

# Parent/Student Handbook 2016-2017



**A Caring Community of Learners, Thinkers & Achievers!**

**Lower School (K-3)**

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

**Upper School Annex (4-5)**

**1630 N. 16<sup>th</sup> Street, Philadelphia, PA 19121**

**Upper School (6-8)**

**1632 N. 16<sup>th</sup> Street, Philadelphia, PA 19121**

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**Fax: 215-232-4893 (Lower School)**

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**Website: [www.afpcs.org](http://www.afpcs.org)**

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

### **Board of Directors**

Larry Griffin, President

Karen Trawick, Secretary

Christopher Neilson, Treasurer

Valerie Allen

Shirley Davis

Monique Gaillard

David Gruber

Marvin Lenetsky

Stacey Scott

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Joanna Hightower-Chief Executive Officer/Principal

Jeana Grace – Academic Director (Grades K-3)

Megan Asher – Academic Director (Grades 4-8)

Kristi Tedeschi – Student Supports Director

Tina Lloyd – Climate & OST (Out of School Time) Director

Tiffany Nicholson – Director of Operations

### **Parent Advisory Board**

Syreeta Martin – Vice President of the Lower School

Mark Gindraw – Vice President of the Upper School

Roma Warner – Treasurer

### **Complaints or Concerns:**

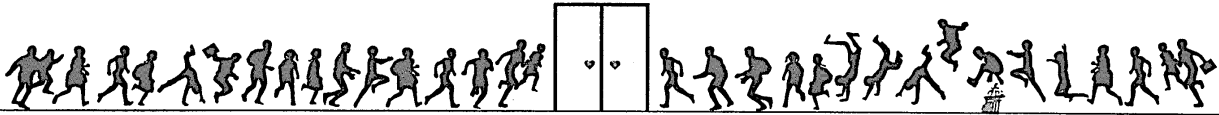
Alliance for Progress Charter School is governed by the AFPCS Board of Directors. If complaints or concerns arise regarding AFPCS' policies or procedures, parents/guardians can address their complaints and/or concerns by taking the following steps:

1. Arrange a time to meet with the CEO to discuss concerns.
2. Leave a message for the Board of Directors – 215-232-4892 ext. 3
3. Attend a Board Meeting (please see your Wed. Folder or the school website for meeting dates).
4. Discuss your issue with a board member (see above).
5. Arrange a meeting with at least 3 of the board members listed above

*Please note amendments can be made to this handbook with board approval at anytime.*

# ALLIANCE FOR PROGRESS

charter school



Dear Parent(s) and Guardian(s),

Welcome to the 2016-17 school year, a year of great expectations, and even greater achievements. After serving Alliance for Progress Charter School students and families for the last 7 years, I am excited and proud to embark on another year of teaching and learning. Students and families of Alliance can expect that we will continue our tradition of excellence, continued improvement and commitment to fulfilling the individual learning needs and aspirations of each student. With the support of my staff, I fully embrace the Alliance for Progress mission and vision and look forward to expanding our technological capacity to prepare our students for the 21st century.

I am a firm believer that our students, your children, will achieve greatness, as long as we expect, and are willing to accept, nothing less. As a parent myself I know the challenges and frustrations of raising a child that can often accompany joyful moments and times of pride. I also know how it is nearly impossible to do it on your own. That is why, now more than ever, we must partner together to ensure the success of our children.

You are the most essential part of your child's education, and it is important that we build a strong relationship in order to achieve educational success. We have worked hard to set high, yet accomplishable educational and character goals for our students. Please join me in making sure your child achieves not only these high goals, but the strong sense of pride in accomplishment that they deserve!

I look forward to a phenomenal school year of partnerships and achievements!

