Consistency, and Accountability. If scholars accumulate more than three RR sessions parents will be notified for a mandatory inschool meeting to discuss alternate measures of support.

III. CLASSDOJO

ClassDojo is our classroom management platform to record and track student behavior. ClassDojo is used with fidelity to encourage students to meet classroom and school-wide expectations. Students will receive daily Dojo points. Points are comprised of positive and negative points. Points may be divided between multiple teachers throughout the day. ClassDojo will also be used to determine PBIS participation and MTSS tiers. We use a "1 point" system to incentivize behaviors that meet expectations and consequence behaviors that do not.

Students earn points for:

Alliance Expectations	Example Behaviors
Ready to Learn	Immediate Do Now, prepared materials
Respect	One Voice, STAR, Academic Position
Responsibility	Following routines independently
Perseverance	Productive struggle, completing challenging work
Collaboration	Turn & Talk, respectful discussion
Leadership	Helping peers, modeling expectations

IV. DISCIPLINE SYSTEM

The Alliance for Progress Charter School Discipline System is designed to create a safe, respectful, cooperative community. There are three types of violations: Level I, Level II, and Level III.

V. LEVEL I VIOLATIONS

Level I violations are actions that negatively impact Alliance for Progress's high achievement culture and community of safety, respect, and cooperation. Level I Violations include, but are not limited to:

Level I Violation	Description

Consequences	Tiered Consequences: • **First Offense:** Warning from teacher, loss of Dojo point, offense listed on Dojo daily Report • **Second Offense:** Restorative measures (community service); Loss of Privilege, loss of Dojo point, offense listed on Dojo daily Report • **Third Offense:** Detention - after school, lunch or Saturday depending on severity, loss of Dojo point, offense listed on Dojo daily Report • **Fourth Offense:** Restorative Room or Out-of-School Suspension
Late to Class or Cutting Class	Late arrival to class/after school activity. Cutting includes all scheduled or rostered activities as well as leaving the building without permission.
Uniform	This includes, but is not limited to, violations of dress code, shoe violations, inappropriate dress on dress down days, makeup etc.
Obscene/Abusive/ Inappropriate/ Disrespectful Language	This includes spoken, written (including social media), and body language that is disrespectful, inflammatory, or offensive to generally accepted community standards including religious or ethnic epithets. Inappropriate language includes rolling eyes, sucking teeth, talking back, silently mouthing words, defiantly folding arms, pouting, avoiding eye contact, slouching in chair, etc.
Gum & Food Contraband	Gum chewing is prohibited in the building. There is no eating and/or drinking allowed in classrooms or hallways. Lunches should be stored in lockers and then taken to and eaten in the cafeteria. Students are prohibited from taking food or drinks from the cafeteria. Students are not allowed to heat food via microwave/ovens under any circumstances. For additional support, students may eat lunch in their teacher's classroom provided they have a pass from their teacher. If this pass from the teacher is abused, the Academic Director/ Principal will revoke the privilege.
Environment	Alliance for Progress Charter is committed to maintaining a professional and healthy environment. Students are required to maintain a clean school environment by picking up after themselves at lunch, disposing of paper in hall/class, retrieving lost/unwanted personal items, and respecting all school property.

Lapse of Integrity	Attempt to deceive or mislead by verbalizing intentions that misrepresent a student's actions when questioned by school staff. Consequence- Phone call to parent or guardian
Minor Misbehavior	Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms. No student's behavior can be permitted to disrupt the learning of others. Misbehaviors include disruptive outbursts, talking while others are talking, throwing objects, and inappropriate gestures and sounds.
Provocation	Argumentative words, not actions, intended to provoke a violent reaction, where staff members are able to de-escalate the situation without the use of a physical presence.
Electronics (phone/**smart device)** First offense – Student receives a warning, parent is called, and phone/smart device is returned at the end of the day. Second offense – Item is confiscated and must be picked up by parent. *Do not return phone/smart device to the student. Third offense – Item is banned	Students are not permitted to use mobile phones, smart watches, iPods, Headphones (Over Ear Devices & In Ear Devices both corded and wireless) or music devices of any kind, video game devices, laser pointers, etc. in the classroom or hallways. All devices shall be completely turned off (not in vibration mode) and secured in the Student's locker during school hours. Such devices should not be visible within the classroom or upon entry to the school. If observed by staff member, the item(s) may be confiscated and will be returned accordingly to the cell phone/smart device policy. AFPCS does not accept any responsibility for the loss of students' electronic equipment due to theft or other loss. In addition, AFPCS will not be responsible for damage to or the loss of a nuisance device that is confiscated by staff.

VI. LEVEL II VIOLATIONS

Level II violations involve actions that significantly impact Alliance for Progress's high achievement culture and community of safety, respect, and cooperation. Level II Violations include, but are not limited to:

Level II Violation	Description
Level II Consequences:	• **First Offense**: Detention or Restorative Room (depending on severity) with restorative Consequence/ One hour of community service in school, loss of Dojo point, offense listed on Dojo daily Report • **Second Offense:** Extended Restorative Room participation, loss of Dojo point, offense listed on Dojo daily Report, Next Day Letter (Parent meeting with Academic/ Climate Team) (Loss of Privilege) • **Third Offense**: Suspension, Loss of Dojo point, offense listed on Dojo daily Report, MTSS interventions meeting w/ Parent and student (Daily check-in's with PBIS Team)
Elopement	Leaving classroom, cafeteria, playground, or any safe area or staff member for any given time without permission. This includes unauthorized bathroom breaks, hallway wandering, being present in the hallway without a valid hall pass, visiting a teacher/staff member at an unauthorized time, etc.
Minor Altercations	Physical contact (e.g., pushing, shoving, hitting, and slapping) involving one or more offenders where no student is injured. The incident is immediately stopped due to staff physical intervention and does not elevate to a Level III Misbehavior (e.g., fighting, simple assault).
Inciting Violence	Watching, encouraging or instigating a pre-fight/ fight before school, during school or after school is prohibited. It is our belief that bystanders play a role in escalating violence; therefore anyone watching a fight has an obligation to deescalate the situation by staying calm, remaining nonpartisan and getting help.
Pre-fight	Threatening words or actions intended to provoke a violent reaction, including posturing, "getting in his/her face," or violate personal space, where physical intervention is necessary to de-escalate.
Inappropriate Behavior towards Students	Harassing another member of the community through the use of profanity, name calling, or any other disrespectful language or gestures without the intent to provoke a violent reaction.
Inappropriate Behavior towards Staff	This includes, but is not limited to, any nonthreatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner (e.g., "cursing out" a staff member, screaming about extreme disdain for class or school, and using obscene hand gestures)
Insubordination	This includes ignoring any and all redirection, walking/running away from a staff member, and refusal to cooperate in any manner of a staff member's request - escalating to a scene which disrupts the larger community (multiple staff members may be required to address the behavior.

Disruptive Behavior (Major)	Behavior that continually disrupts the learning environment of a class. The actions have been addressed multiple times over an extended period of time, and the student has exhausted multiple interventions attempted by the staff member.
Plagiarism, Forgery, Cheating	Plagiarism is using, without permission, the ideas & writings of another; either word for word or in substance, and representing such as one's own. Forgery is the signing of a document in another's name. Cheating includes deceit, fraud, or deception (i.e., copying another's assignments, assisting another to cheat by lending one's own work; giving or receiving aid during a testing period).
Gambling	Gambling includes betting or wagering for money, favors, or fun. The severity of the disciplinary action will be based upon the circumstances of the infraction, and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.
Damaging or Stealing (Misdemeanor)	Damage to or stealing of any property of $50.00 or less.
Contraband Possession	Possession of any flammable paraphernalia without the intent to use (e.g., lighters, matches, stink bombs, poppers, etc.)
Misuse of Technology/Electronics	Execution of any prohibited activity, as specified in detail under the "Student Acceptable Use Policy" section, such as viewing or transmitting profanity, vulgarities or other inappropriate language, or images; entering online chat rooms; or changing proxy, automatic configuration, or messaging settings. It also Includes but not limited to sexting, videotaping fights, videotaping someone in a place where they have an expectation of privacy, or posting videos of inappropriate student conduct to a social media site that effect the school community in a negative manner.
Inappropriate Sexual Behavior	Consensual sexual advances, requests for sexual favors, or verbal and physical conduct of a sexual nature on school property.
Simple Assault on a school community member	Students who intentionally and without provocation, hit, punch, or kick a school community member.

Alliance for Progress considers repeated Level II violations to be a serious violation of its Code of Conduct and the community trust. Multiple Level II violations in one school year may be a basis for an expulsion.

VII. LEVEL III VIOLATIONS Level III violations involve actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Pennsylvania law. When a criminal violation occurs, Alliance for Progress is required to report the incident to the local law enforcement and annually to the Office of Safe Schools and it will become part of the student's permanent record. Level III Violations include, but are not limited to:

Level III Violation	**Description**

Consequences	If a Level III incident occurs: • Loss of Dojo point • Offense listed on Dojo daily Report • Parent/guardian notified • The student will be removed immediately from school during the school investigation; • The student will face an out-of-school suspension lasting one (1) to ten (10) days; • Formal Parent Conference Required • Disciplinary Hearing (if recommended by CEO and Principal) Possible Outcomes of a Formal Conference/Disciplinary Hearing: ○ Return to Community ○ Return to Community under Contract ○ Disciplinary Transfer to an Alternative Placement (internal or external) ○ Recommendation for Expulsion Hearing, all expulsions are confirmed by Board of Directors
Firearm, Weapon or Dangerous Instrument	Any person found or observed on school property or school-sponsored event in possession of a firearm, weapon or dangerous instrument (i.e. BB gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, box cutter, paint ball gun, dart gun, pepper spray or other noxious sprays, explosive or incendiary bomb or other instrument, material or device that can cause physical injury etc.) must immediately be reported to the Principal. Law enforcement officials shall be informed.
Terrorist Threats/Acts	Terrorist threats/acts mean a communication/act to commit violence, terrorize, evacuate building, or otherwise cause serious public inconvenience or safety risk.
Drug, Alcohol, or Tobacco Possession, Use, or Illicit Activity	<u>Drug Possession</u>: Illegal/inappropriate drug-possession, use, being under the influence on school property or school event or illicit activity (selling, storing, producing, or purchasing) on school grounds, or at school- sponsored events is absolutely prohibited. Such activities will result in an immediate suspension and a formal Hearing before the Board of Directors with recommendation for expulsion. <u>Tobacco Policy</u>: Students may not possess or use any product containing tobacco while on school property or at a school-sponsored event. The use of tobacco is defined as the possession and/or use of cigarette, pipe, electronic smoking device, cigar, chewing tobacco, snuff or related tobacco product and paraphernalia. Students found with tobacco on their person will be suspended.

	Misbehaviors: This misbehavior includes drug, alcohol or tobacco possession, use, or illicit activity on school grounds or at a school-sponsored event. Illicit activity means the intent to use, sell, store, or purchase illegal substances, and paraphernalia. School administrators will report the incident and information concerning the matter to law enforcement authorities.
Theft	Theft means withholding, taking, or removal of personal or school property (including tests) without the owner's consent.
Arson and/or Possession of Fireworks and Other Explosive Devices	Arson means the malicious burning of another's property. Students may not possess or use fireworks or the paraphernalia needed to explode them—matches, lighters—on school grounds or during school activity. Depending on the nature of the incident, law enforcement officials may be informed.
Destruction and/or theft of property (totaling $500 or more):	Students who intentionally damage, deface, or take school property or personal property without permission. Damage or defacement includes graffiti, school pranks that cause a major disruption, and arson.
Bullying/CyberBullying	Bullying is an intentional electronic, written, verbal or physical act, or a series of acts directed at another student or students, in or outside a school setting, that is severe, persistent or pervasive, and that either (1) substantially interfere with a student's education, or (2) creates a hostile learning environment, or (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful).The conduct may be physical, psychological, verbal, nonverbal, written, or electronic. Cyber-bullying occurs through electronic communication devices including but not limited to social networking, e-mail, instant messaging, text messages,
Disorderly Conduct	Reckless behavior that could cause injury, including throwing objects (tables, chairs), pulling fire alarms, etc.
Threatening Staff Member	Physical, verbal, written, or electronic threat (e.g., internet) or intimidation) is to unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack; stalking (i.e., secretly or stealthily pursuing another, spying on or watching another person, with or without the intent to harm, frighten, or coerce) should be included.
Fighting	Physical aggression between two or more students that escalates into punching, wrestling, knocking down, or damaging or destroying property. Physical aggression that typically lasts more than a few seconds and is not easily broken up.
Aggravated Assault	An intentional act that causes serious physical harm or creates a substantial risk of serious physical harm to another student and/or school community member.

