Parent Handbook
2011-2012

Lower School
1821-39 Cecil B. Moore Avenue, Philadelphia, PA 19121

Upper School Annex
1630 N. 16th Street, Philadelphia, PA 19121

Upper School
1632 N. 16th Street, Philadelphia, PA 19121

Website: www.afpcs.org
Phone: 215-232-4892
Fax: 215-232-4893

“Working Together to Achieve Greatness”
Dear Parents,

Welcome to the 2011-12 school year! I am looking forward to another terrific school year. Throughout the years, the staff and parents have shown a deep, caring commitment to the children attending our school. I share that same care and commitment and will always focus on providing your child with successful and positive learning opportunities.

Educational success for all students cannot be complete without an effective partnership with all parents. You are the most essential part of your children's education and it is important that we build a strong relationship in order to best serve your children’s educational needs. Likewise, your input and involvement is greatly appreciated as we work to accomplish our school goals.

I am looking forward to an awesome 2011-12 school year!

Keeping Kids First,

Maria A. Snipe

Maria A. Snipe
CEO
Board of Directors

Marilyn H. Rivers, President
Bruce Trawick, Esq. Vice President
Shirley Davis
Larry Griffin
Christopher Neilson
Dr. Jayminn S. Sanford-DeShields
Edith Moore Stephens
Karen Trawick

Administrative/Leadership Team

Maria Snipe-Chief Executive Officer
Tina Lloyd-Principal of the Lower School
Joanna Bermudez-Principal of the Upper School
Kyshia Frye-Business/Human Resource Coordinator
Jeana Grace-Instructional Director
Jansen Ormont-Assessment & Curriculum Coordinator
Kristi Tedeschi-Special Education Director
Dwayne Grayson-Dean of Students
Jacqui Cummings-Counselor

Secretaries

Leandra Bowie-Lower School Secretary
Takesha Kirkland-Upper School Secretary
Sara Murphy-Administrative Assistant

Parent Advisory Board

George Fitchett, President
Charmaine Sudler-Milligan, Vice President
# TABLE OF CONTENTS

2011-2012 Staff Listing ......................................................................................................................... 1

2011-2012 School Calendar .................................................................................................................. 2

PREPARATION FOR LEARNING ........................................................................................................ 3

MISSION, VISION, FOCUS AND PURPOSE .................................................................................. 3

EDUCATIONAL PROGRAMS .............................................................................................................. 4

  Promotion, Acceleration and Retention  
  Homework Policy  
  Summer School  
  Tutoring  
  Promotion Requirements  
  Special Education and Students with Disabilities

POLICIES .............................................................................................................................................. 14

  Attendance  
  Unexcused Absence  
  Early Dismissal  
  Lateness  
  Truancy  
  Cell Phones  
  Late Fees  
  Jewelry  
  Escorts  
  Classroom Visitation  
  Uniforms  
  Outstanding Balances/Money Owed to AFPCS

PROGRAMS AND SERVICES ............................................................................................................. 20

  Breakfast and Lunch Programs  
  Before and Aftercare

PROTOCOL ............................................................................................................................................. 21

HEALTH INFORMATION ..................................................................................................................... 22

POSITIVE CLASSROOM MANAGEMENT ....................................................................................... 22

MANDATED REPORTS ........................................................................................................................ 31

ENROLLMENT AND RE-ENROLLMENT ............................................................................................ 32

PARENT ADVISORY BOARD ............................................................................................................. 33

TITLE I .................................................................................................................................................. 34

PARENT ACKNOWLEDGEMENT PAGE ............................................................................................. 35
2011-2012 Staff

Kindergarten Teachers
Lauren Guarini
Kasey McConnell
Rachel Butler

First Grade Teachers
Husniyah Freeman
Laurie Mondelblatt

Second Grade Teachers
Kristen Nicolais
Jessica Yorgey

Third Grade Teachers
Deidra Mulhern
Veronika Paluch

Fourth Grade Teachers
Stephanie Greco
Melissa Walters

Fifth Grade Teachers
Julieann Cappuccino
Erin Keeney

Sixth Grade Teacher
Lauren Moyer

Seventh Grade Teacher
Gerald Dessus

Special Education
Justin Allegra
Gabrielle LaScala

Technology Teachers
Mary Beth Hertz
Kyle Ames

Art Teacher
Carissa Kramer

Physical Education /Health Teacher
Caitlyn Potter

Reading Specialist
Heather Sannelli

Para-Educators
Carmen Flores-Kindergarten
Leah Rice-First Grade
Nicole McDowell-Fourth Grade

Academic Support Personnel
LaQuisha Anthony
Kareem Brown
Tobin Young

Behavior Support Personnel
William Bazemore-Lower School
Aaron Peterson-Upper School

Cafeteria Managers
Brenda Reid-Lower School
Monica Warner-Upper School

Cafeteria Assistant
Hope Jackson-Upper School

Building Superintendent
James Grimes

Maintenance Engineer
Craig Paulin

School Security
Maulvi Lewis
Gregory Keeley
**Alliance For Progress Charter School**  
**School Year Calendar, 2011-2012**

Total School Days: 182 (Grades 1-7), 180 (Kindergarten) (School year may be extended due to inclement weather)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 2011</td>
<td>Labor Day, <em>Administrative Offices and Schools Closed</em></td>
</tr>
<tr>
<td>September 6, 2011</td>
<td>1st day of school for grades 1-7 and Kindergarten #1</td>
</tr>
<tr>
<td></td>
<td>(Kindergarten #2 do NOT report to school)</td>
</tr>
<tr>
<td>September 7, 2011</td>
<td>2nd day of school for grades 1-7 and Kindergarten #1</td>
</tr>
<tr>
<td></td>
<td>(Kindergarten #2 do NOT report to school)</td>
</tr>
<tr>
<td>September 8, 2011</td>
<td>3rd day of school for grades 1-7 and Kindergarten #2</td>
</tr>
<tr>
<td></td>
<td>(Kindergarten #1 do NOT report to school)</td>
</tr>
<tr>
<td>September 9, 2011</td>
<td>4th day of school for grades 1-7 and Kindergarten #2</td>
</tr>
<tr>
<td></td>
<td>(Kindergarten #1 do NOT report to school)</td>
</tr>
<tr>
<td>September 12, 2011</td>
<td>All Students report to school.</td>
</tr>
<tr>
<td>October 7, 2011</td>
<td><em>Noon Dismissal</em> – Staff Development</td>
</tr>
<tr>
<td></td>
<td>- Aftercare cancelled on these days</td>
</tr>
<tr>
<td>October 10, 2011</td>
<td>Columbus Day, <em>Administrative Offices and Schools Closed</em></td>
</tr>
<tr>
<td>October 31, 2011</td>
<td><em>School Closed</em> – Staff Only – Professional Development</td>
</tr>
<tr>
<td>November 11, 2011</td>
<td>Veteran’s Day, <em>Administrative Offices and Schools Closed</em></td>
</tr>
<tr>
<td>November 23, 2011</td>
<td><em>Noon Dismissal</em> – Students and Staff - Aftercare cancelled on these days</td>
</tr>
<tr>
<td>November 24-25, 2011</td>
<td>Thanksgiving Holiday, <em>Administrative Offices and Schools Closed</em></td>
</tr>
<tr>
<td>December 21-22, 2011</td>
<td><em>Noon Dismissal</em> – 1st Trimester Report Card Conferences</td>
</tr>
<tr>
<td></td>
<td>- Aftercare cancelled on these days</td>
</tr>
<tr>
<td>December 23, 2011</td>
<td><em>Noon Dismissal</em> – Students and Staff - Aftercare cancelled on these days</td>
</tr>
<tr>
<td>December 26-30, 2011</td>
<td>Winter Recess, <em>Schools Closed</em></td>
</tr>
<tr>
<td>January 2, 2012</td>
<td>Winter Recess, <em>Schools Closed</em></td>
</tr>
<tr>
<td>January 16, 2012</td>
<td>Dr. Martin Luther King Day, <em>Administrative Offices and Schools Closed</em></td>
</tr>
<tr>
<td>January 27, 2012</td>
<td><em>School Closed</em> – Staff Only – Professional Development</td>
</tr>
<tr>
<td>February 17, 2012</td>
<td><em>School Closed</em> – Staff Only – Professional Development</td>
</tr>
<tr>
<td>February 20, 2012</td>
<td>President’s Day, <em>Administrative Offices and Schools Closed</em></td>
</tr>
<tr>
<td>March 23, 2012</td>
<td><em>Noon Dismissal</em> – Staff Development</td>
</tr>
<tr>
<td></td>
<td>- Aftercare cancelled on these days</td>
</tr>
<tr>
<td>April 4-5, 2012</td>
<td><em>Noon Dismissal</em> – 2nd Trimester Report Card Conferences</td>
</tr>
<tr>
<td></td>
<td>- Aftercare cancelled on these days</td>
</tr>
<tr>
<td>April 6-13, 2012</td>
<td>Spring Recess - <em>School Closed</em></td>
</tr>
<tr>
<td>May 25, 2012</td>
<td><em>Noon Dismissal</em> – Staff Development</td>
</tr>
<tr>
<td></td>
<td>- Aftercare cancelled on these days</td>
</tr>
<tr>
<td>May 28, 2012</td>
<td>Memorial Day – <em>Administrative Offices and Schools Closed</em></td>
</tr>
<tr>
<td></td>
<td>- Aftercare cancelled on these days</td>
</tr>
<tr>
<td>June 15, 2012</td>
<td><em>Noon Dismissal</em> – Last Day for Students</td>
</tr>
</tbody>
</table>
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 can learn and grow.