Your Partner in Education,

*Mrs. Joanna Hightower*

Joanna Hightower  
Chief Executive Officer/Principal

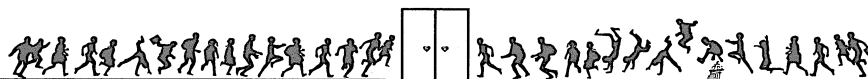
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# ALLIANCE FOR PROGRESS

charter school



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

## I. MISSION, VISION, FOCUS AND PURPOSE

### Mission

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

### Vision

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

### Focus

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

### Purpose

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

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

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

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

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

## II. SCHOOL WIDE CLIMATE AND EXPECTATIONS

AFPCS is proud to maintain an educational environment based of Respect, Responsibility, and Effort. We expect all students to embody these characteristics at all times in all areas of the school. AFPCS recognizes that these values may look different in different environments and have taken the liberty of listing a brief description of what is expected in each environment. The

expectations will be thoroughly explained to each student within the first two weeks of school and additions and clarifications will be made based on need.

### **EXPECTATIONS FOR STUDENTS**

Students are expected:

1. To accept the fact that school personnel will act in a manner similar to parents/guardians in school situations (in loco parentis.)
2. To show respect and compliance for AFPCS policies and courtesy toward school personnel;
3. To treat other students in the same way they would like to be treated;
4. To respect school property and the property of others;
5. To behave in a way that does not prevent other students from learning;
6. To be responsible for their own behavior whether by themselves or as part of a group;
7. To refrain from the use of abusive or obscene language;
8. To refrain from making threats to school personnel or other students;
9. To report problems;
10. To work with the proper authorities.

### **EXPECTATIONS FOR STAFF**

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

1. To meet the needs of individual students while maintaining school standards;
2. To provide examples of self-discipline and standards of behavior for students to follow;
3. To maintain order and courtesy by establishing fair and consistent standards for behavior in school, on a school bus, on school property or at offsite school sponsored activities;
4. To recognize the need for firm authority in order to develop an atmosphere for effective teaching and learning;
5. To assume the personal responsibility for solving classroom discipline problems as they arise and to discuss student behavior with the student, parent/guardian, counselor, principal and appropriate professional personnel and resolve them before they become serious;
6. To recognize the limitations of discipline and apply that action which can be carried out within the framework of policy and legal action.

### **EXPECTATIONS FOR PARENTS**

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

AFPCS Parents are expected to:

1. To understand that school personnel has been carefully selected and directed to act in the best interest of our students at all times. Therefore, school personnel will act in a manner similar to you, the parents/guardians, in school situations (in loco parentis).
2. To thoroughly review and understand the entire handbook, directing any questions/concerns to administration. It is also expected that you discuss the policies and expectations with your child.
3. To respect and comply with all AFPCS policies.
4. To direct any concerns with school policy or staff only with administration in a private setting, and in the absence of any students.
5. To use respectful and appropriate language while inside the school buildings, and in the presents of our students.
6. To take an active role in the education of your child ie. respond to any and all contact from the school; attending scheduled meetings and report card conferences; giving homework support; and attending school functions (celebrations and family fun nights. Please see parent participation)

7. To ensure that all information on emergency contacts is kept current at all times, no matter how temporary the situation. In the event that AFPCS is unable to contact a parent in an emergency or to discuss information regarding student behavior and/or academics, the Department of Human Service must be contacted for safety reasons.
8. To respect all school personnel, as they spend a significant portion of the day with your children, and to receive respect in return.

### III. EDUCATIONAL PROGRAM AND STUDENT SUPPORT

Alliance for Progress Charter School provides all students with a rigorous, data-driven instructional regimen that is directly aligned to the PA Core Standards. All students, Kindergarten through Grade 8, participate in a daily Literacy Block which includes modeled, shared, guided, and independent reading and writing. Students rotate to cross-curricular, standards-based Special Area Classes, such as Health/PE, Music, and Technology. Our daily schedule incorporates state test preparation and individualized academic support. Alliance for Progress Charter School consistently continues to improve the quality of instruction offered in order to enhance student academic achievement through the use of technology and updated curricular resources. In addition to academic achievement, our 8<sup>th</sup> grade students are required to complete a minimum of 20 hours of community service prior to graduation. Service completion may require time spent after school hours and parental support is expected.

