



Alliance for Progress Charter School
Student and Parent Handbook
2024-2025

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

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SCHOOL VISION, MISSION, FOCUS AND PURPOSE

Mission

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

Vision

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

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-8 school in the heart of North Philadelphia, just a few blocks from Temple University. It was founded in 1998 by the Women’s Christian Alliance, a social service agency serving the North Philadelphia community for more than 90 years.

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

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

school is a model for our students, reinforcing the value of learning in a caring community, designed to help, nurture, support and encourage as well as to demonstrate the value of discipline and hard work.

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

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

SECTION A: SCHOOL-WIDE CULTURE AND EXPECTATIONS

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

Student Creed

We are proud to be Alliance for Progress Charter School students.

We accept responsibility for our actions.

We will respect ourselves and others.

We will be kind to others so they will be kind to us.

We will be leaders and role models for our peers.

We will strive for success and excellence.

With the help of our families and teachers, we will achieve our goals.

I. EXPECTATIONS FOR STUDENTS

Students are expected:

1. To understand that school staff act in a manner similar to parents/guardians in appropriate school situations – to love, protect, and serve
2. To show respect and compliance for AFPCS policies and to show courtesy toward school staff and other students
3. To respect school property and the property of others
4. To behave in a way that does not prevent other students from learning

5. To promote a positive school culture whether by themselves or as part of a group
6. To refrain from the use of abusive or obscene language
7. To refrain from making threats to school staff or other students
8. To report problems or concerns to school leadership
9. To cooperate with the proper authorities

Alliance for Progress Students Are:

Respectful – Responsible – Safety

	Classroom	Cafeteria	Restrooms	Hallways	Buses	School Grounds
Respect	<ul style="list-style-type: none"> -Follow directions -Raise your hand -Use appropriate language -Use appropriate tone -Keep your hands & feet to yourself -Use your quiet inside voice 	<ul style="list-style-type: none"> -Follow directions -Listen to adults -Exhibit good table manners -Keep food on your plate or in your mouth -Keep food in cafeteria 	<ul style="list-style-type: none"> -Respect the privacy of others -Keep the facilities clean 	<ul style="list-style-type: none"> -Keep hands & feet to yourself -Observe personal space -Listen to adults in hallway -Use your quiet inside voice -Greet adults 	<ul style="list-style-type: none"> -Follow directions -Wait in line -Listen to the bus driver -Share seats -Use appropriate language 	<ul style="list-style-type: none"> -Follow adult directions -Use appropriate language -Obey fire drill procedures
Responsibility	<ul style="list-style-type: none"> -Employ active listening -Participate actively -Use materials correctly 	<ul style="list-style-type: none"> -Stay in designated area -Clean up your eating area 	<ul style="list-style-type: none"> -Do your business & leave -Flush the toilet -Throw trash in appropriate place -Wash hands -Go directly back to class 	<ul style="list-style-type: none"> -Carry a valid hall pass -Go straight to your destination -Use your own locker -Pick up litter 	<ul style="list-style-type: none"> -Stay seated while the bus is moving -Keep your body and belongings inside the bus 	<ul style="list-style-type: none"> -Dispose of trash in appropriate places -Use equipment correctly
Safety	<ul style="list-style-type: none"> -Keep your hands & feet to yourself -Enter and exit in an orderly fashion -Stay in your seat 	<ul style="list-style-type: none"> -Wait in line for your turn -Keep your hands & feet to yourself 	<ul style="list-style-type: none"> -Report problems, vandalism, etc 	<ul style="list-style-type: none"> -Walk on the right -Wear appropriate shoes at all times -Keep hands & feet to yourself 	<ul style="list-style-type: none"> -Enter and exit in an orderly fashion -Stay in your seat -Report any incidents 	<ul style="list-style-type: none"> -Use equipment correctly -Keep hands & feet to yourself

II. EXPECTATIONS FOR STAFF

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

1. Meet the needs of all students while maintaining school standards
2. Model self-discipline and standards of behavior for students to follow
3. Demonstrate professionalism by establishing norms for behavior in school, on school property or at offsite school-sponsored activities
4. Address behavioral problems as they arise and to discuss student behavior with the student, parent/guardian, counselor, principal and appropriate professional staff
5. Recognize the limitations of discipline and apply action which can be carried out within the framework of policy and legal action
6. Maintain professionalism during all scheduled meetings

7. Maintain confidentiality regarding all aspects of students including but not limited to communication, grading, conduct, counseling, EXL status and any other interactions where confidentiality is expected
8. Establish, maintain, and model a culture of respect with all students and families
9. Teach children to use rapidly changing technologies to improve themselves and positively impact the world
10. Work to model a caring community focusing on shared decision-making, communication, and mutual respect

III. EXPECTATIONS FOR PARENTS

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

AFPCS Parents are expected to:

1. Understand that school staff has been carefully selected and directed to act in the best interest of our students at all times. Parents are therefore expected to treat staff with professionalism and to collaborate as partners in their child's success. Thoroughly review and understand the entire handbook, directing any school policy questions/concerns to school administration in a private setting. It is also expected that you discuss the policies and expectations with your child
2. Respect and comply with all AFPCS policies
3. Use respectful and appropriate language while inside and outside the school buildings and in the presence of our students
4. Take an active role in the education of your child i.e. respond to any and all contact from the school; attend scheduled meetings and report card conferences; give homework support; and attend school functions (Celebrations and family fun nights. Please see parent participation)
5. Parents are expected to remain calm and cordial during all scheduled meetings. If a meeting becomes escalated, it will promptly end and will be rescheduled for another date and time
6. To ensure that all information on emergency contacts is kept current at all times, no matter how temporary the situation. In the event that AFPCS is unable to contact a parent in an emergency or to discuss information regarding student behavior and/or academics, the Department of Human Services must be contacted for safety reasons

SECTION B: EDUCATIONAL PROGRAMMING

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

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

Examples:

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

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

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

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

1. Completed the course and state-mandated requirements at the presently assigned grade
2. Demonstrated sufficient proficiency to permit him/her to move to the next grade
3. Met all attendance requirements

II. GRADING – AFPCS AND STANDARDS-BASED GRADING SYSTEM

Standards-based grading (SBG) is an intentional way for teachers to track their students’ progress and achievements while focusing on helping students learn and reach their highest potential. It is based on students showing signs of mastery or understanding various lessons and skills. In fact, many districts across the country have embraced the idea for decades. Standards-based grading is a way to view student progress based on proficiency levels for identified standards rather than relying on a holistic representation as the sole measure of achievement.

“In SBG, grading is based on demonstration of mastery. Students attempt standards-aligned activities (projects, worksheets, quizzes, essays, presentations, etc.). Teachers assess the student output and choose the appropriate mastery level that was demonstrated.

Typical scales are 1-4 and reflect students’ increasing skill. 1's indicate that students have little understanding of a concept, and consequently cannot demonstrate any mastery. When starting a new target, many students have no prior knowledge, and begin at 1. As students learn, they can demonstrate partial mastery, and score 2. Once they meet a target, they score 3. Typically, 4's are used for students who exceed targets.” (Source: <https://www.teacherease.com/standards-based-grading.aspx>)

III. STANDARDS-BASED GRADING AND EXL LEARNERS

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

EXL learners will receive the services that are prescribed within their IEPs, in general education classes AND through small group instruction with modified curriculum and EXL teachers, in order to help them master grade level standards.

In accordance with the EXL learner’s IEP, any/all accommodations that are prescribed for testing will be afforded to scholars for summative assessments for the duration of the school year.

EXL progress monitoring reports will indicate the scholar's progress toward their IEP goals, while general education trimester report cards will reflect the scholar's standard mastery on the 1 - 4 scale. This means that an EXL student can make progress or master their IEP goals, while not yet showing proficiency on the grade level standard. In summary, EXL students will receive a normal report card, but also a progress monitoring report which speaks to their progress towards their IEP goals.

