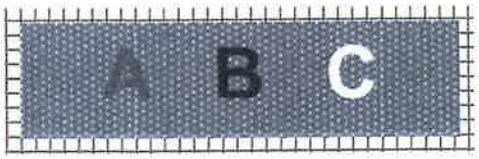
Jacquelyn Y. Kelley Discovery Charter School

Student Handbook

2019-2020

The School Pledge

I pledge today to do my best
in reading, math, and all the rest.
I promise to obey the rules
in my class and in the school.
I'll respect myself and others, too.
I'll expect the best in all I do.
I am here to learn all I can,
to try my best and be all I am.



Jacquelyn Y. Kelley Discovery Charter School is a school of choice. Students and their parents/guardians are required to adhere to the rules and regulations as described in this handbook. The handbook has been prepared and approved by parents, staff, administration and the Board of Trustees. Violation of these rules and regulations can result in consequences including dismissal.

OUR MISSION STATEMENT

The mission of Jacquelyn Y. Kelley Discovery Charter School (JYK DCS) is to provide kindergarten through eighth grade education to children in Philadelphia, Pennsylvania. The mission of JYK DCS is to engage students in an educational plan that builds from a prior knowledge base, is connected to discoveries outside the classroom, and is supported by foundational values of personal and community responsibility. JYK DCS will prepare children for life by nurturing habits of thought and actions to last a lifetime.

The founders' vision for the school is informed by their experience as educators and community activists concerning how best to engage children in the learning process and to nurture their success. The vision is also informed by the work of the educational researchers who contend that successful schools:

- Validate the knowledge and experience students bring with them to the classroom
- Teach a core foundation of academic skills
- Connect the classroom instruction with community-based, experiential learning
- Provide children with strong foundational values and opportunities to put them into practice
- Empower children to develop the attitudes, skills, knowledge and behaviors that will make them lifelong learners.

Jacquelyn Y. Kelley Discovery Charter School

"Where education is not just preparation for life, but life itself"

Dear Jacquelyn Y. Kelley Discovery Charter School Families:

On behalf of the school's founders, Board of Trustees and faculty, I want to express my thanks to all of you who have joined our educational family and a special thanks for those of you who continue to embrace the JYK DCS vision. The Jacquelyn Y. Kelley Discovery Charter School takes great pride in creating an educational atmosphere where students can learn in a caring and creative environment. Together our staff encourages students to engage in a lifelong love of learning. As we focus on student achievement we will provide a variety of academic and educational experiences that promote student growth and learning throughout the year. The Jacquelyn Y. Kelley Discovery Charter School team will regularly collaborate, analyze data, plan instruction, and develop common assessments to ensure student achievement is attained throughout each grade level. During the upcoming school year, I encourage you to take an active role in your child's learning. Parent involvement plays a critical role in our school's success. We must unequivocally work hard to increase scores and raise our academic levels! Ways to support and increase your child's academic success include:

- Make attendance a *PRIORITY* including limiting tardiness and absences
- Check Parent Portal (Power School) regularly to stay informed of student progress
- Communicate often with your child's homeroom teacher
- Read with your child at least 20 minutes a day
- Limit television and social media, encourage outside play
- Review the school day with your child

We are looking forward to another educationally rewarding school year with you and your children. I hope that you will visit and volunteer often.

The support of parents and families is essential for our children to succeed. Our desire is that you will consider volunteering your time and talents to make JYK DCS the best that it can be.

The work of educating our children will be guided by our mission and implemented through the shared efforts of all who are a part of the school family. This Handbook is designed to answer many of the questions you may have about the school's operations. Its purpose is to serve as a guide to what we will accomplish together.

Being Part of the Village That Keeps Kids First,

Tonia Elmore

Tonia Elmore
Chief Executive Officer (CEO)

Act 26

The Pennsylvania General Assembly has enacted legislation (Act 26), which requires all public schools to take a mandatory course of action in dealing with students who are found to be in possession of weapons.

The law requires that arrest and expulsion, for at least one year, of any student found in possession of a weapon on school property, in a school program, or while traveling to or from a school program, including time on public transportation.

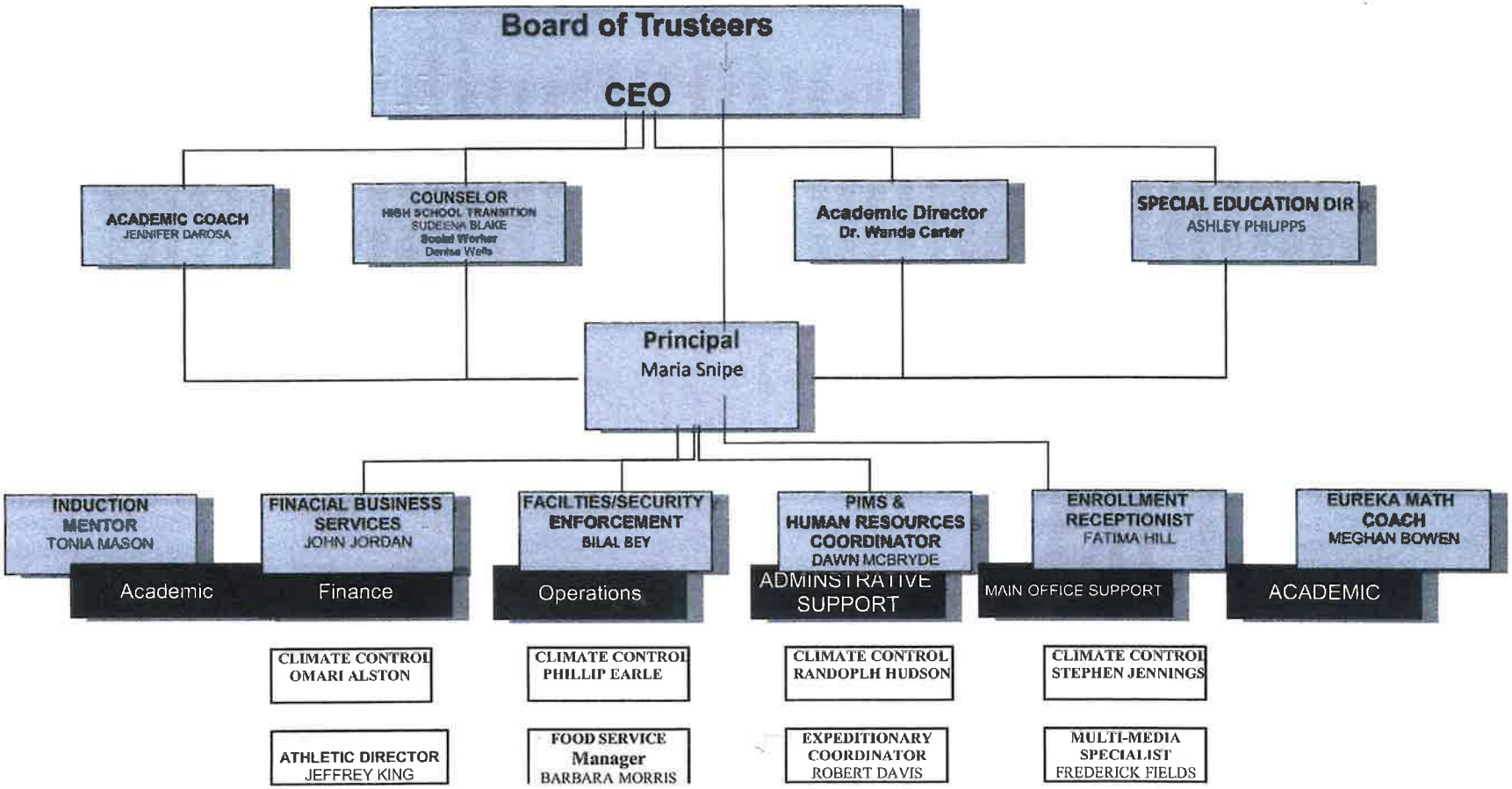
The law requires a weapon to include, not limited to, any knife, cutting instrument, cutting tool, firearm, shotgun, rifle and any other tool or instrument capable of inflicting serious bodily injury. There is no requirement that the student use or try to use the weapon and possession for self-protection is not a defense. Parents are encouraged not to send tools or supplies such as metal or pointed scissors to school with their children unless they receive a written request from the teacher.

The law requires that violations will become a part of the student's permanent disciplinary record, and will be available to any school in which the student may later enroll. Parents will be required to sign an affidavit or family contract prior to enrolling their child in any public school to disclose the existence of any weapons violations or other serious violations.

These measures required by Act 26, are designed as a safeguard to ensure that all public schools are safe havens in which students may interact in an environment and climate, which fosters learning and strongly discourages potential acts of violence.

Joyce Woodson
Board Chair

Tonia Elmore
Chief Executive Officer (CEO)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Manager
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HOURS OF OPERATION

Grades K-5

8:00 - 8:25 am	Breakfast Begins
8:30am	School Begins
8:41am	Students arriving after this time are considered late
3:30pm	Dismissal (see instructions for procedures)

Grades 6-8

7:30-7:55 am	Breakfast Begins
7:45-8:00 am	Students arriving after this time are considered late
3:05 - 3:15 pm	Dismissal

It is policy of Jacquelyn Y. Kelley Discovery Charter School that all children attend school regularly, on time and for the entire school day in accordance with the laws of the State of Pennsylvania.

Students not in Morning Care should not arrive prior to 8:00 am.

JACQUELYN Y. KELLEY DISCOVERY CHARTER SCHOOL
SCHOOL CALENDAR
2019-2020

September	20 days
October	22 days
November	18 days
December	15 days
January	21 days
February	19 days
March	21 days
April	16 days
May	20 days
June	10 days
Total	**182 days**

Board Meetings
Monday, Aug. 19, 2019
Monday, Sept. 16, 2020
Monday, Oct. 21, 2019
Monday, Nov. 18, 2019
Monday, Dec. 16, 2019
Monday, Jan. 13, 2020
Monday, Feb. 10, 2020
Monday, Mar. 16, 2020
Monday, Apr. 20, 2020
Monday, May 18, 2020
Monday, June 15, 2020
Monday, July 20, 2020

Staff Development Days: 1pm dismissal/No aftercare on all PD days EXCEPT for November, March and June
October 11 November 5 (Full PD Day; no school for students) January 17 February 14th March 20th (Full PD Day; no school for students) May 22nd June 15-17 (No School for Students)

School Events
Aug. 26-30, 2019
Sept. 3, 2019
Sept. 12, 2019
Oct. 4, 2019
Oct. 11, 2019
Oct. 14, 2019
Nov. 5, 2019
Nov. 8, 2019

Nov. 27-29, 2019
Dec. 13, 2019
Dec. 20, 2019
Dec. 23, 2019-Jan. 1, 2020
Jan. 2, 2019
Jan. 20, 2020
Jan. 22, 2020

Feb. 14, 2020
Feb. 17, 2020
Feb. 28, 2020
Mar. 20, 2020
March 23, 2020
March 25, 2020
***April 2, 2020**
April 9, 2020

April 16, 2020
April 10-17, 2020
April 20, 2020
***April 20-24, 2020**
April 25, 2020
***April 27-30, 2020**
May 1, 2020
May 4-8, 2020
May 22, 2020
May 25, 2020
June 4, 2020
June 5, 2020
June 12, 2020
June 15-17, 2020

Professional Development
1st Day for Students and Extended Day
Back to School Night (5-7pm)
Interim Reports
Professional Development (1pm Early Dismissal for Students)
Indigenous People Day (School Closed)
Election Day (School Closed for Students/1/2 Day for Staff)
Report Card Conferences (1pm Early Dismissal for Students)
Conferences: 1-5pm (No aftercare)
Thanksgiving Break (School Closed)
Interim Reports
Winter Program (1pm Early Dismissal for Students)
Winter Break (School Closed)
School Re-Opens
Dr. Martin Luther King, Jr. Day (School Closed)
Report Card Conferences (1pm Early Dismissal for Students)
Conferences: 1-5:30pm (No aftercare)
Professional Development (1pm Early Dismissal for Students/Interim Reports)
President's Day (School Closed)
Black History Program
Professional Development (No School for Students)
Student Intent to Return Forms Distributed
Report Cards Mailed (No Conferences)
PSSA Parent Night
***Student Intent to Return forms due** (Failure to return intent to return forms...result in loss of enrollment slot for following school year (no exceptions)*
Founder's Day (No School)
Spring Break (School Closed)
Lottery
PSSA Testing (English Language Arts)
JYK DCS 3rd Annual Spring Gala
PSSA Testing (Math)
Intrerim Reports
PSSA Testing (Science) and PSSA Make-ups
Professional Development (1pm Early Dismissal for Students)
Memorial Day (School Closed)
Kindergarten Move-Up Day (No aftercare)
8th Grade Graduation (No aftercare)
Last Day for Students, Report Cards Distributed/Family Contracts signed
Professional Development

Subject to change

***In the event of school wide closing due to inclement weather, the instructional calendar may be amended.**

CODE OF STUDENT CONDUCT

Jacquelyn Y. Kelley Discovery Charter School has adopted the **Code of Student Conduct** to inform students, parents and school staff of the behavior that is expected from all students to ensure a safe and focused learning environment. The **Code of Student Conduct** has **14 rules** to promote safety, order and responsible conduct in all school- related activities. It is further divided into three levels. These levels are designed to ensure that fair and consistent disciplinary actions are taken for similar violations and to inform students and parents of the scope of discipline they will face for particular violations.

Individual classes may have additional rules as long as they are necessary, reasonable and consistent with this Code. Students must be informed of any supplemental rules before they are applied.

Discipline and Conduct

An effective instructional program requires an orderly environment in which students and employees know and abide by the reasonable standard of socially acceptable behavior. It is expected that they respect the rights, person and property of all community members. All students in the school are entitled to share in its education and related programs to the extent of their abilities without regard to race, color, gender, sexual orientation, national origin, religion or disability. Every student is expected to behave at the school and in school related activities in accordance with the public laws, the JYK DCS Code of Conduct and lawful directions of assigned staff, and deal fairly and courteously with fellow students, staff and the public. In the event of an incident it may be necessary for a JYK DCS employee to put his/her hands on a student(s) in an effort to protect them or others.

Procedure to Handle Student Problems/Conflict

When problems arise, every attempt must be made to resolve them satisfactorily through the following process:

Step 1: Student/Peer Level: If no satisfactory solution is found or resolution/intervention is not possible **then,**

Step 2: School Faculty/Parents Level: If no satisfactory solution or resolution/ intervention is found **then,**

Step 3: Parents/Climate Control Staff Level: If no satisfactory solution is found, **then**, Step 4: Assistant Principal/Principal Level: If no satisfactory solution is found, **then,**

Step 5: CEO level: If no satisfactory solution is found, **then,** Step 6: Board of Trustees: Final Decision

Unless the problem or conflict is a clear violation of federal, state or local laws, or the charter provisions, failing to abide by the resolution procedures stated above is a serious violation of the students' due process and is strictly prohibited.

Scope of the Rules of Discipline:

These rules shall apply to all conduct:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when the school is being used by a school group;
- Off school grounds at any school activity, function or event;
- Traveling to and from school, including actions on any school bus, van or public transportation; (legal matters will be handled by the appropriate authorities)
- Off school grounds when the conduct may undermine the proper disciplinary authority of the school, the safety of the students or staff, or disruption within the school (i.e. bullying, sexting, etc.)

Expectations

- Under the Code of Student Conduct, a student is expected to:
- Work to the best of his or her ability and try to reach the highest levels of success.
- Attend school every day and be in class on time and prepared to learn.
- Contribute to a safe and orderly school climate and show respect towards others.
- Follow the rules of proper conduct, including the student dress code.
- Seek help from the school staff in solving problems that might lead to confrontations with others.
- Treat students, teachers, administrators, and all other staff in a respectful and positive way.
- Accept responsibility for his or her actions.
- Consider the possible consequences of his or her actions to others.
- Report any information that may help prevent danger of injury to people or property.