#### Promotion, Acceleration, and Growth Year

Alliance for Progress Charter School realizes that the personal, social, physical and educational development of students will vary. Accordingly, students will be placed in educational settings that best reflect their needs at various stages of development.

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

- I. Completed the course and state-mandated requirements at the presently assigned grade;
- II. Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- III. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade;
- IV. Met all attendance requirements.

#### Promotion Requirements:

##### KINDERGARTEN

Academic Area	Grades Needed for Promotion
Letter Identification	Student can identify 26 out of 26 letters
Matches Sounds to Letters	Student can give the sound of 20 out of 26 letters
Core Academic Subjects (ELA, Math & Science)	Student receives grades of 2 or 3
Reading (Year-End Proficiency Lexile Range)	Kindergarten: Lexile range: 70-125
Sight Word Recognition	Student recognizes at least 60 Dolch Sight Words
Attendance	No More than 5 unexcused absences
Behaviors that Promote Learning	S Average (student has less than 8 N's for behavior)

##### 1<sup>st</sup> – 8<sup>th</sup> GRADE

Academic Area	Grades Needed for Promotion
Core Academic Subjects (ELA, Math & Science)	Student receives a grade of A, B, or C
Reading (Year-End Proficiency Lexile Range)	1 <sup>st</sup> grade: Lexile range: 125-400 2 <sup>nd</sup> grade: Lexile range: 350-500 3 <sup>rd</sup> Grade: Lexile range 520-800 4 <sup>th</sup> Grade: Lexile range 660-900 5 <sup>th</sup> Grade: Lexile range 745-1000



	6 <sup>th</sup> Grade: Lexile range 835-1050 7 <sup>th</sup> Grade: Lexile range 875-1150 8 <sup>th</sup> Grade: Lexile range 910-1200
<b>Attendance</b>	No More than 5 unexcused absences
<b>Behaviors that Promote Learning</b>	S Average (student has less than 8 N's for behavior)

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

**Kindergarten:**

- A student **with a final (Trimester III) numerical grade of 1 in any core academic subject (literacy, math, writing, science) may be at risk of serving a growth year** in their current grade the following school year.
- A student **lacking all or any combination** of the grades needed for promotion may be deemed at-risk for mandatory summer school or a growth year in their current grade level as determined by the instructional staff. *Summer school will be offered for enrichment only, but will not promote these students to the next grade level.*

**Grades 1-8:**

- A student **with an F average in any core academic subject (literacy, math, writing, science) may be at risk of serving a growth year** in their current grade the following school year.
- A student with **a combination of a D and an F average in any core academic subject (literacy, math, writing, science) may be at risk of serving a growth year** in their current grade the following school year (ex: Reading=D, Science=F **OR** Science=F, Writing=D).
- A student **lacking all or any combination** of the grades needed for promotion may be deemed at-risk for mandatory summer school, credit recovery or a growth year in their current grade level as determined by the instructional staff.

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

**Progress Reports & Report Cards:**

Progress Reports are sent home midway through each trimester to update you on your child’s progress but grades are available via the Parent Portal at anytime. Report cards are distributed during Parent-Teacher Conference Nights. Parents are expected to attend all conferences. Parents can also access their child’s grades regularly via our online Parent Portal. Login details are distributed at Back to School Night and can be obtained by calling the main office.

**Homework Policy:**

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

Homework is NOT an option at AFPCS and will be given Monday – Thursday and will be checked daily. Each week, your child will receive a grade for the homework completed that week. The overall weekly homework grade will account for 10% of each child’s grade in each subject area.