IV. TRIMESTER BASED REPORTING

Academic areas will be evaluated using the following scale:

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

V. PROMOTION REQUIREMENTS

Promotion Requirements K-8

In order for a student to be considered for promotion, he or she must receive a 3 or higher on 65% of the total grade level standards in ELA, Math and Science.

A student must not have more the 18 **unexcused** absences.(see attendance section for what mandates excused/unexcused)

If either of these are not met, summer school becomes mandatory and the student could be up for retention.

The academic data is pulled from the second trimester report card to ensure ample planning time.

In May, Parents / guardians will receive a letter notifying them of their scholar's summer school requirement based on their failure to meet academic requirements, attendance requirement, or both.

Teachers will reassess standards by the end of trimester three to provide students an opportunity to demonstrate mastery of standards in ELA, Math and Science.

If students meet the academic requirement, they can be removed from the required summer school list.

Retention is triggered when a child fails to attend required Summer School.

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

VI. PROGRESS REPORTS AND REPORT CARDS

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

Parents may reach out directly to teachers at any point for an update on student performance. Teachers

will respond within 24 hours.

VII. HOMEWORK POLICY

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

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

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

Grades K-8
In order to receive full credit homework must be: <ol style="list-style-type: none">1. Completed Monday-Thursday.2. Neat and organized.3. Completed within the allotted time frame.

VIII. READING EXPECTATIONS AND BEST PRACTICES

Incentive based reading logs will be distributed throughout the year:

<u>Grade Level</u>	<u>Reading Expectations</u>
Kindergarten	<u>AT LEAST 15 MINS.</u> <ul style="list-style-type: none">• Student should read an on-level book to an adult.• An adult should read at least one book to student.
Grades 1-2	<u>AT LEAST 20 MINS</u> <ul style="list-style-type: none">• Student should read 1-2 on-level books to an adult.• An adult should read 1-2 books to student.
Grades 3-5	<u>AT LEAST 30 MINS</u> <ul style="list-style-type: none">• Students should be reading independently and completely assigned journal activities.
Grades 6-8	<u>AT LEAST 45 MINS</u> <ul style="list-style-type: none">• Students should be reading independently.

IX. WINTER BREAK

Students will be required to complete a grade specific number of reading hours over the winter break. The completed reading log is due upon return on **January 3, 2025**.

X. SUMMER BREAK

A summer reading list and reading log will be assigned to rising 1-8 grade students. The completed log must be submitted on the first day of school and count as the first grade for the student.

XI. EXTENDED LEARNING

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

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

- Perform below proficiency or grade level in any academic area on standardized tests; and/or
- Are not performing on grade level in core academic subjects; and/or
- Are not performing on grade level in Reading, as assessed by our standardized reading assessments

XII. EDUCATIONAL SCHOOL TRIPS

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

SECTION C: STUDENT SUPPORT THROUGH SPECIAL EDUCATION

I. CONFIDENTIALITY

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

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

II. SPECIAL EDUCATION

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

Under the scope of Special Education but not limited to:

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

III. NOTICE TO PARENTS

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

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

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information

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

IV. EVALUATION PROCESS

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

The Public Schools/IU26 has procedures to identify children needing special education. Those procedures are “screening” and “evaluation.” If a disability is suspected, teachers, other school personnel or parents may refer a child for screening and/or evaluation. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting their school principal. Screening activities include: reviewing immediately available data sources such as health records, parent interview and history; functional vision and hearing evaluations; determining the student’s response to attempted remediation; and speech and language screenings are completed on request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluations. No evaluations may be conducted without written parental permission. Consult your school counselor for further information. State and federal law affords many rights and protections to children with disabilities and their parents. A summary of this rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free of low-cost legal services and advice, by contacting the special education coordinator or principal of the local public school.

V. CONSENT

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

VI. PROGRAM DEVELOPMENT

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

- Functional behavioral assessment (FBA)
- Individualized Family Service Plan (IFSP)
- Evaluation reports/reevaluation reports
- Individualized Educational Plan (IEP)

- Notice of Recommended Educational Placement (NOREP)
- Independent Education Evaluation (IEE)
- Individualized Transition Plan (ITP)
- Medical reports with a disability diagnosis
- Any other forms related to your child's behavior or academics

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

VII. CONFIDENTIALITY OF INFORMATION

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

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA). This notice is only a summary of the special education services, evaluation, and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents.

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

VIII. CHAPTER 15 – PROTECTED HANDICAPPED STUDENTS/504

In compliance with state and federal law, AFPCS will provide those related aids, services or accommodations that are needed for each protected handicapped student, an equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's needs.

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

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

SECTION D: SPECIALIZED PROGRAMS OVERVIEW

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

I. ENGLISH LEARNERS (EL)

Alliance for Progress will provide English Learners (EL) with English language instruction. The goal of the EL Program is to have students attain English language proficiency that will enable students to be successful in their classes.

Program Overview

In order to meet the provisions of the LIEP, AFPCS utilizes English as a Second Language (ESL) instruction in order to provide English Language Development (ELD). ESL involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels. The ESL program is aligned to the core instructional program and uses certified teachers to guarantee that ELs have the opportunity to master the skills of the core curriculum. The program relies on students' language and cultural resources and is evaluated based on their development toward mastery in content areas such as math, reading, science, and social studies. ESL can be offered as a stand-alone class and/or is embedded within the general education classroom with the support of an ESL specialist/teacher based on the program design that is appropriate to meet the needs of the individual EL.

The policy ensures all students have access to and are encouraged to participate in all aspects of the academic and extracurricular opportunities available in the charter school. Similarly, all information disseminated to the students and their parents is provided in a language or mode preferred by the parents.

Enrollment

At Alliance, English Learners are enrolled in the same manner as other charter school students, upon presentation of local address and proof of immunization. Alliance does not deny students access to school for any period of time or subject them to scrutiny that is not part of the normal enrollment process. Subjecting ELs to scrutiny that is not part of the normal enrollment process is discriminatory. Alliance also does not require students to provide social security numbers or immigration status information as a condition for enrollment and may not be denied enrollment as a result.

Student Identification and Assessment

AFPCS administers a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey are retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the charter school determines the student's English language proficiency. Then, EL instruction, if necessary, is provided at the appropriate level for the EL student. After it is determined that the student is in need of EL instruction, the student's English language and native language proficiency are determined for appropriate instructional placement. Parent notification of student assessment results and placement in an ESL /Bilingual program is required. However, parent permission to assess IS NOT REQUIRED.

Due to the nature of language testing and the availability of tests in the many languages of the students, multiple measures are used for determining placement and progress. Measures are formal or informal and include curriculum-based assessments, teacher observations, portfolios and standardized tests among others. Multiple criteria are established and consideration must be given to listening, speaking, reading and writing skills as well as academic progress. Assessment processes reflect the academic standards and instruction.

AFPCS has developed a policy regarding participation in large-scale assessments or other standardized tests not specifically developed for English Learners. The Charter School requires participation in the PSSA for all students with limited English proficiency unless they are eligible for a one-time exemption.

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

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

The trauma-informed comprehensive school counseling program at Alliance for Progress Charter School aims to create a positive school climate and connected community that are trauma-sensitive to students and families. Components of the counseling program include academic, social and emotional development. This would include but is not limited to Social Emotional Learning (SEL), Character Education, Bully Prevention and Career Guidance lessons which are delivered to all students grades K-8. Additionally, teachers and staff will attend professional development that covers the following topics: trauma-informed schools, diversity/cultural competence, LGBTQ+ and building resiliency among students. AFPCS will promote a trauma-sensitive framework for policies, procedures and behavioral support to all staff which includes restorative practices and the MTSS framework. AFPCS will provide community resources to students and families dealing with trauma and refer to outside agencies when needed.