Level One Offenses --- Minor

Discipline incidents that are low level intensity and do not threaten serious bodily harm to others or create a hostile environment to the school community.

Rule 1: Disruption of School
Rule 2: Disruptive and/or Offensive Use of Language
Rule 3: Damage, Destruction or Theft of School Property (valued up to $150)
Rule 4: Damage, Destruction or Theft of Personal Property
Rule 5: Simple Assault among Students (Fights, Behavior Leading to Accidental Injury) or Threats
Rule 6: Tobacco Products
Rule 7: Abuse of Computer/Internet Privileges

Approved Corrective Actions for Level One Offenses

When a student commits any of the Level One Offenses, the following corrective actions can occur:

- Contact from the school to the student's parents; telling the parents about the student's behavior

- Daily reports from the school to the student's parents
- Meeting between the teacher and the student to discuss the student's behavior and the expectation for improving his or her behavior
- Meeting between the student and designated school personnel and parent when necessary
- Meeting between the student and the Principal
- Assignment to another location at the school where the student can "cool off" for a while
- Temporary assignment to a different class or section
- Permanent assignment to a different class or section
- Supervised mediation between students
- Detention
- Expulsion from school activities such as graduation ceremonies, class trips, dances, sports teams, clubs or extracurricular activities, or the use of computers
- Temporary suspension from riding the school bus or vans (if the student broke a rule on a bus or while waiting for a school bus or van)
- Suspension for one to two days
- Referral to Student (SAP) Assistance Program
- Referral to a counselor or substance abuse program
- Referral to a community mental health provider

Level Two Offenses - Major

Rule 9: Repeated School Violations
Rule 10: Harassment (Racial, Sexual, or Bullying/Cyber Bullying)
Rule 11: Indecent Assault or Indecent Exposure
Rule 12: Threat on School Personnel
Rule 13: Instigating or Participating in Group Assaults
Rule 14: Destruction of Property (over $150)
Rule 15: Possession of Drugs or Alcohol for Personal Consumption/Sale

Approved Corrective Actions for Level Two Offenses

For any violation of Level Two Offenses, a student can face one or more of the corrective actions listed for Level One or Level Two Offenses:

- Suspension for three to five days
- Referral to an appropriate counseling program either within the school or in a community mental health program for the violation of **Rule 10** or **Rule 11**
- Expulsion

Level Three Offenses

Rule 16: Possessing a Weapon Capable of Causing Death or Serious Injury
Rule 17: Aggravated Offenses (Violence, Threats, Assault, Vandalism, other Criminal Offenses)
Rule 18: Assault on School Personnel

Students who are suspended 3 times in one school year will be recommended for expulsion and must appear before the Board of Trustees

Approved Corrective Actions for Level Three Offenses

Public Schools are required under 24 Pennsylvania Statue Section 13-1317.2, to take the following steps when a student is found in violation of Rule 16:

- the student will be detained
- any incident involving a student ten years of age or older will be reported to the police immediately
- the parents/guardians will be notified immediately
- the student will be suspended
- an Incident Follow-Up Report will be filed
- immediate recommendation to the Board for expulsion.

The Incident Follow-Up Report filed for incidents involving students found to be in possession of weapons will include:

how, when, where, and by whom the weapon was discovered;
action taken by police
action taken by the school
a picture or facsimile of the weapon(s)

When a student is in violation of Rule 17, the Chief Executive Officer (CEO) may recommend expulsion.

§ 12.6. Exclusions from School

a. The governing Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by § 14.143 (relating to disciplinary placements) and 34 CFR 300.519-300.529 (relating to discipline procedures).

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

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

(i) Suspensions may be given by the CEO, Principal, or designee.

(ii) A student may not be suspended until the student has been informed of the reasons for the suspension. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(iii) The parents or guardians, the CEO and the Principal of the school shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements in § 12.8(c) (relating to hearings).

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

(vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.

(2) Expulsion is defined as exclusion from school by the governing board for a period exceeding 10 consecutive school days. Expulsions require a prior formal hearing under § 12.8.

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

(d) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

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

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

(2) 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 in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act (20 U.S.C.A. § § 1400-1482).

(3) If the approved educational program is not complied with, the school entity 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. See § 12.1(b) (relating to free education and attendance).

Manifestation determination

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of the Code of Student Conduct or other inappropriate, disruptive or prohibited activities violating Jacquelyn Y. Kelley Discovery Charter School policy, the student's parents/guardians; general education teacher; special education teacher; district administrator and/or designee; school psychologist; and other individuals requested by the parent/guardian who have special knowledge of the student must review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

2. If the conduct in question was the direct result of the district's failure to implement the IEP.

3. For disciplinary exclusions which create a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of his/her disability by conducting a manifestation determination review in accordance with applicable law and regulations.
4. A student with a disability whose behavior is not a manifestation of his/her disability may be disciplined in accordance with the Code of Student Conduct, SRC policy, district rules and procedures in the same manner and to the same extent as students without disabilities.

In the event that a special education student has been excluded from school for more than 10 consecutive school days or more than 15 days total, a manifestation meeting will be called by the student's special education case manager. If the behavior is a manifestation, either a Functional Behavioral Assessment is completed and a positive behavior support plan is developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.

In the event that a student with an intellectual disability is recommended to receive a suspension due to a behavior, the student's special education case manager will first call a manifestation meeting. If the behavior is a manifestation of the student's disability, either a Functional Behavior Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavior intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.

Suspension from School

A student with a disability may be suspended for five (5) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement. Also, use of interim alternative educational settings permitted by law does not constitute a change in educational placement for these purposes.

EXCEPTION: For students with an intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.

Provision of Education during Disciplinary Exclusions

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.

Parent/Guardian Appeals from Disciplinary Actions/Request for Hearing by District for Students Who are a Danger to Themselves or Others

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the school requests a due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.

Protections for Students Not Determined Eligible for Special Education and Related Services/Pending Evaluation

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Code of Student Conduct or other inappropriate, disruptive or prohibited activities violating Jacquelyn Y. Kelley Discovery Charter School policy rules, may assert any of the protections provided for in law and regulations if the district had knowledge that the student was a student with a disability before the behavior that lead to the disciplinary action occurred.

Authority

The provisions of this § 12.6 amended under section 2603-B of the Public School Code of 1949 (24 P.S. § 26-2603-B).

Source

The provisions of this § 12.6 amended February 17, 1984, effective February 18, 1984, 14 Pa.B. 520; amended December 2, 2005, effective December 3, 2005, 35 Pa.B. 6510, 6658. Immediately preceding text appears at serial pages (295323) to (295324) and (286657).

Notes of Decisions

Alternative Instruction

Local school officials may determine the amount and type of alternative instruction necessary

and appropriate in each case involving an expelled student. *Abremski v. Southeastern School District*, 421 A.2d 485 (Pa. Commonwealth 1980).

Appeal; No Expulsion

Where the discipline imposed upon the student was three 15-minute after-school detention sessions, the student has no right to a hearing or appeal, as there is no such recourse provided by the regulations. *Schmader v. Warren County School District*, 808 A.2d 596 (Pa. Commonwealth 2002); appeal denied 820 A.2d 163 (Pa. 2003). There is no provision in the regulations for an appeal of a school board decision to suspend a student for 10 days or less. *In re Appeal of JAD*, 782 A.2d 1069 (Pa. Commonwealth 2001); appeal denied at 796 A.2d 987 (Pa. 2002).

Due Process Required

Expulsion is exclusion from school for a period of more than 10 days. Due process requires that a student subject to expulsion be afforded a hearing. *In re: Appeal of JAD*, 782 A.2d 1069 (Pa. Commonwealth 2001). Where student was expelled from school for approximately 30 days, due process required that the student be given a formal hearing. *Oravetz v. West Allegheny School District*, 74 Pa. D. & C.2d 733 (1975).

Expulsion Appropriate

None of the provisions of this section relating to expulsions provide that an expulsion decision, otherwise proper, cannot stand if the expelled student was also suspended for the same offense, and if the period of suspension exceeded the regulatory maximum, due to the failure, for undisclosed reasons, of a student to return to school for a three-day period following a suspension, *Porter v. Board of School Directors of Clairton School District*, 445 A.2d 1386 (Pa. Commonwealth 1982).

In General

Regulations governing the types of offenses that would lead to exclusion from school may be published by individual schools rather than by the Board of Education itself. *Figueroa v. Thompson*, 1 Pa. D. & C.3d 266 (1975). When the legislature did not delegate power over student conduct and discipline to the State Board of Education, the Board's regulations pertaining to such matters were invalid and unenforceable. *Howard H. v. Wentzel*, 372 A.2d 30 (Pa. Commonwealth 1977).

Procedural Violations

Where defendant school district summarily suspended plaintiffs for a period in excess of 3 days and failed to follow notice and hearing procedures, those portions of the suspension served before proper notice and hearing were expunged from plaintiffs' records. *Mullane v. Wyalusing Area School District*, 30 D. & C.4th 179 (1997).

School Board Review

This regulation clearly provides that the decision to suspend a student for no more than 10 days is within the power of the principal. Thus, although the school board agreed to consider the issue of the students' suspensions, that special meeting was nothing more

than a gratuitous gesture to the students and their parents. The board's acquiescence to hold the meeting was purely voluntary, and its affirmation of the principal's decision had no legal consequence. *Burns v. Hitchcock*, 683 A.2d 1322 (Pa. Commonwealth 1996).

Smoking

School regulations, which restricted student smoker's use of restrooms were not unconstitutional where they were not arbitrary, unreasonable or capricious. *Figueroa v. Thompson*, 1 Pa. D. & C.3d 266 (1975).

Cross References

This section cited in 22 Pa. Code § 711.61 (relating to suspension and expulsion).

Saturday School Detentions and Suspensions

1. Saturday school detentions may be given instead of out of school suspensions. This has been put in place so that the student is able to complete all in school work and activities, and not be late traveling from school. In the case where Saturday school is given as an alternative to out of school detention the student must attend from 9am to 2pm.

2. Failure to attend Saturday detention will result in a next day letter for the student and a meeting with the parent must take place as a result. Failure to attend two Saturday school detentions will result in student suspension.

Cyber-Room (Student may be remanded to the in-house cyber room to serve suspensions.)

Protocol

- Students go directly to cyber room upon beginning the school day
- Teachers will have to provide instructional materials the day before or in the morning before school begins in a folder (folders will be stored in the cyber room for each teacher)
- Breakfast and lunch will have to be delivered to students
- Climate control member will communicate with homeroom teacher regarding attendance
- Students log in to their homeroom classes and follow the same schedule as they would as if they are in class
- A composition book will be provided so students can write down any questions

Climate control member who is monitoring student will ensure that student is completing lessons teachers or academic leaders may be called to provide support to students who experience difficulty with assignments

The Jacquelyn Y. Kelley Discovery Charter School
Anti-Bullying Policy

Policy Objectives:

This policy outlines what the Jacquelyn Y. Kelley Discovery Charter School will do to prevent all types of bullying.

- JYK DCS defines bullying as repeated and intentional harming of another student verbally, physically, and/or emotionally.
- JYK DCS is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- JYK DCS community recognizes that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the staff member who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm.
- The Principal or another member of leadership staff will interview all parties involved.
- The Principal will be informed of all bullying issues where there are safeguard concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure that parents/guardians are kept informed about the concern and action taken, as appropriate and in line with child protection and confidential policies. Sanctions as identified within the school behavior policy and support will be implemented in consultation will all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offense has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school grounds or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the Principal will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behavior policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist with the investigation.
- Take all available steps where possible to identify the person responsible. This may include:
- looking at use of the school's systems;
- identifying and interviewing possible witnesses;
- contacting the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavior policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behavior of the bully, as well as, ensuring access to any additional help that they may need.
- Inform the police, if a criminal offense has been committed.
  Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from their contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

Prevent Bullying

Environment
The whole community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognize that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse). Recognize the potential for children with disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with

caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related differences.

- Challenge practice and language, which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school culture.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school, student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example, during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities, such as anti-bullying week.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/guardians to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behavior.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Involvement of Students

We will:

- Ensure that all students know how to express worries or anxieties about bullying.
- Ensure that all students are aware of the range of consequences, which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicize the details of internal support, as well as, external helplines and websites.

- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

Involvement and Liaison with Parents and Guardians

We will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents and guardians in a variety of formats, including via the school website.
- Ensure all parents and guardians know who to contact, if they are worried about bullying and where to access independent advice.
- Work with all parents, guardians and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents and guardians work with the school to model positive behavior for students, both on and offline.
- Ensure all parents and guardians know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and Review: Putting Policy into Practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Principal will be informed of bullying concerns, as appropriate.

UNIFORM POLICY/DRESS CODE

The Board of Trustees has approved the Jacquelyn Y. Kelley Discovery Charter School Uniform and Dress Code. The appearance of the student is primarily the responsibility of the parent/guardian. Students who continually come to school out of uniform violate the dress code and open themselves to disciplinary actions that can lead to dismissal.

Uniforms can be purchased from Cramer's Uniforms
4533 Frankford Avenue 215-743-0750
5226 Market Street 215-238-1400

Uniform Policy/When Students are out of Uniform

Students who continually come to school out of uniform violate the dress code and open themselves to disciplinary actions that can lead to dismissal. When a student is out a uniform the parent/guardian has two hours to come to the school with the proper item(s). The Student will return to the classroom while they wait for their parent so that they are not missing instruction. A student who remains out of uniform for the entire day will receive a letter from Climate Control to give to their parent/guardian stating the infraction and that the parent/guardian must meet the following day at 9:00 am with a school official before the student will be permitted to return to classes. Any student with repeated offenses will be referred to the school social worker.

Dress Code

The official school uniform has changed. The old school uniform will no longer be sold. However students who have the previous school uniform may wear the previous uniform or the new uniform for the 2019/2020 school year. In the 2020/2021 school year all students must wear the new official school uniform.

Middle School Students (Grades 6-8)

Males: Official School Uniform (navy logo blazer, light blue logo oxford shirt grey dress pants)

Females: Official School Uniform (navy logo blazer, light blue logo oxford shirt grey skirt)

Everyone: Shoes and Socks: Students will wear official school uniform black shoes

**When weather dictates the JYK DCS cardigan or pull over sweater should be worn.*

Primary Students (Grades K-5)

Males: Official School Uniform (Grey Dress pants navy polo shirt with logo blue socks)

Females: Official School Uniform (Grey Dress pants navy polo shirt with logo blue socks)

Note: Female & Male student religious garments must represent the school colors for example... females Hijab Niqab Burka, Al-Amira, Shayla, and Khimar headwear must be navy blue or grey in middle school Navy or grey in grades K-5. male student's Muslim headwear ex. Taqiyah, Turbans etc...must be navy or grey in grades K-5 and navy or grey in middle school. Religious dress or religious skirt should be the color of the school uniform...for

middle school Navy logo top and Grey bottom for primary school the colors should be grey bottom and navy logo top.

No student will be allowed to wear apparel that does not represent school colors.
Everyone: Shoes and Socks: Students will wear official uniform shoes with blue or grey socks

****Students will be able to continue to wear the previous official school uniform for the 2019/2020 school year however, in the following school year 2020/2021 all students will be required to wear the new official school uniform with the new logo. Official uniform shirts old or new must have school logo on them in order for them to be deemed appropriate

**When weather dictates the JYK DCS female students may wear pants starting on December 1 of every school year unless the fall season is particularly cold.*

Gym Uniform for all students: Navy sweat pants with a navy JYK DCS tee shirt. Sweat pants should have an elastic waist and leg.

No Shorts or Hoodies

Physical Education is a requirement of the academic curriculum. Students who are not properly prepared for gym cannot participate and can fail the course due to lack of participation.