We encourage parents/caregivers to be actively involved in the school program by:

- setting high expectations for your child;
- teaching and supporting the rules of behavior in our school;
- supporting teachers so they can give the most to each child;
- visiting your child's classroom and communicating regularly with your child's teachers;
- attending parent meetings and serving on the Parent Advisory Board;

Research shows that parents who are involved in their child's educational experience have children who learn better and behave better.

I. PREPARATION FOR LEARNING

Be sure that your child is prepared to learn. Support your child's education by reinforcing the importance of learning something every day, paying close attention to teachers, showing a positive attitude toward learning activities, and completing all homework assignments on time.

You can also help by providing the proper tools for learning: notebook, paper, pencils, and any other items the teacher requests. Please be sure all supplies are available the first day of school. Supplies also may be requested at mid-term (January).

Discuss the following information with your child to ensure that he/she is ready to learn and thrive in our school setting:

1. the importance of wearing the proper uniform each day as indicated in the uniform policy (see pg. 17 )
2. respect ourselves
3. respect others
4. respect our community

II. MISSION, VISION, FOCUS AND PURPOSE

Mission

The mission of Alliance for Progress Charter School is to ensure the achievement and success of every student through a technologically rich and individualized learning environment.

Vision

Our vision is to empower children to develop knowledge, skills, attitudes, behaviors and the technological competence that will make them lifetime learners and achievers in a technologically oriented world.

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.
Purpose

Alliance for Progress Charter School (AFPCS) is a community-based K-7 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.

III. EDUCATIONAL PROGRAM

Alliance for Progress Charter School provides all students with a rigorous, data-driven instructional regimen that is directly aligned to Literacy, Math, Science, and Social Studies Pennsylvania Academic Standards. All students, Kindergarten through Grade 7, participate in a daily Literacy Block which includes modeled, shared, guided, and independent reading and writing. Students rotate to cross-curricular, standards-based Special Area Classes, such as Health/PE, Art, and Technology. Our daily schedule incorporates state test preparation and individualized academic support. Alliance for Progress Charter School consistently continues to improve the quality of instruction offered in order to enhance student academic achievement. In addition, he/she will have access to their in class lending library and our new state-of-the-art computer lab.

Promotion, Acceleration, and Retention

Alliance for Progress Charter School realizes that the personal, social, physical and educational development of students will vary. Accordingly, students will be placed in educational settings that best reflect their needs at various stages of development. Therefore, we adopt and support the policies enforced by the School District of Philadelphia concerning promotion, acceleration, and retention.

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

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

II. Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;

III. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade;
IV. Met all attendance requirements.

The following guidelines identify students at-risk for mandatory summer enrichment and/or retention at their current grade level.

- A student with an F average in both Reading and Math will automatically be retained in their current grade the following school year. Summer enrichment will NOT promote this student to the next grade level.

- A student with a combination of a D and an F average in Reading and Math will automatically be retained in their current grade the following school year (ex: Reading-D, Math-F OR Reading-F, Math-D). Summer enrichment will NOT promote this student to the next grade level.

- A student lacking all or any combination of the grades needed for promotion (listed on back) may be deemed at-risk for mandatory summer school or retention as determined by the instructional staff.

The Chief Executive Officer and the AFPCS Board of Directors have final authority in determining the promotion, acceleration, or retention of students.

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.

### GRADES K-2:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>DAILY</td>
</tr>
<tr>
<td>Reading</td>
<td>DAILY (see reading times below)</td>
</tr>
<tr>
<td></td>
<td>K: 10-15 minutes with an adult</td>
</tr>
<tr>
<td></td>
<td>Grades 1, 2: 15-20 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>DAILY - can be linked to reading, science, social studies</td>
</tr>
<tr>
<td>Math</td>
<td>DAILY</td>
</tr>
<tr>
<td>Science/Social</td>
<td>2 times / week - this can be easily worked into your writing homework.</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
</tr>
</tbody>
</table>

### GRADES 3-7

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>DAILY in each component of the Literacy Block</td>
</tr>
<tr>
<td>Reading</td>
<td>DAILY - include reading response questions (PSSA)</td>
</tr>
<tr>
<td></td>
<td>Required reading time: 30 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>DAILY - can be linked to reading, science, social studies</td>
</tr>
<tr>
<td>Math</td>
<td>DAILY</td>
</tr>
<tr>
<td>Science/Social</td>
<td>2 times / week - this can be easily worked into your writing homework.</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>Penmanship</td>
<td>Students should finish any penmanship at home each night that they did not complete in school.</td>
</tr>
<tr>
<td>Test Prep</td>
<td>DAILY - Buckle Down workbook pages, open-ended response, etc.</td>
</tr>
</tbody>
</table>

### Winter/Spring Break:

Teachers may send home work for the students at their discretion. All students may receive a project-based assignment to return/present after the break.
Homework Violations:

If students are not completing their homework on a consistent basis, parents will be contacted via phone and/or email. Homework completion represents 10% of each student’s report card grade.

Tutoring:

In-house tutoring will be provided for all students who do not exhibit academic mastery in core subjects (Literacy, Writing, and Math). If a student is assigned mandatory tutoring, they will be required to attend tutoring sessions as developed by the school’s Academic Committee. Mandatory tutoring is not optional. Parental support is expected. Students may be required to attend mandatory tutoring if they:

- Perform below proficiency or grade level in any academic area on standardized tests; and/or
- Are not performing on grade level in core academic subjects (Literacy and Math); and/or
- Are not performing on grade level in Writing or Reading, as assessed by Developmental Reading Assessments and the PA Writing Domain.

Promotion Requirements:

**KINDERGARTEN**

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Grades Needed for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Identification</td>
<td>Student can identify 26 out of 26 letters</td>
</tr>
<tr>
<td>Matches Sounds to Letters</td>
<td>Student can give the sound of 20 out of 26 letters</td>
</tr>
<tr>
<td>Literacy</td>
<td>Student receives a grade of S, G, or O</td>
</tr>
<tr>
<td>Reading (Development Reading Assessment Levels)</td>
<td>Students reads at level 3</td>
</tr>
<tr>
<td>Writing Level</td>
<td>Student has a writing level of 4</td>
</tr>
<tr>
<td>Sight Word Recognition</td>
<td>Student recognizes at least 20 Dolch Sight Words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Grades Needed for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Less than 5 unexcused absences</td>
</tr>
<tr>
<td>Behaviors that Promote Learning</td>
<td>S Average (student has less than 8 N's for behavior)</td>
</tr>
</tbody>
</table>

**1ST GRADE**

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Grades Needed for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Identification</td>
<td>Student can identify 26 out of 26 letters</td>
</tr>
<tr>
<td>Matches Sounds to Letters</td>
<td>Student can give the sound of 26 out of 26 letters</td>
</tr>
<tr>
<td>Literacy</td>
<td>Student receives a grade of A, B, or C</td>
</tr>
</tbody>
</table>

| Reading (Development Reading Assessment Levels)     | Students reads at level 16                                                                 |
| Writing Level (PA Assessment Writing Domain)        | Student has a writing level of 6                                                            |
| Sight Word Recognition                              | Student recognizes at least 60 Dolch Sight Words                                            |
| Math                                               | Student receives a grade of A, B, or C                                                     |

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Grades Needed for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Less than 5 unexcused absences</td>
</tr>
<tr>
<td>Behaviors that Promote Learning</td>
<td>S Average (student has less than 8 N's for behavior)</td>
</tr>
</tbody>
</table>
2ND – 7TH GRADE

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Grades Needed for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>Student receives a grade of A, B, or C</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>2nd grade: Student reads at level 28</td>
</tr>
<tr>
<td>(Development Reading Assessment Levels)</td>
<td>3rd Grade: Student reads at level 38</td>
</tr>
<tr>
<td></td>
<td>4th Grade: Student reads at level 40</td>
</tr>
<tr>
<td></td>
<td>5th Grade: Student reads at level 50</td>
</tr>
<tr>
<td></td>
<td>6th Grade: Student reads at level 60</td>
</tr>
<tr>
<td></td>
<td>7th Grade: Student reads at level 70</td>
</tr>
</tbody>
</table>

| Writing Level                              | Student’s writing level is Basic, Proficient, or Advanced |
| (PA Assessment Writing Domain)             |                                                           |

| Math                                       | Student receives a grade of A, B, or C |
|                                            |                                             |

| Attendance                                 | Less than 5 unexcused absences |
|                                            |                                 |
| Behaviors that Promote Learning            | 8 Average (student has less than 8 N’s for behavior) |

The Chief Executive Officer and the AFPCS Board of Directors have final authority in determining the promotion, acceleration, or retention of students.