III. SOCIAL EMOTIONAL LEARNING (SEL)

Social Emotional Learning (SEL) is the process through which children understand and manage emotions, set/achieve positive goals, feel/show empathy for others, establish/maintain position relationships and make responsible decisions. AFPCS teachers provide SEL instruction weekly to all students grades K-8. Teachers provide children with techniques & tools to help them gain confidence,

set positive goals, collaborate well, and navigate the world more effectively adding a highly valuable dimension to education in the classroom. Some of the topics that will be covered throughout the year include empathy, problem-solving and peer relationships. Promoting social and emotional development in the classroom will allow the students to practice and apply these skills and reinforce them throughout the day.

IV. STUDENT ASSISTANCE PROGRAM (SAP)

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

The SAP referral process

Students are identified one of the following ways:

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

Parent request for outside services

Once the referral is made the following steps happen:

1. A meeting is scheduled with the student's Parent/Guardian to sign the required consent forms
2. The signed documents are submitted to the Einstein Behavioral Health SAP Assessor
3. The SAP Assessor will schedule a meeting with the parent and child to identify appropriate services. Once the meeting occurs, Einstein Behavioral Health will make the referral for services to be determined not AFPCS

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

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

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

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

Dispute Resolution Process McKinney-Vento Homeless Act

Level 1 – A dispute may be raised with a LEA

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

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

Level 2 – A complaint may be filed with a McKinney-Vento Coordinator

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

SECTION E: ATTENDANCE POLICY

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

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

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

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

I. ABSENTEE NOTIFICATION

AFPCS utilizes NOTIFY, an automated call, text, and email system, as a key component of communication between home and school. In the event a child is absent or late to school, parent(s) will receive an automated message from AFPCS via the NOTIFY system. It is parent responsibility to contact the main office if they feel the message regarding a child's absence or lateness was sent in error.

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

II. TWO TYPES OF ABSENCES

1. Unlawful/Unexcused:

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

2. Lawful/Excused:

- . If the proper documentation IS completed and returned to the main office within three (3) days of the student's return to school and the documented reason does fit the description of an excusable circumstance, the absence(s) code(s) will be amended and permanently coded as **LAWFUL/EXCUSED**. Necessary Circumstances for an Absence to be Considered Lawful/Excused
 - . **Illness or Injury of the Student** - *An illness or injury requiring a student to be absent from school*

PLEASE NOTE: An Illness or injury resulting in three (3) or more days of consecutive absence requires an official physician's statement/medical note upon a student's return to school for absence to be excused

- . **Quarantine** - *An absence that is ordered by the local health office or State Board of Health. A copy of the official order by the local health office or State Board of Health will serve as acceptable documentation. (adhere to CDC guidelines)*
- . **Court or Administrative Proceedings** - An official order requiring a student to be present for proceedings. A copy of the official order by the court or administrative organization requiring the student to be present will serve as acceptable documentation
- . **Serious Injury or Death of a Family Member/Services** - *A serious injury or death of a family member resulting in a necessary absence for the student. Up to 5 school days following the death of an immediate family member, or 1 day following the death of an extended family member may be excused. The immediate family of a student includes parents/guardians, grandparents, and siblings. Absences due to a serious injury of an immediate family member (an incident requiring hospitalization) may be excused at the discretion of the CEO and Principal. A signed and dated note from a parent/guardian stating the serious injury or death and the relationship to the student, accompanied by an obituary or an official medical acknowledgement of a serious injury, will serve as acceptable documentation*
- . **Observance of Religious Holidays & Religious Instruction as Permitted by Law** - The religious tenets to which the student adheres, require observance of a specific holiday. The student/family **MUST OBTAIN ADVANCED PERMISSION FROM CEO and Principal** in order for the absence to be considered excused. (hours are not to exceed 36 hours per school year)
- . **Out of School Suspensions** - No documentation is required from the parent/guardian

- **Educational Tours and Trips** - (trips are cancelled at this time) *Tours or Trips with an approved educational purpose*. Proper documentation deemed necessary by the CEO and Principal, is required two (2) weeks prior to the event for the absence(s) to be considered for excused approval status. Contact your Academic Director for case specific requirements. **Authorized School Activities - Other: MUST BE APPROVED** by CEO or Principal. Specific excused absences are only high school tours, high school open houses, and high school placement tests

III. FIVE ACCEPTABLE FORMS OF ABSENTEE DOCUMENTATION

Forms of Documentation:

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

IV. ACTIONS/CONSEQUENCES FOR ABSENCES

# of Absences	Unexcused or Excused	Action(s) & Consequences
Every Absence	Both	*Notify Alert to Parent
3	Unexcused	*Notify Alert to Parent *Documented Phone call to Parent from School Attendance Team *The School District of Philadelphia will also be also be notified of the absences through ProjectGo *PLEASE NOTE: Parents/Guardians/students committing future violations of the compulsory attendance requirements shall be liable without further notice
5	Unexcused	*Notify Alert to Parent *Mandatory Student Attendance Improvement Conference to develop a Student Attendance Improvement Plan *The School District of Philadelphia will also be also be notified of the absences through ProjectGo

6	Unexcused	<p>*Notify Alert to Parent</p> <p>*The School District of Philadelphia will also be also be notified of the absences. (if applicable)</p> <p>*Involvement of the District Attorney to further monitor the student's attendance. The District Attorney's Office will have access to all attendance records and will review all Student Attendance Improvement Plans</p>
10	Unexcused and/or Excused	<p>*Notify Alert to Parent</p> <p>*Mandatory Meeting to develop/revisit Student Attendance Improvement Plan</p> <p>*Student will be required to submit a physician's note for each subsequent absence to be considered excused</p> <p>*Mandatory Student Attendance Improvement Conference to develop a Student Attendance Improvement Plan</p> <p>*The School District of Philadelphia will also be also be notified of the absences through ProjectGo</p> <p>*Involvement of the District Attorney to further monitor the student's attendance. The District Attorney's Office will have access to all attendance records and will review all Student Attendance Improvement Plans</p>
15	Unexcused and/or Excused	<p>*Truancy Hearing with CEO and Principal</p> <p>*Follow up from District Attorney's Office; possible Prosecution Letter</p>
20 or more	Unexcused and/or Excused	<p>*AFPCS Promotion Review Hearing</p> <p><i>PLEASE NOTE: If at any point in the school year a student accumulates 20 days of absence/missed instructional days he/she may be given a growth year in his/her current grade for the upcoming school year</i></p> <p>*Follow up from District Attorney's Office; possible Prosecution Letter</p>

Absences of Ten (10) or More Consecutive Days

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

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

V. REPORTING ATTENDANCE DISCREPANCIES

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

SECTION F: ARRIVAL/DISMISSAL POLICY

I. ARRIVAL PROCEDURE

Procedure:

- Students may **arrive as early as 7:50 a.m.** Students that arrive/or are dropped off before **7:50 a.m.** will NOT be permitted in the school building and will be **UNSUPERVISED** until **7:50 a.m.**
- The breakfast program begins at 7:50 and ends at **8:05 a.m.** Student arriving after **8:05 a.m.** will NOT receive breakfast. All breakfast, school-issued or from home, must be consumed no later than **8:05am** on the school premises. Students will not be permitted to eat outside food after **8:05am.** (Bus students will receive breakfast upon arrival.) **Students are not permitted to leave school grounds to get breakfast from local vendors**
- All students MUST turn in phones upon arrival to be returned at dismissal

- All students are to go the lockers and unpack for the day prior to going to class
- All Students are expected to be **in their classrooms by 8:15 a.m.** Students arriving at or after **8:16 a.m. will be considered late**

If a student arrives late to school (8:16 a.m. or after):

ELEMENTARY SCHOOL(K-5)

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

MIDDLE SCHOOL (6-8)

- Students with 3+ latenesses will NOT be eligible to participate in incentives for that month
- Students with medical notes (from physician) will not be issued a consequence if they are late to school because of a doctor’s appointment. **NOTE MUST BE FROM THE DOCTOR’S OFFICE**

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

II. DISMISSAL PROCEDURE

Procedure:

- All parents/ guardians and approved pick up persons must show Photo ID when picking students. Individuals without Photo lateID must go to the main office for verification.
- To ensure that students are safely and properly dismissed, no dismissal changes can be communicated through Class Dojo or through messaging to students.
- Kindergarten **Dismissal begins promptly at 3p.m. at the** Elementary School Bouvier Street Door
- First and second grade dismissals occur at the Parking Lot door.
- Third, fourth, and fifth grade dismissal occurs at the 18th Street door.
- Schoolwide **Dismissal for grades 1-8 begins promptly at 3:10p.m**
- ALL students that are being picked up must be picked up by **3:25pm**

Dismissal at the Middle School begins promptly at 3:08. Teachers will walk their students to the door for dismissal. Parent pickup will happen via staff member out front of 1822 Cecil B. Moore and students will come out to the car from the cafeteria.