Exceptions to the uniform policy for religious purposes are made on an individual basis and require the approval of the Chief Executive Officer (CEO).

CODE OF CONDUCT ON THE BUS

Qualified students for grades 6-8 will receive a trans pass. Bus transportation for all eligible students is provided for grades 1-5 by the School District of Philadelphia as required by Pennsylvania law. The School District contacts families directly indicating pick-up and drop-off locations and times. Students who ride the school bus are expected to adhere to the following Rules of Conduct. These rules of conduct are in place to provide each child a safe ride to and from school.

Bus Rules of Conduct Students are not allowed to:

*Destroy property	Damage bus
*Hang out the window	Bring injurious or objectionable items aboard the bus
*Leaving your seat	Being rude, discourteous or noisy
*Disobey the driver	Lighting matches or smoking
*Spitting or littering	Improper boarding or departure procedures
*Unacceptable behavior	Fighting, tripping or pushing others
*Other improper behavior	Consistent bullying

In the event that a student does not follow the rules as outlined above he or she may lose the right to ride the bus by suspension and or termination. It is a matter of life and death!

3 Strikes Policy

Dear Parents/Guardians,

Please take the time to review with your child the attached rules and regulations concerning their conduct while they are riding the school bus. This year we are implementing a three (3) strikes policy with regard to bus suspensions. If your child is suspended from riding the school bus for violating the safety regulations **three (3) times, then they will be suspended from riding the school bus for the remainder of the school year.** These rules will be strictly enforced from the beginning of the 2019-2020 school year, for the overall safety of our children who ride the school buses.

If you have any questions concerning this or any other matter related to the school buses, please call Mr. Davis at 215-879-8182.

Please sign your name below, **acknowledging that you have received and understand this policy**. Please return by _____.

X_____

Parent/Guardian Signature

Dear Parent/Guardian,

As of _____ your child _____

has been suspended from the bus _____ times due to various safety infractions.

Listed below are the possible bus violations:

- No standing while bus is in motion.
- Two students in a seat must make room for a third student if necessary.
- No one is permitted to save a seat.
- Students must comply if assigned a seat by the driver or principal.
- Each student shall display courteous conduct while on the bus.
- Every student will get on and off the bus at assigned stop.
- No eating, drinking, or gum chewing
- No smoking.
- No yelling or loud talking.
- No profanity
- No snow will be intentionally brought onto the bus.
- No throwing objects on the bus and/or propelled out of windows.
- No fighting, pushing, scuffling or tripping.
- No littering.
- Opening emergency door is not permitted.
- No weapons as defined by the Pennsylvania school code, are allowed on the bus.
- No possession or use of any drugs/tobacco will be permitted on the bus.

Comments:

_____
_____
_____
_____
_____
_____
_____

If you have any questions concerning this or any other matter related to the school buses please call Mr. Davis at 215-879-8182.

DROP-OFF AND PICK-UP FOR STUDENTS

The safety of our children is of the utmost importance. At no time is the following allowed:

- Double-parking on Belmont Avenue. Illegal parking will result in parking tickets and city fines.
- Stopping on the North side of the street and having the children cross Belmont Avenue to gain access to the school.
- Parking in the designated no parking zones in the front or side of the building.
- Parking in the designated bus section located in the parking lot.
- Please drive 5 mph in the parking lot. Guests who do not follow the speed limit will be banned from parking on the lot.

Drop-Off Procedures

- Buses will drop students off in the secured parking area. There will be no parking allowed in the bus lanes. Buses should arrive close to 8:15 am. Students will be directed into the building by support staff. Grades 6, 7, and 8 will enter the building through the security gate on Belmont avenue.
- Cars dropping students off are instructed to do so in the designated area.
- Students walking to JYK DCS should notify the main office prior to the first day of classes to ensure that support is provided crossing nearby crosswalks.

Pick-Up Procedures

School officially ends at 3:30 pm for grades K-5, and between 3:20 and 3:40 pm for grades 6, 7, and 8. Buses will be waiting for children at the designated bus locations. As a bus arrives at the School, students will be instructed to leave their classroom to board their bus. Students not taking the school bus but being picked up by their parents will be released at 3:30 pm. Middle school students who need to retrieve a student in grades K-5 will need to be dismissed by their teacher and will need to wait outside of the gate until 3:30 pm. Parents must also wait outside the gate until 3:30 pm in order to retrieve students in grades K-5. Students enrolled in the afterschool program should remain in the classroom or with their teacher until instructed to proceed to their afterschool program location.

Early Dismissals

Parents, whenever possible, appointments should be scheduled after school hours as they can interfere with your child's learning program. When children have an appointment that requires them to leave early, the following procedure must be followed:

Send a note to your child's teacher stating the reason for early dismissal.

- Notify the office if someone other than yourself is picking up your child (the person must be listed on the approved pick-up persons list you submitted, and must have photo ID for security reasons)

- You or the designated pick-up person must sign your child out at the office. Those picking up students, including parents, may *not* go directly to the child's classroom.
- The cutoff time for early dismissals is 2:30 pm.
- **No student is released from the school during regular hours without being accompanied by a responsible adult.**
- After this time, students will be dismissed during their regularly scheduled time. The main office is closed during dismissal from 3:00-3:45 pm.

Late Pick-Up

In the event of a late pick up of your child, you must notify the school in advance to indicate that you are arriving late and the reason for the late pick up. Children who are not in after school programs and are not picked up by 3:45 p.m. are considered late and a fee of $2 per minute will be applied to their Powerschool account. **Children not picked up by 6:00 p.m. will possibly be taken to the Police Station located at 61st and Thompson Streets. In addition, a late fee of $2.00 per minute will be charged to the students Powerschool account for ALL late pickups at the conclusion of the Extended Day Program.**

ATTENDANCE/LATENESS

Consistent attendance assures that our students will not miss valuable instructional time and opportunities that will enhance their success in school. Students are required to be in school every day except for:

- Illness
- Approved religious holidays
- Family emergencies relative to the child

If a child is absent, the parent should notify the school. All absent students are expected to submit a parental note with the reason for the absence upon their return. If a student is absent for three days or more for illness, a physician's note is required. Please notify the school nurse, if your child is ill with a communicable disease, i.e. chicken pox, meningitis, strep throat, etc. If a child will be absent from school for a significant amount of time due to extenuating circumstances, other arrangements will be made for the student to receive assignments or instructional support. The proper documentation must be presented to the school for these arrangements to be made.

Being prompt to school is a lifelong habit that is essential to the academic performance of your child. If your child is late to school, he or she must report to the main office to sign in and receive a pass to enter the classroom.

We have implemented an intervention plan for students that demonstrate excessive lateness and absences.

Excessive absences/lateness may result in your child being dismissed from JYK DCS.

Administrative Withdrawal

Students who have been absent for 10 consecutive days without written contact to the school will officially be withdrawn from the school.

Lateness

Being prompt to school is a habit that will remain throughout life and will benefit your child's efforts. If your child is late for school, he or she must report to the main office to sign in and receive a pass to enter the classroom. Students must be in their classrooms for attendance by 8:41 am to be counted as present. A signed note from a parent must accompany the lateness. The only legitimate excuses for being late to school are doctor and dentist appointments or illness of the student. Oversleeping, missing the bus, mechanical difficulties etc. are not considered legitimate reasons for being late to school. Students must hand in doctor's notes to front desk when coming in late to school. Doctor's notes will not be accepted at a later date. The accumulation of lateness's (exclusive of lateness with a doctor's note) may result in truancy proceedings. For unexcused absences and lateness's, the school may require that parents meet with school administrators to develop an "Attendance Improvement Support Plan".

Parents who have students who exceed the excessive absence and lateness policy and fail to improve after the support plan will need to meet with the District Attorney's office and the CEO.

Truancy Procedures

Step One

- Teachers will contact parents for 3 unexcused absences.
- Students that have three consecutive absences will receive a phone call from their teacher.

Step Two

- Students that have six consecutive absences will receive a letter from the school counselor.

Step Three

- If the truancy concerns continue, after the tenth absence, the school counselor will refer the parent/guardian to the District Attorney's office. The consequences may eventually lead to prosecution for negligence…please refer to information about Project Go on page 25.
- The student and parents/guardians will be referred to the District Attorney's office.

Attendance is very important for the school/family relationship. This year we are partnering with the District Attorney to ensure that attendance policies are adhered to. As stated below continued violation of the attendance policy will result in parent prosecution.

First Intervention

- Homeroom teachers will contact parents for unexcused absences (3 in total).
- Students that accrue 6-10 unexcused absences or lateness's will receive correspondence from the school counselor. A notification will also be sent to the District Attorney for absences that exceed 10 in total.
- Middle school students (grades 6-8) who arrive late to school will be assigned to serve a detention. The parent will receive a written notice or may be contacted by phone.

Second Intervention

- The student may also be referred to the Student Assistance Program (SAP) to determine if absences are affecting the academic progress of the student.
- The parents of a student that accrue 15-20 unexcused absences or lateness's will have to meet with the school counselor and the District Attorney's office.

Third Intervention

- The parents of students that continue to accrue more than 20 absences or lateness's will meet with the District Attorney's office and possibly face prosecution for neglect. Please refer to information about Project Go.

Fourth Intervention

- If excessive absences continue following intervention from the school and the District Attorney's office, students may be referred to the Board.

Please review the following information:

Project Go

Project "GO" (as in "go" to school) is an early intervention and prevention program developed by the Philadelphia District Attorney's Office to hold parents and excessively truant elementary and middle school students accountable for truancy. The law requires all children to attend school every day until the age of 17 years. The participating schools notify the Philadelphia District Attorney's Office when a student has exceeded the number of unexcused absences and lateness's agreed to as the limit for that school. Upon receiving this notice, a letter is sent from the District Attorney's Office to the parents/guardians advising them of their responsibilities under Pennsylvania law. The parents and the children are required to attend a group meeting with the Assistant District Attorney, school staff, city agencies and community-based organizations. Parents are advised that continued attendance problems will not be tolerated and could result in court action against the parent and/or child. At the same time, referrals are provided for parenting classes, counseling and other needed services.

If the letter and group meeting are not successful in improving attendance, the student and parent are invited to an individual meeting with the Assistant District Attorney and school staff to discuss the child's attendance problems.

If the individual meeting is not successful, the student and parent are referred to a final individual meeting with the Assistant District Attorney, school staff and other appropriate representatives. Failure to improve thereafter will result in prosecution of the parent for Corruption of a Minor, 18 Pa.C.S. §6301(a)(2), a violation of the Public School Code, 24 P.S. §13-1333, and/or, in a particularly egregious case, Endangering the welfare of a Child, 18 Pa.C.S. §4304. Similarly, a child 13 or older could be prosecuted for a violation of the Public School code (24 P.S. §13-1300, et seq); a child under 13 would be referred to the Department of Human Services as a dependent child.

Your signature below is evidence that you have read and understand the "Project Go" program

Student Name_____

Parent Signature_____ Date _____

Withdrawal Procedure:

Parent's Responsibility:
It is the responsibility of the parent to notify the school of their intent to withdraw a student. A withdrawal form must be completed. Parent or guardian will be asked to complete an exit interview. All financial obligations must be satisfied and all books and or other school property must be returned before withdrawal will be completed at which time clearance will be granted.

School's Responsibility:
Pending clearance, the school will complete the withdrawal process within 48 hours of written notification. Records will be forwarded to receiving school immediately. In case of expulsion or administrative withdrawals, parents will be notified in writing and all records will be forwarded to the feeder school.

Attendance Letter to the District Attorney

Dear Parent or Guardian,

Being prompt to school is a lifelong habit that is essential to the academic performance of your child. Consistent attendance assures that our students will not miss valuable instructional time and opportunities that will enhance their success in school.

Your child, _____ has been late/absent

_____ times since the beginning of the school year.

Students are required to have four (4) hours of learning per day. Please note that Middle School students that **do not** have an appointment will not be admitted into the building after 12:00 noon. Primary students that **do not** have an appointment will not be admitted into the building after 11:30 am.

Jacquelyn Y. Kelley Discovery Charter School's policy states that a parent or guardian must be informed in writing, whenever a student is absent or late on a consistent basis for their first offense. Attached is a copy of our attendance/lateness policy for you and your child to review.

Please be advised that if your child has been late or absent 25 times or more during the school year, they will automatically be retained for the next school term.

If you have any questions or concerns, please contact Ms. Blake at sblake@dcsschool.com

Keeping Kids First!
Sudeena Blake School Counselor

ACADEMICS

Calculating the Achievement Grade
Please take into consideration the weight of the following categories when calculating the achievement grade. This scale is to be implemented beginning with the first report card period.

Tests - 60%
Unit tests, and end of the chapter tests
Three quizzes will equal one test grade
Projects and report grades
Class Work - 30%
Homework - 10% (In grades K-2 homework is graded on effort not accuracy) Total - 100%

Homework
Homework is an important part of assessment. Homework needs to be checked and graded routinely to give an adequate and fair assessment grade.

Achievement
For each marking period there should be a minimum of eight (8) test grades (in any combination of chapter test, projects, reports and/or three (3) quizzes) to average for an achievement grade.

Class Work
There should be a section reserved for class work in each subject area in the teacher's grade book. Class work will be checked and graded to give an adequate and fair grade.

Parent Resource
Please refer regularly to your child's PowerSchool's account to monitor their academic growth and progress.

HOMEWORK
Homework generally is assigned to children to practice what they have been introduced to in the classroom, as preparation for class discussion, or as an extension of a classroom assignment. DCS recognizes the importance of family, social, and recreational activities. We anticipate that students should be able to complete homework assignments in a reasonable amount of time.

Families can help by:

- Providing children with a place of their own in which to study.
- There should be proper lighting, a table or a desk, and a comfortable chair.
- Setting a time for homework to be done and be available to help keep their child on task.
- Encouraging their child to use reference books, computers and the library.
- Setting high standards for neatness, form and accuracy.
- Giving their child praise for his/her work.
- Ensuring that their child reads for at least twenty minutes every night. Parents should read or share reading with kindergarten and first grade students.
- Helping their children avoid distractions such as television.
- Parents should notify the classroom teacher if their child is having problems completing assignments.
- Please refer to teacher webpage.

PROMOTION POLICY

Following is the promotion policy approved by the Board of Trustees for the students of Jacquelyn Y. Kelley Discovery Charter School.

Kindergarten Promotion
As early literacy skills are essential to student growth and development, promotion to first grade is dependent upon reading assessment results conducted throughout the school year. Successful completion of Kindergarten is indicated by a student reading at a level C or better, according to the Fountas and Pinnell Guided Reading Program. Questions regarding these assessments may be forwarded to your child's teacher.

Grades 1-5

- Core (major) Academic Subjects: Reading, Math, History/Geography, Science
- Core (minor) Subjects: Music, Media Arts, Physical/Health Education, Character Development
- Expressive Arts Subjects: Culinary, Photography, Dance, Drama, Art, Music
- Expeditionary Curriculum: Nine (9) Field Trips per school year
- Attendance: An acceptable attendance record

For promotion:

- Students must pass Reading and Math **and**
- Three (3) of the minor core subjects **and**
- Five (5) of the expressive arts subjects **and**
- Participate in eight (8) expeditionary excursions **and**
- An acceptable attendance record
- Students must achieve an average of 65% or better to pass any subject

Grading System

Advanced	90-100 A
Proficient	80-89 B
Basic	70-79 C
Below Basic	69 and below - Failing

Honor Roll:
Distinguished Honors: All A's, O's (outstanding) S's (satisfactory)
Meritorious Honors: All A's/B's, O's (outstanding) S's (satisfactory)

Students failing both, Reading and Math will be automatically be retained. Students who receive a failing grade in Reading or Math will be required to attend summer school.