**Special Education Department**

**Students with Disabilities:**
The special education policies detailed herein were designed and will be implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 – PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), and Pennsylvania Department of Education regulations on Charter School Services and Programs for Children with Disabilities (Chapter 711).

The following six concepts serve as the foundation for Alliance for Progress Charter School’s (AFPCS) special education policy:

**Zero Reject:** As an LEA, AFPCS will provide all students an equal education opportunity, and will not deny any students an education on the basis of a disability.

**Free Appropriate Public Education (FAPE):** All eligible AFPCS students will be provided appropriate special education (determined on a case-by-case basis) and related services at the expense of the charter school in conformity with each student’s IEP.

**Least Restrictive Environment (LRE):** AFPCS will ensure that students with disabilities are educated to the maximum extent appropriate with their non-disabled peers. The educational philosophy of AFPCS is to bring all students into one community of learners, and our preference is to educate students, whenever appropriate, with the appropriate supplementary aids and services necessary for them to participate in the regular classroom experience with their peers.

**Due Process and Parental Involvement:** AFPCS understands that parents must be notified of the intent to evaluate their child for services, and their consent to an initial evaluation before the process begins. Parents will also be involved in the IEP process and will be required to provide consent to the initial placement and provision of services.

**Non-Discriminatory Evaluation:** AFPCS will use a variety of assessment tools and strategies, including information provided by the parents, to gather relevant functional, developmental, and academic information about each special education student. These assessments will not be discriminatory on a racial or cultural basis, and all tests and evaluation materials will be:

- Provided and administered in the child’s native language or other mode of communication.
• Validated for the specific purpose for which they are used.
• Administered by trained personnel.
• Tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.
• Reflective of the child’s aptitude or achievement and not reflective of the child’s impaired sensory, manual, or speaking skills.

Specifically, AFPCS’ special education process has six steps:

1. Child Find
2. Pre-referral
3. Referral
4. Evaluation
5. Individualized Education Program (IEP)
6. Implementation

STEP 1 – Child Find

Each year, AFPCS will publish a notice to the public – via the School District of Philadelphia – that includes:

• A description of available special education services and programs.
• The purpose, time, and location of screening activities provided.
• How to request a screening or evaluation.
• The procedural safeguards and confidentiality rights of parents.

AFPCS understands its obligation to ensure that all students eligible for special education who need special education and related services are identified, located, and evaluated including wards of the state. As such, AFPCS will implement the comprehensive system of screening described in Step 2 below.

STEP 2 – Pre-referral

AFPCS will implement a comprehensive system of screening to identify students who may need to be referred for a Multidisciplinary Evaluation (MDE). Specifically, this system will include, but will not be limited to, the following screening activities: Student Assistance Program Team; performance-based review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screenings; visual screenings; motor screenings; speech and language screenings; and occupational therapy screening. Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening will be conducted at the school unless other arrangements are necessary. The purpose and projected timeline for the screening activities to be conducted will be detailed to parents annually in the student/parent handbook. If parents need additional information about the purpose, time and/or location of screening activities, they can contact the school’s special education coordinator directly.

The Student Assistance Program Team (SAP) is a vital part of AFPCS’ pre-referral process. The SAP Team is intended to provide teachers with some educational intervention strategies to assist students who are having academic or behavioral issues. The team consists of the reading specialist, special education director, curriculum coordinator, behavior management specialist, school counselor, nurse and the principal. The SAP Team process includes:

1. Teacher identifies a student having academic or behavioral difficulties.
2. SAP Team meeting held. Intervention strategies and goals are discussed.
3. Strategies are implemented for at least 30 days.
4. Meeting is held after this period to discuss student progress toward goals.
5. One of three determinations is made: (1) Student has made adequate progress and does not need continued support; (2) Student has made adequate progress, but needs continued support; and (3) Student has not made progress and will require a MDE.
Professional development will be provided to all AFPCS teaching staff on classroom observation and intervention strategies for identifying students who may require special education services. Additionally, workshops on recognizing potential disabilities will be held for parents and additional resources will be available for parents at the school. AFPCS will draw upon outside resources to assist in professional and parent education. These resources include, e.g., the following: the Education Law Center of Pennsylvania, PaTTAN, Intermediate Unit 26, Children with Attention Deficit Disorder, Autism Society of America, Counsel for the Blind, the Learning Disabilities Association of PA, the Mentor Parent Program, the Parent Involved Network, and the PA Initiative on Assistive Technology.

STEP 3 – Referral

Permission to Evaluate: If screening indicates that a student may be eligible for special education or if a request for a Multidisciplinary Evaluation (MDE) is made by a teacher of the charter school, AFPCS will request permission to evaluate from the student’s parent/guardian. The letter requesting parental request will detail the reasons why an evaluation is being requested, evaluation procedures, and an explanation of parental rights and procedural safeguards. Specifically, parents will be informed that they have the right to review screening records, to meet with school personnel to discuss the referral, and to disagree with the referral. Parental written consent must be obtained before an evaluation can be conducted.

AFPCS understands that parental consent for the MDE is not consent for special education services. Furthermore, AFPCS understands that we are not permitted to require a child to obtain a prescription as a condition for attending school, receiving an evaluation, or receiving services.

In addition to the charter school, referral to MDE can be made by the Pennsylvania Department of Education, another state agency, the parents of the child, or the child him/herself. Written parental consent for the initial evaluation must also be obtained in these instances before the MDE can commence.

Absence of Consent: If a parent does not give consent for the evaluation or does not respond to a request for an initial evaluation, AFPCS may pursue permission through due process procedures.

Consent for Wards of the State: When a child who is legally defined as a “ward of the state” (i.e. a foster child, “Ward of the State,” or child in the custody of a public child welfare agency) is referred for special education evaluation, AFPCS will make reasonable efforts to obtain the informed consent from the parent of the child for an initial evaluation.

STEP 4 – Evaluation

Initial Evaluation: Upon receipt of the permission to evaluate from the child’s parent, AFPCS will convene an Evaluation Team to conduct the Multidisciplinary Evaluation (MDE). The Evaluation Team will be composed of qualified professionals (including at least on teacher) and parents. AFPCS will have 60 calendar days from the receipt of the written consent to evaluate to complete the MDE. In conducting the MDE, the charter school will use a variety of assessment tools, including information from the parent – the school will not use a single measure as the sole criterion for determining eligibility. The assessment tools used must:

- Not be discriminatory or racially biased
- Be administered in “the language and form most likely to yield academic, developmental and functional information; unless it is not feasible to provide or administer.”
- Be valid, reliable, and administered by trained personnel
- Must be able to assess child in all areas of suspected disability and to provide relevant information.

The Evaluation Team must also review existing data including local or state assessments and classroom-based observations for all students and determine present academic achievement and developmental needs as part of the evaluation process.

When evaluating a child suspected of having a specific learning disability, the Evaluation Team is not required to take into consideration severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or
mathematical reasoning. The Evaluation Team may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures.

The ultimate aim of the MDE is to answer the following two questions:

1. Is the child identified as having a disability included in the 13 categories of disability defined in IDEA?
2. Does the child require special education and related services as a result of any such identification?

The 13 categories of disability identified in IDEA are:

- Autism
- Deaf-blindness
- Emotional disturbance
- Hearing impairment
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

If the evaluation finds that the child does have a disability as defined above, and that they, consequently require special education and related services, they are defined as a “child with a disability” IEP Team to develop an IEP with recommended educational placement. If the child does not require special education as a result of a classified disability, they are not defined as a “child with a disability.” Furthermore, a child is not a child with a disability if the presenting problem is caused by lack of instruction in reading (including the essential components or reading instruction), lack of instruction in math, or limited English proficiency. Parents will receive an Evaluation Report (ER) at the conclusion of the initial evaluation.

All evaluations will be provided by the school at no charge to the parents. If a child needs special education, the special programs and related services as determined by the IEP team will be provided free by the school. Results of the evaluations will be made available for parental review. Parents also may get evaluation reports from professionals outside the school system and send them to the school.

Reevaluation: Reevaluation will not occur more than once a year unless the parent and AFPCS agree otherwise. Reevaluation will occur at least every three years, unless the parent and the LEA agree that a reevaluation is unnecessary. The exception is reevaluation of students with mental retardation – the PARC Consent Decree requires that these students be reevaluated at least every two years. Reevaluation will begin with a review of existing evaluation data by the IEP Team (see Step 5). This data is to include evaluations and information from parents; local and state assessments and classroom-based observations; and observations by teachers and related service providers. Based on the review of the data, there are two possible outcomes:

1. The IEP Team will identify that additional data is needed to determine:
   - If the child is a child with a disability.
   - Educational needs of the child.
   - Present levels of academic achievement and related developmental needs.
   - Whether the child needs special education and related services.
   - Whether any additions or modifications are needed.
   At this point, AFPCS will issue a Permission to Re-evaluate Form to the parent and begin the necessary assessments upon receipt of consent.

OR

2. The IEP Team will determine that additional data is not needed, which means that the charter school will notify the child’s parents with the reason for that determination and their right to request assessment. AFPCS will not be required to conduct an assessment unless requested by the parents.