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

building for parents if they are considered “walkers”. This creates a large number of unsupervised students loitering around the school which can lead to an increase in conflict and unsafe behaviors.

Early Dismissals

Parents requesting early dismissal for their child must submit a written request to admissions@afpcs.org or call the main office no later than **2:00pm** (messaging through Dojo, direct teacher messaging, or notification by student will not be accepted).

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

1. Parents of both Middle and Elementary School students must contact their respective main offices between **9:30am** and **2:30pm** to verify their request for early dismissal was received
2. Students dismissed from school, for any reason, prior to the normal dismissal time will have those respective hours deducted from their attendance record for the day
3. Early dismissals will **not** be granted between **2:00pm** and **3:00pm** as it is too close to our regular dismissal time and would interfere with our dismissal procedures and safety of our students
4. No call dismissals or pop up dismissals will not be honored except for emergency situations. The school will not honor daily/weekly dismissals unless mandated by court or medical order. Work related early dismissals will not be honored.
 - . Persistent violations of this policy will lead to adding time needed for Summer School requirement.

SECTION G: UNIFORM POLICY

GRADES K-5: (STUDENTS MUST WEAR THE AFPCS LOGO SHIRT)

1. Dress policy for Grades K-5 – ALL students are required to wear:
 - Clean, **collared**, navy blue polo style shirt with the AFPCS logo
 - Navy blue trousers with a solid black or brown belt. **NO SHORTS, TIGHTS OR JEANS**
 - **Optional: Navy blue skirt (knee-length or longer)**
 - Navy, Black or white socks **NO DESIGNS**
 - **ONLY SOLID black shoes/boots OR SOLID black sneakers. (Must be completely BLACK.)**
 - **NO Crocs!**
 - **NO Open Toe Shoes or Sandals**
 - SOLID NAVY Sweaters are welcomed during the cold months but must be navy blue WITHOUT designs or advertisements. AFPCS crewneck sweaters and cardigans are encouraged.
 - No head coverings (ex: hats, scarves, bonnets) with the exception of those associated with religious garments or medically indicated.
 - **NO HOODIES/HOODED SWEATERS**
2. The Physical Education uniform for BOYS & GIRLS:
 - Navy Blue AFPCS T-shirt/sweatshirt plain, NO HOODIES
 - Navy Blue sweatpants or Knee-Length Navy blue shorts

- **SOLID BLACK** Color Sneakers (must be completely BLACK)
- **NO JEWELRY**

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

II. GRADES 6-8 (STUDENTS MUST WEAR THE AFPCS LOGO SHIRT):

1. Dress policy for Grades 6-8 – ALL students are required to wear:

- Clean, **collared**, gray polo style shirt with the AFPCS logo
- Navy blue trousers with a solid black or brown belt. **NO SHORTS, TIGHTS OR JEANS**
- **Optional: Navy blue skirt (knee-length or longer)**
- Navy, Black or white socks **NO DESIGNS**
- **ONLY SOLID black shoes/boots OR SOLID black sneakers. (Must be completely BLACK.)**
 - **NO Crocs!**
 - **NO Open Toe Shoes or Sandals**
- SOLID NAVY Sweaters are welcomed during the cold months but must be navy blue WITHOUT designs or advertisements. AFPCS crewneck sweaters and cardigans are encouraged.
- No head coverings (ex: hats, scarves, bonnets) with the exception of those associated with religious garments or medically indicated.

NO HOODIES/HOODED SWEATERS

2. The Physical Education uniform for BOYS & GIRLS:

- Navy Blue AFPCS T-shirt/sweatshirt plain, NO HOODIES
- Navy Blue sweatpants or Knee-Length Navy blue shorts (**Aug/Sept/May/June Only**)
- **SOLID BLACK** Color Sneakers (must be completely BLACK)
- **NO JEWELRY**

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

III. COLD/INCLEMENT WEATHER DRESS

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

IV. JEWELRY POLICY

Students should not wear valuable or large jewelry to school, **SMART WATCHES are not permitted.** Beaded necklaces and bracelets are not permitted. Earrings may not be larger than a nickel. Students will be required to remove inappropriate and dangerous jewelry.

AFPCS IS NOT RESPONSIBLE FOR LOST OR STOLEN JEWELRY OF ANY CHILD AT ANYTIME.

SECTION H: SCHOOL CODE OF CONDUCT

The Code of Student Conduct establishes policies, rules, and expectations for all school community members to learn, to teach, and to work together. These are expectations built on respect for each other as our common core value. It follows, therefore, that students must refrain from violence against others, from bullying, harassment and carrying weapons. Consequences for students who endanger school safety or disrupt the educational experience of others are listed in detail. The Code of Student Conduct applies during school, at school sponsored activities/programs, and on the way to and from school, including, but is not limited to, travel on school vehicles, private transportation, and public transit systems, all while wearing the AFPCS school uniform.

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

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

I. NON-VIOLENT COMMUNITY

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

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

II. RESTORATIVE PRACTICES

At Alliance for Progress, we believe that true learning comes from understanding one’s responsibility to oneself and to the community. Therefore, students who violate our community’s Code of Conduct will often face a restorative consequence -- an opportunity to give back to the community they violated and to repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

III. CLASSDOJO

ClassDojo is our classroom management platform to record and track student behavior. ClassDojo is used with fidelity to encourage students to meet classroom and school-wide expectations. Students will receive daily Dojo points. Points are comprised of positive and negative points. Points may be divided

between multiple teachers throughout the day. ClassDojo will also be used to determine PBIS participation and MTSS tiers. We use a “1 point” system to incentivize behaviors that meet expectations and consequence behaviors that do not. Teachers will share daily Dojo reports with parents. This report contains a short message from the teacher about the student’s daily positive point percentage. Students’ Dojo Day will be described in one of three ways: Outstanding Day, Positive Day, and Concerning Day. Each day corresponds with a range of positive percentage points. Students will also be allowed to redeem Dojo points at the Dojo store. The Dojo store will be available multiple times a month.

IV. DISCIPLINE SYSTEM

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

Level I Violations

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

Level I Violation	Description
Consequences	Tiered Consequences: Level I consequences: <ul style="list-style-type: none"> • First Offense: Warning from teacher, loss of Dojo point, offense listed on Dojo daily Report, attempt at redirection
	<ul style="list-style-type: none"> • Second Offense: Restorative measures (community service); Loss of Privilege, loss of Dojo point, offense listed on Dojo daily Report • Third Offense: Detention - after school, lunch or Saturday depending on severity, loss of Dojo point, offense listed on Dojo daily Report and Parent Meeting • Fourth Offense: In School or Out-Of-School Suspension
Late to Class or Cutting Class	Late arrival to class/after school activity. Cutting includes all scheduled or rostered activities as well as leaving the building without permission.
Uniform	This includes, but is not limited to, violations of dress code, shoe violations, inappropriate dress on dress down days, etc.
Obscene/Abusive/ Inappropriate/ Disrespectful Language	This includes spoken, written (including social media), and body language that is disrespectful, inflammatory, or offensive to generally accepted community standards including religious or ethnic epithets. Inappropriate language includes rolling eyes, sucking teeth, talking back, silently mouthing words, defiantly folding arms, pouting, avoiding eye contact, slouching in chair, etc.
Gum & Food Contraband	Gum chewing is prohibited in the building. There is no eating and/or drinking allowed in class. Lunches should be stored in lockers and then taken to and eaten in the cafeteria. Students are prohibited from carrying food or drinks from the cafeteria. For additional support, students may eat lunch in their teacher’s classroom provided they have a pass from their teacher. If this pass from the teacher is abused, the Academic Director/ Principal will revoke the privilege.