Sexual Harassment	Alliance for Progress Charter recognizes that harassment on the basis of sex is a violation both of Federal and State discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when: • submission to such conduct is made a term of the student's right to learning
	• such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or offensive educational environment • submission to or rejection of such conduct is used as the basis for academic decisions Forms of sexual harassment include but are not limited to the following: o Derogatory comments, jokes, or slurs; sexually- oriented sounds or remarks o Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement o Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures. The severity of the disciplinary action will be based upon the circumstances of the infraction and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.
Sexual Misconduct	This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non-consensual.

VIII. REFERRALS TO THE PHILADELPHIA POLICE DEPARTMENT

Some infractions of the Code of Student Conduct may also be crimes. AFPCS has a Memorandum of Understanding (MOU) with the Philadelphia Police Department outlining the Diversion Program that is an alternative to arrest & criminal prosecution. The Philadelphia Police Department shall divert a student from arrest if that student has committed a non-violent offense in school and has no prior arrests. In those cases, the student will receive services from the Department of Human Services. The MOU lists the crimes that must be reported to the Philadelphia Police Department.

IX. DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities are subject to the same school code of conduct and disciplinary procedures as all other enrolled students. However, federal and state regulations—specifically the Individuals with Disabilities Education Act (IDEA) and 22 Pa. Code Chapters 14 and 711—provide specific safeguards and procedural protections to ensure these students are not unfairly penalized for behavior related to their disabilities. This section outlines the specific rights, thresholds, and mandatory review processes required when imposing disciplinary exclusions.

Manifestation Determination

A manifestation determination is required by the Individuals with Disabilities Education Act (IDEA) when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement.

A disciplinary change of placement occurs when a student who is receiving special education services is excluded from school:

1. For more than 10 school days in a row, or
2. For more than 15 school days in any one school year, or
3. When days 11-15 constitute a pattern of exclusion, or
4. For even one school day for a student with an intellectual disability

Within 10 school days of the decision to change a student's placement, the local educational agency (LEA), parent, and relevant members of the Individualized Education Program (IEP) team conduct a review to determine if the behavior that is subject to disciplinary action is directly related to the student's disability (i.e., a manifestation of the student's disability).

The IEP team must answer the following questions:

1. Was the behavior caused by, or directly and substantially related to, the student's disability?
2. Was the behavior the direct result of the LEA's failure to implement the IEP?

If the IEP team answers "yes" to either question, and therefore determines that the behavior is a manifestation of the student's disability, the proposed disciplinary action is voided, and the team must immediately take steps to remedy any and all deficiencies in the IEP.

A functional behavioral assessment (FBA) must be conducted, and a positive behavior support plan must be implemented. If an FBA and a positive behavior support plan were completed, then the IEP team must review and modify them as necessary. . The LEA must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change in placement as part of the modification of the positive behavior support plan.

If the IEP team determines that the behavior is *not* a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability who has violated the same or similar code of conduct with the provision that the LEA must continue to provide a Free Appropriate Public Education (FAPE).

School personnel may unilaterally remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

X. SUBSTANCE ABUSE

Any student at Alliance for Progress Charter exhibiting behavioral symptoms indicating alcohol and substance abuse will be given a drug/alcohol test (parents/guardians will be notified whenever a test is issued). Symptoms may include intoxication, slurred speech, unsteady walk, impaired coordination, slowed reflexes, odor, physical expression, brief intense euphoria, repetitive physical mannerisms (lip chewing, constant grinding of teeth, constant scratching), violence, blank expression, sexual promiscuity, nausea and elevated heart rate. If a student tests positive, the Counselor will refer the student to the Student Assistance Program (SAP) for appropriate referral to counseling/ supportive services. Parent/guardians have the responsibility to seek outside treatment for their child. Alliance for Progress Charter must receive a treatment plan and regular updates from the outside treatment agency and will issue a Release of Records for same.

The student will be re-tested sixty days from the day of the initial testing date. If the student tests positive for the second chemical analysis, s/he may be scheduled for a formal Disciplinary Hearing pursuant to the Code of Conduct or potentially assigned to an Alternative Placement Program, depending on individual circumstances.

XI. LOCKER POLICY

Lockers are provided for the use of students but remain the property of the school. Students may not use a locker to store a substance or object which is prohibited, or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Students are required to:

- Go to their lockers upon arrival to unpack for the day
- avoid sharing lockers, switching lockers or using any locker other than the one assigned to them notify the administration when locker is malfunctioning

XII. BATHROOM POLICY

All K-8 students will have designated bathroom breaks to ensure that instruction is not interrupted. A doctor's note is required for special circumstances.

XIII. SEARCH POLICY

Alliance for Progress holds the right to search any and all bags, lockers and clothing if there is a compelling interest in protecting and preserving the health, safety or welfare of the Charter School population. Prior to a locker search, students shall be notified and given an opportunity to be present. Parent(s) will be notified prior to search. Student will be isolated with one or two staff members until the parent(s) arrives. If the parent refuses to show up, then the police will be called. This applies to searches of lockers, bookbags, and confiscating of a weapon and/or drugs.

Parents/Guardians and students should be aware that:

- The school keeps a record of every locker assignment
- The school assumes no responsibility for loss of student's personal property
- When school authorities have a reasonable suspicion that a locker, bag or student contains or is holding materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two staff members will be present when searching a student's locker, bag, or person
- Person searches will be limited to shoes, outerwear, pockets and pat-downs unless performed by the police.
- Students who are late to homeroom are responsible to check in their phone with their homeroom teacher. If students are caught using their cell phones/smart devices during school hours they will be held to the following consequences:
    - **Any phones or smart devices that are not checked in will result in**: Cell phone / smart device will be confiscated; Parent will receive a phone call as a warning. Parent Meeting to discuss the phone / smart device policy (Climate Director will remind parent that if a phone/smart device violation happens again, the phone/smart device will not be allowed in the school building).
    - **Repeat Offenses**: Cell phone / smart device will be confiscated; Parent will be contacted by school leadership for alternative phone/smart device collection plan for that student.
    - Any additional infractions will result in disciplinary actions deemed appropriate by the CEO and Principal.

AFPCS is not responsible for the cost of lost, stolen or damaged cell phones/smart devices and will not replace them

XIV. YELLOW SCHOOL BUS REGULATIONS

In an effort to maintain safety while riding the school bus, various school bus rules have been adopted. The rules are as follows:

- Students must remain seated in their assigned seats at all times
- Students must use quiet, in-door, tones while riding the bus
- Students may not throw items out of the window, nor place hands or any other body part out of the window
- Students may not use vulgarity or inappropriate language while riding the bus
- **FIGHTING is absolutely forbidden and will be treated as a Level III violation**
- Students must not distract nor disrespect the bus driver
- Students must not use sexually inappropriate language, gestures, and behaviors

XV. THE 3-STEP BUS VIOLATION ENFORCEMENT PROCEDURE

Procedures are as follows:

1. **First Violation** – Parent(s) must meet with a school administrator to discuss the child's behavior. Parent must bring student to school the following morning. Meetings must be person-to-person
2. **Second Violation** – Students will be suspended from riding the bus for 2-5 days depending on violation. Please see suspension letter

3. **Third Violation** – School bus services will be revoked for the remainder of the school year. We encourage all parents to speak to their child(ren) about the school bus rules. Our goal is to provide a safe and orderly environment for your child(ren) while riding the bus. Working together, we can accomplish this goal

SECTION I: BULLYING/CYBER-BULLYING POLICY

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

I. DEFINITIONS

Bullying

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

- Substantial interference with a student's education
- Creation of a threatening environment
- Substantial disruption of the orderly operation of the school

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

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

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

- Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; or attempts or threatens to do the same
- Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor or threatening to inflict harm; or
- Social: Destroying status or reputations, gossiping and nasty rumors, threatening gestures, and taunting
- Nonverbal: Obscene/threatening gestures, isolation, exclusion, stalking

- Cyber Bullying means with the intent to harass, annoy or alarm. A student who engages in a continuing course of conduct of any of the following by electronic means directly to another or by publication though social media (including but not limited to: Text messages, emails, Facebook and Twitter, other social networks, and voicemail messages) ○ Seriously disparaging statements or opinions about another's physical characteristics, sexuality, sexual activity or mental or physical health condition ○ Threats to inflict harm

School Setting

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

II. AUTHORITY

The Board prohibits all forms of bullying. The Board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors. The Board encourages students who have been bullied to promptly report such incidents to school leaders.

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

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

III. DELEGATION OF RESPONSIBILITY

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

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

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

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

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

IV. EDUCATION

The school has developed and implements bullying prevention and intervention programs. The bullying prevention and intervention programs are reviewed with the students, teachers and staff along with procedures and consequences for reports of bullying found to be true.

V. BULLYING PROCEDURAL GUIDELINES

Reporting

The Board requires the Chief Executive Officer of the school (or designee) to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Chief Executive Officer (or designee). All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Climate Director, or any member of the leadership team. Climate Directors, as well as all staff members, are required to then submit the report/concern to the Chief Executive Office via the AFPCS bullying report located on the school's public drive. Reports maybe made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. Investigation The Board requires the Chief Executive Officer (or designee) to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Chief Executive Officer (or designee) shall conduct a prompt, thorough, and complete 39 investigation of each alleged incident. The investigation is to be completed within three (3) school days after a report or complaint is made. The consequences and appropriate remedial action of a person found to have violated this policy must be determined and implemented within three (3) school days from the conclusion of the investigation. This investigation will be conducted regardless of any criminal or other investigation of the incident that is pending or has been concluded.

VI. CONSEQUENCES FOR VIOLATIONS

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's approved Code of Student Conduct. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the behavior; and to protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences**. Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying may range from positive behavioral interventions up to and including suspension, expulsion, or referral to law enforcement officials in the case of a student, or suspension or termination in the case of an employee, as set forth in the school's approved Code of Student Conduct or Staff Handbook.**

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

The consequences and appropriate remedial action for a person found to have falsely accused another of bullying will align with the student Code of Conduct 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.

If the allegations are confirmed, the Chief Executive Officer or designee shall:

1. Inform the students involved in the incident and their parents of the outcome of the investigation. The student(s) found in violation of the policy and his/her parent(s) will be informed of the actions which violated the policy and the resulting consequences of the action(s)
2. Review the definition of bullying and school policy with the student(s) and parent(s)
3. Administer the consequences for the offense relative to the number of offenses and the severity of the behavior, consistent with the Code of Conduct
4. Take measures to ensure the targeted student feels safe in the school environment
5. Take measures to prevent retaliation against the targeted student
6. Check in with targeted student to ensure bullying behavior has ceased

A student violating this policy shall be subject to appropriate disciplinary action consistent with the Code of Conduct.

SECTION J: SCHOOL DISCIPLINE CONTINUED

All students are to be treated fairly and honestly. Students have a right to be heard and tell administrators their versions of events. If you believe your child is a victim, you are encouraged to speak with the CEO and Principal.

I. IN-SCHOOL SUSPENSIONS

In-School Suspensions

Students may be assigned in-school suspension as a result of disciplinary action. Due process includes the following steps:

- Student will be informed of the reasons for the in-school suspension and be given an opportunity to respond before the in-school suspension becomes effective.
- Parents/guardian will be informed of the in-school suspension.
- When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent/guardian within the first five days of suspension.
- The school will make provision for the student’s education during the period of the in-school suspension.

II. SUSPENSIONS

Suspension is exclusion from school for a period from 1 to not more than 10 consecutive school days. Suspensions may be assigned by the Academic Director, Climate Director and/or CEO and Principal. Students have the responsibility to make up exams and work missed while suspended and shall be permitted to complete assignments within Board determined guidelines.