Grades K-3	Grades 4-8
<p><b>In order to receive full credit (a grade of an “A” weekly in each subject), homework must be:</b></p> <ol style="list-style-type: none"> <li>1. 8 Complete tasks in a week (by student)</li> <li>2. Neat and organized</li> </ol>	<p><b>In order to receive full credit homework must be:</b></p> <ul style="list-style-type: none"> <li>✓ Complete (by student)</li> <li>✓ Neat and organized</li> <li>✓ Shows all work (when applicable)</li> <li>✓ Math = IN PENCIL</li> <li>✓ Handed in on time</li> </ul>

The absence of any of the above requirements in isolation will drop the homework grade one letter. In order to receive a grade of an “A”, all of the above requirements must be fulfilled.

Grade Level	Reading Expectations
Kindergarten	<b><u>AT LEAST 15 MINS.</u></b> – Student should read an on-level book to an adult – An adult should read at least one book to student
Grades 1 - 2	<b><u>AT LEAST 20 MINS.</u></b> – Student should read 1-2 on-level books to an adult – An adult should read 1-2 books to student
Grade 3-5	<b><u>AT LEAST 30 MINS.</u></b> – Students should be reading independently and completing assigned journal activities to accompany reading.
Grades 6-8	<b><u>AT LEAST 45 MINS.</u></b> – Students should be reading independently.

**Winter Break / Spring Recess:**

Students may receive a project based assignment to complete and return after each break.

**Summer Break:**

All rising 1-8 grade students will receive a summer reading and math assignment to complete over the summer. Students will take a reading and math assessment on their summer tasks during the first week of school.

**Homework Violations:**

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

**Extended Learning:**

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

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

**School Trips:**

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

**IV. SPECIAL EDUCATION OVERVIEW**

**Students with Disabilities:**

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

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

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

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

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

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

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

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

Specifically, AFPCS' special education process has six steps:

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

### **STEP 1 – Child Find**

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

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

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

### **STEP 2 – Pre-referral**

AFPCS will implement a comprehensive system of screening to identify students who may need to be referred for a Multidisciplinary Evaluation (MDE). Specifically, this system will include, but will not be limited to, the following screening activities: Multi Tiered Systems of Support Data; Student Assistance Program Data; performance-based review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screenings; visual screenings; motor screenings; speech and language screenings; and occupational therapy screenings. Except as indicated above or otherwise announced publicly, screening activities

take place in an ongoing fashion throughout the school year. Screening will be conducted at the school unless other arrangements are necessary. The purpose and projected timeline for the screening activities to be conducted will be detailed to parents annually in the student/parent handbook. If parents need additional information about the purpose, time and/or location of screening activities, they can contact the school's special education coordinator directly.

The Multi Tiered System of Support Program (MTSS) and the Student Assistance Program (SAP) are vital to the AFPCS' pre-referral process. They are intended to provide teachers with educational and behavioral intervention strategies to assist students who are having academic or behavioral issues. The teams consists of the reading specialists, math intervention teachers, special education director, curriculum coordinator, dean of students, school counselor, the nurse, academic directors and the C.E.O. The MTSS/SAP Team process includes:

1. Teacher/Staff member identifies a student having academic or behavioral difficulties.
2. MTSS/SAP Team meeting held. Intervention strategies and goals are discussed.
3. Strategies are implemented for at least 30 days.
4. Meeting is held after this period to discuss student progress toward goals.
5. One of three determinations is made: (1) Student has made adequate progress and does not need continued support; (2) Student has made adequate progress, but needs continued support; and (3) Student has not made progress and will require a MDE.

Professional development will be provided to all AFPCS teaching staff on classroom observation and intervention strategies for identifying students who may require special education services. Additionally, workshops on recognizing potential disabilities will be held for parents and additional resources will be available for parents at the school. AFPCS will draw upon outside resources to assist in professional and parent education. These resources include, e.g., the following: the Education Law Center of Pennsylvania, PaTTAN, Intermediate Unit 26, Autism Society of America, Counsel for the Blind, the Learning Disabilities Association of PA, the Mentor Parent Program, the Parent Involved Network, and the PA Initiative on Assistive Technology.