Environment	Alliance for Progress Charter is committed to maintaining a professional and healthy environment. Students are required to maintain a clean school environment by picking up after themselves at lunch, disposing of paper in hall/class, retrieving lost/unwanted personal items, and respecting all school property.
Electronics (phone/smart device) First offense – Student receives a warning, parent is called, and phone/smart device is returned at the end of the day. Second offense – Item is confiscated and must be picked up by parent. *Do not return phone/smart device to the student. Third offense – Item is banned	Students are not permitted to use mobile phones, smart watches, iPods or music devices, video game devices, laser pointers, etc. in the classroom or hallways. All devices shall be completely turned off (not in vibration mode) and secured in the teacher’s locker during school hours. Such devices should not be visible within the classroom or upon entry to the school. If observed by staff member, the item(s) may be confiscated and will be returned accordingly to the cell phone policy. AFPCS does not accept any responsibility for the loss of students’ electronic equipment due to theft or other loss. In addition, AFPCS will not be responsible for damage to or the loss of a nuisance device that is confiscated by staff.
Lapse of Integrity	Attempt to deceive or mislead by verbalizing intentions that misrepresent a student’s actions when questioned by school staff. Consequence- Phone call to parent or guardian- student receives detention
Minor Misbehavior	Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms. No student’s behavior can be permitted to disrupt the learning of others. Misbehaviors include disruptive outbursts, talking while others are talking, throwing objects, and inappropriate gestures and sounds. Also, talking back to teacher and out of seat without permission.
Pre-fight	Threatening words or actions intended to provoke a violent reaction, including posturing, “getting in his/her face,” or violate personal space, where staff physical intervention is necessary to de-escalate.
Provocation	Argumentative words, not actions, intended to provoke a violent reaction, where staff members are able to de-escalate the situation without the use of a physical presence.

Level II Violations

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

Level II Violation	Description
Consequences	Level II Consequences: <ul style="list-style-type: none"> • First Offense: Detention or suspension (depending on severity) with restorative Consequence/ One hour of community service in school, loss of Dojo point, offense listed on Dojo daily Report • Second Offense: Loss of Dojo point, offense listed on Dojo daily Report, Next Day Letter (Parent meeting with Academic/ Climate Team) (Loss of Privilege) • Third Offense: Loss of Dojo point, offense listed on Dojo daily Report, Suspension, MTSS interventions meeting w/ Parent and student (Daily check-in's with PBIS Team)
Minor Altercations	Physical contact (e.g., pushing, shoving, hitting, and slapping) involving one or more offenders where no student is injured. The incident is immediately stopped due to staff physical intervention and does not elevate to a Level III Misbehavior (e.g., fighting, simple assault).
Inciting Violence	Watching, encouraging or instigating a pre-fight/ fight before school, during school or after school is prohibited. It is our belief that bystanders play a role in escalating violence; therefore, anyone watching a fight has an obligation to de-escalate the situation by staying calm, remaining nonpartisan and getting help.
Inappropriate Behavior towards Students	Harassing another member of the community through the use of profanity, name calling, or any other disrespectful language or gestures without the intent to provoke a violent reaction.
Inappropriate Behavior towards Staff	This includes, but is not limited to, any nonthreatening words and/or actions that are directed towards a staff member in

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

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

Level III Violations

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

Level III Violation	Description
Consequences	If a Level III incident occurs: <ul style="list-style-type: none"> • Loss of Dojo point • Offense listed on Dojo daily Report • Parent/guardian notified • The student will be removed immediately from school during the school investigation; • The student will face an out-of-school suspension lasting one (1) to ten (10) days; • Formal Parent Conference Required • Disciplinary Hearing (if recommended by CEO and Principal) Possible Outcomes of a Formal Conference/Disciplinary Hearing: <ul style="list-style-type: none"> ○ Return to Community ○ Return to Community under Contract o Disciplinary Transfer to an Alternative Placement (internal or external) ○ Recommendation for Expulsion Hearing, all expulsions are confirmed by Board of Directors
Firearm, Weapon or Dangerous Instrument	Any person found or observed on school property or school-sponsored event in possession of a firearm, weapon or dangerous instrument (i.e. BB gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, box cutter, paint ball gun, dart gun, pepper spray or other noxious sprays, explosive or incendiary bomb or other instrument, material or device that can cause physical injury etc.) must immediately be reported to the Principal. Law enforcement officials shall be informed. Immediate suspension, possible expulsion.
Terrorist Threats/Acts	Terrorist threats/acts mean a communication/act to commit violence, terrorize, evacuate building, or otherwise cause serious public inconvenience or safety risk.
Drug, Alcohol, or Tobacco Possession, Use, or Illicit Activity	<p><u>Drug Possession</u>: Illegal/inappropriate drug-possession, use, being under the influence on school property or school event or illicit activity (selling, storing, producing, or purchasing) on school grounds, or at school- sponsored events is absolutely prohibited. Such activities will result in an immediate suspension and a formal Hearing before the Board of Directors with recommendation for expulsion.</p> <p><u>Tobacco Policy</u>: Students may not possess or use any product containing tobacco while on school property or at a school-sponsored</p>

	<p>event. The use of tobacco is defined as the possession and/or use of cigarette, pipe, electronic smoking device, cigar, chewing tobacco, snuff or related tobacco product and paraphernalia. Students found with tobacco on their person will be suspended.</p> <p><u>Misbehaviors:</u> This misbehavior includes drug, alcohol or tobacco possession, use, or illicit activity on school grounds or at a school-sponsored event. Illicit activity means the intent to use, sell, store, or purchase illegal substances, and paraphernalia. School administrators will report the incident and information concerning the matter to law enforcement authorities.</p>
Theft	Theft means withholding, taking, or removal of personal or school property (including tests) without the owner’s consent.
Arson and/or Possession of Fireworks and Other Explosive Devices	Arson means the malicious burning of another’s property. Students may not possess or use fireworks or the paraphernalia needed to explode them—matches, lighters—on school grounds or during school activity. Depending on the nature of the incident, law enforcement officials may be informed.
Destruction and/or theft of property (totaling \$100 or more):	Students who intentionally damage, deface, or take school property or personal property without permission. Damage or defacement includes graffiti, school pranks that cause a major disruption, and arson.
Bullying/Cyber-Bullying	<p>Bullying is an intentional electronic, written, verbal or physical act, or a series of acts directed at another student or students, in or outside a school setting, that is severe, persistent or pervasive, and that either (1) substantially interfere with a student’s education, or (2) creates a hostile learning environment, or (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic.</p> <p>Cyber-bullying occurs through electronic communication devices including but not limited to social networking, e-mail, instant messaging, text messages,</p>
Disorderly Conduct	Reckless behavior that could cause injury, including throwing objects (tables, chairs), pulling fire alarms, etc.
Threatening Staff Member	Physical, verbal, written, or electronic threat (e.g., internet) or intimidation) is to unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack; stalking (i.e., secretly or stealthily pursuing another, spying on or watching another person, with or without the intent to harm, frighten, or coerce) should be included.
Fighting	Physical aggression between two or more students that escalates into punching, wrestling, knocking down, or damaging or destroying

	property. This means physical aggression typically that lasts more than a few seconds and is not easily broken up.
Aggravated Assault	An intentional act that causes serious physical harm or creates a substantial risk of serious physical harm to another student and/or school community member.
Sexual Harassment	<p>Alliance for Progress Charter recognizes that harassment on the basis of sex is a violation both of Federal and State discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:</p> <ul style="list-style-type: none"> • submission to such conduct is made a term of the student’s right to learning • such conduct interferes with an individual’s academic performance or creates an intimidating, hostile, or offensive educational environment • submission to or rejection of such conduct is used as the basis for academic decisions <p>Forms of sexual harassment include but are not limited to the following:</p> <ul style="list-style-type: none"> ○ Derogatory comments, jokes, or slurs; sexually-oriented sounds or remarks ○ Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person’s body, or impeding or blocking movement ○ Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures. The severity of the disciplinary action will be based upon the circumstances of the infraction and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.
Sexual Misconduct	This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non-consensual.
Consequences	<p>If a Level III incident occurs:</p> <ul style="list-style-type: none"> • Loss of Dojo point • Offense listed on Dojo daily Report • Parent/guardian notified • The student will be removed immediately from school during the school investigation; • The student will face an out-of-school suspension lasting one (1) to ten (10) days; • Formal Conference • Disciplinary Hearing (if recommended by CEO and Principal) <p>Possible Outcomes of a Formal Conference/Disciplinary Hearing:</p> <ul style="list-style-type: none"> ○ Return to Community ○ Return to Community under Contract ○ Disciplinary Transfer to an Alternative Placement (internal or external)