Due process includes the following steps:

- A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond.
- The parent/guardian shall be notified immediately in writing when the student is suspended.
- When the suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing ("Disciplinary hearing") consistent with Pennsylvania Law. The school shall offer to hold the informal hearing within the first 5 days of the suspension, and sufficient notice of the time and place of the hearing will be given to the parent/guardian.
- Informal hearings enable the student to meet to explain the circumstances surrounding the event for which the student is being suspended or to show why s/he should not be suspended. All relevant information regarding the event for which the student may be suspended will be presented and the school and the parent/guardian will discuss ways by which future offenses might be avoided. At the hearing, the student has the right to question any witnesses present and to speak and produce witnesses on their own behalf.

Suspension Procedure

- Parents/guardians are notified of suspension via phone call and receive a formal letter of suspension.
- Parrent(s)/Guardian(s) are required to attend a reinstatement meeting at the conclusion of the suspension window. The reinstatement team includes: Teacher, Academic Director, Culture Leader, and any additional supporting staff relevant to the student.
- The reinstatement team will review the Reinstatement document which outlines:
  - Reason for suspension
  - Number of suspensions to date
  - Next steps
- All parties present sign the reinstatement document
- The original copy goes in the student's file.
- A copy will be provided to the parent/guardian.
- Students will be required to make up exams and any work missed while suspended and shall be permitted to complete assignments within Board-determined guidelines.

III. EXPULSIONS

Expulsion is exclusion from school by the Board of Trustees for a period exceeding 10 school days and may be permanent expulsion from the school rolls. **Expulsions require a prior formal hearing**. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. A Board decision is required to expel a student.

- During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his normal class except as set forth below.
- 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.

Expulsion Hearing Requirements:

A formal hearing is required in all expulsion actions. The hearing is conducted by a Hearing Examiner that is conducted by the Board. The Hearing Examiner solicits evidence from the school and from the student and parent/guardian and determines the facts surrounding each incident. Based on these facts, the Hearing Examiner writes a report. The report states whether the student has violated this Code of Conduct, and recommends a disciplinary outcome for the student, ranging from a dismissal of the case to a permanent expulsion.

The Report is presented to the Board of Trustees at its next meeting. The Board has the power to adopt, modify, or reject the Report made by the Hearing Examiner. A majority vote of the entire Board confirming the recommendation of the Expulsion Hearing is required to expel a student.

Parents and Guardians will receive a copy of the Hearing Examiner's report for their student. Parents and guardians will also be notified once the Board has made its decision, and they will be informed of any legal right to appeal that they may have.

IV. DUE PROCESS RIGHTS

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.

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.

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

1. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
2. Sufficient notice of the time and place of the informal hearing shall be given.
3. A student has the right to question any witnesses present at the hearing.
4. A student has the right to speak and produce witnesses on his own behalf.

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

Formal Hearings:

A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student.

The following due process requirements shall be observed with regard to the formal hearing:

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

If Expelled: Students who are under 18 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

- 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 Principal.
- Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described above 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 (20 U.S.C.A. §§ 1400—1482).
- If the approved educational program is not complied with, the school may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education.

SECTION K: HEALTH RELATED INFORMATION

I. THE SCHOOL NURSE

The school Nurse maintains medical records on each student. Parents/guardians must inform the nurse promptly of any special health problems and should feel free to contact the nurse if they have questions or would like to schedule a confidential appointment. Pennsylvania law requires all **children to be immunized before enrolling in school**. Immunizations are necessary to prevent children from acquiring and spreading serious and life-threatening illnesses. Throughout the school year the nurse will monitor all immunization records. **Children who do not have updated immunization records on file will not be permitted to return to school until parents/guardians provide proof of updated immunization records.** In addition, Parents/Caregivers are to leave copies of their child's updated physical and medical insurance card for our school files.

If a student becomes ill during the school day, he/she will be given immediate attention. Parents/guardians will be notified if their child is too ill to return to class. Students should not personally call home if they feel ill but instead report to the school Nurse. If the student is too ill to return to class, parents /guardians/emergency contact must arrange pick-up within the hour. This is for the safety of the child and others.

Parents should not send their child(ren) to school:

- If his/her temperature is 100◦ or higher
- If he/she vomits during the night or in the morning
- If he/she has diarrhea during the night or in the morning • If the child shows obvious signs of illness

II. MEDICATION

It is the policy of Alliance for Progress Charter School to administer medications only to students with prior written permission from the parent/guardian and physician. A medication administration form may be obtained from the school. All students must have a medication administration form on file before medications may be administered to them. Verbal permission over the phone is not acceptable. A new

medication administration form must be filled-out if there are any changes in the student's medication. All medications must be in the original container, clearly labeled with the student's name, physician's name, medication name, dosage and frequency. All medications must be turned in to the nurse's office. No medications may be kept in the student's desk or locker. At the end of the school year, it is the parent's/guardian's responsibility to pick up any unused medications. Medication left after the end of the school year will be properly disposed of in accordance with school policy. A new medication authorization form must be completed each year.

III. HEALTH AND SAFETY POLICY

AFPCS has a comprehensive Health and Safety. To see our policy in its entirety, please visit www.afpcs.org

IV. MANDATED REPORTING POLICY: CHILD ABUSE

All Alliance for Progress Charter School employees are **mandated** by the Commonwealth of Pennsylvania to report suspected child abuse (*Any act, or failure to act, that causes non accidental physical or mental injury to a child under 18, including sexual abuse and serious neglect. Any act, or failure to act, that creates an imminent risk of injury*). They are required to make a report when they have reason to suspect that a student is being physically abused, emotionally abused, neglected, or sexually abused. They are also required to make a report if a student reports an incident, has a visible wound or marking with a questionable excuse, and/or reports that he/she is afraid to go home for fear of possible abuse. When AFPCS staff suspects child abuse, they are required to report their concern to the State Child Abuse Hotline (Childline) and/or Department of Human Services (DHS). The school will not alert parents if they are the suspected abusers of the student. All school staff members are mandated to keep confidential any discussions regarding suspected child abuse; however, administration may share specific information with staff members on a need- to-know basis for the benefit of the student, keeping in mind the student's right to confidentiality.

SECTION L: PROGRAMS AND SERVICES

I. BREAKFAST AND LUNCH PROGRAM

AFPCS provides a breakfast and lunch program through the Archdiocese of Philadelphia. ALL students qualify for the free and reduced breakfast and lunch. Breakfast is served each morning from 7:50 a.m. – 8:05 a.m. Breakfast will not be served after 8:05 a.m. Lunch will only be served during the child's regular lunch schedule. Early dismissal and late arrival students must make arrangements with the Cafeteria manager or provide their own lunch. If your child does not like/eat the lunch listed on the menu, it is the parent's responsibility to provide a healthy lunch for that day. For detailed menu information visit, www.ndsarch.org.

II. ATHLETICS PROGRAM

All athletes who participate in any school sanctioned interscholastic activity (practice, or contest) must have an up-to-date physical. Alliance for Progress Charter School (AFPCS) recognizes the

positive role, importance and value athletics plays in students' growth. The goal for any student who participates in our athletic program includes:

- Developing and understanding self-worth
- Learning how to use positive appropriate behavior to help self and others
- Learning how to understand and control emotions
- Develop good health habits
- Improving physical fitness

AFPCS athletic program provides the opportunity for students to grow academically, and athletically. In addition, our athletic program provides an opportunity for the entire school to demonstrate school spirit, and positive citizenship. AFPCS encourages our student athletes to be excellent through educational and competitive experiences in an environment of sportsmanship. The primary focus of our student athletes are their health and well-being, not the outcome of an athletic contest. Here at AFPCS we believe winning and losing are important only when considering the context of how games are played and how student-athletes represent themselves and our school under pressure of competition. Our expectations at AFPCS are our student-athletes conduct themselves with dignity and respect at all times.

Academic Requirements/Eligibility

Athletic participation is secondary to the students' academic/behavioral responsibilities. Practice and games are scheduled to avoid conflict with the academic classes. All student-athletes must be able to balance the demands of a competitive athletic program and the rigorous academic schedule/behavior standards that AFPCS students carry. Student Athletes must maintain eligibility in order to participate in athletic programming (including practice and games/meets). Students are required to be **passing all classes with a 70% in** order to be fully eligible and not violate the AFPCS code of Conduct. Students will also need to receive one teacher recommendation to participate in athletics. Eligibility reports will be run weekly and announced to athletes for eligibility in that week's practices/games/meets. The athletic director and the principal reserve the right to suspend playing privileges for any event, and for any duration of time.

Attendance Requirements

Student Athletes are required to be in attendance for all class periods in order to participate in team/group activities unless arrangements have been made with administration. You may not arrive late to school on the day of a sports competition, or you will be ineligible to play that day. In addition, Student Athletes are expected to be present at every practice/game/meet. Students will not be dismissed from/excused from a practice/game/meet unless a parent directly contacts the athletic director or coach.
Three missed practices/games/meets (for any reason) will result in removal from the athletic program.
Students who are not officially on rostered teams are NOT permitted to be present at AFPCS athletic practices for any sport.

Early Release

Because of travel, it is sometimes necessary for groups/teams to leave school prior to normal dismissal times. It is the responsibility of the student athlete to arrange with teachers to make up any missed work. Best practice is to get the work before you leave, so that you can still turn in assignments on time.

Attire

Student athletes are expected to dress appropriately while traveling to and from athletic events. Each coach will determine appropriate dress for the team in conforming to school policy. This information will be communicated to parents with appropriate notice.

Transportation

Learners must travel as a team to and from academic/athletic events on AFPCS transportation or SEPTA in the event transportation is not provided. Exceptions may be made at the discretion of the coach or athletic director. These include riding home with parents after away events. No student will be released from an away event to anyone not on the approved list of adults permitted to pick the student up.

Detention/After School Tutoring

Student Athletes are required to attend any assigned after-school detention or tutoring prior to attending practice. If a Student Athlete is assigned a detention for the day of a game/meet the Student Athlete must serve the detention and will not be permitted to attend or participate in the practice, game, or meet.

Student Behavioral Eligibility

- Student must earn eligibility prior to the start of the season by maintaining the school's Code of Conduct.
- Full list of eligibility behavioral requirements will be shared by the Academic Director prior to the sports' season beginning.

SECTION M: PROTOCOL AND POLICIES

I. PARENT/GUARDIAN CONTACT AND CUSTODY

AFPCS needs to be able to contact you in order to update you on your child's progress as well as contact you in the case of an emergency. You will be asked to fill out contact update forms prior to the start of every school year. Failure to keep the school informed as to your **current** address, phone number, and email address (when applicable) may result in you not receiving notice of important academic, disciplinary, and/or health information, and can result in the loss of rights to participate in important decisions being made about your child. Additionally, medical information, including health insurance information, is necessary in case of medical emergencies. It is also important for Alliance to understand custodial arrangements to determine who is eligible to pick your child up from school; therefore, a copy of any Court Order or agreement affecting the custodial rights of a parent must be filed with the school.

II. PARENT/GUARDIAN VOLUNTEERS AND CHAPERONING FIELD TRIPS

On October 22, 2014, the Pennsylvania Legislature passed and Governor Thomas Corbett signed into law Act 153 of 2014, that amended the state Child Protective Services Law to impose **greater background check requirements on school employees, volunteers and contractors with direct contact with children**. The definition of volunteer as provided is "Persons having direct contact and interaction with students." To comply with Act 153, Alliance for Progress Charter School will view the following as volunteers due to the potential of having direct contact with students: PAB Organization Officers, field trip chaperones, persons assisting with field day or school events/activities/dances/proms

during or after school, as well as classroom volunteers. All volunteers must obtain the necessary clearances to participate such activities. See more information on required clearances below.