Students determined to be performing below grade level who are required or recommended to attend summer school and do not attend may be retained.

Students identified as basic or below basic on standardized tests will be mandated to attend tutoring during the upcoming school year.

Grades 6-8

- Core (major) Academic Subjects: ELA, Math, History/Geography, Science
- Core (minor) Subjects: Music, Media Arts, Physical/Health Education, Character Development, Language Lab
- Expressive Arts Subjects: Culinary, Photography, Dance, Drama, Art, Music
- An acceptable attendance record

For promotion:

- Math or ELA **and**
- An acceptable attendance record
- Required to complete mandated Community Service (40) hours

Students failing both, Reading and Math will be automatically retained. Students who receive a failing grade in Reading or Math will be required to attend summer school. Students determined to be performing below grade level who are required or recommended to attend summer school and do not attend may be retained. Students identified as basic or below basic on standardized tests will be promoted with a recommendation to attend mandatory tutoring for the upcoming school year.

For graduation at eighth grade:

- Students must complete all requirements for promotion
- Show evidence of **40 hours** of community service in grades 6-8
- Have paid all financial obligations owed to the school (i.e. extended day, books, field trips, etc.)

Students with Disabilities

When a student with a disability is determined to be in danger of failing, the student's IEP team must convene to determine if there is a need for any additional specially designed instruction/and or additional annual goals. If the failure is not related to the student's disability, the student will be assigned to attend the summer school program.

Students determined to be performing below IEP goals who are required or recommended to attend summer school and do not attend may be retained.

SPECIAL EDUCATION SERVICES AND PROGRAMS

The Jacquelyn Y. Kelley Discovery Charter School is required by the IDEA to provide a free, appropriate public school education to school age children with disabilities who need special education and related services. School age children with disabilities who need special education are identified as eligible for special education if they need specially designed instruction and have one or more of the following disabilities:

- Autism/pervasive developmental disorder
- Serious emotional disturbance
- Neurological impairment
- Deafness/hearing impairment
- Specific learning disability
- Mental retardation
- Multiple handicap conditions
- Other health impairment
- Physical disability, Speech and language impairment, blindness/visual impairment

In compliance with federal law, JYK DCS will provide each handicapped student the related services or accommodations that are needed to provide equal opportunity to participate in the school's program, without discrimination to the student or family. For further information on evaluation procedures and provision of services, parents should contact any member of the school's Special Education department.

Intensive Interagency Support Policy

I. Purpose

Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §1412(a)(12) and the litigation known as Cordero, this policy will ensure that The Jacquelyn Young Kelley Discovery Charter School complies with the Pennsylvania Department of Education's (PDE) Intensive Interagency Coordination process for all students for whom the school has experienced, or is at risk for experiencing, difficulty providing appropriate educational services.

II. Definitions

Active Students: All Pennsylvania children with disabilities whose local educational agency (the JYK DCS in this case) have determined that they cannot currently be appropriately educated in a public educational setting and who have waited or have been waiting for more than 30 days for the provision of an appropriate educational placement.

"At Risk" Students: "At-risk" includes all children who are in substantial jeopardy of becoming active students, students who are without appropriate educational programs for 30 days or more; therefore, this definition includes, but is not limited to, all children for whom it is anticipated that their IEPs cannot be implemented within 10 days after completing the IEP and all children for whom an IEP can no longer be successfully implemented. In addition, students who are "at-risk" of becoming active students include those without IEPs where it is likely that an IEP meeting will not be convened in a timely manner because of

anticipated problems in locating and securing an appropriate placement. The "at-risk" category also includes students with IEPs on home instruction for reasons other than temporary physical illness or mobility or other physical problems that prohibit the student's departure from the home.

The Jacquelyn Young Kelley Discovery Charter School
BOARD OF TRUSTEES POLICY

PROVIDING ASSISTIVE TECHNOLOGY

I. Purpose

The Jacquelyn Young Kelley Discovery Charter School is committed to providing appropriate assistive technology to students with disabilities. The Jacquelyn Young Kelley Discovery Charter School is also committed to training teachers, paraprofessionals, and students on how to most effectively use assistive technology. The need for assistive technology must be determined on a case-by-case basis to provide Free Appropriate Public Education (FAPE) for all of our students.

II. Definitions

Assistive Technology refers to the need for the use of devices and services to increase, maintain, or improve functional capabilities of students with disabilities. Assistive technology may include, but is not limited to:

- ✓ Academic and learning aids (support for reading, spelling, writing, math, and organizational and study skills)
- ✓ Aids to daily living (self-care aids) and environmental control
- ✓ Assistive listening devices/environmental aids for the Hard of Hearing and Deaf (TTY, real time captioning, external components of surgically implanted devices)
- ✓ Visual aids for visually impaired and Blind (talking dictionary, Braille Writer, CCTV)
- ✓ Augmentative communication (AAC-object or symbol-based displays, low-mid-high tech communication devices, and switch access to such systems)
- ✓ Adapted computer access (keyboard adaptations, touch screen access, voice input)
- ✓ Pre-vocational and vocational aids (recreation/leisure, environmental control)

Assistive technology Device refers to any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

Assistive technology Service refers to any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes:

1) The evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;
2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;
3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

5) Training or technical assistance for such child, or where appropriate, the family of such child; and
6) Training or technical assistance to individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such child.

III. Guidelines for Providing Assistive Technology

If the IEP team determines that a particular assistive technology item is required for the student to be provided a reasonable educational benefit from his/her education program, the technology must be provided to implement the IEP. A student may need assistive technology in multiple environments in order to receive a free and appropriate public education (FAPE). Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.

✓ All procedural safeguards and timelines set forth in federal and state laws for completing evaluation reports/reevaluation reports (ER/RR), and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to insure children receive FAPE. This means that assistive technology consultations must be concluded with 45 school days IF the referral was made as a part of the evaluation/reevaluation process; that is if Permission to Evaluate/Reevaluate (PTE) was initiated by the district and signed by the parents. The Assistive Technology component of the IEP must be developed within 30 school days and the Assistive Technology component of the IEP must be implemented with 10 school days. Assistive Technology devices should be secured on loan or leased/rented if manufacturer delay is anticipated.

✓ DCS is responsible for assistive technology evaluations. The need for assistive technology will be determined by using the following procedure:

1) Team members identify the difficulty the student is experiencing and discuss the possible causes.
2) Team members review and gather baseline data.
3) The team identifies needs and generates possible assistive technology solutions. (May use Assistive Technology Consideration Resource Guide or Assistive Technology Checklist)
4) During a specified time frame, assistive technology trials are completed and data is collected.
5) The team analyzes data and makes decisions about the use or permanent acquisition of one or more assistive technology tools and/or services. These instructional resources allow learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember.
6) If specific assistive technology is identified as being needed, it will be included in the student's IEP.
7) At any time, if the IEP team members need additional help in determining if a student needs assistive technology devices or services, the Assistive Technology Resource person may be requested for help. The IEP team would complete the Referral form for Assistive Technology Evaluation and Services.

- ✓ The Jacquelyn Young Kelley Discovery Charter School recognizes that not every student with an IEP needs assistive technology, but, the need for assistive technology will be considered by all teams in the IEP process. To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (i.e. no-low-high technology and back-up strategies) and service(s) as well as the amount of such service(s). Once any necessary equipment trials have been conducted and a team decision has been made regarding the Assistive Technology to be implemented, the current IEP should be revised to reflect the Assistive Technology devices or services. This may appear in Present Levels, Annual Goals and/or Benchmarks, Specially Designed Instruction/Program Modifications, and/or Supports for School Personnel. Assistive technology needs should also be reflected in the transition planning section of the IEP if appropriate.

- ✓ The Jacquelyn Young Kelley Discovery Charter School is responsible for providing assistive technology devices and services as specified on the IEPs as part of the Free Appropriate Public Education (FAPE) act.

IV. Assistance

If The Jacquelyn Young Kelley Discovery Charter School has questions about Intensive Interagency Coordination they can contact Susan Gill: sgill@pattan.net at PaTTAN King of Prussia, or Intermediate Unit 26. Parents and guardians requesting information regarding assistive technology should be referred to the Special Education ConsultLine at 1-800-879-2301.

V. Authority

The CEO has the primary responsibility for ensuring that Assistive Technology is provided in accordance with applicable state and federal law and for the training of personnel in the use of specific procedures, methods, and techniques.

The Jacquelyn Young Kelley Discovery Charter School's
ELL Procedures and Program Outline

The Jacquelyn Young Kelley Discovery Charter School will define an English language learner (ELL) as a student who:

a. (i) was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or (ii) is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency; or (iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
b. has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

IDENTIFYING ELL STUDENTS

At The Jacquelyn Young Kelley Discovery Charter School, English Language Learners are enrolled in the same manner as other charter school students, upon presentation of local address and proof of immunization. Discovery does not deny students access to school for any period of time or subject them to scrutiny that is not part of the normal enrollment process. The first step in identifying ELLs will occur after students are admitted to the charter school through the lottery process. In the students' registration packet, families will be asked to complete a Home Language Survey that asks the following questions:

1. What is/was the student's first language?
2. Does the student speak a language(s) other than English?
3. What language(s) is/are spoken in your home?

ELL Identified student's names and information will be given to the special education director who will assemble the ELL team to evaluate and perform a formal assessment of the students' language proficiency.

ASSESSING ELL STUDENTS

The Jacquelyn Young Kelley Discovery Charter School will use the WIDA ACCESS PLACEMENT TEST (W- APT), which is aligned to the required annual State ELP assessment and ACCESS for ELLs to assess students for placement in language instructional programs for ELLs. Students will be assessed within 30 days of enrollment to determine ELL eligibility.

If students are found eligible for ELL instruction, the following English Acquisition levels that are aligned to the WIDA proficiency levels are used to determine English instruction for English Language Learners (ELLs).

Level 1 - Pre-Production (*Entering): Student demonstrates very limited or no proficiency in English. This student may understand and use simple, short utterances. This student is not able to converse in English in simple social situations. This student may lack formal education and/or may have experienced interrupted schooling; therefore, the student may not have acquired the skills necessary for reading and writing in his/her native language or English.

Level 2 - Beginner (*Beginning): Student demonstrates limited proficiency in English. This student may use patterned expressions when he/she speaks. This student can participate in simple conversations and respond to routine classroom procedures. This student has acquired some skills necessary for reading and writing, but has not yet acquired a level of English sufficient to read and write.

Level 3 - Intermediate (*Developing): Student demonstrates some proficiency in English. This student may understand and use basic sentence patterns when he/she speaks. This student can converse in social situations with some repetition and hesitation and may begin to demonstrate the ability to participate in class discussions of limited content area topics. This student may read and write, but is confused by complex structures and technical language. This student cannot meet passing requirements independently in the mainstream classroom.

Level 4 - Advanced (*Expanding): Student demonstrates English proficiency in social situations and some proficiency in classroom situations. This student can understand and use complex sentence structure in conversation, but demonstrates some difficulty with content area topics. This student may read and write, but needs assistance with content area class work and therefore, does not yet meet passing requirements independently in the mainstream classroom.

NOTIFYING PARENTS/ PARENT ORIENTATION

Once a student is assessed and admitted to the ELL program parents will be notified by letter of the need for support and instruction. Parents will be contacted to determine whether future communications need to occur in English or their Native language. The special education director and the ELL teacher will provide the student and parents with an orientation of the ELL program. The orientation will include basic school information, a description of the ELL program, what special classes the student will attend (i.e. Art), homework, attendance policies and assessment practices and procedures for the Charter school. Upon request, the Student Handbook will be translated in the language of the parents' choice. All school policies, unless otherwise noted, apply to ELL students and parents.

ELL PROGRAM GOALS

The Jacquelyn Young Kelley Discovery Charter School ELL program goals are to assist the ELL in understanding and communicating in the English language, to enable students to meet Pennsylvania academic standards and to provide meaningful participation in their regular classroom studies and extracurricular classes and activities. Planned instruction in ESL includes listening, speaking, reading and writing at different levels of proficiency (beginning, intermediate and advanced).

The school will adopt the Houghton Mifflin ELL curriculum. The ELL teacher will design an individualized program for the ELL student using this curriculum. This program will state

specific goals that the student is expected to reach. Students will assessed regularly to make sure s/he is meeting these goals.

The ELL teacher will either push in or pull the student out in a small group setting to give the student additional support. The ELL teacher will support the classroom teacher by providing teaching strategies that will support the ELL student in the regular education classroom in all other subjects. Students will be graded with a narrative only on their report card until they graduate from the ELL program.

ELL students will participate in all special classes, including Art, Music and Physical Education. Grading for these classes will be on a Pass/Fail basis until the student graduates from the ELL program.

The amount and type of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument. Students who have exited the program are carefully monitored for progress and if necessary are provided with additional support.

In order to achieve academic standards, students are scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Content area instruction are aligned with the corresponding standards and adapted to meet the needs of the students.

Determining when a student is ready to proceed from one proficiency level to another or from an ESL class/program or a transitional bilingual education program is done by the use of multiple measures that provide information on the students' listening, speaking, reading and writing proficiency. The student's progress is monitored for at least two years after the student has exited from the program.

English language learners are expected to meet the requirements for 8th grade graduation. Some students arrive without the necessary documentation of studies in other countries and Imani has the discretion to determine how the students will meet the requirements. As with placement, curriculum- based assessments may be used to determine student proficiency and mastery of the standards and content.

STATE STANDARDIZED AND SCHOOL WIDE ASSESSMENTS

The school's policy on ELL participation in school-wide assessments and the PSSA is as follows:

- If the ELL student has reached FES status (Fluent English Speaking), the student will take the PSSA and other standardized tests.
- If the student's proficiency level is LES (Limited English Speaking), the ELL has a "one time" exemption for the first year while in the ELL program. After the first year, the ELL student is required to take standardized tests.

The ELL teacher will determine what school wide assessments (if any) are appropriate for the ELL student. This information will be included in the student's individualized program.

REQUIRED EXIT CRITERIA:

1. Score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score) or score of 5.0 on a Tier C ACCESS for ELLs assessment.

   Cutoff score flexibility is available in the following *Special Circumstances:*
   - Following the grade and score criteria in the table below, the W-APT may be administered between June and September to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

   NOTE: The W-APT may only be administered to a student once in any school year.

Grade Level ACCESS Score Required W-APT Scores*
K Cut-off score flexibility is not allowable for Kindergarteners
1-5 4.6-4.9 5.0 in each domain
6-8 4.7-4.9 5.0 in each domain
9-12 4.8-4.9 5.0 in each domain

NOTE: A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

- A score of PROFICIENT on the English Language Arts PSSA or Literature Keystone assessments can be used along with the other required criteria outlined in this policy (Required Exit Criteria #2 and Additional Exit Criteria #1 or #2) to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

2. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone.

NOTE: PSSA

Cutoff score flexibility is available in the following *Special Circumstances:*
- For students that were administered a PSSA math and/or PSSA English Language Arts assessment in school year 2014-15 and did not score BASIC or higher, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).

- For students that are in a grade that is not assessed with a PSSA or Keystone assessment, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).

- For students that were opted out of participation in a PSSA or Keystone assessment due to a religious objection or conflict, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).

- For students transferring from other states, the results of academic achievement assessments used for accountability in other states may be considered when the academic proficiency level is comparable to BASIC on the PSSA/Keystone assessments.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).

2. Scores on district-wide or local assessments that are comparable to the BASIC performance level on the math PSSA or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone assessments.

CONTINUED MONITORING

Monitoring is required for two years after a student exits an ESL /Bilingual program and appropriate records of student progress will be maintained. 20 U.S.C. § 6841(a)(4)

Monitoring may include any or all of the following:

- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation

Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.

Monitoring is NOT an extension of the language instructional program.