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| | <ul style="list-style-type: none">o Recommendation for Expulsion Hearing, all expulsions are confirmed by Board of Directors |
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V. REFERRALS TO THE PHILADELPHIA POLICE DEPARTMENT

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

VI. SUSPENSIONS FOR SPECIAL EDUCATION STUDENTS IDENTIFIED WITH AN INTELLECTUAL DISABILITY

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

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

Students with disabilities cannot be disciplined for behaviors that are related to or are manifestations of their disabilities.

The IEP team must answer the following questions:

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

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

A functional behavioral assessment (FBA) must be conducted, and a positive behavior support plan must be implemented. If an FBA and a positive behavior support plan were completed, then the IEP team must review and modify them as necessary.

If the IEP team determines that the behavior is not a manifestation of the student's disability, the disciplinary action may be applied with the provision that the LEA must continue to provide Free Appropriate Public Education (FAPE).

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

the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

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

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

VII. SUBSTANCE ABUSE

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

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

VIII. LOCKER POLICY

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

Students are required to:

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

IX. BATHROOM POLICY

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

X. SEARCH POLICY

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

Parents/Guardians and students should be aware that:

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

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

XI. YELLOW SCHOOL BUS REGULATIONS

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

- Students must remain seated in their assigned seats at all times
- Students must use quiet, in-door, tones while riding the bus

- Students may not throw items out of the window, nor place hands or any other body part out of the window
- Students may not use vulgarity or inappropriate language while riding the bus
- **FIGHTING is absolutely forbidden and will be treated as a Level III violation**
- Students must not distract nor disrespect the bus driver
- Students must not use sexually inappropriate language, gestures, and behaviors

XII. THE 3-STEP BUS VIOLATION ENFORCEMENT PROCEDURE

Procedures are as follows:

1. **First Violation** – Parent(s) must meet with a school administrator to discuss the child’s behavior. Parent must bring student to school the following morning. Meetings must be person-to-person
2. **Second Violation** – Students will be suspended from riding the bus for 2-5 days depending on violation. Please see suspension letter
3. **Third Violation** – School bus services will be revoked for the remainder of the school year. We encourage all parents to speak to their child(ren) about the school bus rules. Our goal is to provide a safe and orderly environment for your child(ren) while riding the bus. Working together, we can accomplish this goal

SECTION I: BULLYING/CYBER-BULLYING POLICY

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

I. DEFINITIONS

Bullying

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

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

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

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

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

- Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; or attempts or threatens to do the same
- Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor or threatening to inflict harm; or
- Social: Destroying status or reputations, gossiping and nasty rumors, threatening gestures, and taunting
- Nonverbal: Obscene/threatening gestures, isolation, exclusion, stalking
- Cyber Bullying means with the intent to harass, annoy or alarm. A student who engages in a continuing course of conduct of any of the following by electronic means directly to another or by publication through social media (including but not limited to: Text messages, emails, Facebook and Twitter, other social networks, and voicemail messages)
 - Seriously disparaging statements or opinions about another's physical characteristics, sexuality, sexual activity or mental or physical health condition
 - Threats to inflict harm

School Setting

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

II. AUTHORITY

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

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

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

III. DELEGATION OF RESPONSIBILITY

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

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

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

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

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

IV. EDUCATION

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

V. BULLYING PROCEDURAL GUIDELINES

Reporting

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

Consequences for Violations

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

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

The consequences and appropriate remedial action for a person found to have falsely accused another of bullying will align with the student Code of Conduct Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying shall be disciplined in accordance with school policies, procedures, and agreements.

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

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

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

SECTION J: SCHOOL CODE OF CONDUCT CONTINUED

I. DUE PROCESS: DISCIPLINE

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

Formal Conferences w/Parent & Student

Formal Conferences serve as Alliance for Progress' informal hearings as described in PA school code. Formal Conferences are designed to bring forth all relevant information regarding the students' disciplinary and academic problems facing the student; and for students, their parents/guardians and school officials to discuss the incident involving the student and ways by which future problems might be avoided.

Student Conference Procedures

At formal conferences, students have the right to expect that school officials will:

1. Inform the student of the reason for a conference
2. Give the student an opportunity to respond to allegation(s)
3. Discuss student's problem behavior and ways to correct it
4. Inform the student of the corrective action and/or next steps to be taken
5. Document the problem behavior and intervention

Parent Conference Procedures

At formal conferences, parents, guardians, and caregivers can expect that school administrators will see to it that the following protocol is followed:

1. Notice of a conference must be provided to the parent/guardian in writing and either hand-delivered to the home, sent by certified mail, faxed, emailed, or communicated by other reasonable means
2. At the conference, the parent/guardian or caregiver may request to review the student's records and any witness statements
3. School administrators will discuss the student's problem behavior and ways to correct it
4. School administrators will inform the parent/guardian of any further disciplinary action

The outcomes of such a conference may include:

- Invitation to rejoin the community without any disciplinary or academic intervention
- Invitation to rejoin the community with mandatory or voluntary disciplinary and/or academic intervention
- Transfer to a disciplinary placement or alternative placement
- Recommendation to the Board for expulsion which would result in the student and parent/guardian being required to attend a formal expulsion hearing. See "Expulsion" below

I. SUSPENSION PROCEDURE

First Suspension

Required: Teacher, AD, Counselor, Culture Leader

Optional: EXL Case Manager (if applicable)

Parent receives a letter from culture team with schedule for counseling, policy around what second suspension means, and plan for reinstatement back into school.

Parent signs and original goes in file, and copy goes with parent.

Second Suspension

Required: Principal, Culture Leader, Counselor, AD, Teacher

Optional: EXL Director (if applicable)

Parent receives letter from Principal detailing what third suspension would mean

Parent reviews counseling/MTSS data

Child Study Process begins

Behavioral chart/behavioral data collection chart distributed from culture team with plan

Third Suspension

Required: Principal, Culture Leader, AD, Possibly CEO (dependent on infraction)

Optional: EXL Director (if applicable)

Parent learns of next steps around related AFPCS Board Hearing

Parent is briefed on expulsion policy

II. IN-SCHOOL SUSPENSIONS

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

- Student will be informed of the reasons for the in-school suspension and be given an opportunity to respond before the in-school suspension becomes effective.
- Parents/guardian will be informed of the in-school suspension.
- When the in-school suspension exceeds ten (10) consecutive schooldays, a disciplinary hearing with the principal shall be offered to the student and the student's parents/guardians within the first five days of suspension. Suspensions are exclusion from school for a period from 1 to not more than 10 consecutive school days. Suspensions may be assigned by the Academic Director, Climate Director and/or CEO and Principal. Students have the responsibility to make up exams and work missed while suspended and shall be permitted to complete assignments within Board determined guidelines.