The only exception that would apply to PAB members needing clearances would be for those organization members who would never see themselves in a position of being with students while acting as representative of the PAB organization

Note: Being an "Approved Volunteer" is NOT a requirement for attending athletic events, parent conferences, award ceremonies, Spelling Bees, Dads & Donuts, etc., when there as a spectator only

- Volunteers must obtain all necessary clearances. If there is a question as to whether or not clearances are required for your participation here at school, contact our Director of Operations
  ACT151PennsylvaniaChildAbuseHistoryClearance
  ACT 34 PA Criminal History Record Check
  FBI Criminal History (Fingerprint) or if a volunteer has been a Commonwealth resident continually for 10 years, and swears in writing that he or she has never been convicted of a disqualifying crime in Pennsylvania or another state, only the child abuse and state clearances are needed - the federal criminal check is not needed
- The official affidavit for this purpose is available upon request at the Lower School Office and on the AFPCS website. Alliance for Progress CS will only accept an original signed and notarized affidavit
- Volunteers already having clearances on file that will be more than 3 years old on July 1, 2020 must obtain new clearances
- AFPCS will supply "approved" volunteers with a ID badge, and lanyard. The badge will say "Approved Volunteer" and include the expiration date of each individual's clearances

III. SCHOOL NOTICES

AFPCS frequently sends home important notices via Remind and ClassDojo. Please remember to regularly ask your child about school notices and check book bags and backpacks for messages. School notices are also placed on our school website, www.afpcs.org, sent via our school email service or you can follow us on Facebook or Instagram for updates.

IV. EMERGENCY SCHOOL CLOSING

In the event of snow closing, Alliance follows the School District of Philadelphia closing policy. If the District is closed, Alliance is closed. In the event of a heat closing, Alliance will make its own decision based on what is happening directly at our school. Should AFPCS need to close for any reason, we will communicate closing information on our website (www.afpcs.org), our school Facebook page and you will receive a phone blast from our Parent Square platform. In the event of a snow day, you can also tune in to Fox 29 for information.

V. CONTACTING TEACHERS OR STAFF

We encourage parents and guardians to contact teachers, the Academic Director, or the principal when concerns arise or whenever they have a matter to discuss. We request that parents not try to speak directly with teachers during the school day. Be prepared to leave a message in the school office and the

teacher will call back during a planning period or after school; or you may call (215) 232-4892 to make an appointment to meet with your child's teacher. If you would like to meet with the academic director, the Principal, or the CEO please call the school office to make an appointment.

VI. VISITOR POLICY

Alliance for Progress Charter School (AFPCS) welcomes and encourages visits to the school by parents, legal guardians or other adult residents of the community and interested educators. However, in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the school, it is necessary to invoke visitor controls.

A "visitor" is anyone other than an enrolled student or staff member employed by AFPCS. Visitors may not consult with the teaching staff or students during class time without the CEO/ or Principal's permission or their designee.

The CEO or the Principal has the authority to prohibit the entry of any person or to expel any person when there is reason to believe the presence of such person would have a negative effect on the students or employees or the climate of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the CEO or Principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

When the parental rights of a parent have been terminated by a court of appropriate jurisdiction, the legal guardian must inform the school so that the administration may apply appropriate regulations. The CEO and Principal shall seek confirmation of legal custodianship where necessary.

VII. VISITOR CONDUCT

Any visitor to the school whose presence or conduct is disruptive or whose behavior, past or present suggests that he/she intends or is likely to become disruptive may be requested to leave the school premises. If the visitor does not leave, the Principal or CEO or designee may summon assistance from the local law enforcement agency.

Visitors are not permitted to fight, threaten or use any part of their body to hurt or intimidate a school employee or children.

Visitors are not permitted to use foul or inappropriate language while on AFPCS property.
Violence, vandalism, seizure of school buildings or any other disruption of the educational program will not be condoned or tolerated.

Unauthorized persons who enter into school premises or grounds, cause distraction or commit illegal acts will be banned from entering AFPCS property or attending any school functions and will be prosecuted to the fullest extent of the law.

VIII. INFORMAL MEETINGS

Parents who wish to have an informal conference with their child's teacher during non-instructional time must report to the office of their respective school to notify the Academic Director of their desire to

speak with the teacher. The Academic Director and/or teacher will schedule a time to meet during noninstructional time.

No visitor may confer with a student in school without the approval of the Principal or CEO or designated administrator.

A student is not permitted to leave the school with anyone who has not been clearly identified as his/her parent in custody or guardian or a person authorized to act on the behalf of a parent(s) or legal guardian(s).

IX. PARENTS/GUARDIANS WHO APPEAR TO BE IMPAIRED

The staff of AFPCS will contact the local police and/or custodial parent should the other parent appear to be under the influence of drugs and/or alcohol. The parent's right to immediate access does not permit the school from denying a custodial parent/guardian access to their child even if the parent is or appears to be impaired. However, the AFPCS staff will delay the impaired parent as long as possible, while contacting the other parent, or emergency contacts:

- We will contact the local police and/or local child protective services as a last resort.

Any other authorized person who attempts to pick-up a child and appears to the staff of AFPCS to be under the influence of drugs and/or alcohol will be denied access to the child. The staff of AFPCS will contact the child's parents, local police and Child Protective Services to notify them of the situation.

Threats: We strive to maintain a positive and safe school environment. Our staff and administration are willing to meet with parents/guardians to address any and all concerns. All communication will be positive and productive. Respectful communication is required from parents at all times. Also, parents should expect to have positive and respectful communication with staff members.

Vulgarity, verbal/physical threats and inappropriate language will not be tolerated during meetings between staff members and parents/guardians. If such behavior should occur during a meeting, the meeting will end. Persons using inappropriate language or exhibiting threatening behavior will be asked to leave the premises and the police will be called if necessary.

If necessary, the authorities will be contacted for the following reasons:

1. uncontrollable and persistent verbal abuse
2. threats of physical abuse
3. uncontrolled and continuous vulgarity or inappropriate language
4. refusal to leave the premises

X. LOST AND FOUND

AFPCS maintains a lost and found. Anything found in the school or on school grounds will be placed in the lost and found. Parents are encouraged to label all of their child's belongings and report to their respective school office to inquire about lost items. At the end of each month, all items left in the lost and found will be donated to Goodwill or needy families.

XI. OUTSTANDING BALANCES/MONEY OWED TO AFPCS

Parents who owe money to the school (late fees, uniform rental fees, class dues, etc.) must pay the balance owed within the trimester the fees were incurred. Failure to pay will result in your child not being able to participate in any school programs which require a fee; i.e., prom, dances, graduations and trips. AFPCS will also hold report cards at the end of year until all balances from that respective year are paid in FULL.

XII. HEALTHY SCHOOL BIRTHDAY IDEAS AND CELEBRATION POLICIES

In order for AFPCS to approve a classroom celebration of any kind, the following procedure must be followed. Please keep in mind that LEARNING comes first so we will approve celebrations as long as instructional time is not hindered in any way.

1. A parent must communicate with the homeroom teacher through Parent Square/Class Dojo to request which day they would like to have a classroom celebration ONE WEEK IN ADVANCE of the requested day.
2. The teacher will notify the Academic Director of the request and either approve or deny the request.
3. The teacher will notify the parents of the approval or denial of the request.
4. To ensure no disruption to instructional time, classroom celebrations can only occur during the time listed below.
5. Once approved for the specified day, parents can drop off food items that do not require refrigeration on the morning of the celebration. These items must be labeled with your scholar's name and homeroom.
6. The office will notify the teacher that the items are in the office for pick up.

Please Note:

1. Celebrations will be held from 2:30-3pm.
2. Due to religious practices, food allergies and diseases (diabetes, ADHD, etc.) that some of our children are faced with, we ask that you bring celebration items/food as suggested below.
3. NO PHOTOGRAPHS CAN BE TAKEN DURING THE CELEBRATION

BY PARENT/FAMILY Non-Food Options:

1. We can allow the class to honor a student's birthday and allow the birthday child to choose an activity or game. The birthday student's parents are welcome to participate.
2. Craft project: Bring in supplies so each student can make a birthday card or birthday hat for the child.
3. Parent reads a Birthday Book of choice to class.
4. Provide goodie bags with stickers, pencils, pens, school supplies, crayons, noise makers, coloring books etc.
5. Bring in coloring books/pages for each student. Have each child color a page from their book and then hang up the masterpieces and have a 'gallery showing'.

Healthy Food Options:

1. Baked potato chips, pretzels, popcorn or 100 calorie snacks.

2. Fruit cups, Jell-O cups (non-pork gelatin), pudding or applesauce.
3. Fresh fruit topped with low-fat whipped cream.
4. Kids Yogurt
5. Instead of regular ice cream bring in frozen fruit bars, sorbet or water ice.
6. Apples slices with caramel dipping sauce.
7. Baked tortilla chips with salsa.
8. 100% fruit juice or water
9. Carrot/Celery Sticks with low-fat ranch dressing

XIII. STUDENT EXPRESSION POLICY

Purpose

Alliance for Progress Charter School (AFPCS) is committed to fostering an educational environment where students may express their ideas, opinions, beliefs, identities, and viewpoints in a respectful and responsible manner while maintaining a safe, orderly, and productive learning environment.

AFPCS is committed to providing an educational environment free from discrimination, harassment, bullying, intimidation, and retaliation based on a student's actual or perceived race, ethnicity, color, sex, sexual orientation, gender identity, gender expression, religion, national origin, ancestry, age, disability, or any other characteristic protected by applicable law.

This policy is intended to protect student expression rights and to establish clear expectations regarding student conduct, attire, gender identity and expression, privacy, participation in school activities, and treatment of all students.

This policy applies to conduct occurring at AFPCS, on school property, during school-sponsored functions and activities, and in other circumstances where the school has authority to regulate student conduct.

This policy also applies to electronic technology and electronic communication associated with the school, including school computers, networks, digital platforms, forums, mailing lists, and school-sponsored electronic communication.

Nothing in this policy shall be interpreted to limit any rights provided to students by applicable federal, state, or local law.

Names/Pronouns

AFPCS shall use the name and pronouns with which a youth identifies in all interactions between the youth and the institution as well as in written correspondence, records or communication of the institution. The intentional or persistent refusal to respect a youth’s gender identity or gender expression (for example, intentionally referring to the youth by a name or pronoun that does not correspond to the youth’s gender identity or gender expression) is a violation of this regulation.

Hate Speech

AFPCS personnel shall not use derogatory or offensive terminologies when communicating with or referring to a transgender or gender nonconforming individual. AFPCS personnel shall take reasonable steps to prevent and promptly correct any derogatory or offensive terminologies used in communication with or in reference to a transgender or gender-nonconforming individual. Offensive slurs when used in any context may be considered hate speech.

Privacy/Confidentiality

AFPCS personnel shall not disclose information that may reveal a youth's transgender identity or gender nonconformity to others, including staff, peers, parents, and other members of the public, unless the youth has authorized such disclosure. AFPCS personnel shall take reasonable steps to prevent and promptly correct any disclosure of information that may reveal a youth's transgender identity or gender nonconformity to others, including staff, peers, parents, and other members of the public, unless the youth has authorized such disclosure. The intentional or persistent disclosure of a youth's gender identity, or gender nonconformity, or the failure to secure documents or other information pertaining to the youth's gender identity or gender nonconformity is a violation of this regulation.

Gender-Expansive Activities

To the extent possible, AFPCS will reduce or eliminate the practice of segregating youth by gender. In situations where youth are segregated by gender, youth shall be assigned and permitted to participate in any such activities consistent with their gender identity.

Gender-Neutral Language

To the extent possible, AFPCS will use gender-neutral language in written communication, regardless of a youth's gender identity. This includes using "they" (singular) instead of "he/she." This also includes using "parent/legal guardian" instead of "mother" or "father" and "child/youth" instead of "girl" or "boy."

Restroom and Locker/Dressing Room Access

Youth shall have access to the restroom and locker/dressing room that corresponds to their gender identity. Any youth who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with access to a single-stall restroom or an alternative arrangement that is agreeable to the youth, but no youth shall be required to use such a restroom or alternative setting. To the extent a single-stall restroom is unavailable, AFPCS shall provide a reasonable alternative arrangement that is agreeable to the child/youth.

Uniforms

Youth shall be permitted to dress in clothing/uniform that corresponds to their gender identity or gender expression, including maintaining a gender-neutral appearance.

The school's uniform requirements shall be administered consistently and without discrimination based on gender identity or gender expression.

AFPCS recognizes that personal appearance may be a form of expression. Youth have the right to determine their personal dress, grooming, hairstyle, hair texture, protective hairstyles, jewelry, religious attire, and personal appearance provided such choices comply with AFPCS Uniform Policy and do not materially and substantially disrupt the educational process or create a legitimate health or safety concern.