PROGRAM STAFFING AND DEVELOPMENT

The Board of Trustees shall provide budgetary resources for assessment, instruction, training, supervision and materials for the ESL program. Alliance ensures that teachers hold an Instructional I or II certificate and have appropriate training to teach ESL classes. Collaboration between the classroom teacher and the ESL teacher is a key component of the program. Content area teachers are also provided with professional education in modifying instruction for English language learners.

The Charter School ensures that teachers in bilingual classes have sufficient proficiency to teach content area classes in the target language and have knowledge of the instructional strategies appropriate to a bilingual education program.

The Charter School incorporates ESL training in its Act 48 Professional Development Plan. The topics included but are not limited to: cultural information, second language acquisition, adapting/modifying classroom instruction, and appropriate assessment practices.

MIGRANT EDUCATION
Alliance ensures that students identified as migrant and who are English language learners are provided ESL instruction, as would any other student who would be eligible for ESL.

SPECIAL EDUCATION OF ELL STUDENTS
Students who are English language learners may be eligible for special education services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Then, the established procedures and timelines for determining the disability and developing the IEP must be followed. All English language learners eligible for special education services at Imani will continue receiving ESL instruction at the appropriate proficiency and developmental level.

Communication with the parents of English language learners being considered for special education placement, who may be English language learners themselves, must be clear and presented in a mode and language they understand. The Charter School has the responsibility to ensure that parents are aware of all the options available to them.

REPORTING
The Charter School will submit an annual data collection report form (PDE 3044 or equivalent report as requested by PDE) indicating the number of students with limited English proficiency served and their native language background. The CEO must sign the form. A narrative description of the program provided to English language learners must also be submitted.

Alliance will complete the Pennsylvania Information Management System (PIMS) and the Limited English Proficiency System (LEP System) annually. PIMS and LEP System provide data and information on student numbers, teachers, and 22 Pa. Code §4.26.

Independent Educational Evaluation Policy

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee or authorized agent of the child's school. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

- **Parents have a right to evaluation at public expense.** A parent has the right to request an independent educational evaluation at public expense if the parent disagrees with a recent evaluation or re-evaluation conducted by The Jacquelyn Y. Kelley Discovery Charter School. For purposes of this policy, "public expense" means that the school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

  In the event a parent requests an IEE, The Jacquelyn Y. Kelley Discovery Charter School must, without unnecessary delay, either (1) provide the IEE at school expense per this policy or (2) request a due-process hearing to show that its evaluation is appropriate.

  If a parent requests an IEE, The Jacquelyn Y. Kelley Discovery Charter School may ask for the parent's reason why he or she objects to the school's evaluation. However, the explanation by the parent is not required, and the school will not unreasonably delay either providing the independent educational evaluation at the school's expense or initiating a due process hearing to defend its evaluation.

  Parents may only request one publicly-funded IEE for each evaluation completed by the school.

- **Procedures.** The procedures for requesting an IEE at public expense are as follows:

  1. The parents should submit a ***written*** request for an IEE to the Special Education Director at The Jacquelyn Y. Kelley Discovery Charter School. They may include in such request an explanation of their reasons for objecting to the evaluation obtained by the school. However, the Alliance for Progress Charter School will not deny parents a publicly-funded IEE because they either failed to provide the school with such a written request or failed to provide reasons for requesting an IEE.

  2. Upon receipt of a parental request for an IEE, a determination will be made by The Jacquelyn Y. Kelley Discovery Charter School as to whether the school will fund the requested IEE.

  3. The school will issue a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) to a parent request for an IEE within a reasonable time from the date that the school receives the request. If the school decides to procure an IEE for the parents, the school's written response will include the following:

     - A listing of names and addresses of possible IEE examiners who meet the School's criteria. The list identifies those IEE examiners who, in the School's judgment, are qualified to perform the evaluation requested by the parents;
     - The specific location of the evaluation.

4. *Reimbursable IEE costs*. The Jacquelyn Y. Kelley Discovery Charter School will pay only those IEE costs specifically agreed to in advance to be paid for by the school. The School shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at, the IEE.

5. *Insurance*. When public or private insurance will cover all or partial costs of the IEE, the school will request that the parents have their insurance pay the IEE costs covered by their insurance. For example, if the student is eligible for Medical Assistance or Medicaid, the school will request that the IEE provider cooperate with school personnel, submit requested professional credentials, and complete the appropriate assessment log so that the school may submit a claim for partial reimbursement of the cost of the IEE to the PA Department of Public Welfare, at no cost to the student or parents. However, parents need not ask their insurer to cover the IEE costs if such action would result in a financial cost to the parents, such as an increase in premiums or the discontinuance of the policy.

- **School criteria for IEEs.** If an independent educational evaluation is at The Jacquelyn Y. Kelley Discovery Charter School's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, are the same as the criteria that the school uses when the school initiates an evaluation. A parent's right to an IEE at public expense is nullified if The Jacquelyn Y. Kelley Discovery Charter School demonstrates in a hearing that the evaluation obtained by the parent did not meet the school's criteria. Except for the criteria described below, The Jacquelyn Y. Kelley Discovery Charter School does not impose conditions or timelines related to obtaining an independent educational evaluation at school expense.

  Evaluator criteria

  1. *Minimum Qualifications for Evaluators*. Evaluators must hold appropriate certificates in their specialty area from the Pennsylvania Department of Education (PDE) or some other appropriate professional certification entity. For example, psychological evaluations must be conducted by a PDE-certified School Psychologist, and speech and language evaluations must be conducted by a PDE-certified speech and language pathologist.

  2. The evaluator must charge fees for educational evaluation services which, in the judgment of the school are reasonable.

  3. The evaluator shall not be an employee of Jacquelyn Y. Kelley Discovery Charter School.

  4. The evaluator shall have no current employment, ownership interest or association with private schools or private instructional service agencies who are in the business of educating pre-school to high school age students.

  5. The evaluator must be permitted to directly communicate and share information with members of the IEP team.

  6. The evaluator must also agree to release the assessment and results, including parent and teacher surveys and input, prior to receipt of payment for services.

  7. The evaluator selection may be subject to other reasonable criteria as determined by the The Jacquelyn Young Kelley Discovery Charter School.

Criteria for the conduct of evaluations. The Jacquelyn Y. Kelley Discovery Charter School's criteria for conducting evaluations, consistent with the IDEIA, are as follows:

1. Tests and other evaluation materials used to assess a child under the IDEIA are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.

2. Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

3. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum, that may assist in determining, among other things, whether the child is a child with a disability under the IDEIA and the content of the child's IEP.

4. Any standardized tests that are given to a child have been validated for the specific purpose for which they are used and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.

5. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the tests, or the method of test administration) is included in the evaluation report.

6. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

7. Tests are selected and administered so as to best ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the tests purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

8. No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

9. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

10. In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

11. Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

12. Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child.

13. Any other criteria as required by federal and/or state law or regulations.

INTENSIVE INTERAGENCY SUPPORT POLICY

I. Purpose

Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §1412(a)(12) and the litigation known as Cordero, this policy will ensure that The Jacquelyn Y. Kelley Discovery Charter School complies with the Pennsylvania Department of Education's (PDE) Intensive Interagency Coordination process for all students for whom the school has experienced, or is at risk for experiencing, difficulty providing appropriate educational services.

II. Definitions

ACTIVE STUDENTS: All Pennsylvania children with disabilities whose local educational agency (The Jacquelyn Y. Kelley Discovery Charter School in this case) have determined that they cannot currently be appropriately educated in a public educational setting and who have waited or have been waiting for more than 30 days for the provision of an appropriate educational placement.

AT RISK" STUDENTS: "At-risk" includes all children who are in substantial jeopardy of becoming active students, students who are without appropriate educational programs for 30 days or more; therefore, this definition includes, but is not limited to, all children for whom it is anticipated that their IEPs cannot be implemented within 10 days after completing the IEP and all children for whom an IEP can no longer be successfully implemented. In addition, students who are "at-risk" of becoming active students include those without IEPs where it is likely that an IEP meeting will not be convened in a timely manner because of anticipated problems in locating and securing an appropriate placement. The "at-risk" category also includes students with IEPs on home instruction for reasons other than temporary physical illness or mobility or other physical problems that prohibit the student's departure from the home.

PAST STUDENTS: Students who met the class definition at some point on or after March 14, 1991, but were subsequently provided with an appropriate program and placement.

COMPENSATORY EDUCATION: Services designed to compensate the student for any delay and/or loss of instruction experienced while awaiting appropriate services for more than 30 days. These services must be designed by the IEP team, and may take the form of services beyond normal school days or hours, extra in-school services, extended eligibility for services (e.g., beyond age 21), or any other agreement that the IEP team determines to be reasonable compensation for the delay that the student experienced. If the student was on homebound or instruction conducted in the home during the period of delay, the student must be offered services comparable in nature and duration to the services that were recommended for the child but not provided. Families may waive their right to compensatory services if they choose. All students who experienced placement delays (see above) are eligible for compensatory education.

III. Guidelines for the Implementation of Intensive Interagency Support Policy

In most cases, The Jacquelyn Young Kelley Discovery Charter School will collaborate with our educational partners and human services providers to sufficiently meet the needs of students with disabilities. In the rare situations in which The Jacquelyn Young Kelley Discovery Charter School's IEP Team is not able to arrange for the placement of students in the public education

setting and the students have waited or are at risk for waiting more than 30 days for an appropriate educational placement, The Jacquelyn Y. Kelley Discovery Charter School must identify and report these students to the Pennsylvania Department of Education.

Within five days of initial identification of such a student, The Jacquelyn Y. Kelley Discovery Charter School must report this student to PDE using the Intensive Interagency Initial Report (see attached).

The Jacquelyn Y. Kelley Discovery Charter School understands that upon submission of this Initial Report, PDE will refer the student's case to a Regional Interagency Coordinator (RIC). The RIC will make initial determination regarding whether the student requires intensive interagency coordination.

If the student requires intensive interagency coordination to access an appropriate educational placement, the RIC will assess the matter and determine the barrier preventing the student from receiving the agreed-upon placement. If necessary the RIC will promptly schedule a meeting of the local interagency team, which should include the family of the student, The Jacquelyn Y. Kelley Discovery Charter School, IU 26, and other relevant child serving agencies, such as county offices of Mental Retardation, Mental Health, and Children, Youth and Families, and regional offices of Vocational Rehabilitation. If the student's placement is not resolved within 30 calendar days (with the exception of summer months) by the local interagency team, the RIC will forward a report to the office of the Director of the PDE Bureau of Special Education for appropriate intervention with other state agencies based on the presenting issue(s).

The Jacquelyn Y. Kelley Discovery Charter School students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction must also be reported to PDE via the Intensive Interagency Initial Report so that PDE can determine whether these students require intensive interagency support.
The Jacquelyn Y. Kelley Discovery Charter School will file Intensive Interagency Update Reports (see attached) on a continuous basis (no less than once per month) until an appropriate placement is provided.

The Jacquelyn Y. Kelley Discovery Charter School understands that any active or past students who experienced placement delays are eligible for compensatory education.

The Jacquelyn Y. Kelley Discovery Charter School further understands that the Intensive Interagency Coordination process does not assist with placement disputes. If there is a dispute about the appropriateness of a student's program or placement, this dispute must be resolved through mediation and/or due process hearing procedures through PDE's Office of Dispute Resolution.

V. Assistance

If The Jacquelyn Y. Kelley Discovery Charter School has questions about Intensive Interagency Coordination they can contact Lisa Brunschwyler, the Southeast RIC at 1-800-441-3215, or Intermediate Unit 26.

Parents and guardians requesting information regarding Intensive Interagency Coordination should be referred to the Special Education ConsultLine at 1-800-879-2301.
V. Authority

The CEO has the primary responsibility for ensuring that Intensive Interagency Coordination is in accordance with applicable state and federal law and for the training of personnel in the use of specific procedures, methods, and techniques.

The Jacquelyn Young Kelley Discovery Charter School Physical Assist Policy

Rationale

The following guidelines provide direction and assistance regarding the use of de-escalation and restraint procedures in Pennsylvania educational settings. The special education regulations, 22 Pa. Code Chapter 14 and Chapter 711 were amended and became effective in 2008. The Chapters set forth requirements and procedures for the delivery of special education services and programs. The new provisions in 22 Pa. Code Chapter 14.133 and Chapter 711.46 require that behavior support programs and plans be based on a functional assessment of behavior. Restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used. In the event that a restraint is necessary, the least restrictive environment becomes restrictive. The use of prone restraints is prohibited in PA educational settings. Prone restraints are those in which a student or eligible young child is held face down on the floor.

Positive Behavior Support

The Jacquelyn Y. Kelley Discovery Charter School will provide a positive behavior support system that is a data-based effort which concentrates on adjusting the system that supports the student. This system will be implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Functional assessment of learning and behavior challenges will be linked to an intervention that focuses on skill building. The effectiveness of the selected intervention will then be evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. The Jacquelyn Y. Kelley Discovery Charter School students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

All Behavior Support staff and other critical staff members will be trained on de-escalation and proper physical restraint techniques annually. Restraints and Physical Assists will only be used as a last resort strategy when a student is physical danger to himself of others.

In keeping with this vision, it is the policy of The Jacquelyn Young Kelley Discovery Charter School to continuously implement a system of school-wide positive behavior support strategies.

Physical Assists/Restraints

Chapter 14 defines restraint as: A. The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body. B. The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort him/her from one area to another. C. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. D. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

In the event that a student is presenting a physical danger to himself or the safety of others and verbal de-escalation strategies have not been effective at resolving the situation, a trained staff member will conduct the physical assist/restraint. Staff is trained by Crisis Prevention Intervention on proper assist/restraint techniques and will utilize the following types of restraints/escorts:

- Primary Restraint Technique & Takedown
- Modified Primary Restraint Technique & Takedown (for small children)
- Two Person Escort
- Two Person Team Restraint & Takedown

Non-Special Education Students
In the event that a student receives a physical assist/restraint, the parent will be notified on the date of the restraint via phone call. A parent meeting will be scheduled. The parent will have the opportunity to waive the meeting, if desired.

Special Education Students
In the event that a student receives a physical assist/restraint, the parent will be notified on the date of the restraint via phone call. An IEP meeting will be scheduled within 10 days of the restraint. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. The IEP team will hold the meeting within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees **in writing** to waive the meeting.

All restraints of Special Education students will be reported to PDE via the Restraint Information System of Collection (RISC) by the Special Education Director or designee no more than 30 days after the restraint occurs.

Documentation of Restraints in the IEP
Inclusion of Restraints in an IEP Per Chapter 14 Section 14.133 (2)(3)(4): the use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply: A. The restraint is utilized with specific component elements of positive behavior support. B. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. C. Staff is authorized to use the procedure and have received the staff training required. D. There is a plan in place for eliminating the use of restraints through the application of positive behavior support. E. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

CHILD FIND POLICY

Identifying Students and Their Needs
Jacquelyn Y. Kelley Discovery Charter School (JYK DCS) is dedicated to identifying eligible students who need to receive an appropriate educational program consisting of special education and related services which will meet their identified needs. These services comply with state and federal law and are provided in the least restrictive environment at no cost to families. The Child Find program strives to identify and evaluate all children with such needs and makes referrals to the JYK DCS SAP Team for initial observations. If you believe that your child qualifies for the SAP Team services please contact the School Counselor at 215-879-8182 ext. 215.

Rights and Confidentiality
All information collected will be held in strict confidence and released to others only with parent permission or as allowed by law. For example, our school will send records on request to a school district or other educational agency in which a student intends to enroll. The parents may have a copy of those records upon request.

In keeping with the confidence, JYK DCS will keep a record of all persons who receive confidential records, with the exception of authorized school employees or other educational agency personnel. Our school will also maintain a list of those employees who may have access to records. When the information is no longer needed to provide educational services to the child, the parents will be informed.