AFPCS will not determine that the child is no longer a “child with a disability” without reevaluation.
STEP 5 – IEP

IEP Team: If a child is identified as a “student with a disability,” AFPCS must convene its IEP Team within 30 days from the completion of the evaluation. The IEP Team will be composed of the following persons:

- The parents of a child with a disability;
- Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher, or when appropriate, not less than one special education provider;
- A representative of the local educational agency (LEA) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the LEA;
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- Other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

The IEP Meeting: The IEP meeting will serve as a communication vehicle between parents and school personnel, and will enable them, as equal participants, to jointly decide what the child’s needs are based on evaluations, what services will be provided to meet those needs, and what the anticipated outcomes may be. As noted above, the first IEP Meeting will take place within 30 days of the completion of the MDE.

An invitation will be sent parents to participate in the initial IEP meeting and all subsequent IEP Team meetings. The invitation will include the purpose of the meeting and the accommodations offered. AFPCS will make every reasonable attempt (i.e. certified letters, telephone calls, and/or visits to home or parent’s place of employment) to secure parent participation, and will document each attempt. AFPCS will ensure that the parent receives the ER a minimum of 10 days prior the initial IEP meeting. AFPCS understands that the school is not permitted to use due process procedures to place students in special education. Therefore, if a parent refuses the receipt of special education and related services or fails to respond, the school is not required to convene the IEP Meeting or develop the IEP. In this circumstance, AFPCS will not be in violation for not providing FAPE.

If an IEP team member’s area of expertise is not being discussed/modified in a given meeting, the team member will not be required to attend if both AFPCS and the parent agree in writing. If an IEP team member’s area of expertise is being discussed/modified, the IEP team member may be excused if both AFPCS and the parent agree in writing and if the member’s written input is submitted to the parent prior to the meeting. The parents and AFPCS may agree to use alternative means of meeting, such as videoconferences and conference calls. Parents and the charter school may agree not to convene an IEP meeting to make changes to the IEP after the annual meeting, and instead the Team may develop a written document to modify the current IEP. Upon the parent’s request, AFPCS will furnish a revised copy of the IEP.

IEP Process: The IEP development process is designed to provide an opportunity for resolving any differences between the parents and the school concerning the special education needs of a child with a disability; first, through the IEP meeting, and, second, if necessary, through the procedural protections that are available to the parents. The initial IEP Team Meetings will be used to review the ER and develop the IEP. For reevaluation, the IEP Team will meet to review effectiveness of the current IEP. The IEP Team will also convene as necessary for progress monitoring designed to ensure the effectiveness of instruction.

IEP Document: The IEP will set forth in writing a commitment of resources necessary to enable a child with a disability to receive needed special education and related services. The IEP format will be developed within 30 days after the completion of the ER and will contain the following:

- A statement of the child’s present levels of academic and functional performance, including how the child’s disability affects the child’s involvement and progress in the general curriculum.
A statement of measurable annual goals, including benchmarks or short-term objectives required for those students who take the alternate assessment aligned to alternate standards (e.g., PASA).

A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, (including Extended School Year) and a statement of the program modification or supports for school personnel that will be provided for the child.

The plan for educational placement – an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class.

A statement of any individual modification in the administration of the state or district-wide assessments of student achievement (i.e., PSSA) that are needed in order for the child to participate in a particular state or district-wide assessment, a statement of why that assessment is not appropriate for the child, and how the child will be assessed. For example, if the IEP Team recommends that the student participate in the Pennsylvania Alternative System of Assessment (PASA), instead of the PSSA, the IEP will provide a full explanation of the reasons for providing the child with the PASA instead of the PSSA.

The projected date for the beginning of the services and modification and the anticipated frequency, location, and duration of those services and modifications.

A statement of how the child’s progress toward the annual goals will be measured, how the child’s parents will be regularly informed of their child’s progress toward the annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

AFPCS will use the Pennsylvania Department of Education’s IEP format, which also requires a detail of LRE – the number of hours per week a child receives special education services and the percentage of time the student is literally “outside” the regular education classroom for special education, including the name of the school building or location where services are provided.

When a student with a disability transfers to AFPCS from within the state, AFPCS will implement the student’s current IEP until we adopt the current IEP or develop a new IEP. When a student with a disability transfers to AFPCS from outside the state, the charter school will implement comparable services to those in the child’s out-of-state IEP until we conduct an evaluation, if necessary, and develop and new IEP.

**STEP 6 – Implementation**

Once the IEP team has developed the IEP, AFPCS will issue to the parents the Notice of Recommended Educational Placement (NOREP), again using the Pennsylvania Department of Education’s form. This notice explains the placement or recommended class for the child and explains parental rights. A NOREP will also be provided anytime the school is proposing to change a student’s educational program and/or assignment. If the parent approves the NOREP, AFPCS will implement the IEP as quickly as possible. We understand that a public school district is required to implement the IEP within 10 days of receiving an approved NOREP from parents, and, the charter school will make every effort to implement in a similar timeframe. If the parent does not approve the NOREP, a host of options will be available to them including a meeting with school personnel, pre-hearing conference, mediation, and a due process hearing. These options will be executed according to the timeframe established in IDEA.

Additional implementation components of AFPCS’ special education policy include:

**Procedural Safeguards Notices** – Parents will be provided a Procedural Safeguards Notices (using the Pennsylvania Department of Education’s notice), which outlines the rights and safeguards to be followed according to state and federal regulations in providing AFPE, at least one time per year. Additional copies of the PSN will also be provided to parents whenever there is a notice of disciplinary change of placement, at the time of initial referral or parent request for evaluation, at the first occurrence of filing for a due process complaint, and upon any parent request for a copy.

**Commitment to Inclusion** – AFPCS recognizes the value of including young children with special needs in programs with their peers. Every effort will be made will be to include students with disabilities in the same activities as regular education students as much as is appropriate, with the intention of providing all students with the “least restrictive” educational environment possible. Most students with disabilities are
expected to be learning primarily in the mainstream with their fellow classmates. They will be encouraged to participate and contribute in all services and school activities. These include:

- Health Services
- Transportation
- Arts and Music
- Counseling
- Physical Education & Recess
- Before School Programs
- After School Programs
- Food Service
- Celebrations
- Recreation

Service Delivery - AFPCS will provide the services required by the student, or we will contract with another entity, such as an intermediate unit or school district, to provide the services, if it is determined that school cannot provide level of services that the student needs. The school will attempt to provide all needed services directly, or, in some cases, contract for services with a local IU. The following will be provided through some combination of direct and contracted services:

- Mobility Training
- Adaptive Therapy
- Notifications
- Evaluations
- Psychological and Counseling Services
- Assistive Technology Devices
- Speech and Language Services
- Resource Room and Special Classes
- Occupational Therapy
- Transportation
- Interpreters for Deaf or Hard of Hearing

Our partners for the provision of Special Education and related services include:

- Therapy Solutions
- Germantown Psychological Associates
- Parent Training and Technical Assistance Network (PaTTAN)

Ongoing Monitoring and Parent Involvement – Parents will be kept informed on a regular basis with regard to their child’s progress relative to the goals set forth in the IEP. The student’s teacher will inform them formally on a twice per trimester basis about their progress, and more frequently on an informal basis.

Qualified Handicapped Students:
Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination. AFPCS will ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, AFPCS will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities. In order 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.

These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought-to-be eligible students. AFPCS or the parent may initiate an evaluation if they believe a student is a protected handicapped student.
IV. POLICIES

Hours of Operation: 7:30 a.m. - 5:00 p.m.
School Hours: 8:00 a.m. - 3:15 p.m. (except for noon dismissal)

Attendance Policy:
- Parents' are responsible for their child(ren)'s daily attendance.
- Students must submit a note within 3 days of their return to school for the absence to be considered excused.
- In addition to submitting a written excuse letter/form, parents must contact the school on the day of absence prior to 10:00 a.m.
- If the school does not receive a call, the absence will be coded unexcused.
- Only the following conditions are considered excusable: Illness; Death in immediate family; Copy of Court Summons requiring the student be present; School sponsored activity; Religious holiday (MUST HAVE ADVANCED PERMISSION FROM CEO and is not to exceed 36 hours per school year). Vacations taken during the school year will not be excused, and AFPCS has the right to accept or reject submitted excuse notes/forms.
- Physician statements will be required for 3 or more consecutive days of absence, and for absences in excess of 10 days in a school year. Statements must include actual dates of absence, and date of return or they will not be accepted. Statements must also pertain directly to the student. Students will not be excused for other family members' appointments.
- If a student’s total number of absences exceeds 10 days, parents must meet with the CEO and Board to discuss the state of the student’s enrollment.
- If at any point a student accumulates 20 days of absence, or 10 consecutive days of absence, he/she may be automatically dropped from AFPCS enrollment, and required to attend another academic institution.
- Failure to comply with the attendance policy, and any resulting penalties (signing of acknowledgment letters; attendance at meetings etc.), will be considered policy noncompliance. When considered noncompliant, a student will be immediately suspended for 3 consecutive days, or until a parent schedules a meeting with the Board and CEO. If a meeting is not scheduled within the 3 days, an expulsion hearing may be scheduled. If during this period a student attempts to enter the building, it will be considered trespassing and the proper authorities will be contacted. Please See Discipline Policy.