DISCRIMINATION/ HARASSMENT

Discrimination

Section 9-1102(1)(e) of the Fair Practices Ordinance defines Discrimination as: Any direct or indirect practice of exclusion, distinction, restriction, segregation, limitation, refusal, denial, differentiation or

preference in the treatment of a person on the basis of actual or perceived race, ethnicity, color, sex (including pregnancy, childbirth, or a related medical condition), sexual orientation, gender identity, religion, national origin, ancestry, age, disability, marital status, source of income, familial status, genetic information or domestic or sexual violence victim status, or other act or practice made unlawful under this Chapter or under the nondiscrimination laws of the United States or the Commonwealth of Pennsylvania as unlawful.

Investigation

It shall be the responsibility of AFPCS to ensure that any incident of discrimination, harassment, or violence is immediately and thoroughly investigated. AFPCS will fully communicate the process which will be used during the investigation and communicate the status of the investigation to the youth. At the conclusion of the investigation, AFPCS will take appropriate corrective action to remediate discrimination or harassment.

Training and Posting Requirement

AFPCS will regularly conduct training for all staff members on their responsibilities under the uniform policy of nondiscrimination set forth in applicable laws and this regulation. To the extent possible, AFPCS will implement ongoing professional development to build the skills of all staff members to prevent, identify, and respond to bullying, harassment, and discrimination against transgender and gender-nonconforming youth. AFPCS will make the uniform policy of nondiscrimination known to the youth population it serves in English and the primary languages of youth who commonly access the institution. AFPCS will publish the written policy in the student/parent handbook, accessible to all, on its organizational website, and by such other notification measures as AFPCS determined will reasonably provide notice of the policy.

SECTION N: USE OF TECHNOLOGY

To continue to prepare your student(s) for the technological world, and to be competitive in their future endeavors, Alliance for Progress Charter School will provide an electronic device for each student as a digital tool for learning. Students will be expected to complete assignments requiring the use of technology at school, and in their homes.

I. TECHNOLOGY REPLACEMENT FEE

Parents/Guardians will be required to pay a $50 replacement fee per incident for lost, stolen, or damaged devices. Intentional mistreatment caused by the assigned student user will result in disciplinary action and payment of the replacement fee. Damage to school property is a level 2 offense, and disciplinary measures, as outlined in our school policies, will be taken. Intentional mistreatment caused by an individual other than the assigned student user will result in student disciplinary action and payment of the replacement fee for the device. After the first incident, parents/guardians may be responsible for the full cost of the device(s), not to exceed $400 (full retail price), depending on the severity of the incident. After three incidents of intentional mistreatment, a parent and student conference will be held with the principal and tech coordinator, or designated person, to review the incident and determine a plan for future use.

The replacement fee applies to any damage caused by a student when using the device in school and at home. This is the same requirement for any other school-issued material. We count on the full cooperation of families to ensure our students have all the necessary tools to be successful in the classroom.

Students will be assigned a device to use for the current school year. All devices are on loan to the student. The device will be issued with predetermined applications (Apps) installed. A student may not share his or her login information with other individuals. Students may never "swap" or "share" their device with another student.

II. TRACKING OF DEVICE

All devices, which are connected to the Internet, are tracked for the purposes of Internet usage and loss prevention/control. Students and Parent/Guardians fully consent to such tracking. Alliance for Progress Charter School reserves the right to remotely "wipe" the device at any time of all content.

III. COMPUTING AND INTERNET ACCEPTABLE USE POLICY

Alliance for Progress Charter School (AFPCS) provides a device for every student so they may access, the Internet for learning. With this access comes certain responsibilities that protect equipment and users from harm. We want our students to build the technology skills required for creative and critical thinking that will prepare them for their adult lives and instill the habits of lifelong learners. Our students use the Internet for creating exemplary projects, collaborating with others, and locating information. We want them to be safe and practice good digital citizenship. This policy is a guide for these practices.

All students are expected to follow these guidelines and expectations. Failure to do so may result in disciplinary action and/or legal action when appropriate. The school will not be held responsible for illegal actions by users that arise from unauthorized use of the school network or machines. Users should assume no privacy when using school-issued devices or the school network.

Alliance for Progress is a technology-rich school. During school hours, children frequently browse the Internet or use software programs and other computer-based learning tools. Parents should know that AFPCS provides filters to protect students from inappropriate material on the Internet. AFPCS reserves the right to regulate all use of technology. All technology and technological based-projects remain the property of the school. In addition, the internet is a public forum rather than a private, secured network, parents and/or guardians may be held accountable for inappropriate, abusive or unethical behavior by students when accessing technology from the school's facilities. All parents will be required to complete an Acceptable Use Policy in order for their child to be permitted to use school technology devices/computers.

Be Responsible

- I will use the school computers, network and other digital devices only with permission from an adult
- I will use the school computers, network and other digital devices for school work only
- I will treat the school computers, network and other digital devices with care. I will not purposefully harm or destroy them
- I will be responsible for any intentional damage that I cause to the school's digital devices

- I will back up my files. The school is not responsible for lost data
- I will check with an adult before downloading files that may harm the computer or network
- I will not share my private information or the private information of others online. This includes my full name, phone number, address, passwords, photos and those of my friends and family
- I will tell an adult if I come across online content that makes me nervous or uncomfortable
- I will tell an adult if I am being bullied, harassed or teased online

Be Respectful

- I will not claim someone's work or ideas as my own. If I use someone's work with permission I will attribute the work appropriately
- I will not pretend to be someone else when online
- I will always be kind, helpful and respectful and use appropriate language when interacting with others, posting items and sharing items online
- I will always ask permission before re-posting a message, photo, video or other item online
- I will keep the default settings for the computers as set by the system administrator and I will not try to bypass filters or access Administrator accounts
- I will access and edit only my own files. I will not delete or destroy data that is not mine

IV. FILTERING

AFPCS uses filtering technology to make sure that it has a safe computing environment according to Federal Law. No student or staff member should attempt to bypass this filter for any reason.

V. VIDEO/MEDIA PERMISSIONS

When you enroll your child in AFPCS, you are asked to sign a media release. From time to time, photographs or videos may be taken of your child for Alliance for Progress public relations publications, professional development of staff, or other school related purposes. Additionally, your child's school related work may be displayed in a school building in conjunction with displays of other students' work. These photographs, videos, and school related work (which are not considered student records) will be used / displayed in a manner designed to ensure that confidential information about your child's educational program will not be revealed. If you object to the use of your child's photograph, the videotaping of your child for our professional development program, the posting of your child's name or image on our school website or the display of your child's work by the school in any manner, please contact the main office.

SECTION O: ENROLLMENT AND RE-ENROLLMENT POLICY

I. APPLYING FOR ADMISSION

Families can obtain and submit an application for admission online at ApplyPhillyCharter.org or apply via the Apply Philly Charter toll-free number, 1-800-891-3999. Families are welcome to visit the School

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

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

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

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

II. HOW APPLICATION DATA IS STORED

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

III. LOTTERY

Apply Philly Charter will manage lottery data for Alliance for Progress Charter School.

All remaining students that were NOT selected in the lottery will be placed on the waiting list in order of the lottery results. *If a student is accepted from the waitlist, they have one week to respond and/or submit enrollment documentation to confirm their seat.*

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

We do not require school-wide re-enrollment paperwork for each school year. All students currently enrolled and attending Alliance for Progress Charter School automatically re-enroll for the following school year. [See the re-enrollment process below].

IV. IV. LOTTERY PREFERENCES

As required by PA charter school law, Alliance for Progress Charter School uses a lottery system for admitting its students.

Sibling Preference

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

Employee Preference

In order to be eligible for the employee preference, the applicant must be related to a current Alliance for Progress Charter School employee in one of the following ways: 1.) biological child, adopted child or stepchild 2.) employee has legal custody or legal guardianship of student. 3.) Child must reside in the same residence as the AFPCS employee. *Residing at the same residence as a current employee alone does not make an applicant eligible for the employee preference. In order to be eligible, applicants must indicate the employee preference on their enrollment application. Alliance for Progress Charter School will not retroactively apply employee preference for anyone who did not request the employee preference at the time of application prior to the application deadline. Alliance for Progress Charter School reserves the right to determine if a student is eligible for employee preference. Children of current AFPCS staff members will be placed on a priority list before the lottery.

V. CONFIRMING ENROLLMENT

It is important to understand that being selected in a lottery is only one step involved in enrolling at Alliance for Progress Charter School. The next step involves submitting the required documents by the proper deadline or your spot will be forfeited.

To confirm your student's seat for the 2026-2027 school year and complete the registration process, you must complete/submit the following required documents on PowerSchool within (10) business days:

1. Proof of Child's Age
2. Proof of Residency
3. Copy of child's updated Immunization Record
4. Parent Registration Statement
5. Home Language Survey

All registration materials can be submitted online in PowerSchool, via email at admissions@afpcs.org or in-person at the school's main office located at 1722 Cecil B. Moore Ave. Philadelphia, PA 19121.

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

Students who submit these five required documents by the enrollment deadline are considered enrolled for the 2026-2027 school year.

DATE	ENROLLMENT PROCESS
September 19th 2025	**Apply Philly Charter application window opens**
January 20th 2026	**Apply Philly Charter application window closes**
February 4th 2026	**Apply Philly Charter Admissions lottery held**
February 6th 2026	**Families notified of lottery results via email**

VI. RE-ENROLLMENT PROCESS

The AFPCS re-enrollment process is completed online through PowerSchool annually. The re-enrollment process begins in January of each year:

1. Returning families who re-enroll will complete an Intent to Return form
2. The completed Intent to Return form will initiate an upload of the re-enrollment packet
3. Parents will complete the re-enrollment packet in order to secure grade-level placement

SECTION P: THE PARENT ADVISORY BOARD

At AFPCS, we recognize that involved and concerned parents make a school strong. Parents are encouraged to become a member of the organization and are invited to attend a meeting to elect officers for the Parent Advisory Board. The officers collaborate with school administration to create school policy and they work tirelessly to raise money to support our children.

The Parent Advisory Board holds meetings and sponsors family educational events, fundraisers and activities throughout the school year. For example, pretzels are sold every Friday. Funds raised from the pretzel sales enable the PAB to support school activities and programs. Parent Advisory Board meetings are held monthly and are open to all parents, grandparents, guardians and members of the community.

We need the strong support of every AFPCS family member in order to help our students learn and thrive. Because we place such high value on parental support and cooperation, when a child enters AFPCS, we ask parents and guardians to sign and return a Parent Contract. The Parent Contract remains in force until the end of the school year. A new contract must be signed and returned at the beginning of

each new school year. Attached you will find an affirmation page, stating that you have read and will abide by the all of the policies and procedures of AFPCS. Please read, sign and date.

I. TITLE I

Alliance for Progress Charter School (AFPCS) receives federal funding through Title I, Part AImproving Basic Programs. This federal program provides financial assistance to schools with high percentages of economically disadvantaged students to ensure that children meet challenging state academic standards.

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

More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics. Students who are currently enrolled in our school must complete an Intent to Return form and re-enrollment forms BY THE INDICATED DEADLINES every year.

Questions regarding Title I programming can be addressed to the Principal or CEO.

II. ANNUAL TITLE I MEETING

AFPCS invites parents to attend our annual Title I information meeting which will be announced in the Fall. At this meeting we will describe our participation in Title I, Part A programs, explain the requirement of Title I, and explain parents' rights to be involved (including developing our Title I Parent Involvement Policy and Parent Compact).

III. PARENT RIGHTS UNDER TITLE I

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

- **Be involved in our Title I, Part A programs** - AFPCS, with the help of its parents, will develop and implement a Title I Parent Involvement Policy and a School-Parent Compact • Request regular meetings
    - o Request for meetings to discuss Title I programs should be put in writing and submitted to the Principal or CEO
- **Know of non-appropriately certified teachers**-AFPCS will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by a teacher who is not appropriately certified as defined by Every Student Succeeds Act (ESSA)

IV. TITLE I QUESTIONS

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

- An annual meeting was not convened by the CEO and Principal to explain Title I offerings to parents.
- Parents were refused information on the professional qualifications of their child's classroom teacher. If the concern was not resolved at the school level, a parent should begin a formal Pennsylvania Department of Education (PDE) complaint procedure as outlined below. A complaint is defined by AFPCS as a written, signed statement. It must include the following:
    - A statement that PDE or AFPCS has violated a requirement of federal statute or regulations which apply to programs under the No Child Left Behind Act.
    - The facts on which the statement is based.
    - Information on any discussions, meetings or correspondence with PDE or AFPCS regarding the complaint.
- PARENT RIGHT TO KNOW INFORMATION AS REQUIRED BY THE ELEMENTARY & SECONDARY EDUCATION ACT (ESEA) AND THE EVERY STUDENT SUCCEEDS ACT (ESSA).