### **STEP 3 – Referral**

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

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

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

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

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

### **STEP 4 – Evaluation**

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

- Not be discriminatory or racially biased

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

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

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

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

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

The 13 categories of disability identified in IDEA are:

- |                           |                                 |
|---------------------------|---------------------------------|
| • Autism                  | • Orthopedic impairment         |
| • Deaf-blindness          | • Other health impairment       |
| • Emotional disturbance   | • Specific learning disability  |
| • Deaf/Hearing impairment | • Speech or language impairment |
| • Intellectual Disability | • Traumatic brain injury        |
| • Multiple disabilities   | • Blind/Visual impairment       |

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

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

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

1. The IEP Team will identify that additional data is needed to determine:
  - If the child is a child with a disability.
  - Educational needs of the child.
  - Present levels of academic achievement and related developmental needs.
  - Whether the child needs special education and related services.
  - Whether any additions or modifications are needed.

At this point, AFPCS will issue a Permission to Re-evaluate Form to the parent and begin the necessary assessments upon receipt of consent.

OR

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

AFPCS will not determine that the child is no longer a "child with a disability" without reevaluation.

#### **STEP 5 – IEP**

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

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

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

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

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

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

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

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

- *A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, (including Extended School Year) and a statement of the program modification or supports for school personnel that will be provided for the child.*
- *The plan for educational placement – an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class.*
- *A statement of any individual modification in the administration of the state or district-wide assessments of student achievement (i.e. PSSA) that are needed in order for the child to participate in a particular state or district-wide assessment, a statement of why that assessment is not appropriate for the child, and how the child will be assessed. For example, if the IEP Team recommends that the student participate in the Pennsylvania Alternative System of Assessment (PASA), instead of the PSSA, the IEP will provide a full explanation of the reasons for providing the child with the PASA instead of the PSSA.*
- *The projected date for the beginning of the services and modification and the anticipated frequency, location, and duration of those services and modifications.*
- *A statement of how the child's progress toward the annual goals will be measured, how the child's parents will be regularly informed of their child's progress toward the annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.*

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

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

#### **STEP 6 – Implementation**

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

Additional implementation components of AFPCS' special education policy include:

- ***Procedural Safeguards Notices*** – Parents will be provided a Procedural Safeguards Notices (using the Pennsylvania Department of Education's notice), which outlines the rights and safeguards to be followed according to state and federal regulations in providing AFPE, at least one time per year. Additional copies of the PSN will also be provided to parents whenever there is a notice of disciplinary change of placement, at the time of initial referral or parent request for evaluation, at the first occurrence of filing for a due process complaint, and upon any parent request for a copy.
- ***Commitment to Inclusion*** – AFPCS recognizes the value of including young children with special needs in programs with their peers. Every effort will be made will be to include students with disabilities in the same activities as regular education students as much as is appropriate, with the intention of providing all students with the "least restrictive" educational environment possible. Most students with disabilities are expected to be learning primarily in the regular education classroom with their fellow classmates. They will be encouraged to participate and contribute in all services and school activities. These include:
 

▪ Health Services	▪ Before School Programs
▪ Transportation	▪ After School Programs
▪ Arts and Music	▪ Food Service
▪ Counseling	▪ Celebrations
▪ Physical Education & Recess	▪ Recreation
- ***Service Delivery*** - AFPCS will provide the services required by the student, or we will contract with another entity, such as an intermediate unit or school district, to provide the services, if it is determined that school cannot provide level of services that the

student needs. The school will attempt to provide all needed services directly, or, in some cases, contract for services with a local IU. The following will be provided through some combination of direct and contracted services:

- Mobility Training
- Adaptive Therapy
- Notifications
- Evaluations
- Psychological and Counseling Services
- Assistive Technology Devices
- Speech and Language Services
- Learning & Emotional Support
- Behavioral Support
- Occupational Therapy
- Transportation
- Interpreters for Deaf or Hard of Hearing

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

- Therapy Solutions
- Dr. Erin Von Zuben, School Psychologist
- Parent Training and Technical Assistance Network (PaTTAN)
- Delaware County Intermediate Unit

**Ongoing Monitoring and Parent Involvement** – Parents will be kept informed on a regular basis with regard to their child’s progress relative to the goals set forth in the IEP. IEP progress monitoring data will be sent home each trimester with report cards.