Unexcused Absences:
- The accumulation of 3 unexcused absences will result in written notification to the parent, a portion of which must be signed and returned; An Attendance Monitoring Report may be started, and the student's address and phone number will be verified. The accumulation of 3 or more unexcused absences will also result in the notification of the School District of Philadelphia, which will apply its own penalties.
• The accumulation of 6-10 unexcused absences will result in a mandatory meeting between the parent and student, and a school administration team member to develop a Truancy Elimination Plan. The student may also be referred to the Student Assistance Program.

• The accumulation of 10 or more unexcused absences will result in the review of the student’s attendance information, and a possible referral to DHS. Parent and student must also attend a mandatory meeting with the Board to discuss student’s current enrollment status with the possibility of expulsion.

Early Dismissals:
• As a rule please make all appointments before or after school.

• Parents of both the Upper and Lower Schools must contact the office by 10:00 a.m. to request an early dismissal for that day.

• If a pattern of early dismissals develops, parents will be required to meet with the school counselor and CEO to discuss current enrollment status which may be revoked.

• Early dismissals will not be granted between 2:45 p.m. and 3:15 p.m.

Lateness:
• Students are expected to be in their classrooms by 8:25 a.m., and will be considered late after 8:40 a.m.

• Parents are required to escort children to the office to sign them in and obtain a late slip.

• Students arriving after 11:00 a.m. on a normal school day will be considered absent. Students arriving after 9:00 a.m. on a noon dismissal day will be considered absent. This does not pertain to students who ride the yellow school bus.

• Parents’ of any student accumulating 5 or more lateness’s will be required to meet with the CEO to discuss current enrollment status which may be revoked.

• If a pattern of lateness develops, students will not be permitted to participate in non academic school events such as dress down days.

• Students may be required to serve detention the day following their lateness.

Truant Students:
Students who are late or absent, without parental or school consent, will be considered truant. Truancy violates state and local attendance laws and is considered a serious offense. Continued truancy may result in expulsion from AFPCS. Excessive lateness or absences will be reported to DHS.

Delayed Pick-up Policy and Fees:
The School day ends at 3:15 p.m. each day.

Students are expected to be picked up by 3:40 p.m. Failure to do so will result in late fees. Late fees are due at the time of pick up. Late fees are as follows:

12:00 Noon Dismissals
12:00 p.m. – 12:15 p.m. (Pick-up Time) Any student picked up after 12:15 p.m. will be assessed $1.00 per minute
3:15 p.m. Dismissal

$1.00 per minute any minute after 3:40 p.m.

The clock in the Lower and Upper School offices will be used to determine the time of late pick-up and fees.

Late fees not paid at the time of pick-up, must be paid within 30 days of receipt; and or before any other school engagement is paid for; ie, prom, graduations, trips, dress down days.

Outstanding Balances/Money Owed to AFPCS
Parents who owe money to the school must pay the balance owed within 30 days. Failure to pay will result in your child not being able to participate in any school programs which require a fee such as: field trips or attend any major school functions until payment in full is made. Parents who do not pay the balance by the end of the school year will forfeit their child’s enrollment for the following school year.

Escorts Appearing To Be Impaired by Drugs/Alcohol
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 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.

Visitor Policy
Visitors are welcome to visit AFPCS. Visitors must sign in with the school security guard and indicate who they desire to visit. If it is approved by the CEO/Principal; they will receive a visitor’s pass and or be escorted to their destination.

Classroom Visitations:
Parents are welcomed to visit classrooms once they are approved at the discretion of the CEO/Principal. Informal teacher conferences may be held between 8:00 a.m. and 8:20 a.m. each day and after 3:45 p.m. Parents must report to the office of their respective school to notify the Principal of their desire to meet with a teacher. Teachers may not be disrupted during instructional hours (8:30a.m.-3:15p.m.) Parents are not allowed to visit the classroom floors without the CEO/Principal’s approval.

Uniform Policy:
The uniform dress code is intended to maintain safe an academic atmosphere in our building. We expect every child to be in uniform every day. If a child does not arrive to school in uniform, parents/guardians will be called to the school to either bring in the correct attire, approve uniform rental or take the child home for the day. Per your permission or after the 2nd failed attempt to reach you, your child will be issued garments to borrow for the day. Rental fees are listed below.

The rental fees below are to cover dry cleaning for the items borrowed. Socks/Stocking are not rentals but are purchases and you may keep them.

____AFPCS Shirt ($3 rental fee)   ___Black Shoes ($2 rental fee)
____AFPCS Pant ($3 rental fee)    ___Navy Socks ($2 purchase fee)
____AFPCS Skirt ($3 rental fee)   ___Navy Stockings ($2 purchase fee)
____AFPCS Blazer ($3 rental fee)  ___MS Tie/Cross Tie ($1 rental fee)
____AFPCS Shirt ($3 rental fee)
Rental fees are due immediately upon your child returning to school the next day. Failure to pay will result in your child not being able to participate in any school programs which require a fee such as field trips or attend any major school functions until payment in full is made. Parents who do not pay the balance by the end of the school year will forfeit their child’s enrollment for the following school year.

Alliance for Progress Charter School Dress Code
(grades K-5)

Students must wear the AFPCS logoed shirt that can be purchased from Cramer’s.

1. Boys dress policy for Grades K-5: All boys are required to wear:
   - Clean collared navy blue polo style shirt with the AFPCS logo
   - Navy blue trousers with a belt. NO SHORTS OR JEANS
   - Navy, Black or white socks NO DESIGNS
   - SOLID Navy blue or Black SHOES.
   - Sweaters and or vests are welcomed during the cold months but must be navy blue WITHOUT designs or advertisements. NO HOODIES

2. Girls dress policy for Grades K-5: All girls are required to wear:
   - Clean collared navy blue polo style shirt with the AFPCS logo
   - Navy blue trousers with a belt or
   - Navy blue, skirts or jumpers (knee length or longer). NO SHORTS OR JEANS
   - SOLID Navy socks or stockings. NO DESIGNS
   - SOLID Navy Blue or Black SHOES. NO sandals or open-toe shoes.
   - Optional: Earrings (no larger than the size of a nickel)
   - Solid NAVY Sweaters are welcomed during the cold months but must be navy blue WITHOUT designs or advertisements. NO HOODIES.
   - Not permitted: Girls are not permitted to wear skirts with long splits, boots over their pants, shorts or Capri style pants. Please be mindful of the earring size as this is a safety issue. Dangling earrings are not permitted.

3. The Physical Education uniform for BOYS & GIRLS:
   - Navy Blue AFPCS T-shirt/sweatshirt plain, NO HOODIES.
   - Navy Blue sweat pants
   - SOLID BLACK Color Sneakers

Uniforms can be purchased at Cramer’s. Please make sure that your child’s uniform is clean at all times. No jewelry is to be worn on Physical Education days.

Alliance for Progress Charter School Dress Code
(grades 6th & 7th)

Please note the MIDDLE SCHOOL UNIFORM!
Uniforms can be purchased from Cramer’s.

1. 6th-7th Grade Boys dress policy: All boys are required to wear:
   - Clean collared white oxford style shirt
   - Plaid Tie
   - Navy AFPCS Blazer
✓ Navy blue trousers with a belt. NO SHORTS OR JEANS
✓ Navy, Black or White socks. NO DESIGNS
✓ Black SHOES
✓ Navy AFPCS Sweaters and or Sweater Vests (during the cold months)

2. **6th-7th Grade Girls dress policy:** All girls are required to wear:

✓ Clean **collared** white oxford style shirt.
✓ Plaid Cross tie
✓ Navy AFPCS Blazer
✓ Navy blue trousers with a belt. NO SHORTS OR JEANS
✓ Navy socks or stockings. NO DESIGNS
✓ Black SHOES. NO sandals or open-toe shoes.
✓ Navy AFPCS Sweaters and or sweater vests (during the cold months.)
✓ Optional: Earrings (no larger than the size of a nickel)

3. **The Physical Education uniform for BOYS & GIRLS:**

✓ Navy blue AFPCS T-shirt/sweatshirt plain. NO HOODIES
✓ Navy blue sweat pants
✓ SOLID BLACK Color Sneakers

**P.E. shirts can be purchased at Cramer's in the GALLERY.** Please make sure that your child's uniform is clean at all times. Sneakers are to be worn on physical education days ONLY. **No jewelry is to be worn on Physical education days.**

4. **Cold Weather dress:**
During cold months students should dress as warmly as appropriate at all times, 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.

**Solid black shoes are to be worn inside the building at all times, all rain and or snow boots must be removed while in the classroom.**
**No exceptions.**

Students in both the Upper and Lower School who adorn themselves with the outer garment and Kimar are not permitted to wear jeans or any other clothes outside of the required school uniform. They are to be in full uniform under their outer garment.

**Jewelry Policy:**
Students should not wear valuable or large jewelry to school. Beaded necklaces and bracelets are not permitted. Female earrings may not be larger than a nickel; male earrings may not be larger than a stud (pinhead). Students will be required to remove inappropriate and dangerous jewelry.