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

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

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

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

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

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

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

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school's front office at (215)-232-4892.

SECTION Q: EMERGENCY RESPONSE PLAN

The Emergency Response Plan is a preparatory measure. Statistics show schools are still among the safest places to be on a day-to- day basis, due to the commitment of educators, parents and communities to their children. Nevertheless, disasters do happen and because of that, no community can be complacent in its efforts to make its' schools even safer. For this reason we have implemented the following plan, so please do not be alarmed by this precautionary action.

I. DRILLS

Although it is unlikely that the Emergency Response Plan will need to be fully activated at this school, the possibility still exists. Therefore, to prepare all members of the school community, including your child, to act on a moment's notice, we will be conducting emergency practice drills. These drills will occur on a periodic basis throughout the year. In addition to practicing the drills, we will also be discussing with the students the appropriate actions to take during a number of emergencies. These drills and accompanying discussions are designed to prepare your child to act quickly and to minimize your child's fear should an emergency occur.

II. PARENT-CHILD REUNION CENTER

The Emergency Response Plan also incorporates a systematic approach to reuniting children with their parents. The plan identifies two possible sites for the Parent-Child Reunion Center associated with your child's school. The first site is located on the school grounds, Elementary School (1722 Cecil B. Moore Avenue) or at the Middle School (1821-39 Cecil B. Moore Avenue).In the event that we cannot use any of the school buildings due to an emergency, the school will report to the North Philadelphia Seventh Day Adventist Church, at 1510-14 West Oxford Street.

Due to the unpredictable nature of any emergency, we will only be able to tell you where the ParentChild Reunion Center is located at the time of the emergency. Should it be necessary to activate either of these Parent-Child Reunion Centers, you will be notified of the location via telephone.

III. REUNITING WITH YOUR CHILD

In order to ensure your child's safety, it is necessary for us to establish some protocols related to picking up your child. Therefore, please be advised of the following guidelines when picking up your child from a Parent-Child Reunion Center:

1. No student will be released unless you or an individual designated on the student's Emergency Contact Form arrives to pick up that student. **It is critical that the information and phone numbers on your child's Emergency Contact Form is current.**

2. **You will be required to present valid identification.** This step is required to protect your child from any unauthorized individuals attempting to pick up your child.
3. **You will be required to sign for the release of your child.** This is extremely important as it is our only means of ensuring that all students are accounted for at all times. We recognize that you may be worried and want to be reunited with your child as quickly as possible. However, this system has been established to ensure your child's safety.
4. If you are unable to pick up your child, he/she will be kept at the Parent-Child Reunion Center until alternate arrangements can be made. Your child will be supervised at all times.

SECTION R: APPENDICES

I. KEEPING INFORMED DURING AN EMERGENCY

During a real emergency, you probably will not be able to reach the school by phone as staff will be busy responding to the emergency and the needs of the students. We will, however, make every effort to contact you. Additionally, we may utilize local radio and television station broadcasts to relay information. **Please do not call the school and do not call your child's cell phone during an emergency.** Phone lines need to be kept accessible at all times, and overloading the phone system may mean that the school will not be able to communicate with first responders.

In the event of an emergency requiring the school to close, best efforts will be made to notify all parents by phone, email or via Facebook AFPCS will follow the same schedule and emergency announcements

as the School District of Philadelphia. All emergency announcements are sent out via our text alert system and are listed on Facebook. All students are required to have an updated emergency contact form on file in the office. **Should contact information such as address or phone number change, please notify the office and provide updated information immediately.**

II. POSITIVE BEHAVIOR SUPPORTS

Positive Behavior Supports

Overview

In accordance with IDEA and PDE Chapter 14 and 711, positive rather than negative measures must form the basis of behavior support programs for students who have been determined to be eligible for special education supports and services. Alliance For Progress Chater School ensures all eligible students are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs should include evidence-based or research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques [§14.133(a)].

The following **aversive techniques of handling behavior are considered inappropriate and ARE PROHIBITED** and therefore they are not used at Alliance For Progress Chater School:

- Corporal punishment
- Punishment for a manifestation of disability
- Locked rooms, boxes, or other structures or spaces from which the student cannot readily exit ● Noxious substance
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspension constituting a pattern ● Treatment of a demeaning nature ● Electric shock

Alliance For Progress Chater School has the responsibility for ensuring Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques.

Functional Behavior Assessment

Chapter 14 and 711 require a functional behavior assessment (FBA) prior to developing an individual behavior plan. An FBA usually consists of a team-based assessment and inquiry process through which the team identifies target behaviors and determines the antecedent conditions and consequences in order to arrive at the hypothesized function(s) of the behavior. Then, the team would use this information to design an individualized positive behavior support plan for the child. Under the IDEA, an FBA is required when the behaviors in question result in disciplinary exclusion from school (suspension of more than 10 consecutive days or more than 15 cumulative school days or when expulsion is being considered) and when behaviors are determined to be a manifestation of the child's disability. Under revised Chapter 14 and 711, however, an FBA is also required as a

prerequisite to all individualized behavior support plans. Further, a positive behavior support plan must be developed by the IEP team for eligible children "who require specific intervention to address behavior that interferes with learning." The annotated IEP form promulgated by PaTTAN reinforces the point that an FBA and a positive behavior support plan are required whenever the IEP team determines that the "special consideration" of behavior impeding the learning of self, or others, applies to the student in question.

FBA: The Process

Functional Behavior Assessment (FBA) is a process for gathering information to understand the function (purpose) of behavior in order to write an effective Positive Behavior Support Plan (PSBP). Functional Behavior Assessment is a valuable process to identify positive behavior practices and learning. The identification of the function or purpose of a behavior of concern, guides a team through the development of function-based strategies. Function-based behavior plans are an effective method of addressing behaviors, developing positive proactive behaviors, and increasing academic achievement.

In addition, <u>according to regulatory requirements an FBA must be conducted:</u>

1. When the IEP team checks (√) "yes" under "Special Considerations for <u>behavior</u> that impedes the student's learning or the learning of others.
2. When a behavior violates a "code of student conduct" and is determined by the IEP team to be a manifestation of the student's disability.
3. When a student is removed from his/her current placement as a result of weapon possession, and/or illegal drug possession/use, and/or serious bodily injury.
4. When the student is removed from his/her placement for more than 10 consecutive or 15 cumulative school days and the behavior is determined not to be related to his/her disability.
5. When the school contacts law enforcement.
6. Whenever the IEP team (1) determines that a student's behavior is interfering with his/her learning or the learning of others, and (2) requires additional information to provide appropriate educational programming.

The ultimate goal of an FBA is to develop a testable hypothesis. The hypothesis is an educated guess based on measurable and observational data, which leads a school team to identify the function of the behavior of concern. The information gathered through the FBA process identifies the situations or circumstances when the student engages or does not engage in a target behavior, and identifies the consequences that reinforce the student's engagement in that behavior. This identification process leads to the development of a testable hypothesis.

A hypothesis derived from a completed FBA must provide (a) a precise definition of the target behavior, (b) the antecedent conditions under which the behavior does or does not occur, (c) the consequences that consistently maintain the behavior, and (d) the perceived function the behavior serves the student.

A completed FBA fills in the missing information of the hypothesis statement.

When this occurs (antecedent), the student does (target behavior), in order to get or avoid (function).

There is no one way to complete an FBA; rather the goal of this process is to develop a testable hypothesis. Horner & Sugai (2007) define three levels of FBA as: *Informal FBA, Indirect/Simple FBA,* and *Complex FBA* (see below).

1. **Informal**	♦ Archival Review ♦ Problem-solving Meeting ♦ A-B-C Data
2. **Indirect/Simple**	♦ Checklist ♦ Functional Assessment Interview ♦ Initial Line of Inquiry ♦ Brief Observation/Scatter Plot ♦ A-B-C Data
3. **Complex**	♦ A-B-C Data ♦ Structured, Direct Observation

- An **Informal FBA** is conducted in school by staff who regularly interact with the student. It is conducted as part of school team problem-solving activities.
- An **Indirect/Simple FBA** is conducted by the school entity by individuals such as a school psychologist, special education teacher, or guidance counselor in collaboration with the student team. This level of FBA typically involves interviews, checklists, and brief observation.
- The most intense level of FBA, known as a **Complex FBA**, is conducted by an IEP team or MDT team member of the school, district, or intermediate unit with the school-based student team. This level is the most time intensive and involves interviews and extensive direct observations.

All three levels of FBA maintain the same goals:

- ♦ Define the target behavior.
- ♦ Identify the events/antecedent triggers that reliably predict the occurrence or nonoccurrence of the target behavior.
- ♦ Identify the consequences that maintain the behavior.
- ♦ Identify setting events that increase the likelihood of the occurrence of the targeted behavior.

Permission to Evaluate or Revaluate:

A FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §300.301 through 34 CFR §300.311 to assist in determining whether the child is, or continues to be a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan (PBSP). As with other individualized evaluation procedures and consistent with 34 CFR §300.300 (a) and (c), **parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.**

<u>Positive Behavior Support Plan</u>

A Positive Behavior Support Plan (PBSP) can be used as a proactive action plan to address behavior(s) that are impeding learning of the student or others. PBSPs are appropriate for all students. If developed for a student with an IEP, this becomes a part of IEP. The PBSP includes positive behavioral interventions, strategies, and supports. All Behavior Support Plans should focus on understanding 'why' the behavior occurred (i.e. 'the function' or 'communicative intent'), then focus on teaching an alternative behavior that meets the student's

need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies, and effective communication."
Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

Members of Positive Behavior Support Team:

The members of the Positive Behavior Support Team will depend upon the specific needs of the student in question. In most cases the team may consist of the same members as required and outlined for members of an IEP team. In addition, other experts may be part of the team.

Positive Behavior Support Plan Development:

Developing a PBSP is a process. For the process to be successful, several steps must occur. These steps are as follows:

1. **Address the Problem Behavior**
   - Teacher/staff member makes personal contact with parent/guardian to establish a working relationship, discuss concerns, and brainstorm possible solutions
   - School and classroom interventions are implemented and data collection on outcomes begins
   - If classroom interventions are unsuccessful, teacher informs other professionals that this student exhibits behavior that is interfering with the learning of student and/or peers
2. **Understanding the Problem Behavior/ Conducting the FBA**
   - Team professionals (parents, teachers, counselor, administrator, psychologist, program specialist, language/speech specialist, nurse, etc.) consult to understand the cause of the misbehavior and brainstorm solutions
   - Conduct the appropriate level FBA
3. **Developing a Positive Behavior Support Plan (PBSP)**
   - The Positive Behavior Support Plan Team meets to formally discuss and strategize on:
     . THE RESULTS OF THE FBA
       . Contributing environmental factors
       . Functional factors (**why** the student is misbehaving)
   - A formal plan of action, the PBSP, is developed with behavior goals developed
   - Roles/responsibilities are assigned, many people can be designated on the PBSP
   - A system of communication between the involved parties is formalized
4. **Implementing the Behavior Support Plan**
   - The environment and/or curriculum is changed to support the identified replacement behavior(s) AND general positive behaviors
   - New appropriate behaviors are taught and reinforced
   - Goal(s) acquisition is continuously monitored as specified
   - The communication plan to progress monitor the interventions is followed
5. **Monitoring/Evaluating the Plan**
   - Team members monitor the success of the plan and document progress
   - The team reconvenes to review progress, as appropriate
   - If unsuccessful, team plans next steps (revise, redo, assess, etc.)

III. OVERVIEW OF PHYSICAL RESTRAINTS

22 Pa. Code Chapter 14 and 711 provides guidance on physical restraints. The regulations state that restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used, and the use of **prone restraints is prohibited** in PA educational settings. Prone restraints are those in which a student is held face down on the floor.

A restraint as defined by Chapter 14 and 711 is the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body.

The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him/her from one area to another. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students \when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning.

Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

Requirements When Restraint Used:

The school must notify the parent of the use of restraint to control the behavior of a student. The Bureau of Special Education recommends this notification be within one school day of the restraint. Additionally, there needs to be an IEP team meeting **within 10 school days** of the inappropriate behavior causing the use of restraints. The only reason for an IEP meeting to not take place is if the parent, after written notice, agrees in writing to waive the meeting.

When an IEP meeting occurs, the team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. The outcome of this meeting must be documented.

Restraint Contained in an IEP:

The use of restraints may be included in a student's IEP ONLY if the following conditions apply:

- The restraint is utilized with specific component elements of positive behavior support.
- The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

- Staff is authorized to use the procedure *and have received the necessary training required to safely implement the use of restraints.*
- There is a plan in place for eliminating the use of restraints through the application of positive behavior support.
- The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
- Parental consent is obtained prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 711.46(f).

Reporting of Restraints:

Chapter 14 and 711 requires reporting of restraints in the Commonwealth. The web-based system for reporting restraints was developed by the Pennsylvania Department of Education and is known as RISC (Restraint Information System of Collection). It can be accessed through the PDE Integrated Monitoring System and is only accessible to individuals designated by the LEA.

Anytime a restraint is used, it must be reported to PDE via RISC. It is also the responsibility of the home school district/LEA to report all incidents of restraints, even for those students attending an Approved Private School or out of district placement. If a school district does not have any restraints within a school year to report, they must still complete quarterly reporting within the RISC system by given due dates.

Each time a restraint is entered into RISC, the Bureau of Special Education (BSE) staff is notified. A person from the Bureau reviews the data within ten working days of recording. If BSE has questions, the contact person for the school entity will be notified.

IV. CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

Personnel Responsible for Assuring Confidentiality:

The Chief Executive Officer of Alliance for Progress Charter School shall assume ultimate responsibility for ensuring the confidentiality of any personally identifiable information. Directors of Academics, Instructional coaches, Enrollment Specialist, Teachers, Paraprofessionals, Principal, Specialized Services Coordinator, Administrative Staff and Human Resources personnel are furthermore responsible for assuring confidentiality.

Statement of Policy:

An official student record shall be maintained for each student. This record shall contain only certified information of recognized importance and may be used only for the benefit or welfare of the student. Any other records shall be considered provisional and temporary and shall be destroyed when their usefulness is no longer apparent or when the student leaves the school. Records shall be directly accessible only to the professional staff, the student, and the parent. Alliance for Progress Charter School recognizes the need to protect the confidentiality of personally identifiable information in the education records of all students. This policy has been prepared to insure the privacy rights of the parents and the student with and without disability, in the collection, storage, disclosure, and destruction of these records. Toward that end, this policy incorporates provisions from the Regulations of the State Board of Education of Pupil Records (Pa. Code 22. Ch. 12), the Family Educational Rights and Privacy Act of 1974, as amended July 6, 2000 ("FERPA", 34 CFR Part 99), the Confidentiality Section of P.L. 94-142, the Individuals with Disabilities Education Act ("IDEA") and its implementing regulations in CFR Part 300 (relating to assistance to states for the education of children with disabilities), and Chapter 711, Charter School Services and Programs for Children with Disabilities.

Definitions:

Administrative data refers to achievement, evaluation, and attendance records that shall be maintained in the official student record. This record shall include such items as name of the student, sex, place and date of birth, name of parent, address, telephone number, academic credits earned, attendance dates, and enrollment dates.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student's name, address social security number, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height if member of athletic team, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and other similar information. Alliance for Progress Charter School will not release directory information without parent consent.

Disclosure means permitting access, release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

Destruction means the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Educational agencies mean a public agency, home school, private school, approved private school or private agency, school district, Intermediate Unit, or the Department of Education, or any component

part thereof, which collect, maintain, or use education records containing personally identifiable information or from which such records or information is obtained.

Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99.3 (the regulations implementing FERPA). The records are directly related to a student and maintained by an educational or participating agency or institution or by a party acting for the agency or institution. The records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons, which are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other individual except a temporary substitute. The records also do not include:

A. Records of an educational agency or institution that contain only information about an individual after they are no longer a student at that agency or institution. An example would be information collected which pertains to the accomplishments of its alumni.

B. Records relating to an eligible student which were created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in their professional capacity or assisting in that capacity and (1) are made, maintained, or used only in connection with treatment of the student, (2) are not disclosed to anyone other than individuals providing treatment, and (3) may be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition "treatment" does not include remedial educational activities or activities which are a part of the program of instruction at the educational agency or institution.

Eligible student means a student who has attained 18 years of age or is a high school graduate. Under the regulations of FERPA, the rights of parents regarding education records are transferred to student in regular education at age 18. The rights of parents regarding education records are transferred to students in special education at age 21.

Legitimate educational interest describes a purposeful educational involvement with a student in which there is direct responsibility for providing instruction or support service.

Parent includes a natural parent, a guardian, or an individual acting as a parent of a student in the absence of a parent or guardian. Alliance for Progress Charter School presumes that the parent listed on the enrollment form has the authority to inspect and review records relating to their student. Parents not listed must provide documentation before viewing records.

Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained.
Personally identifiable information includes, but is not limited to:

A. The student's name; the name of the student's parent or other family member.

B. The address of the student or student's family.

C. A personal identifier, such as social security number or student number.

D. A list of personal characteristics which make the student's identity traceable.

E. Other information that would make the student's identity traceable.

Provisional records include sensitive but potentially useful information not yet verified or clearly needed beyond the immediate present such as psychological reports or disciplinary records.

Record includes information or data recorded in any medium, including but not limited to, handwriting, print tapes, film, microfilm, and microfiche.

School officials refer to administrators, teachers, and other professional personnel who have legitimate educational interest and are directly responsible for the instruction or the health and safety of a student while in attendance at school.

Student means any individual who is or has been in attendance at an educational agency or institution and for whom the agency or institution maintains records.

Responsibility and Authority:

The Alliance for Progress Charter School Board of Trustees ("Board") has primary responsibility for the development of this policy and oversight of its implementation, via an annual audit. Only records mandated by the Commonwealth of Pennsylvania or federal government or specifically permitted by the Board may be compiled.

Toward that end, the Chief Executive Officer of Alliance for Progress Charter School is designated to prepare an administrative policy which incorporates relevant legal provisions regarding the compilation, maintenance, access to, and security of student education records and to supervise adherence to the policy.

Collection of Education Records:

A. Initiation of Student Records:

a. An official student record shall be initiated by Alliance for Progress Charter School, or the first school attended and shall be maintained by the Enrollment specialist under the security and responsibility of the Chief Executive Officer, School Principal, or their designates. The School Coordinator of Specialized Services shall maintain special education records under the same conditions.

B. Transfer of Education Records:

a. When the education records for a student with a disability are transferred from a public agency, private school, approved private school or private agency to a charter school, the public agency, private school, approved private school or private agency from which the student transferred shall forward all of the student's education records, including the most recent Individualized Education Program ("IEP"), within 10 business days after the public agency, private school, approved private school or private agency is notified in writing that the student is enrolled in a charter school.

b. When the education records for a student with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school, the charter school shall forward the student's education records, including the most recent IEP, within 10 business days after the charter school is notified in writing that the student is enrolled at another public agency, private school, approved private school or private agency. C. Types of Data Included in Education Records:

a. Administrative data: Minimum data will be kept concerning achievement, evaluation, and attendance and shall be maintained in the official student record. This record shall include such items as name of the student, sex, place and date of birth, name of parent, address, telephone number, academic credits earned, attendance records by dates, and enrollment dates.

b. Supplementary data (certified data of clear importance):

i. The medical record is considered part of the official student record and shall be placed in the student's file when they leave the school system. At Alliance for Progress Charter School, the school nurse and the front office administrative staff maintain medical records.

ii. Standardized intelligence and aptitude test scores, interest inventory results, health data, family background information, and teacher or counselor ratings and observations may be included in the official student record. Service awards, achievements, volunteer services in school or community, part-time work, and other items considered enhancing to a student may be recorded in the official student record. Verified reports of serious recurrent behavior problems and verified reports of constructive acts also may be included in the official record.

iii. A parent or eligible student may request that specific date be placed in the official student record. If such information is verified and has recognized relevance it may be

added to the record. If the teacher or counselor refused to accept the material, the parent or eligible student may appeal the decision to the School Principal.

iv. A parent or eligible student may submit a statement concerning any material in the official student record. Such a statement shall be dated and signed and shall be kept in the record as long as the data it concerns remains in the official record.

c. Provisional records: Types of data include sensitive but potentially useful information not yet verified or clearly needed beyond the immediate present.

i. Psychological reports: A release must be obtained from the parent before psychological reports are provided to any non-school personnel or non-custodial parent. School personnel who need to know the relevant educational contents are informed as to the confidentiality and security needs of psychological reports. When a psychological evaluation has been made, a notation will be made in the official student record that the student was individually evaluated, the tests administered and the dates of administration and parent/student conference.

ii. Pertinent information, which may include: disciplinary records, family financial data, interest inventory results, medical information, teacher anecdotal records, legal findings, and clinical records.

d. Professional notes: The professionals who are directly involved with the student's health, education, and welfare may maintain personal and confidential files containing notes, transcripts of interviews, clinical diagnoses, and other memory aids for their own use. Such data are to be considered confidential and treated as such. All such data must be destroyed when their usefulness is no longer apparent or when the student leaves the school system. Professional notes, when not shared with others, are not considered education records. They should also be destroyed when their usefulness is no longer apparent, in accordance with the professional's licensing regulations.

Inspection and Disclosure of Education Records:

A. Right to Inspect or Examine Official Student Records:

a. Parent or eligible student: The school shall permit parents or an eligible student to inspect and review any relevant education records that are collected, maintained, or used. Parents of children in special education may also review all education records relating to the identification, evaluation, educational placement of, and the provision of free appropriate public education to their student. Written requests to inspect or examine records should be addressed to the School Principal. Such requests will be met before any IEP meeting or hearing, and in no case more than 20 business days after a request is received.

i. The right to inspect and review education records includes: (1) the right to a response from Alliance for Progress Charter School to reasonable requests for explanations and interpretations of the record; (2) the right to request that the school provide copies of the records containing the information, if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review; and (3) the right to have a representative of the parent inspect and review the records.

ii. The school may charge a fee, equal to the actual cost of reproduction, for copies of records that are made for parents, if the fee does not effectively prevent the parents from exercising their right to inspect and review the records. The school will not charge a fee to search for or to retrieve information.

iii. In the event that parents of a student are separated or divorced, either or both parents may have access unless a legal restraining order prohibits such access to a particular parent.

iv. Parents and students will be informed of the list of types of student records and their right of access to them. The information will be distributed annually.

v. If any education record includes information on more than one student, the parents of one of the students have the right to inspect and review only information relating to their student or to be informed of that specific information.

vi. Alliance for Progress Charter School shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the school.

b. Disclosure of records with written consent: Whenever records are inspected or disclosed upon written consent, it shall be only under the following circumstances.

i. The parent or eligible student shall provide a signed and dated written consent before Alliance for Progress Charter School discloses personally identifiable information from the student's education records (except as provided in FERPA, Sec. 99.31). The written consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure may be made. Upon request, the parent or eligible student shall be provided with a copy of the records disclosed.

ii. Where individual consent is required, the student's consent shall also be obtained when they are reasonably competent to understand the nature and consequences of their decision.

iii. No statement of consent shall be binding unless it is freely given after the parent or eligible student has been fully informed as to the methods by which the information will be collected and the uses to which it will be put.

c. Disclosures of records without written consent: Pursuant to Sec. 99.31 (FERPA), Alliance for Progress Charter School may disclose personally identifiable information from the education record of a student without consent if the disclosure meets one or more of the following conditions:

i. The disclosure is made to the professional staff of Alliance for Progress Charter School who have been determined to have a specific, legitimate educational interest, including teachers, administrative personnel, counselors, speech therapist, psychologist, and school nurse. Specially excluded are student teachers and teaching assistants. Written consent must be obtained by student teachers of the preparation of case histories to fulfill college requirements.

ii. Law enforcement and judicial authorities may receive a report of a crime committed by a student with a disability from the school. The school is not prohibited

from reporting a crime committed by a student with a disability to appropriate authorities or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law. When reporting a crime committed by a student with a disability, the school shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime. When reporting a crime under this section, the school may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

iii. The officials of another school system in which the student intends to enroll, upon condition that reasonable effort be made to notify the parent or eligible student of the material to be disclosed and of their right to obtain copies of the material to be disclosed and to request amendment of the records.

iv. Federal and state officials for the purpose of an audit and evaluation of federally supported education programs or for enforcing or complying with federal legal requirements, which relates to these programs. In formation provided shall contain the minimum necessary information that is personally identifiable, and such information shall be destroyed upon completion of such audit, evaluation, enforcement, or compliance.

v. Persons or agencies in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

vi. Persons or agencies in compliance with a judicial order pursuant to any lawfully issued subpoena. The parent or eligible student shall be notified of all such orders and Alliance for Progress Charter School compliance. The parent or eligible student may receive a copy of the information released if desired copies will be provided at the actual cost of reproduction.

vii. The disclosure is to authorized representatives of the Comptroller General, the Secretary, or state and local educational authorities.

viii. The school may provide anonymous directory information from its records, including the official student record, for research purposes without consent under conditions where there is no likelihood of identifying any individual.

d. Lists of identifying names and addresses: This information shall not be released to any outside agency.