#### **Qualified Handicapped Students:**

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under PA Chapter 15: Other Protected Handicapped Students intended to prevent discrimination. AFPCS will ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, AFPCS will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities. This is accomplished through the creation of a Chapter 15 Service Agreement/504 Plan. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program. A protected handicapped student is one who meets the following criteria:

- Is of an age at which public education is offered by the AFPCS.
- Has a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the student’s school program.
- Is not eligible for special education services or programs.

If you suspect that your child may qualify as a protected handicapped student, please contact the principal to request an evaluation. These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought-to-be eligible students. AFPCS or the parent may initiate an evaluation if they believe a student is a protected handicapped student.

## **V. SPECIALIZED PROGRAMS OVERVIEW**

### **English Language Learners - ELL**

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

### **Program Overview**

To implement an ESL or bilingual education program, AFPCS has developed clearly delineated procedures for enrolling students with limited English proficiency. The written procedures provide guidance to school personnel and families regarding the program and services students will be provided. They include a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, listing of resources including agencies and interpreters. AFPCS’s procedures are disseminated and staff is acquainted with the contents through annual trainings. Forms have been developed and are used consistently across the charter school and are included within the written program procedures.

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



## **Enrollment**

At Alliance, English Language Learners are enrolled in the same manner as other charter school students, upon presentation of local address and proof of immunization. Alliance does not deny students access to school for any period of time or subject them to scrutiny that is not part of the normal enrollment process. Subjecting ELLs to scrutiny that is not part of the normal enrollment process is discriminatory and may place Alliance at risk of legal action.

Alliance also does not require students to provide social security numbers or immigration status information as a condition for enrollment and may not be denied enrollment as a result.

Students may be enrolled in school through the year in which they reach 21 or through high school graduation, whichever comes first.

## **Student Identification and Assessment**

AFPCS administers a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey are retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the charter school determines the student's English language proficiency. Then, ELL instruction, if necessary, is provided at the appropriate level for the ELL student. After it is determined that the student is in need of ELL instruction or bilingual education, the student's English language and native language proficiency are determined for appropriate instructional placement. Students are also assessed for achievement and for program exit.

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

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

Alliance 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.

## **Student Assistance Program (SAP)**

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

## **Education for Homeless Children & Youths**

AFPCS shall ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youth in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. (42 U.S.C. 11431 et seq.) You may contact the Director of Student Services, School Counselor or Main Office to request additional information regarding AFPCS Homelessness Supports.

## **VI. ATTENDANCE POLICY**

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

At Alliance, we pride ourselves on achieving our rigorous attendance goals each year. It's simple: Students who attend school consistently, consistently achieve. Students are expected to be in school and on-time every day. Alliance for Progress Charter School has a legal and moral obligation to ensure that all students attend school every day.

Consistent with the School Laws of Pennsylvania, all children ages 6-17 years are required to attend school on all scheduled calendar days. Absenteeism and lateness are disruptive to the classroom environment, inconsistent with AFPCS expectations of students and parents, and most importantly, hinder the learning opportunities for children. Every parent or guardian of a school-age child is responsible for the child's attendance at school. Failure for a child to attend school has legal consequences for parents and, possibly, for the student.

In Pennsylvania, truancy is defined as when a child of compulsory school age is absent from school for three (3) or more days without a valid excuse meaning three or more —unlawful/unexcused absences. If a child is found to be truant, his or her parent or guardian can be prosecuted for the crimes of Corrupting the Morals of a Minor and/or Endangering the Welfare of a child, which may result in a period of incarceration.