**Cell Phone Policy:**
The use of cell phones is strictly prohibited. If students are required by parents to carry cell phones, they must adhere to the following guidelines:
Grades (K-2)
Cell phone will be given to the teacher to lock in the class closet. It will be returned to the child at the end of the school day.

Grades (3-7)
1. Upon entering the school building the phones must be placed in the OFF mode.
2. Once in class, all students must check in their phone with their teacher who will then secure it in a LOCKED compartment.
3. At the end of the day, the teacher will then unlock the compartment and return the phone to the student.

If students are caught using their cell phones during school hours then will be held to the following consequences:

1st Offense: Cell phone will be confiscated, parent will receive a phone call as a warning. Student will receive the phone at the end of the day.

2nd Offense: Cell phone will be confiscated, parent will receive a phone call and parent will need to come pick up the phone.

3rd Offense: Cell phone will be confiscated, parent will receive a phone call, parent will need to come pick up the phone and student will receive an Out of School Suspension for 1 day.

Any additional infractions will result in disciplinary actions deemed appropriate by the Principal and/or CEO.

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

V. PROGRAMS and SERVICES

Breakfast and Lunch Program:
AFPCS provides a breakfast and lunch program through the Archdiocese of Philadelphia. Students may qualify for the free and reduced lunch program. Lunch applications must be completed and returned to the school in order to determine the lunch status. Breakfast is served each morning from 8:00 a.m. – 8:20 a.m. Breakfast will not be served after 8:20 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 parents responsibility to provide a healthy lunch for that day.

Before and After Care Programs:
AFPCS offers before and aftercare services to assist parents/guardians with their demanding work schedules.

Financial Guidelines:
- **First and last** month payments must be paid at registration. Please attach a money order or cash for the full amount (payable to Alliance for Progress Charter School) to your registration form. **No personal checks will be accepted.**
- Monthly fees are due by the 5th of each month. **If payment is not received by the 10th of the month, students will not be allowed to return to the program until full payment has been received.**
- The monthly fee is a flat rate and is non-refundable.
- Any student not picked up by 6:00 pm will be charged a late fee of **$1.00 per minute**. The payment must be made in cash at the time of pick-up. Failure to pay this fee will result in the termination of your child’s participation in the after care program.

**Before Care ONLY**

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<tr>
<th>Hours of Operation</th>
<th>Monthly Fee</th>
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<tr>
<td>7:00 a.m. to 8:00 a.m.</td>
<td>$35.00 a month for one child or $60.00 a month for two children</td>
</tr>
</tbody>
</table>
After Care ONLY (Pick up in the Main Building)

Hours of Operation: 3:30 p.m. to 6:00 p.m.
Monthly Fee: $60.00 a month for one child or $110.00 a month for two children

BOTH Before and After Care
Monthly Fee: $95.00 a month for one child or $170.00 a month for two children

Special Note: Families with 2 or more children enrolled in the program will receive $10 off for each additional child enrolled in the before and/or after care program.

Example: if you have 2 children in the Before Care program 1 child - $35.00. The additional child will cost $25.00 which equals a total of $60.00 for the Before Care program for the month.

Behavioral Guidelines
- Students are expected to adhere to the posted school rules as well as before and after care rules. Misconduct of any students within the program will be subjected to possible suspension or termination from the program.

  1st offense
  2nd offense
  3rd offense

  1 day suspension from the program
  3 day suspension from the program
  Termination of services (refunds will not be provided)

VI. PROTOCOL

Contacting Teachers or Staff:
We encourage parents and guardians to contact teachers 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 principal, please call the school office to make an appointment. Parents must report to the main office before proceeding to the classroom.

Threats:
We strive to maintain a positive and safe school environment. Our staff and administration is 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. As well, 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, 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
Complaints or Concerns:
Alliance for Progress Charter School is governed by the AFPCS Board of Directors. If complaints or concerns arise regarding AFPCS' policies or procedures, parents/guardians can address their complaints and/or concerns by taking the following steps:

1. Arrange a time to meet with the CEO to discuss concerns.
2. Attend a Board Meeting (meetings are held the 4th Tuesday of each month).
3. Discuss your issue with a board member (see below).
4. Arrange a meeting with at least 3 of the following board members:
   
   Marilyn Rivers, President 
   Rev. Christopher Neilson, 
   Bruce Trawick 
   Edith Stevens
   
   Dr. Jayminn Sanford-DeShields 
   Karen Trawick 
   Larry Griffin 
   Shirley Davis

*Call AFPCS for specific contact information.

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. If a child does not wear the 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 field trips with classmates. Therefore, if you are experiencing difficulty in meeting the requirements of the field trip, please inform your child's teacher. Parents may be required to chaperone a trip if their child is exhibiting consistent disruptive behavior.

Reporting Change of Address or Phone Number:
It is imperative that we are able to reach parents/guardians at all times. If your address or phone number changes at any time during the school year, a new emergency contact form must be completed each time there is an address/phone number change. Please inform the school office immediately.

School Notices:
AFPCS frequently sends home important notices on Wednesday in the Wednesday Folder. The Wednesday Folder must be returned every Thursday. Please remember to regularly ask your child about school notices and check book bags and backpacks for messages. Parents will be charged $3.00 for lost or damaged Wednesday Folders. School notices are also placed on our school website @ www.afpcs.org or like us on Facebook.

Emergency Situations:
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 placed on our AFPCS website and 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 furnish accurate information to the school immediately.

Fire and Emergency Evacuation Drills:
Fire drills will be conducted at least once a month. During such drills, the entire building must be evacuated.

Use of Technology:
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.
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 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.

VII. HEALTH INFORMATION

The AFPCS provides school nurse services on a part time basis. He/She will handle minor health problems.

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. If your child's immunization records are not up-to-date, your child will not be permitted to attend school.

Parents/Caregivers are to leave copies of their child’s medical insurance card and immunization records for the files. 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.

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.

VIII. POSITIVE CLASSROOM MANAGEMENT

POSITIVE CLASSROOM MANAGEMENT SYSTEMS & SCHOOL-WIDE APPROPRIATE CONDUCT

At the Alliance for Progress Charter School, students will be encouraged to make appropriate choices regarding their personal conduct. Following are chief means by which faculty and staff will ensure order and support the development of good character traits within the school.

Classroom Green Team Card System for Grades K-4:

There are 5 behavior cards for the Green Team System.

Blue Card: Above all expectations

Green Card: Good behavior

Yellow Card: Warning

Orange Card: Loss of activity/privilege

Red Card: Disciplinary Referral
Implementation:

At the beginning of each day, teachers will issue ALL students GREEN cards, indicating a clean slate for student conduct. These cards will be placed in a pocket wall chart in the front of the classroom.

Throughout the day, students who display inappropriate behavior will have their color changed according to the Green Team System. First with a WARNING, then with a LOSS OF A PRIVILEDGE, and lastly with a DISCIPLINARY ACTION.

Students who display POSITIVE behavior will have the opportunity to receive a promotion in their color, one color at a time.

Example Behaviors Warranting Demotions in Color Change

- misconduct while in line
- grooming at inappropriate times
- incomplete homework
- not following class procedure
- out of seat without permission
- passing notes
- misuse of resources
- not in dress code
- teasing
- name calling
- not cooperating with peers
- negative sarcasm
- disrupting class
- talking out of turn
- *disrespect towards teacher
- gum/candy
- loitering
- * being off task
- * falling asleep
- other behaviors deemed contrary to Code of Values

(*Note behaviors that will be addressed by Dean of Students if frequent)

Example Behaviors Warranting Promotions in Color Change

- staying on task
- completion of assignments and display of self-control once completed
- showing enthusiasm
- making insightful comments or asking insightful questions
- improvement from extra effort
- taking initiative
- displaying core values
- ignoring negative behavior
- beautifying class or school
- showing courtesy or kindness
- volunteering to help
- other behaviors deemed positive by teacher
- showing respect to teacher and classmates
Conclusion and Documentation:
1. At the end of each day, teachers will maintain a daily log with each child’s FINAL color for the day, to be sent home. Teachers will complete conduct referrals for any students on Red to be given to the Behavioral Support personnel daily. Any students on two consecutive days of orange will receive a conduct referral.

2. The behavior chart compiled for the month will be used for the students’ personal file and is to be turned in to the Dean of Students at the end of each month.

3. Teachers will recognize students for their GREENS in a chart inside their classroom. These students will be recognized as members of the Green Team.

4. Teachers will send home a monthly color calendar as a way to communicate with parents/guardians which color their child ended their day. This calendar is to be initialed each night by the parent/guardian.

5. ****Students that are recognized as Blue Team members will be recognized on that day by the Dean of Students and will be able to receive a reward for their outstanding behavior.

Positive Consequences:

**Student of the Day**
At the end of each day, teachers will grant **Student of the Day Awards** to acknowledge and reward students for demonstrating exceptionally responsible behavior, staying “on green” and wearing the school uniform. Award-winning students will receive special certificates.

Each month there will be a Green Team Celebration that is advertised each month. Students with the specific amount of greens for the month will be invited to the festivities.

**GREEN CLASS the Entire WEEK**
After an entire week, if a class has no conduct violations, the class will enjoy a special celebration.