Parents have rights in this process. They have the right:

- To review their child's records
- To refuse permission to release information (except as required or permitted by)
- To request changes to information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights. JYK DCS has a process to resolve disagreements about information collected.

Special Education Records
Jacquelyn Y. Kelley Discovery Charter School shall forward special educational records, including the most recent IEP, within 10 school days after the school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private public agency.

Positive Behavior Support Policy
Positive behavior support is an approach to addressing challenging behavior that focuses on changing the physical and interpersonal environment and a person's skill deficits so that the person is able to get his/her needs met without having to resort to challenging behavior. Positive behavior support must be emphasized in all school services. JYK DCS's Positive Behavior Support Policy is based on respect, dignity, and personal choice. It helps develop effective ways of meeting a child's needs to reduce challenging behaviors. Different students will require different positive supports.

Referral to and Action by Law Enforcement and Judicial Authorities
In the event that Jacquelyn Y. Kelley Discovery Charter School needs to report a crime committed by a child with a disability, Jacquelyn Y. Kelley Discovery Charter School will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Jacquelyn Y. Kelley Discovery Charter School may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. In the event that a special education student is referred to law enforcement, an IEP meeting will be scheduled by the student's case manager, the Functional Behavioral Assessment will be updated or developed, and a PBS plan will be developed/revised by the team.

Common types of support are:

- Emphasizing Academic Achievement
- Implementing the school's Targeted Early and Targeted Intensive Interventions

- Clearly Stating Behavioral Expectations
- Providing Consistent Consequences
- Utilizing Developmentally and Culturally Appropriate Interventions
- Making Connections Across Individual, Classroom, and School-Wide Behavioral Consequences
- Listening to Students
- Providing Staff Training and Professional Development
- Reaching Out for Family Support
- Collecting Data to Monitor Intervention Effectiveness and Student Outcome

If a parent/guardian would like further information or the full policies involving the following:

- Child Find
- Behavior Supports
- Interagency
- Transition
- Independent
- Evaluation
- Confidentiality
- Counseling Services

If a question arises regarding a specific special education policy, please contact the Special Education Director.

PARENT INFORMATION

Access to and Release of Student Records
JYK DCS will provide parents access to the educational records of their child. The access rights of parents consist of:

- the right to inspect and review the contents of education records
- the right to obtain one copy of the education records at no charge
- and additional copies, if requested, for a fee
- the right to receive from school personnel an explanation and interpretation of the education records
- the right to a hearing to challenge the contents of the education records
- the right to bring an attorney or parent advocate to the review of education records

A parent seeking access to education records may make a request by telephone, in writing or in person to a school official. However, prior to reviewing and inspecting education records, a parent must sign an official request form. Every attempt will be made to expedite delivery of records to parents as soon as possible, but in every case access to education records will be granted within forty-five days of the receipt of the written request as required by law.

After examining their child's educational record, parents may request a hearing to challenge the contents of the record. The purpose of the hearing is to establish the accuracy of the record. At an informal meeting between the parents and the Principal or designee, an attempt will be made to answer any questions raised by the parents. If the questions are not resolved, a formal meeting is conducted in the office of the CEO.

No education record may be released to a third party without the consent of the parents. However, education records may be released, without the consent of the parent, to other school personnel in the school or to another school system to which a student transfers. Also, in compliance with a judicial order or subpoena, education records may be released without the consent of parents, provided the parents are notified in advance.

Student directory information, which includes: the student's name; address; date and place of birth; photographic likeness; major field of study; dates of attendance; degrees and awards received; participation in officially recognized activities and sports; the most recent school attended by the student; and the weight and height of members of the athletic teams, may be released without the consent of parents unless the school is notified annually by the parents not to release the information without their prior consent.

State law provides that the following additional conditions will apply regarding the educational records of special needs students:

- If parents ask to see their child's records they must be allowed to do so prior to a conference regarding an individualized education program and prior to a hearing regarding the identification, evaluation or placement of their child.
- Parents may name another person to look at their child's records if they wish to have their advice.
- Parents may ask for a list of the types and locations of the records kept about their child.

The school will keep special education records for six years. Parents will be sent a notice by mail shortly before the records would be destroyed and advised of their right to obtain them for their own or the student's use. It is the parent's responsibility to provide the school with their current address so that they will receive this notification.

Child Abuse and Neglect

All Jacquelyn Y. Kelley Discovery Charter School employees are mandated by the State of Pennsylvania to report suspected child abuse. They are required to make a report when they have reason to suspect that a student is being physically or sexually abused. When staff members suspect child abuse, they are required to call ChildLine to report any concern of abuse or neglect first and then inform the school social worker or the CEO's designee that the report has been made.

EXPEDICTIONARY LEARNING (FIELD TRIPS)

The mission of Jacquelyn Y. Kelley Discovery Charter School is to connect what students learn in the classroom to the real world and we accomplish this through field trips. Field trips are planned to enrich and enhance the programs in the classroom **and are not optional**. Failure to allow your child to participate in scheduled field experiences will result in a referral to the Board of Trustees. You will be required to defend your reason for failing to support the mission of the Jacquelyn Y. Kelley Discovery Charter School. This referral will take place after you child has missed three academically connected field experiences in one school year. All students are required to participate with absolute responsibility, respect and dignity and are assessed each marking period. Parents will be notified in advance of the date, time and cost if any for a trip. Parents are **required to pay for each field experience** prior to the scheduled date of trip through Power school.

Below, please find the financial guidelines as it pertains to field trips at each grade level:

- Kindergarten, grades 1 and 2 – students travel within the city and surrounding suburbs connecting to their academic curriculum (est. @ $100 yearly not including Kindergarten dues).
- Grades 3 and 4 – students travel extended day and overnight trips outside the city perimeter connecting to their academic curriculum (est. @ $175-$275 yearly).
- Grade 5 – students travel abroad overnight for four to six days connecting to their academic curriculum (est. @ $750-$900 yearly).
- Grades 6 and 7 – students travel to surrounding areas to connect with their history curriculum (est. @ $175-$275 yearly).
- Grade 8 – students travel internationally overnight as a culminating activity to their JYK DCS school curriculum (est. @ $2800-$3400 yearly).

***International trips are typically scheduled every other year, however all parents of 8th grade graduating students should plan for their child to participate in an international experience.**

The classroom teacher may recruit up to two (2) parent chaperones. **ALL** chaperones must attend a chaperone training prior to any trip and provide proof of Child Abuse clearances. Chaperones are needed to accompany the class on the bus and to fulfill specific responsibilities not help facilitate student safety and focus students on the event. Only designated parent chaperones, **without younger or older siblings,** are expected to attend the event. Chaperones are not permitted to use corporal punishment or profanity. No smoking or use of alcoholic beverages can be evident while supervising JYK DCS students. Chaperones should bring all disciplinary concerns to the attention of a JYK DCS staff member. Parents are expected to abide by all laws. Students with behavioral issues or concerns will be required to have a parent/guardian accompany them on the trip. No staff member can drive his/her car on any field trip (no exceptions). When participation is denied, pre-payment or deposit, if any, for a trip is non-refundable.

STUDENT AND NON-EMPLOYEE
TRAVEL WAIVE OF LIABILITY
DAMAGE PAYMENT RESPONSIBILITY AGREEMENT

In consideration of allowing my child_____ to participate in the travel activity described below, I hereby agree to pay for any damages that are incurred by my child on buses, in and out of hotel rooms, restaurants, or any property that is damaged on their way to designated locations for academic purposes for the entire time that I am traveling under the direction of Jacquelyn Y. Kelley Discovery Charter School.

I further agree to notify Jacquelyn Y. Kelley Discovery Charter School 72 hours before the date of travel if my child is unable to attend. Failure to notify JYK DCS 72 hours before my child is scheduled to attend a daytime field experience gives JYK DCS the right to charge my power school account for the entire price of the field experience, unless a documented emergency occurs.

In order to continue to adhere to the mission of Jacquelyn Y. Kelley Discovery Charter School, your child must attend scheduled field experiences. Failure to attend two or more field trips may result in the CEO and/or Board of Trustees intervention, based on the policies written in our school handbook. I further agree to notify JYK DCS at least two weeks before overnight field trips in the United States and 60 days before international field trips if my child is unable to attend. Failure to notify JYK DCS at least two weeks before a scheduled overnight trip in the United States, and sixty days before an international field trip will result in the entire fee of the scheduled overnight experience being charged to your Power School account.

This certifies that my child/children is/are in good physical health and are physically able to participate in field experiences in or out of state or country. I understand and acknowledge that serious accidents sometimes occur during activities such as this, and that some medical conditions may be aggravated. I further understand that participants occasionally sustain mortal or serious personal injuries to self and/or property as a consequence thereof. I hereby relieve Jacquelyn Y. Kelley Discovery Charter School of any and all responsibility in the event that damage of any kind or personal injury occurs during our academic mission related field trips.

Parent/Guardian Print_____
Parent/Guardian Signature_____
Date_____

STUDENT HEALTH SERVICES

Health Office
The school nurse handles a variety of student concerns each day and maintains medical records on each student. Parents are to inform the nurse of any special health problems. When the nurse is not in school, the CEO and/or Principal (or designee), who has received training by the nurse, may administer medication under the guidelines established by the Pennsylvania Health Services Commission.

The Jacquelyn Y. Kelley Discovery Charter School is happy to accept dental and medical exams from private doctors or dentist, however if your child does not have an updated physical and/or dental exam, the school can provide a physical and dental exam onsite by a licensed physician and/or dentist.

Immunization of Students
All students must be completely immunized or exempted before admission to any public, parochial or private school in Pennsylvania. This is required by the Pennsylvania Department of Health, the Philadelphia County Board of Health and Jacquelyn Y. Kelley Discovery Charter School. The purpose of requiring immunization is to protect students from preventable communicable diseases and their medical and educational complications. Immunization Records must be on file in the nurse's office by October 1st each year. Students without these documents will be excluded until all required information is received.

Required Immunization for Admission

Immunization	Number of Doses
DTP	**Four**
OPV/IPV	**Three**
Hepatitis B	**Three**
MMR	**Two**
Varicella	**Two**
MCV4 (6^{th} & 7^{th} Graders)	**One**
Tdap (7^{th} Graders)	**One**

There are two exemptions:

Religious Exemption – Pupils need not be immunized if the parent or guardian objects in writing to the immunization on religious/ethical grounds.

Medical Exemption – Pupils need not be immunized if a physician or his designee provides a written statement that immunization may be detrimental to the health of the child. When the

physician determines that immunization is no longer detrimental to the health of the child, the medical exemption ceases to be valid and the child must be immunized.

In the event of an outbreak of a disease for which the child is exempt from the requirement to be immunized, that child will be excluded from school until a competent medical authority determines that the child may return, or until the child is appropriately immunized.

Disposition of Immunization Records
When transferring from one school to another, parents should request the Certificate of Immunization from the current school and take it to the new school. No pupil will be admitted to a new school without the certificate. The Certificate of Immunization shall follow the student when he/she transfers, graduates, withdraws or otherwise leaves JYK DCS.

Medication
Children are not to bring any medication to school or to self-administer any kind of medication. Should the occasion arise that a student must take medication during the school day, the medication must be prescribed by a physician and arrangements must be made through the nurse's office. Both the physician and parent must complete a medication administration form. This is to be submitted along with the medication to the school nurse.

All medications and prescriptions are to be brought to the nurse in their original bottles and kept in the health office. Over-the-counter drugs (including cough medicine, aspirin, etc.) **must** also be accompanied by a physician's note.

If the need arises that a parent must administer the medication to their child personally during the school day, they are to sign in and go directly to the nurse's office. The child will be called there to receive the medication. Medications cannot be dispersed at any other location

STUDENT WELLNESS

1. Purpose
Jacquelyn Y. Kelley Discovery Charter School recognizes that student wellness and proper nutrition are related to student's physical well-being, growth, development, and readiness to learn. We are committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

2. Authority
SC 1422.1
42 U.S.C.
Sec. 1758b

The Board adopts the Student Wellness Policy based on the recommendations of the appointed Wellness Committee and in accordance with federal and state laws. To ensure the health and well-being of all students, the Board establishes that the school shall provide to students:

{x} A comprehensive nutrition program consistent with federal and state requirements.

{x} Access, at a reasonable cost to foods and beverages that meet established nutritional guidelines

{x} Physical education courses and opportunities for developmentally appropriate physical activity during the school day

{x} Curriculum and programs for grades K-8 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

3. Delegation of Responsibility
42 U.S.C.
Sec. 1758B

The Site Administrator or designee shall be responsible to monitor the school, programs and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations.

Staff members responsible for programs related to student wellness shall report to the Superintendent or designee regarding the status of such programs. The Food Service Manager shall annually report to the Board on the school's compliance with law and policies related to student wellness. The report may include:

{x} Assessment of school environment regarding student wellness issues.
{x} Evaluation of food services program
{x} Review of all foods and beverages sold in school for compliance with established nutrition guidelines.
{x} Listing of activities and programs conducted to promote nutrition and physical activity.
{x} Suggestions for improvement in specific areas
{x} Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

42 U.S.C.
Sec. 1758b

The Site Administrator or designee and the appointed Wellness Committee shall periodically conduct an assessment on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. The assessment shall include the extent to which the school is in compliance with law and policies related to student wellness, and shall describe the progress made by the school in attaining the goals of this policy. The assessment shall be made available to the public.

42 U.S.C.
Sec. 1758b

The school shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy.

4. Guidelines

Wellness Committee

The Board shall appoint a Wellness Committee comprised of at least one (1) of each of the following: School Board member, school administrator, school food service representative, student, parent/guardian, and member of the public.

Other members of the Wellness Committee may include:
{x} Teacher (Physical education teacher)
{x} School nurse
{x} School counselor
{x} Coach
{x} Support staff
{x} Dietician
{x} Health professional
{x} Representative of local or county agency
{x} Representative of community organization

{x} Food vendor
{x} Other individuals chosen by the Site Administrator

42 U.S.C.
Sec. 1758b

The school shall be required to permit physical education teachers and school health professionals to participate on the Wellness Committee.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a Student Wellness Policy that complies with law to recommend to the Board for adoption.

SC 1513
Pol. 102, 105

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

{ } The goal of nutrition education is to teach, encourage and support healthy eating by our students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

{ } Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

{x} Nutrition education lessons and activities shall be age-appropriate.

{ } Nutrition curriculum shall be behavior focused.

{ } School food service and nutrition education classes shall cooperate to create a learning laboratory.

{x} Nutrition education shall be integrated into other subjects to complement but not replace academic standards based on nutrition education.

{ } Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity

{ } The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. Criteria shall be developed to measure "properly" and "appropriate".

{ } Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

{ } _____ other.

Nutrition Promotion

The school aims to teach, encourage and support healthful eating by students. The school shall promote nutrition by providing appropriate nutrition education in accordance with the Student Wellness Policy.

{ } School staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

{x} Consistent nutrition messages shall be disseminated and displayed throughout the school, classrooms, cafeterias, homes, community and media.

{ } Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.

{x} The school shall encourage parents/guardians to provide healthy meals for their children through newsletter articles, take-home materials or other means.

Physical Activity

{x} The school shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

{ } The school shall determine how it will contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity on all or most days of the week. That time will include physical activity outside the school environment; such as outdoor play at home, sports, etc.

{ } Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal healthy, wellness, fitness and performance benefits.

{ } Age-appropriate physical activity opportunities, such as recess; before and after school, during lunch, clubs, intramurals and interscholastic athletics shall be provided to meet the needs and interests of all students, in addition to planned physical education.

{ } A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

{ } Extended periods of student activity, two (2) hours or more shall be discouraged.

{x} Physical activity breaks shall be provided for elementary students during classroom hours.

{ } After-school programs shall provide developmentally appropriate physical activity for

participating children.