III. SUSPENSION DUE PROCESS

Due process includes the following steps:

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

Suspension Hearing Requirements

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

- The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
- The following due process requirements shall be observed in regard to the informal hearing.
- Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses on his own behalf.
- The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

IV. EXPULSIONS

Expulsion is exclusion from school by the Board of Trustees for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. A Board decision is required to expel a student. The Board ultimately decides whether a student will be expelled:

- Expulsions require a prior formal hearing under § 12.8 (see below).
- Students shall be suspended from school prior to the hearing and decision of the Board for a period of up to 10 days. The student shall be placed in his normal class after the 10 days unless it is determined after a formal conference that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension. A student may not be excluded from school for longer than 15 school days without a formal hearing. Any student so excluded shall be provided with alternative education, which may include home study.

Expulsion Hearing Requirements

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

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

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

The following due process requirements shall be observed:

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

Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

If Expelled

Students who are under 18 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education. The initial responsibility for providing the required education rests with the student’s parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the Principal. Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described above or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student’s education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400—1482). If the approved educational program is not complied with, the school may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education.

SECTION K: HEALTH RELATED INFORMATION

I. THE SCHOOL NURSE

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

If a student becomes ill during the school day, he/she will be given immediate attention. Parents/guardians will be notified if their child is too ill to return to class. Students should not personally call home if they feel ill but instead report to the school Nurse.

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

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

II. MEDICATION

It is the policy of Alliance for Progress Charter School to administer medications only to students with prior written permission from the parent/guardian and physician. A medication administration form may be obtained from the school. All students must have a medication administration form on file before medications may be administered to them. Verbal permission over the phone is not acceptable. A new medication administration form must be filled-out if there are any changes in the student's medication. All medications must be in the original container, clearly labeled with the student's name, physician's name, medication name, dosage and frequency. All medications must be turned in to the nurse's office. No medications may be kept in the student's desk or locker. At the end of the school year, it is the parent's/guardian's responsibility to pick up any unused medications. Medication left after the end of the school year will be properly disposed of in accordance with school policy. A new medication authorization form must be completed each year.

III. HEALTH AND SAFETY POLICY

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

IV. MANDATED REPORTING POLICY: CHILD ABUSE

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

SECTION L: PROGRAMS AND SERVICES

I. BREAKFAST AND LUNCH PROGRAM

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

II. ATHLETICS PROGRAM

All athletes who participate in any school sanctioned interscholastic activity (practice, or contest) must have an up-to-date physical. Alliance for Progress Charter School (AFPCS) recognizes the positive role, importance and value athletics plays in students’ growth. The goal for any student who participates in our athletic program includes:

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

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

student-athletes represent themselves and our school under pressure of competition. Our expectations at AFPCS are our student-athletes conduct themselves with dignity and respect at all times.

Academic Requirements/Eligibility

Athletic participation is secondary to the students' academic/behavioral responsibilities. Practice and games are scheduled to avoid conflict with the academic classes. All student-athletes must be able to balance the demands of a competitive athletic program and the rigorous academic schedule/behavior standards that AFPCS students carry. Student Athletes must maintain eligibility in order to participate in athletic programming (including practice and games/meets). Students are required to be **passing all classes with a 2.5 or better on Standards Based scale** in order to be fully eligible and not violate the AFPCS code of Conduct. Students will also need to receive one teacher recommendation to participate in athletics. Eligibility reports will be run weekly and announced to athletes for eligibility in that week's practices/games/meets. The athletic director and the principal reserve the right to suspend playing privileges for any event, and for any duration of time.

Attendance Requirements

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

Early Release

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

Attire

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

Transportation

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

Detention/After School Tutoring

Student Athletes are required to attend any assigned after-school detention or tutoring prior to attending practice. If a Student Athlete is assigned a detention for the day of a game/meet the Student Athlete must serve 45 the detention and will not be permitted to attend or participate in the game/meet.

Student Behavioral Eligibility

- Student must earn eligibility prior to the start of the season
- Full list of eligibility behavioral requirements will be shared by Academic Director prior to sports beginning

SECTION M: PROTOCOL AND POLICIES

I. PARENT/GUARDIAN CONTACT AND CUSTODY

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

II. PARENT/GUARDIAN VOLUNTEERS AND CHAPERONING FIELD TRIPS

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

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

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

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

III. SCHOOL NOTICES

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

IV. EMERGENCY SCHOOL CLOSING

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

V. CONTACTING TEACHERS OR STAFF

We encourage parents and guardians to contact teachers, the Academic Director, or the principal when concerns arise or whenever they have a matter to discuss. We request that parents not try to speak directly with teachers during the school day. Be prepared to leave a message in the school office and the teacher will call back during a planning period or after school; or you may call (215) 232-4892 to make an appointment to meet with your child’s teacher. If you would like to meet with the academic director, the Principal, or the CEO please call the school office to make an appointment.

VI. VISITOR POLICY

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

intrusion of disruptive persons into the school, it is necessary to invoke visitor controls.

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

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

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

VII. VISITOR CONDUCT

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

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

Visitors are not permitted to use foul or inappropriate language while on AFPCS property.

Violence, vandalism, seizure of school buildings or any other disruption of the educational program will not be condoned or tolerated.

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

VIII. FORMAL OBSERVATION

Persons wishing to visit must submit a written request at least 2 days in **advance** with the school office and/or Academic Director. (See request form or submit request via email)

Academic Director will review the request and arrange a mutually agreed upon date and time with the Academic Director and teacher for the requested classroom observation. (The Academic Director reserves the right to decline any request for classroom observation if it is determined that such an observation would cause undue disruption in the educational process.) Observations will be limited to no more than 45 minutes per visit in order to avoid distraction or disruption to the teacher’s schedule and classroom atmosphere.

Upon their arrival at the school, visitors must register and obtain a visitor’s pass at the office. In addition, visitors must read the Parent Guidelines & Procedures during Observation Policy and sign the

Acknowledgment Form.

To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Academic Director and have written consent from the parent/guardian describing the reason for the visit/observation. Out of respect for the teaching environment, parents/guardians shall not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns. Recordings of the observation shall not be permitted absent specific approval by the director.

During the observation, the director or his/her designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.

Parents/guardians or outside providers that disagree with the decision of the Academic director have the right to challenge the decision with the Principal or CEO. The decision of the Principal or CEO shall be final.

IX. INFORMAL MEETINGS

Parents who wish to have an informal conference with their child's teacher during non-instructional time must report to the office of their respective school to notify the Academic Director of their desire to speak with the teacher. The Academic Director and/or teacher will schedule a time to meet during non-instructional time.

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

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

X. 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.

Threats: We strive to maintain a positive and safe school environment. Our staff and administration are willing to meet with parents/guardians to address any and all concerns. All

communication will be positive and productive. Respectful communication is required from parents at all times. Also, parents should expect to have positive and respectful communication with staff members.

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

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

1. Uncontrollable and persistent verbal abuse
2. Threats of physical abuse
3. Uncontrolled and continuous vulgarity or inappropriate language
4. Refusal to leave the premises

XI. LOST AND FOUND

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

XII. OUTSTANDING BALANCES/MONEY OWED TO AFPCS

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

XIII. HEALTHY SCHOOL BIRTHDAY IDEAS AND CELEBRATION POLICIES

Elementary School (Grades K-5) ONLY

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

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

PLEASE NOTE:

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

BY PARENT/FAMILY Non-Food Options:

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

Healthy Food Options:

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

SECTION N: USE OF TECHNOLOGY

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

Technology Replacement Fee

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

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

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

I. TRACKING OF DEVICE

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

II. COMPUTING AND INTERNET ACCEPTABLE USE POLICY

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

All students are expected to follow these guidelines expectations. Failure to do so may result in

disciplinary action and/or legal action when appropriate. The school will not be held responsible for illegal actions by users that arise from unauthorized use of the school network or machines. Users should assume no privacy when using school issued devices or the school network.