Teachers are encouraged to use more positive incentives than punishments as much as possible. However, consequences and procedures will be taught to each student and will be **strictly enforced**.

Negative Consequences:
These consequences will be in effect for each marking period and will be recorded.

If a child ends their day in ORANGE:

1. Child will lose a privilege in school. (Activity time or special activity)
2. Teacher will contact Parent/Guardian via note, email or phone call to inform parent of the privilege lost and ask for a follow up at home with the child.

A child that receives 3 orange cards in ONE week will receive a DETENTION.
If a child ends their day in RED:

1st RED
1. Teacher will send home a CONDUCT REFERRAL.
2. Teacher will contact Parent/Guardian via phone call to inform parent of the privilege lost and CONDUCT REFERRAL and ask for a follow up at home with the child.

2nd RED
1. Teacher will send home a CONDUCT REFERRAL.
2. Dean of Students will contact Parent/Guardian via phone call to inform parent of the CONDUCT REFERRAL and ask for a follow up at home with the child.
3. Student will have a Detention.

3rd RED
1. Teacher will send home a CONDUCT REFERRAL.
2. Dean of Students will contact Parent/Guardian via phone call to inform parent of the CONDUCT REFERRAL and ask for a follow up at home with the child.
3. Student will have a Detention.
4. Student will spend a day in the Alternative Learning Center.

4th RED
1. Teacher will send home a CONDUCT REFERRAL.
2. Principal will contact Parent/Guardian via phone call to inform parent of the privilege lost and CONDUCT REFERRAL and ask for a follow up at home with the child.
3. Student will be Suspended for 1 day out of school.

Sample CONDUCT REFERRAL FORM
Classroom Black Card Club System for Grades 5-7:

There are 5 AFPCS cash levels in the Black Card Club System.

$5 dollars: Exemplary Behavior (ABOVE AND BEYOND)

$4 dollars: EXCELLENT BEHAVIOR

$3 dollars: GOOD/AVERAGE BEHAVIOR

$2 dollars: Unacceptable Behavior (Conduct Referral)

$1 dollar: Immediate Disciplinary Action

Implementation:
At the beginning of each day, teachers will issue ALL students will begin their school day with 0$ and will accumulate $1 per block designated by the teacher. The student will be able to reach a maximum of $4 on any given day. This will be recorded as excellent behavior. Any student who receives $5 will be considered Above and Beyond for the day and will receive special recognition.

Throughout the day, students who display inappropriate behavior will lose dollars from their bank. First with a WARNING, then with a LOSS OF A PRIVILEGE, then with a CONDUCT REFERRAL and lastly with immediate DISCIPLINARY ACTION.

Example Behaviors Warranting Losing a Dollar
- misconduct while in line
- grooming at inappropriate times
- incomplete homework
- not following class procedure
- out of seat without permission
- passing notes
- misuse of resources
- not in dress code
- teasing
- name calling
- not cooperating with peers
- negative sarcasm
- disrupting class
- talking out of turn
- gum/candy
• loitering
* being off task
* falling asleep

• other behaviors deemed contrary to Code of Values
• disrespecting teacher

Example Behaviors Warranting Earning a Dollar
• staying on task
• completion of assignments
• showing enthusiasm
• making insightful comments or asking insightful questions
• improvement from extra effort
• taking initiative
• displaying core values
• ignoring negative behavior
• beautifying class or school
• showing courtesy or kindness
• volunteering to help
• other behaviors deemed positive by teacher
• Helping other students in need

Conclusion and Documentation:
1. At the end of each day, students will keep track of their cash level in their student bank book. Teachers will also keep a record of each child’s earnings as well.

2. Teachers will recognize students for their cash levels in their classrooms.

3. Parents can see what their child’s bank was for the day by looking at their child’s Bank Book.

Positive Consequences:

Weekly/Monthly Rewards
Teachers and the Dean of Students will give weekly/monthly rewards of their choice to their students according to their bank account. These rewards will be announced at the beginning of each week/month.

Bank $$$
According to each child’s monthly bank account, students will be granted certain privileges defined by the amount of money in their bank on a monthly basis. *(amount needed differs per month)*

Example:

Bank Account ($80-$85)
- Students will be allowed to participate in all activities/field trips.
- Students will only have to pay 50 cents for Dress Down Day for the month
- Students will be allowed to do the morning announcements
- Students will receive ONE homework coupon.
- Students can serve on the peer mediation, school safety and community service clubs.
- Students will get extra time in the computer lab and/or activity time.
- Students will automatically be on the “Dean’s List” for special programs.
- Students will be able to enter a raffle for a chance to win a gift at the end of each month

($80-$84 for the month)
- Students will be allowed to participate in all activities/field trips.
- Students will only have to pay $1 dollar for Dress Down Day for the month
- Students will be allowed to do the morning announcements.
- Students will receive ONE homework coupon.
- Students can serve on the peer mediation, school safety and community service clubs.
- Students will automatically be on the “Dean’s List” for special programs.

($75-$79 for the month)
- Students will be allowed to participate in all activities/field trips.
- Students will only have to pay $1.50 for Dress Down Day for the month.
- Students can serve on the school safety and community service clubs.

**Progress Prizes**
At the end of the year, the students with the highest bank accounts will be able to use their AFPCS Dollars to bid on some awesome prizes!

Teachers are encouraged to use more positive incentives than punishments as much as possible. However, consequences and procedures will be taught to each student and will be **strictly enforced**.

**Negative Consequences:**

If a child ends their day with $2 dollars:

1. Child will lose a privilege in school.
2. Teacher will contact Parent/Guardian via note, email or phone call to inform parent of the privilege lost and ask for a follow up at home with the child.

A child that earns only $2 dollars three times in ONE week will receive a DETENTION.

If a child ends their day with $1 dollar:

1st time

1. **Student will write** a CONDUCT REFERRAL about his/her behavior.
2. **Teacher** will contact Parent/Guardian via phone call to inform parent of the privilege lost and CONDUCT REFERRAL and ask for a follow up at home with the child.

2nd time

1. **Student will write** a CONDUCT REFERRAL about his/her behavior.
2. **Dean of Students** will contact Parent/Guardian via phone call to inform parent of the CONDUCT REFERRAL and ask for a follow up at home with the child.
3. **Student will have a Detention.**

3rd time

1. **Student will write** a CONDUCT REFERRAL about his/her behavior.
2. **Dean of Students** will contact Parent/Guardian via phone call to inform parent of the privilege lost and CONDUCT REFERRAL and ask for a follow up at home with the child.
3. **Student will spend a day in the Alternative Learning Center.**
1. **Student** will write a **CONDUCT REFERRAL** about his/her behavior.
2. **Principal** will contact Parent/Guardian via phone call to inform parent of the Privilege lost and **CONDUCT REFERRAL** and ask for a follow up at home with the child.
3. **Student** will be **Suspended for 1 day out of school**.

**Before & After School Detention:**

For Grades 3-7: (Upper School)

Morning Detention will be held from 8-8:30am from Tuesday – Friday. Afternoon Detention will be held from 3:30-4pm from Monday – Thursday.

**Detention Procedures:**

1. **Teachers/Dean of Students** will issue a detention according to the appropriate SYSTEM or after behaviors warranting an automatic detention. (listed below)

   **Examples of Behaviors Warranting Automatic Detentions**
   - Throwing item to hit student, staff or teacher
   - Blatant Disrespect to the teacher, staff or peer
   - Using profanity
   - Refusal to do class work
   - Other behavior deemed by teacher

2. **Dean of Students** will call Parent/Guardian to inform them about behavior and confirm a detention time. (Either Morning or Afternoon.) **Parents/Guardians** will be required to provide transportation TO or FROM their scheduled detention.

3. **Teachers** will complete **DETENTION NOTICE** and submit to Dean of Students by **2pm** for detentions confirmed for that day or by **3:45pm** for detentions confirmed for the following day. (example below) If there is no confirmation for that day or the next morning, the notice will be submitted for the Dean to confirm the detention to be confirmed with the parent.

---

**DETENTION NOTICE**

** ALLIANCE FOR PROGRESS CHARTER SCHOOL 1821-39 Cecil B. Moore Avenue Philadelphia, PA 19121 **

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>Jesse Jackson</th>
<th>GRADE</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE OF INCIDENT</td>
<td>9-15-09</td>
<td>LOCATION</td>
<td>210</td>
</tr>
<tr>
<td>TIME</td>
<td>10:30am</td>
<td>TEACHER</td>
<td>Ormont</td>
</tr>
<tr>
<td>DETENTION HAS BEEN ASSIGNED:</td>
<td>M</td>
<td>T</td>
<td>W</td>
</tr>
<tr>
<td>REASON(S) FOR DETENTION:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARDINESS/ABSENCE (UNEXCUSED)</td>
<td></td>
<td>FAILURE TO COMPLETE CLASS WORK</td>
<td></td>
</tr>
<tr>
<td>EXCESSIVE TALKING</td>
<td></td>
<td>LACK OF CLASS MATERIALS</td>
<td></td>
</tr>
<tr>
<td>DISOBEDIENCE/DISRESPECT</td>
<td></td>
<td>POOR ATTITUDE</td>
<td></td>
</tr>
<tr>
<td>COMMENTS:</td>
<td>Parent notified via phone. Detention scheduled for date above in the afternoon.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WHITE - PARENTS’ COPY  PINK - OFFICE COPY  CANARY - TEACHER’S COPY
4. During the scheduled detention:

- **Grades 3-7:** Detention will be held in the morning between 8-8:30am or from 3:30-4pm. Detention for this level should include a writing assignment addressing that specific infraction. Students will be asked to write a thoughtful statement demonstrating their understanding of the infraction and listing that they will make every effort to demonstrate positive behavior.