{ } The school shall partner with parents/guardians and community members to institute programs that support physical activity.

{x} Physical activity shall not be used as a form of punishment.

{ } Students and the community shall have access to physical activity facilities outside school hours.

SC 1512.1
Pol. 102, 105

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.

{ } Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

{ } Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

{ } A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

{ } A varied and comprehensive curriculum that leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

{x} Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

{ } A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

{x} Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

{x} Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

{x} Physical education shall be taught by certified health and physical education teachers.

{x} Appropriate professional development shall be provided for physical education staff.

{ } Physical education classes shall have a teacher-student ratio comparable to those of other courses.

{ } Physical activity shall not be used as a form of punishment.

7 CFR
Sec. 210.10, 220.8

Other School Based Activities

Drinking water shall be available and accessible to students without restriction and at no cost to the student at all meal periods and throughout the school day.

{x} The school shall provide adequate space, as defined by the school, for eating and serving school meals.

{x} Students shall be provided a clean and safe meal environment.

{ } Students shall be provided adequate time to eat, ten (10) minutes of sit down for breakfast, twenty (20) minutes of sit down time for lunch.

{x} Meal periods shall be scheduled at appropriate hours as defined by the district.

{x} Students shall have access to hand washing or sanitizing before meals and snacks.

{x} Nutrition professionals who meet criteria established by the district shall administer the school meals program.

{x} Professional development shall be provided for district nutrition staff.

{ } Access to the food service operation shall be limited to authorized staff.

{ } Nutrition content of school meals shall be available to students and parents/guardians.

{ } Students and parents/guardians may be involved in menu selections through various means.

{x} To the extent possible, the school shall utilize available funding and outside programs to enhance student wellness.

{ } The school shall provide appropriate training to all staff on the components of the Student Wellness Policy.

{ } Goals of the Student Wellness Policy shall be considered in planning all school-based activities.

{ } Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.

{ } Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through school programs, communications and outreach efforts.

{ } The school shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

42 U.S.C.
Sec. 1751 et seq, 1773
7 CFR
Sec. 210.10, 220.8
7 CFR

Nutrition Standards/Guidelines

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Foods provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

Food shall not be used in the school as a reward or punishment.

Sec. 210.11, 220.12a

Competitive foods available for sale to students in district schools outside of school meal programs shall comply with established federal nutrition standards known as Smart Snacks in school.

Certain items are prohibited from being brought to school in packed lunches:

1. No sodas or sugary drinks. Students will be permitted to drink water (unflavored), 100% fruit juice or milk. Students bringing drinks that do not fit these guidelines will bring them back home that day.

2. Snacks that have minimal nutritional value. Students should bring snacks that have some nutritional value such as nuts, Chex mix and pretzels. Students are not permitted to bring candy to school.

Guidelines for School Parties:

- Only water, 100% fruit juice or milk will be served
- No foods will be deep-fried
- All foods should contain moderate sodium content

- A minimal amount of foods (2-3 items) will be permitted that contain added sugar as the first ingredient
- Selections of fresh fruit and vegetables should be the main course
- Foods with minimal nutritional value should be kept to a minimum

7 CFR
Sec. 210.11

The school may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.

SC 504.1

Exclusive competitive food and/or beverage contracts shall be approved by the Board in accordance with provisions of law.

Pol. 209.1

Management of Food Allergies in School

The district shall establish Board policy and administrative regulations to address food allergy management in school in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.

2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.

3. Protect the rights of students by providing them through necessary accommodations when required the opportunity to participate fully in all school programs and activities.

References:

School Code: 24 P.S. Sec. 504.1, 1337.1, 1422, 1422.1, 1422.3, 1512.1, 1513

National School Lunch Program: 42 U.S.C. Sec. 1751 et seq.

School Breakfast Program: 42 U.S.C. Sec. 1773

Healthy, Hunger-Free Kids Act of 2010 – P.L. 111-296

National Food Service Programs, Title 7, Code of Federal Regulations (7 CFR Part 210, Part 220)

Board Policy – 000, 102, 103, 105, 209.8, 808

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TITLE "1" INFORMATION

Jacquelyn Y. Kelley Discovery Charter School is a Title I school. What does this mean?

JYK DCS receives federal School-wide Title I funds to provide extra help and expanding learning opportunities for all students. The advantage of being a Title I School is that money goes to helping all students in our school. The grant funds are used for tutors, teachers, supplemental books and materials, professional development for teachers and staff, parent and community involvement, technology resources, and for our ESL parent liaison.

Our mission at **JYK** DCS is to provide a safe, nurturing learning environment while setting high standards, encouraging respect for diversity, and recognizing individual's needs. For this to happen it is important to develop a partnership between staff, families and the community as we work together to help **JYK DCS** students become lifelong learners. In order to develop a strong partnership between home, family and community we will provide the following:

- A copy of the **JYK DCS** Parent Involvement Policy and a welcome letter located in the Parent/Student Handbook.
- Opportunities for parental involvement in the **JYK DCS** Improvement Plan which is displayed on the website for parent review and feedback.
- An Annual Public Meeting held in conjunction with the first Open House/PTO meeting, which provides parents the opportunity to meet staff and learn about the Title I program.
- A teacher/student/parent compact to encourage a school and home partnership in the responsibility of learning for all students.
- Assist parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Parent conferences twice a year with a goal of 100% participation.
- Individual teacher conferences throughout the year.
- Timely information to parents concerning upcoming events through monthly newsletters, calendars, flyers, the **JYK DCS** web page, and personal contact.
- ESL assistance during parent/teacher conferences, parent trainings, and other school activities in a language parents can understand.
- Information about the Parent Resource Centers.

We are looking for volunteers for this year's Title I Parent Advisory Board. Please contact John Jordan, the Title I Coordinator, or the Principal if you are interested in joining: jjordan@dcsschool.com.

As a Title I School, we rely on the partnership between school and home to ensure that our students succeed. We hope you will feel welcomed to be a part of your child's school experience and a part of the success of **The Jacquelyn Y. Kelley Discovery Charter School.**

What is the Parent-Student-Teacher Compact?

The Title I Program in **The Jacquelyn Y. Kelley Discovery Charter School** envisions the highest level of success for every **JYK DCS** scholar. The school is dedicated to providing an excellent education for your child. The Title I Program provides opportunities for children to meet challenging state content and performance standards. In order to accomplish this goal, parents, students and teachers must all work together. The school asks that each of us acknowledge this commitment to education by completing and signing their part of the Teacher-Parent-Student-Compact.

The School-Teacher Responsibilities include:

- Provide optimal learning environment
- Demonstrate professional behavior and positive attitude
- Have high expectations for all students

The Parent Responsibilities include:

- Encourage learning at home and completing homework
- Read with your child and let your child read with you
- Attend parent conferences

Student Responsibilities include:

- Attend school regularly
- Do your best work 100% of the time
- Be responsible and respectful to all
- Complete school assignments

We look forward to working together to create a successful 2019-2020 school year!

School-Parent Compact 2019-2020

As a school, we will:

- Provide a high-quality effective learning environment that is safe and that enables the student to meet the State's student academic achievement standards.
- Provide ongoing two-way communication between teachers and parents through parent-teacher-student conferences and frequent reports to parents.
- Provide reasonable access to staff through an "open door" policy.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).

As a parent, I will:

- Support my child's learning by ensuring that he/she has proper rest and nutrition and attends school on time and on a regular basis.
- Support my child's learning by reading with him/her.
- Help set a positive tone for learning with my child.
- Strive to make positive use of my time with my child ("quality" one on one time).
- Participate in decisions relating to the education of my child through a mutually respectful relationship with school staff.
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).
- Provide a time for homework completion ("perfect practice").
- Support my child's class/school (i.e. helping in class/school, volunteering in my child's classroom/school, communicating with my child's teachers, attending school events when possible, etc.).

As a student, I will:

- Proudly follow the behavioral expectations "Pillars of Character" taught at our school.
- Ask questions when I am not sure about a lesson or an assignment.
- Make good choices like paying attention in class, staying on task, doing my best, and working hard at my schoolwork.

- Be the very best "Duncan Wildcat" that I can be each and every day in order to reveal "The Leader in Me".

Other Suggestions:

Parent's Name _____ Date _____

Jacquelyn Y. Kelley Discovery Charter School
Title I Parental Involvement Policy 2019-2020

PART I. GENERAL EXPECTATIONS

The School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, the school will ensure that these parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

(A) that parents play an integral role in assisting their child's learning;
(B) that parents are encouraged to be actively involved in their child's education at school
(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
(D) the carrying out of other activities, such as those described in section 21118 of the ESEA (attached).

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The School will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:
   a. Solicit feedback from parents during meetings of Back to School Night, Common Core, Home and School Focus Group, Home and School Association meetings (when the entity exists).
   b. Share draft policy with parents via a focus group and solicit feedback from participants.
   c. Incorporate parent feedback into policy before it is brought in front of the Board of Trustees for approval.

2. The School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
   a. Solicit feedback from parents during regular meetings of Home and School Focus Group.
   b. Provide ongoing parent training on topics related to school improvement.
   c. Inform parents of their right to be involved in our Title I, Part A programs and request regular meetings via a posting in the Student-Parent Handbook.
   d. Provide parents with the contact number for the school's Federal Programs Coordinator via a posting in the Student-Parent Handbook and/or website.

3. The School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: School Improvement Grant, IDEA, Farm to School, NSLP, etc. (as applicable), by:
   a. Including the Federal Programs Coordinator on the advisory boards of the programs above.
   b. Including parents on the advisory boards of the programs above.
   c. Coordinating all parent involvement activities with the parent groups.

4. The CEO will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will likely include an annual survey and/or roundtable discussion (i.e. focus group).

5. The School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
   a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
      i. the State's academic content standards
      ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments
iv. the requirements of Part A
v. how to monitor their child's progress
vi. how to work with educators

b. Activities will include training provided at grade level Parent Engagement meetings, w workshops, communication with home, etc.
c. The school will provide materials and training to help parents work with their children to improve their children's academic achievement (such as literacy training), and using technology as appropriate to foster parental involvement. Examples of materials to be provided also include test preparation activities, summer enrichment activities, middle school and high school planning resources, etc.
d. The school with the assistance of its parents will educate its teachers, pupil services personnel, administration and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions and parents, and on how to implement and coordinate parents programs and build ties between parents and schools by providing ongoing professional development.
e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable in a language the parents can understand. The annual home language survey will help facilitate this.

PART III. DISCRETIONARY PARENTAL INVOLVEMENT POLICY COMPONENTS

In addition to the parent involvement activities listed above, the school will promote parent involvement by:

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs to enable parents to participate in school related meetings and training sessions
- training parents to enhance the involvement of other parents
- in order to maximize parental involvement and participation in their children's education, arranging school meetings between teachers and/or other educators who work directly with participating children and with parents who are unable to attend those meetings at school
- adopting and implementing model approaches to improving parental involvement
- use the parent representatives on the Board of Trustees to provide advice on matters related to parental involvement in Title I, Part A programs
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations in parental involvement activities
- providing other reasonable support for parental involvement activities as parents may request.

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

REVISED this _____ day of _____, _____

Board President

Board Secretary

PARENT/GUARDIAN RIGHT TO KNOW

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF GRANTS DEVELOPMENT AND COMPLIANCE
440 NORTH BROAD STREET – SUITE 326
PHILADELPHIA, PA 19130-4015

Dear Parents:

Date: 9/4/19

As a parent of a student attending a school that is receiving Federal Title I dollars, you have the right to know the professional qualifications of the teacher(s) and instructional paraprofessional(s) who instruct your child.

Federal law requires every Title I school district to comply and to provide you with the requested information in a timely manner. All schools have on file a listing of faculty members and their professional qualifications.

If you would like to know the professional qualification information regarding your child's teacher(s) or paraprofessional(s), please call the school to set up an appointment to speak to the Principal or the Principal designee.

We look forward to a productive school year and we assure you that together we will make a difference in your child's life.

Thank you for your commitment to children!

Sincerely,

Tonia Elmore

Tonia Elmore (Chief Executive Officer)
Jacquelyn Y. Kelley Discovery Charter School

HOMELESS

The **McKinney-Vento** Education of **Homeless** Children and Youth **Assistance Act** is a federal law that ensures immediate enrollment and educational stability for **homeless** children and youth. **McKinney-Vento** provides federal funding to states for the purpose of supporting district **programs** that serve **homeless** students.

Homeless is defined as:

- Anyone who does not have a stable home
- Anyone staying with family because you lost housing
- Anyone living in a shelter, including transitional programs
- Anyone staying in motels because you cannot get your own hom
- Anyone living on the streets, in a car, van, tent or other non-permanent structure
- Anyone unaccompanied or doubled-up in a home with a non-legal guardian

More information can be found online at: http://www2.ed.gov/policy/elsec/leg/esea02/pg116.html

Information can also be found on our website under the Parent Resource Page.

If you are currently homeless or become homeless, please contact Ms. Blake @ 215-879-8182 x215.

McKinney-Vento Notification

Under the federal McKinney-Vento Homeless Assistance Act, the term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth who are "awaiting foster care placement." This memorandum is being issued to provide clarity regarding the definition of "awaiting foster care placement." The phrase found in the law is "awaiting foster care placement," not "foster care placement." The drafters of the law draw a distinction between children and youth who are in foster care and those who are awaiting such placement. This interpretation is contained in (G) of the 2004 U.S. Department of Education's Non-Regulatory Guidance on the McKinney-Vento Homeless Assistance Act.

Accordingly, we emphasize that children and youth who have already been placed in foster care are not considered homeless; children and youth who are awaiting foster care placement are considered homeless. We also understand the breadth and variety of placements and settings that are encompassed in the term "foster care." Therefore, for purposes of accurately implementing the McKinney-Vento Homeless Assistance Act, the Office of Superintendent of Public Instruction's (OSPI's) operational definition of the term "awaiting foster care" means the period of time between the initial placement of the child into state care and the 30-day shelter care hearing.

The identification of students who are homeless and eligible for service according to the McKinney-Vento Act is the duty of the local school district homeless liaison. School district liaisons are encouraged to work collaboratively with child welfare partners as questions arise regarding students' eligibility for McKinney-Vento services.

While the McKinney-Vento Act provides certain protections for students who are homeless, districts should be aware of additional efforts being made to stabilize and support the educational needs of students who are highly mobile, including those in foster care.

If you are homeless or become homeless while your child is attending our school. Please contact our LEA, Ms. Blake at 215-879-8182 Ext. 215

Home and School Focus Group
Parents will be invited to join Jacquelyn Y. Kelley Discovery Charter School's Home and School Focus Group to enhance the educational opportunities for our children, and to provide another means through which parents can gain information about JYK DCS and its programs. Home and School Group membership, and active participation, will provide an opportunity for parents to become involved in their child's school experience.

Intent to Return Forms
Students who are currently enrolled must submit an "Intent to Return" form by April 9th and a signed parental contract must be on file by June 12th for the upcoming year.

Parent Involvement
Jacquelyn Y. Kelley Discovery Charter School prides itself in its family friendly environment. We encourage families to be involved as we work diligently in providing ample opportunity for participation. Your presence in the School will boost the confidence of your child(ren) and give them the necessary support for academic success.

So, we encourage you to get involved, be involved, and stay involved. Be an active participant in your child's learning experience. Remember that, "Parent involvement is The Key to Your Child's Success."

Parent/Teacher Communication
Parent/teacher communication is vital to the educational success and experience of our children. Together they form a team that focuses on their child's needs, concerns and growth. We invite all parents to participate in the process through inquiries at any time.

We will also communicate with parents through the following:

- scheduled parent/teacher conferences
- interim reports for students as necessary
- report cards
- school and class newsletters
- notes or telephone calls to parents
- parent association meetings
- school messaging system

- text message

Please do not hesitate to contact the school or classroom teacher with questions you may have. Parents are welcome to observe in their child's classrooms. Arrangements for visits must be made in advance with the classroom teacher.