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

Be Responsible

- I will use the school computers, network and other digital devices only with permission from an adult
- I will use the school computers, network and other digital devices for school work only
- I will treat the school computers, network and other digital devices with care. I will not purposefully harm or destroy them
- I will be responsible for any intentional damage that I cause to the school's digital devices
- I will back up my files. The school is not responsible for lost data
- I will check with an adult before downloading files that may harm the computer or network
- I will not share my private information or the private information of others online. This includes my full name, phone number, address, passwords, photos and those of my friends and family
- I will tell an adult if I come across online content that makes me nervous or uncomfortable
- I will tell an adult if I am being bullied, harassed or teased online

Be Respectful

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

Web Posting Checklist

- Do not post student information (schedules, personal information, photos captioned with names) which could be used to identify a student
- Use only first names when captioning work of students
- Make sure that all images and contents follow the copyright guidelines?
- Only post content that is informative and keeps with the school's educational mission
- Confirm the accuracy of content
- Reread content to check for grammar, spelling and punctuation
- Confirm that all links are working
- Be certain that any redirected content (via RSS feeds, embedded services etc.) meets AUP guidelines.
- Determine that no students who have opted out of school photography are included in any photos to be published

Filtering

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

Video/Media Permission:

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

SECTION O: ENROLLMENT AND RE-ENROLLMENT POLICY

I. APPLYING FOR ADMISSION

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

recorded through the Apply Philly Charter system.

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

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

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

II. HOW IS APPLICATION DATA STORED?

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

III. LOTTERY

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

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

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

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

IV. LOTTERY PREFERENCES

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

Sibling Preference

In order to be eligible for the sibling preference, the applicant must be related to a current student in one of the following ways:

1.) has a shared legal guardian or there is shared legal custody of both students by a common individual or

2.) is a half sibling, step sibling, or biological sibling. Residing at the same address as a current student alone does not make an applicant eligible for the sibling preference. In order to be eligible, applicants must indicate the sibling preference on their enrollment application. Alliance for Progress Charter School will not retroactively apply sibling preference for anyone who did not request the sibling preference at the time of application prior to the application deadline. Alliance for Progress Charter School reserves the right to determine if a student is eligible for sibling preference.

Siblings of currently enrolled students will be placed on a priority list before the lottery. Preference will be extended from newly enrolled students to their siblings, provided that all siblings seeking enrollment submitted applications prior to the application deadline and indicated the sibling relationship on the original application. Once the sibling selected in the lottery has submitted complete enrollment paperwork to the school, any of his/her eligible siblings will then be placed at the top of the waiting list (by the lottery order of the not-yet-enrolled sibling if more than one such applicant is on the waiting list at a time).

Employee Preference

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

IV. CONFIRMING ENROLLMENT

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

To confirm your student's seat for the 2024-2025 school year and complete the registration process, you must complete/submit the following required documents on PowerSchool within (10) business days:

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

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

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

Students who submit these five required documents by the enrollment deadline are considered enrolled for the 2024-2025 school year.

DATE	ENROLLMENT PROCESS
September 20, 2024	Apply Philly Charter application window opens
January 21, 2025	Apply Philly Charter application window closes
February 5, 2025	Apply Philly Charter Admissions lottery held
February 7, 2025	Families notified of lottery results via email

V. RE-ENROLLMENT PROCESS

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

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

SECTION P: THE PARENT ADVISORY BOARD

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

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

We need the strong support of every AFPCS family member in order to help our students learn and thrive. Because we place such high value on parental support and cooperation, when a child enters AFPCS, we ask parents and guardians to sign and return a Parent Contract. The Parent Contract remains in force until the end of the school year. A new contract must be signed and returned at the beginning of each new school year. Attached you will find an affirmation page, stating that you have read and will abide by the all of the policies and procedures of AFPCS. Please read, sign and date.

I. TITLE I

Alliance for Progress Charter School (AFPCS) receives federal funding through Title I, Part 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. Students who are currently enrolled in our school must complete an Intent to Return form and re-enrollment forms **BY THE INDICATED DEADLINES** every year.

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

II. **ANNUAL TITLE I MEETING**

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

III. **PARENT RIGHTS UNDER TITLE I**

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

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

IV. **TITLE I QUESTIONS**

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

- An annual meeting was not convened by the CEO and Principal to explain Title I offerings to parents.
- Parents were refused information on the professional qualifications of their child’s classroom teacher. If the concern was not resolved at the school level, a parent should begin a formal Pennsylvania Department of Education (PDE) complaint procedure as outlined below. A complaint is defined by AFPCS as a written, signed statement. It must include the following:
 - o A statement that PDE or AFPCS has violated a requirement of federal statute or regulations which apply to programs under the No Child Left Behind Act.

- The facts on which the statement is based.
- Information on any discussions, meetings or correspondence with PDE or AFPCS regarding the complaint.
- PARENT RIGHT TO KNOW INFORMATION AS REQUIRED BY THE ELEMENTARY & SECONDARY EDUCATION ACT (ESEA) AND THE EVERY STUDENT SUCCEEDS ACT (ESSA).

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

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

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

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

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

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

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

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the Principal or CEO.

SECTION Q: EMERGENCY RESPONSE PLAN

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

I. DRILLS

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

II. PARENT-CHILD REUNION CENTER

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

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

III. REUNITING WITH YOUR CHILD

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

1. No student will be released unless you or an individual designated on the student's Emergency Contact Form arrives to pick up that student. **It is critical that the information and phone numbers on your child's Emergency Contact Form is current.**
2. **You will be required to present valid identification.** This step is required to protect your child from any unauthorized individuals attempting to pick up your child.
3. **You will be required to sign for the release of your child.** This is extremely important as it is our only means of ensuring that all students are accounted for at all times. We recognize that you may be worried and want to be reunited with your child as quickly as possible. However, this system has been established to ensure your child's safety.
4. If you are unable to pick up your child, he/she will be kept at the Parent-Child Reunion Center until alternate arrangements can be made. Your child will be supervised at all times.

IV. KEEPING INFORMED DURING AN EMERGENCY

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

In the event of an emergency requiring the school to close, best efforts will be made to notify all parents by phone, email or via Facebook AFPCS will follow the same schedule and emergency announcements as the School District of Philadelphia. All emergency announcements are sent out via our text alert system and are listed on Facebook. All students are required to have an updated emergency contact form on file in the office. **Should contact information such as address or phone number change, please notify the office and provide updated information immediately.**



Alliance for Progress Charter School



Elementary School: 1722 N. Cecil B. Moore Ave. Philadelphia, PA 19121

Middle School: 1821 N. Cecil B. Moore Ave. Philadelphia, PA 19121

TEL: 215-232-4892 FAX: 267-792-3921

August 2024

24-25 Parent Handbook Acknowledge

I hereby acknowledge receipt of the 24/25 Student/Parent Handbook.

I was also provided with a copy of the Parent Report Card Checklist.

The 2024-2025 Student/Parent Handbook is available on our website, on ClassDojo, and sent via email.

Please sign and return this page by October 1st, 2024 **to certify that you have read and reviewed the handbook.** The expectation is 100% of parents return this sheet to the main office to keep their file in good standing.

Thank you!

Parent/Guardian Name

Date

Student Name

Date

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



Alliance for Progress Charter School

Elementary School: 1722 N. Cecil B. Moore Ave. Philadelphia, PA 19121

Middle School: 1821 N. Cecil B. Moore Ave. Philadelphia, PA 19121

TEL: 215-232-4892 FAX: 267-792-3921



Parent Report Card

At AFPCS, we believe in a strong School to Family relationship. As part of this belief, we are reintroducing our Parent Report Card for the 2024-25 School Year. Please see details below:

_____ Attending Open House

_____ Attending Back to School Night

_____ Attending T1, T2, T3 Parent Teacher Conferences

_____ Attending Three or More Parent Nights/Events

_____ Keeping Child Enrollment File in Good Standing (vaccinations, physicals, technology)

_____ Student Attendance at 90% or More

_____ Student Device in "Good" Condition Throughout the Year