<table>
<thead>
<tr>
<th>Students that purposefully miss 3 detentions will be required to serve 1 day of OUT OF SCHOOL SUSPENSION.</th>
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</thead>
</table>

**Chronic Disruptive Behavior:**

It is expected that all students will meet the expectations of self-discipline outlined herein. It is also understood that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. If recognized as a chronic issue, the student will receive additional individual support within the classroom. Students may receive an hourly report, and anecdotal notes may be written on a weekly basis for the team and family to remain consistent with the needs as well as the progress that the student is able to make. The need for a probationary plan which will include the parents will also be reviewed. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calmness and order.

Students will learn that certain actions are unacceptable at AFPCS and misbehavior has consequences that are neither amusing nor pleasant. Students, who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology, community or school service or fixing/replacing, and/or paying for damaged property. If possible, the restitution assignment will be communicated to the student’s parents prior to his or her task. In all cases, parents will be informed of the child’s inappropriate behavior and the restitution requirement.

**Out of School Suspensions:**

**Examples of Behaviors Warranting an OSS (see Code of Conduct for details)**

- Missing 3 Detentions
- Gross Disrespect to Adult or Peer
- Chronic Bullying
- Destruction of Property
- Hitting/Fighting
- Weapons/Drugs
- Sexually inappropriate behavior/gestures/language
- Other behaviors deemed by Principal

**Referral for Suspension Procedures**

1. Teacher will send child directly to Principal/Dean of Students.
2. Teacher will complete the AFPCS Discipline Incident Referral form and email to Principal.
3. Principal/Dean of Students will conduct a thorough investigation of incident with child and witnesses.
4. Principal/Dean of Students will contact the Parent/Guardian and discuss consequences.
5. When a student is issued an out of school suspension they should not come to school on the days that are indicated on their suspension letter. The child’s teacher will provide a work packet with the assignments the child will miss.
6. A parent will be required to come to school to reinstate child after the suspension is served.
Exclusion:
Exclusion is defined as the removal of the right and obligation of a student to attend the school under the conditions set by the school’s Board of Directors. The CEO will have final authority in recommending the expulsion of a student to the Board in accordance with state statute. A student who brings a weapon to school or uses an instrument in school in any way that makes another student or staff member feel threatened will be subject to an expulsion hearing before the Board of Trustees. Any student who exhibits consistent and/or uncontrollable violent behavior will be recommended for expulsion. Any student who consistently violates school policies and procedures will be recommended for expulsion. Any student who displays an excessive attendance record will be recommended for expulsion. An expelled student will not be permitted on school grounds or attend any school-related functions for the duration of his or her expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period.

- Failure to comply with the policies outlined in this handbook will be considered policy noncompliance. When considered noncompliant, a student will be immediately suspended for 3 consecutive days, or until a parent schedules a meeting with the Board and CEO. If a meeting is not scheduled within the 3 days, an expulsion hearing may be scheduled. If during this period a student attempts to enter the building, it will be considered trespassing and the proper authorities will be contacted.

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.
- Students must not distract nor disrespect the bus driver.
- Sexually inappropriate language, gestures, behaviors.

The 3-Step Violation Enforcement Procedures are as follows:

First Violation – Parent(s) must meet with a school administrator to discuss the child’s behavior. Meetings must be person-to-person.

Second Violation – Students will be suspended from riding the bus for 5 days.

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.

IX. MANDATED REPORTS

Child Abuse:
Alliance for Progress Charter School is considered a reporting agency for child abuse and neglect. Signs of child abuse and/or neglect will be reported to the Department of Human Services (DHS). Poor hygiene poor attendance, physical
scars, and suggestive language or actions are considered “signs” of abuse or neglect. Abuse and neglect are not limited to the aforementioned.

Roles and Responsibilities:
Each member of the Alliance for Progress Charter School community has a role to play in creating a safe and orderly environment that is conducive to learning.

Classroom Teachers:
Classroom teachers are the driving force in the academic achievement of each student. The growth of each student is a direct result of each teacher’s hard work and dedication. To this end, teachers will continuously emphasize to both students and parents the school’s Code of Values.

Principal:
The role of the Principal with regard to discipline is to guide staff and students in their efforts to ensure student success which is the mission of Alliance for Progress Charter School, and to ensure the safety of both students and personnel. The Principal will assist staff in responding to severe misbehavior, such as insubordination, physically dangerous and/or illegal acts, as well as any chronic or recurring problems. In certain cases, the principal may initiate time-out periods, parent conferences, detention, in-school suspensions, out of school suspensions, mandatory visitations or recommended expulsions. The Principal may also contact the appropriate law enforcement authorities if circumstances warrant.

Parents:
In partnership with Alliance for Progress Charter School, parents are required to participate fully in the education of their children. The support and cooperation of parents is a vital factor in helping each student reach his or her full potential. First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education is to demonstrate consistent interest in the children’s progress and to support all disciplinary guidelines set by the school. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students’ efforts through conferences, monthly progress reports, report cards, phone calls and notes. Parents will be asked to help teach their child specific skills, such as completing homework, learning to be more independent, and managing anger and conflict in a socially appropriate manner. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of the school community will enable him or her to succeed in middle school and high school. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life. Failure to comply with the specifics of the school’s plan for teaching appropriate behavior may result in the student’s expulsion.

Parents who have concerns about their child’s development or any aspect of the school’s program and policies will be asked to discuss their concerns first with their child’s teacher. Every teacher at the school will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The Principal also will be available if there are issues that exceed the scope of a parent-teacher conference.

X. ENROLLMENT AND RE-ENROLLMENT

AFPCS is a public charter school, and must abide by state regulations for admitting students. We accept new applications year-round, however only applications received by April 1st will be eligible for the lottery held the last week of April each year. Applications received after April 1st will be automatically placed at the end of the waiting list. All new applicants are placed into our lottery book, and no discrimination is made based on race, religion, gender, or disability. The number of openings for each year is based on the number of students who will not be returning the following year. The last week of April every year a lottery is held and students are randomly drawn to fill the vacant student slots, and
the remaining names are placed on our waiting list. Although we would like to accommodate every family, students
cannot be accepted under any other circumstances.

Students who are currently enrolled in our school must complete a re-enrollment form every year. All re-enrollment
forms must be received in the Main office before March 1, 2012. NO SPACE WILL BE RESERVED FOR YOUR
CHILD IF WE DO NOT RECEIVE YOUR RESPONSE BY MARCH 1, 2012, REGARDLESS OF PREVIOUS YEARS
OF ENROLLMENT IN ALLIANCE FOR PROGRESS CHARTER SCHOOL.

XI. THE PARENT ADVISORY BOARD

At AFPCS, we recognize that involved and concerned parents make a school strong. As a result, all parents and
guardians are automatically considered a Member of the Parent Advisory Board. Parents are invited to attend a meeting
to elect officers for the Parent Advisory Board. The officers help create school policy and serve on the school's Board of
Trustees.

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 all of the policies and procedures of AFPCS. Please read, sign and date.

XII. TITLE I

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

Since more than 40 percent of 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.

The AFPCS representative in charge of coordinating Title I programs and funds is Mrs. Snipe who can be contacted at
215-232-4892

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).

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**: Request for meetings to discuss Title I programs should be put in writing and submitted to Mrs. Snipe @ msnipe@afpcs.org.
- **Know non-highly qualified 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 highly qualified as defined by No Child Left Behind guidelines.

**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 principal to explain Title I offerings to parents.
- Parents were refused information on the professional qualifications of their child’s classroom teacher.

If the concern was not resolved at the school level, a parent should begin a formal Pennsylvania Department of Education (PDE) complaint procedure as outlined below. A complaint is defined by the AFPCS as a written, signed statement. It must include the following:
  a) 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.
  b) The facts on which the statement is based.
  c) Information on any discussions, meetings or correspondence with PDE or AFPCS regarding the complaint.
Parent Acknowledgement

I ________________, acknowledge receipt of the 2011-2012 AFPCS Parent Handbook.

I agree to abide by the rules, regulations and policies set forth in this handbook.

• Failure to comply with the policies outlined in this handbook will be considered policy noncompliance. When considered noncompliant, a student will be immediately suspended for 3 consecutive days, or until a parent schedules a meeting with the Board and CEO. If a meeting is not scheduled within the 3 days, an expulsion hearing may be scheduled. If during this period a student attempts to enter the building, it will be considered trespassing and the proper authorities will be contacted.

Printed Name: __________________________

Signature: __________________________

Student’s Name: __________________________

Please return this page to your child’s teacher, or the Principal of his/her building.