Parental/Guardian Conduct

All parents/guardians are expected to follow the school's general rules of conduct as they are designed to ensure the safety of our students and staff. When conversing with school personnel (teachers, principal, office staff, etc.), parents are expected not to use profanity or engage in any form of behavior that is threatening to students, staff and/or other parents. Such misconduct will not be tolerated and legal consequences will be pursued including but not limited to being barred from the school's premises.

Parent Location: Emergency Contact - Parental Custody

Parent location forms are collected at the beginning of the school year and updated at each report card conference. These forms are a source of emergency information about family contact. For the well being of the students, it is important that the forms are completed and returned to the school. Parents are to notify the school office if they have changed their address, home or work telephone numbers, emergency contact persons or any other pertinent information. It is important to have current information should an emergency arise. Parents should make sure to inform the person(s) they have selected as their emergency contact(s).

In addition, a copy of any Court order or agreement affecting the custodial rights of a parent must be filed with the school. As a school entity, we are mandated to follow the court order. For the child's safety, current court orders must be submitted.

Parents who fail to keep their child's school informed about their current address and telephone number may result in the school's inability to reach them in an emergency, not receiving notices of important academic, disciplinary and/or health information, and can result in the loss of a parent's right to participate in important decisions.

Parents/Visitors

To maintain a safe and secure environment for all children and to protect valuable instructional time, all visitors must report directly to the office. No one is permitted in the halls, in the lunchroom, in the classrooms, or in the playground without authorization from the office. Parents/visitors of Jacquelyn Y. Kelley Discovery Charter School are expected to abide by the rules and regulations that govern a safe and secure environment. Anyone found to be in violation of this policy can be refused admission to the school and/or can be escorted from the building by the appropriate legal authorities.

Parents/Visitors Log

Parents participating as volunteers in the classroom or who have made arrangements with the teacher to work in the classroom must first have the approval of the Principal. Parents will sign the Parents/Visitors Log in the main office each time they visit prior to going to the classroom. A visitor's pass must be obtained from the office before a parent or visitor enters a classroom. A child abuse and criminal background check is needed for anyone who volunteers on a consistent

basis. Every volunteer should complete and, keep on file a Volunteer Information Form that is kept in the main office.

Personal Property
Parents are requested to place the name of their child clearly on all personal items such as coats, jackets, book bags, lunch boxes, etc. Please encourage your child to be responsible for looking for and finding lost items.

Responsibility
Care should be taken when parents approve of their child bringing valuable or irreplaceable items to school. The school cannot be responsible for items that are lost, damaged or otherwise missing.

Items Not Permitted

- Electronic games, pagers, walkman, radios, CD players, headphones and telephones are not permitted in school.
- Dangerous items/weapons are not permitted in school such as: razors, pen knives, hunting knives, matches, pointed objects, guns, aerosol sprays, etc. (Knives should not be sent in school lunch containers).

Students may not bring items to school for the purpose of selling to students or teachers. Playing cards or the trading of pogs, baseball, basketball, Pokemon, Digimon, Yu Gi Oh cards or similar materials on school property is not permitted.

Procedure to Handle Parental Problems/Conflicts
When conflict or problems arise, every attempt will be made to solve them satisfactorily according to the following process:

Step 1: Parent/Teacher Level: If no satisfactory solution is found, **then**
Step 2: Parent/Principal Level: If no satisfactory solution is found, **then**
Step 3: Parent/CEO Level: If no satisfactory solution is found, **then**
(*Parents may request to be placed on the Board meeting agenda)
Step 4: Board of Trustees: Final decision

To be placed on the Board agenda parents must notify the CEO directly thirty-six (36) hours prior to the meeting.

Title I
Jacquelyn Y. Kelley Discovery Charter School receives federal dollars that are used to provide services that are in addition to normal services provided by local dollars, i.e. Classroom Paraeducators, Library Services, professional development, homebound, homeless, and parental training.

The No Child Left Behind Act and Title I mandate that schools provide information and permit parents to be involved in:

- the achievement of their children choices they can make about their children's education performance of the school information about their children's teachers

Enrollment
Pursuant to the PA Charter School Law, the School opens admission to all residents of Philadelphia by lottery or criteria. The lottery is computer generated by the enrollment officer and overseen by the CEO. Applications are accepted beginning October 1st of each year through to the close of business on March 31st. The lottery process is published and open to the public on April 16th.

All interested parties are directed to complete an online application. When the application is completed an electronic confirmation is sent with a unique identification number. This number can be used to track the student's enrollment status on line. Kindergarten students must be five years old on or before September 1st of the enrolling year.

Students are admitted according to the number of available vacancies in that grade and upon receipt of all admission documentation. Non- Philadelphia residents will be admitted only if there are no Philadelphia students applying for that vacancy. Students placed on the waiting list can access the school's website to follow admission status. The waiting list is good for one year.

Equal Opportunity
It is the policy of Jacquelyn Y. Kelley Discovery Charter School's Board of Trustees to promote diversity and equal access to educational opportunity and all categories of employment without regard to age, gender, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status, handicap or any other protected class.

Sexual Harassment
Sexual harassment is defined as unwelcome and/or unsolicited verbal and/or physical sexual advances and/or requests for sexual favors. It must be a repeated act or an isolated incident that is very serious in nature. A serious incident between students would meet the criteria of: conduct that has the purpose or effect of unreasonably interfering with another student's academic performance or creating an intimidating, hostile or offensive environment for learning.

Such acts may include, but or not limited to:

- Sexual comments or inappropriate references to gender
- Sexually explicit statement, jokes, or anecdotes regardless of the means of communication (oral, written, electronic, etc.)
- Unwanted touching, patting, hugging, brushing against a person's body or staring at body parts
- Requesting and/or commenting about sexual oriented materials in a location where others can view them.

After a thorough investigation corrective action will be taken if warranted. Consequences imposed on the harasser may include, but is not limited to, reprimand, suspension or expulsion. Staff members aware of sexual harassment activity occurring at JYK DCS have a duty to report it to the principal and may suffer sanctions if negligent.

TECHNOLOGY/INTERNET
Jacquelyn Y. Kelley Discovery Charter School provides all students, access to the Internet, via laptop computers, iPads and iPods, as a means to enhance their education. The purpose of this policy is to assure that students recognize the limitations that the school imposes on their use of these resources. In addition to this policy, the use of any school computers, including laptop

computers, iPads, iPods, Smartphones, iPhones, or any other school device that may be connected through Jacquelyn Y. Kelley Discovery Charter School's network to the Internet also requires students to abide by the Jacquelyn Y. Kelley Discovery Charter School Computer use guidelines. During the course of the school year, additional rules regarding Internet safety may be added. If this occurs, the new rule will become a part of this policy.

Acceptable Use and Internet Safety

Specifically, the student should:

Use the resources available through the Internet and other electronic media to supplement material available through the classroom, media center or through any other resource provided by the school. Adhere to guidelines each time the Internet is used at home and school. Make available for inspection by an administrator or teacher upon request any messages or files sent or received at any Internet location.

Use appropriate language in all communications. The student should not use profanity or obscenity and should avoid offensive or inflammatory speech. The student should not participate in "Cyber Bullying" such as personal attacks and/or threats on/against anyone using these resources. The student should report to responsible school personnel any personal electronically transmitted attacks in any form made by others over the Internet or Local Area Network (LAN) observed, while using school-owned technology. Abide by copyright laws and should only download/import music or other files to a school-owned computer, including a laptop that he/she is authorized or legally permitted to reproduce, or for which he/she has the copyright.

Use his or her real name in all educational activities that incorporate technology or the Internet (e.g., distance learning, online distance learning, etc.).

Respect the privacy of others. The student should re-post (to make appear online again) communications only after obtaining the original author's prior consent. Use technology for school-related purposes only during the instructional day.

Should not make use of material (files) or attempt to locate material (files) that are unacceptable in a school setting. This includes, but is not limited to, pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials (files). The criteria for acceptability is demonstrated in the types of material made available to students by administrators, teachers, and the school media center. Specifically, all school owned computers should be free at all times of any pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials (files).

Should not access or attempt to access instant messages, chat rooms, forums, e-mail, message boards, or host personal web pages, except school approved, teacher-supervised filtered Internet communication, during the instructional day.

Should not attempt to discover passwords or to control access to the Internet or the computer network.

Should not change or attempt to change the configuration of the software that controls access to the Internet or any other electronic media.

Should not download any programs, files, or games from the Internet or other sources that can be run or launched on the computer as a stand-alone program. These programs or files are sometimes called "executable files."

Should not use this resource for any illegal activity. This includes, but is not limited to, tampering with computer hardware or software, unauthorized entry into computers, and vandalism or destruction of computer files.

Should not knowingly introduce or knowingly allow the introduction of any computer virus to any JYK DCS computer.

Should not connect a personal, non-school-owned desktop computer, laptop computer, wireless personal digital assistant (PDA), or any other network (wireless or directly plugged) device to any part of the JYK DCS network (local area network "LAN," wide area network "WAN," or metropolitan area network "MAN").

Should not share passwords with anyone for any reason and should make every effort to keep all passwords secure and private.

Should not play games, including Internet-based games, except school-approved, teacher-supervised educational games, during the instructional day.

Should not download, upload, import or view files or websites that purport the use of illegal drugs, alcohol or illegal and/or violent behavior except school-approved, teacher-supervised digital media.

Should not bypass or attempt to bypass JYK DCS filtering software.

Should not access or attempt to access any prohibited sites, such as myspace.com, facebook.com or similarities.

Should not use the network system for soliciting or distributing information with the intent to harass, intimidate, or bully which can be described as Cyber Bullying.

Students should not post chain letters or engage in "spamming" (that is sending an annoying or unnecessary message to multiple recipients).

Withdrawal Procedure:

Parent's Responsibility:
It is the responsibility of the parent to notify the school of their intent to withdraw a student. A withdrawal form must be completed. Parent or guardian will be asked to complete an exit interview. All financial obligations must be satisfied and all books and/or other school property must be returned before the withdrawal will be completed at which time clearance will be granted.

School's Responsibility:
Pending clearance, the school will complete the withdrawal process within 48 hours of written notification. Records will be forwarded to the receiving school immediately. In case of expulsion or administrative withdrawals, parents will be notified in writing and all records will be forwarded to the feeder school.

MISCELLANEOUS

Asbestos Hazard Emergency Response Act
This act requires local educational agencies to inspect their schools for asbestos-containing building material and prepare management plans that make recommendations for the reduction of asbestos hazards. Jacquelyn Y. Kelley Discovery Charter School has an obligation to ensure that we are meeting the AHERA requirements and have on file the process and management plan for asbestos abatement and removal.

Billing: Trips and Extended Day Payments
Jacquelyn Y. Kelley Discovery Charter School **does not** accept cash payments for extended day and trip programs. Parents are expected to pay for all trips and activities before the scheduled date. Payments can be made by money order or on the Powerschool website. Parents may also make payments at the front desk with a credit/debit card. For extended day services, payment is due by the 5th of each month.

Parents will pay for trips, extended day and other fees online by going to https://dcsschool.Powerschool.com/public. To pay with Powerschool you must use a credit/debit card. It is necessary to know your child's student ID number, which can be obtained from the parent access page of Powerschool.

Parents and/or guardians must fulfill all financial obligations for continued enrollment and participation in graduation activities.

Emergency Drills
Students will participate in ONE fire drill per month. Unannounced drills are to prepare students and staff for any emergency that may arise that would require the building to be evacuated. In addition, students will also participate in bus and building evacuation drills during the course of the year. Because drills are unannounced student may or may not have access to outer garments.

Emergency School Closings
Most local radio stations, TV and cable TV stations broadcast school closing information beginning very early in the morning. In the event of inclement weather, Jacquelyn Y. Kelley Discovery Charter School will be closed if the School District of Philadelphia is closed. Parents should plan ahead with their children for what to do in the event that school is closed for the day.

If it becomes necessary to close school during the school day, information will be forwarded to local radio, TV and cable TV stations. **Jacquelyn Y. Kelley Discovery Charter School's assigned school closing number at KYW Radio and TV is 480.**

Fundraising
Raising money to support the instructional program of the Jacquelyn Y. Kelley Discovery Charter School is a necessary responsibility of the entire educational community. Money is used

to also support classroom trips, chaperones, student uniforms, student emergencies, etc. Therefore, parents are expected to commit to supporting all of the fundraising efforts of the school to its greatest extent. Please feel free to offer any suggestions that would help us to meet the financial goals of the school. Personal, private and corporate donations or contributions are accepted and always encouraged.

Parties/Celebrations

There are opportunities during the school year for celebrations within classrooms. They may include but are not limited to the following events:

- Special events and holidays may be celebrated (grades K-2 only) with the approval of the CEO and/or Principal. Religious observances are not permitted in deference to the varied religious beliefs of our students.
- Birthdays of children (grades K-2) are always acknowledged in classrooms. If parents wish to send in a treat for the entire class for the child's birthday, this is permissible. Teachers must be notified in advance. **To avoid hurt feelings, invitations to private parties will not be permitted to be given out in school.** As an alternative to honor a child's birthday, we suggest donating a new children's book to the JYK DCS library. Contact the Principal for suggestions.

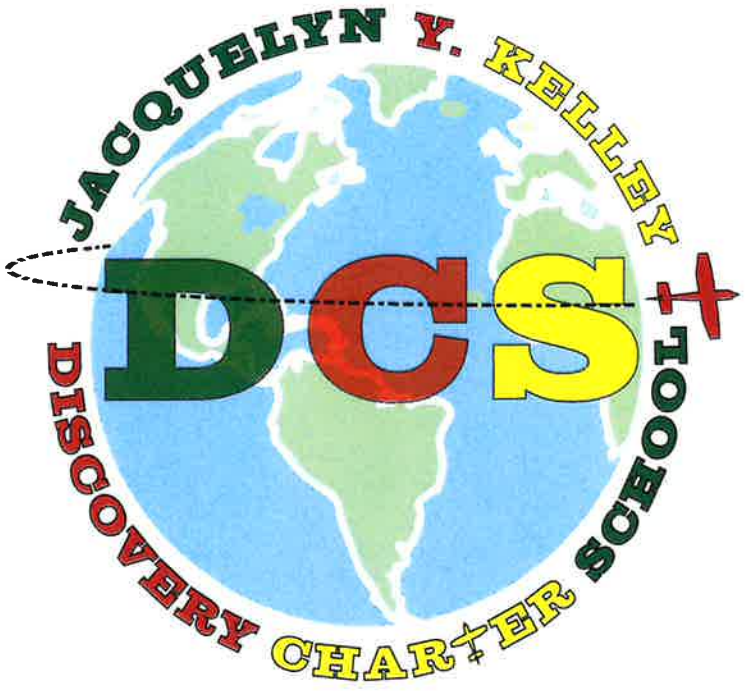
Families who do not wish to have their children participate in such events should notify the teacher.

Press Releases

Throughout the school year, students will be involved in activities or projects that may be newsworthy. We enjoy publicizing the good things that happen at our school. In these cases, the children's work and/or pictures and names may be published in one of the local papers. In addition, children's work and/or pictures may also appear on the Internet along with their first names. If any parent has questions or concerns regarding these procedures, please notify the school in writing. If it is the choice of any parent, we will make every effort to make sure that their child and/or her or his work is not included in the media.

Telephone Use

The school's telephones are not available for student's use unless there is an emergency as determined by the school's administrators. Forgetting books, notes or assignments are not emergencies. Our goal is to help students develop more responsibility for gathering the necessary materials required daily for school prior to coming to school. Cell phones are not permitted in the building. **Students will not be interrupted in their classrooms to receive telephone calls.** In the event of a family emergency, please call the school office.



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