B. Right to Inspect or Examine Provisional Records:

a. Parent or eligible student: Access is the same as for official student records.

b. Without written consent of parent or eligible student: No provisional records may be released without written consent of the parent or eligible student, except as specified below.

i. Information from psychological evaluations may be released without written consent to authorized school personnel at Alliance for Progress Charter School only.

ii. Psychological reports shall not follow a student from Alliance for Progress Charter School without written consent, except in situations where such reports are necessary for educational placement or for the student's health and welfare.

iii. The school may not disclose information not originated by Alliance for Progress Charter School (i.e. psychiatric reports, agency reports, etc.). The originating person or agency must disclose such information. C. Requests for Inspection and Disclosure:

a. Alliance for Progress Charter School shall maintain a record, with the student's education record, of each request for access to and each disclosure of personally identifiable information. For each request or disclosure, the record must include the parties who have requested or received information and their legitimate interest. Exceptions include the parents, eligible student, school officials, and a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a federal grand jury or other law enforcement.

b. The Chief Executive Officer of Alliance for Progress Charter School shall maintain a current listing of names and positions of those who are authorized to have access to personally identifiable information in the education records of all students.

The Storage and Destruction of Education Records:

Alliance for Progress Charter School shall maintain education records for students with and without disabilities in a manner consistent with the regulations for FERPA in 34 CFR Part 99.

Relevant files that are stored in more than one location are regarded as part of the student's overall education records. At Alliance for Progress Charter School, cumulative record folders are maintained in the Administration Building. The files of students obtaining special education services are maintained in the Administration Buildings. Medical records are maintained in the nurse's offices at both the Middle School and Elementary School. Psychological test protocols and speech and language records are maintained in the Administration Buildings. All records are confidential, secure, and made available only to authorized personnel with the approval of the Chief Executive Officer, School Principal, School Specialized Services Coordinator, or Enrollment specialist. A. Periodic Review and Deletion of Data:

a. Parents shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. Prior to its destruction, Alliance for Progress Charter School shall send written notification to the parent or eligible student which shall inform them of their right to receive a copy of material, originated by the school, to be destroyed. Parents or eligible students will be informed of material, not originated by the school (i.e. psychiatric reports, agency reports, etc.), to be destroyed. The originating person or agency must disclose copies of such information.

b. Upon request of the parent, personally identifiable information no longer needed must be destroyed, with the following exception: a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

c. Except as stated above, nothing in this section shall be construed to mean that Alliance for Progress Charter School is required to destroy education records.

d. No education records will be destroyed that contain information necessary of the education of the student who is enrolled. B. Longevity of Data:

a. Administrative data shall be maintained by Alliance for Progress Charter School for a period of at least 20 years beyond the date that the student attains the age of 21.

b. Professionals shall eliminate unnecessary supplementary data at periodic intervals. In any case, the student's medical record shall not be destroyed for a period of at least five years after the student ceases to be enrolled in Alliance for Progress Charter School. Exceptions may be made where, under rigorous standards and impartial judgment, good cause for their retention can be shown.

Amendment of Education Records:

A. A parent or eligible student who believes that information contained in the education records collected, maintained, or used is inaccurate or misleading or violated the privacy rights of the student, may make a request to the School Principal that the records be amended.

B. Alliance for Progress Charter School shall decide whether to amend the information in accordance with the request within 10 business days from receipt of the request.

C. If the school agrees to amend the disputed information, the parent or eligible student shall be notified in writing.

D. If the school refuses to amend the information in accordance with the request, it shall inform the parent or eligible student in writing of the refusal, the reason(s) for that refusal, and their right to a hearing under FERPA, Sec. 99.21.

Hearing Rights and Procedures:

A. Alliance for Progress Charter School shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student.

B. The hearing must meet, at a minimum, the following requirements:

a. The school shall hold the hearing within 20 business days after it has received the request for a hearing.

b. The school shall give the parent or eligible student notice of the date, time, and place of the hearing within five business days of the request.

c. 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.

d. The parent or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice, including an attorney, at their own expense.

e. The decision of the hearing panel shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision. This decision will be rendered in writing within 30 days after conclusion of the hearing. A copy of the decision will be retained in the official student record. C. Hearing results:

a. If, as a result of the hearing, Alliance for Progress Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the information accordingly and so inform the parent in writing.

b. If, as a result of the hearing, Alliance for Progress Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy rights of the

student, it shall inform the parent of the right place in the student's records, a statement commenting on the information or setting forth reasons for disagreeing with the decision. The statement must:

i. Be maintained as part of the records of the student as long as the contested portion is maintained.

ii. Be disclosed, if the records of the student or the contested portion is disclosed to any party.

Parent Notification:

A. Annually, parents will receive a description of their rights under FERPA and implementing regulations, including the right to:

a. Inspect and review the student's education records.

b. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.

c. Be notified of the procedures for:

i. Exercising the right to inspect and review education records.

ii. Requesting the amendment of records.

d. Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA, Sec. 99.31 authorizes disclosure without consent to, for example, school official with legitimate educational interest.

e. File, with the United States Department of Education, a complaint concerning alleged failures by the school to comply with the requirements of FERPA. B. Upon request, parents may receive:

a. A description of the student on whom personally identifiable information is maintained, the types of information sought, the methods used to gather information (including the source), and the uses to be made of the information.

b. A summary of the policies and procedures regarding the storage, disclosure to third parties, retention, and destruction of personally identifiable information.

c. Specification of criteria for determining who constitutes school official s and what constitutes a legitimate educational interest.

d. A list of the types and locations of education records collected, maintained, or used by Alliance for Progress Charter School.

C. Alliance for Progress Charter School shall provide effective notification to parents or eligible students identified as having a primary or home language other than English and to parents or eligible students who are disabled.

Safeguards:

A. Alliance for Progress Charter School shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

B. The Chief Executive Officer shall assume responsibility for ensuring the confidentiality of any personally identifiable information.

C. All persons collecting or using personally identifiable information must receive training or instructions regarding policies and procedures.

D. Alliance for Progress Charter School shall maintain, for public inspection, a current listing of the names and positions of those school employees who may have access to personally identifiable information.

E. Students shall be afforded the rights of privacy similar to those afforded to parents, taking into consideration the age of the student and type or severity of disability, if any.

F. Parents and students who wish to file complaints with regard to compliance with this policy may do so by contacting the Chief Executive Officer.

a. If further appeal is necessary, the parent or eligible student may contact the Family Policy Compliance Office, U.S. Department of Education, 600 Independent Avenue, SW, Washington, DC 20202-4605, Phone: (202) 260-3887.

b. With regard to complaints concerning violation of privacy rights in special education, contact may be made to: Chief, Division of Compliance, Monitoring and Planning, Bureau of Special Education, Pennsylvania Department of Education, 333 Market Street, 7th Floor, Harrisburg, PA 17126-0333.

Implementation:

A. The School Principal or designated personnel will screen all student records to eliminate any material in contradiction to this policy statement.

B. Items removed from the file during the screening process will be destroyed.

C. Upon adoption of this policy by the Alliance for Progress Charter School Board of Trustees:

a. Parents and eligible students will be notified annually of the policies and procedures.

b. Professional staff will be informed of this policy.

D. The *Confidentiality of Student Education Records Policy and Guidelines* will remain on file with the Chief Executive Officer and be available upon request.

V. STUDENT ADMISSIONS POLICY & ENROLLMENT PROCEDURE

Alliance For Progress Charter School is a public school operating under a charter granted by the Commonwealth of Pennsylvania and the School District of Philadelphia. Admission to the school is open to all eligible students who reside within the City of Philadelphia. Alliance For Progress Charter School does not discriminate on the basis of race, color, nationality, creed, ethnicity, mental and physical disability, proficiency in English, or prior academic achievement when admitting students. Alliance For Progress Charter School offers sibling preference for any applicant that has a sibling currently attending or a sibling that has graduated from Alliance For Progress Charter School offers

In addition, Alliance For Progress Charter School adheres to the following admissions policies:

- Outside of the lottery process, when seats are available during the school year Alliance For Progress Charter School shall normally enroll a child the next business day but no later than 5 business days of application (which includes receipt of proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey).
- A child's right to be admitted to the school is not conditioned on the child's immigration status and Alliance For Progress Charter School does not inquire regarding the immigration status of a child as part of the admission process.
- Alliance For Progress Charter School administers a home language survey to all students seeking first time enrollment in its school.
- Although additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) may be requested in the admissions process, Alliance For Progress Charter School does not prohibit or delay admission contingent upon receipt of this additional information.
- Alliance For Progress Charter School does not deny enrollment or discriminate in admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services or on the basis of intellectual ability. Admission criteria do not include measures of achievement or aptitude.

VI. PARENT SIGNATURE PAGE

Alliance for Progress Charter School
Elementary School: 1722 N. Cecil B. Moore Ave. Philadelphia, PA 19121
Middle School: 1821 N. Cecil B. Moore Ave. Philadelphia, PA 19121
TEL: 215-232-4892 FAX: 267-792-3921

July 2026 26-27 Parent Signature Page

Greetings,

You are given a copy of the 26/27 Student/Parent Handbook

You are also given a copy of the Parent Report Card Checklist
We also posted the updated Student/Parent Handbook on our website, on ClassDojo, and sent via email.

Please sign and return this page by October 2nd, 2026 **to certify that you have read and reviewed the handbook**. The expectation is 100% of parents return this sheet to the main office to keep their file in good standing.

Thank you!

_____ _____
Parent Name Date

_____ _____
Parent Signature Date

_____ _____
Student Name Date

_____ I do NOT want my child's photograph to be used in any school wide releases (ClassDojo, Website, Bulletin Boards… Etc.)

VII. STUDENT MODE OF DISMISSAL FORM

Alliance for Progress Charter School
Elementary School: 1722 N. Cecil B. Moore Ave. Philadelphia, PA 19121
Middle School: 1821 N. Cecil B. Moore Ave. Philadelphia, PA 19121
TEL: 215-232-4892 FAX: 267-792-3921

July 2026 26-27 Student Mode of Dismissal Form

Greetings,
This form must be completed for every child, regardless of grade. Multiple students within the same family/household can be listed on one form. A copy of the form will be placed in each student's file.

If there are any changes to the dismissal plan, a new, dated form must be completed. Our staff will adhere to the mode of dismissal on the most recently dated form.

Each child must be listed on a separate line.

Print Student First & Last Name	Student Grade	Mode of Dismissal (Please check) all that apply. If multiple modes are selected – you Must specify the conditions or days.
		o Parent/Guardian Pick-up o Bus o After-Care Program – name: _____ o Walker o Special Circumstance (Specify below)
		o Parent/Guardian Pick-up o Bus o After-Care Program – name: _____ o Walker o Special Circumstance (Specify below)
		o Parent/Guardian Pick-up o Bus o After-Care Program – name: _____ o Walker o Special Circumstance (Specify below)
		o Parent/Guardian Pick-up o Bus o After-Care Program – name: _____ o Walker o Special Circumstance (Specify below)

Describe special circumstances: _____

_____

_____

Print Parent/ Guardian Name _____

Parent/ Guardian Signature _____ Date _____