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

### Absentee Notification

AFPCS utilizes NOTIFY, an automated call, text, and email system, as a key component of communication between home and school. In the event a child is absent or late to school, parent(s) will receive an automated message from AFPCS via the NOTIFY system. It is parent responsibility to contact the main office if they feel the message regarding a child's absence or lateness was sent in error. Please Note: Parents are responsible for keeping their contact information current in the AFPCS system by promptly communicating any changes to the main office secretary.

### 2 Types of Absences



#### 1. Unlawful/Unexcused

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

#### 2. Lawful/Excused



- a. If the proper documentation IS completed and returned to the main office within three (3) days of the student's return to school and the documented reason does fit the description of an excusable circumstance, **the absence(s) code(s) will be amended and permanently coded as LAWFUL/EXCUSED.**

### **Five (5) Acceptable Forms of Absentee Documentation**

1. **AFPCS Required Absentee Form** – (copies can be found at [www.afpcs.org](http://www.afpcs.org) and in the school office)
2. **Handwritten Note** – (note must include the following: Date, Student Name, Grade, Teacher, Date of Absence(s), Reason for Absence, Date of Return, Parent Signature and Contact Number.)
3. **Email sent to [absent@afpcs.org](mailto:absent@afpcs.org)** – (email must include the following: Date, Student Name, Grade, Teacher, Date of Absence, Reason for Absence, Date of Return, and Parent Contact Number.)
4. **Official Physician's Statement-** (official statements must include actual dates of absence, the date the student is cleared to return to school, and a physician's signature, or they will not be accepted as proper documentation. The statements must also pertain directly to the student. Students will not be excused for other family members' appointments.)
5. **Official Order or Court Summons** – (order must require the student to be present for proceedings or quarantined.)

*The following forms of documentation **WILL NOT** be accepted:  
phone calls, texts, or emails to teachers or any address other than [absent@afpcs.org](mailto:absent@afpcs.org).*

## Necessary Circumstances for an Absence to be Considered Lawful/Excused

1. **Illness or Injury of the Student**- *An illness or injury requiring a student to be absent from school.* PLEASE NOTE:  
An illness or injury resulting in three (3) or more days of consecutive absence requires an official physician's statement/medical note upon a student's return to school for absence to be excused.
2. **Quarantine**- *An absence that is ordered by the local health office or State Board of Health.* A copy of the official order by the local health office or State Board of Health will serve as acceptable documentation.
3. **Court or Administrative Proceedings** - An official order requiring a student to be present for proceedings. A copy of the official order by the court or administrative organization requiring the student to be present will serve as acceptable documentation.
4. **Serious Injury or Death of a Family Member** - *A serious injury or death of a family member resulting in a necessary absence for the student.* Up to 5 school days following the death of an immediate family member, or 1 day following the death of an extended family member may be excused. The immediate family of a student includes parents/guardians, grandparents, and siblings. Absences due to a serious injury of an immediate family member (an incident requiring hospitalization) may be excused at the discretion of the CEO/Principal. A signed and dated note from a parent/guardian stating the serious injury or death and the relationship to the student, accompanied by an obituary or an official medical acknowledgement of a serious injury, will serve as acceptable documentation.
5. **Observance of Religious Holidays & Religious Instruction as Permitted by Law**- *The religious tenets to which the student adheres, require observance of a specific holiday.* The student/family MUST OBTAIN ADVANCED PERMISSION FROM CEO/Principal in order for the absence to be considered excused. (hours are not to exceed 36 hours per school year)
6. **Out of School Suspensions** - No documentation is required from the parent/guardian.
7. **Educational Tours and Trips**- *Tours or Trips with an approved educational purpose.* Proper documentation, deemed necessary by the CEO/Principal, is required two (2) weeks prior to the event for the absence(s) to be considered for excused approval status. Contact your Academic Director for case specific requirements.
8. **Authorized School Activities**- *Other:* MUST BE APPROVED by CEO/Principal.

\*\* Chronic Illness/Extended Medical Attention - If a medical condition is serious enough to be considered chronic, requires extended medical attention, and/or interferes with a student's ability to attend school for frequent and/or prolonged periods of time, school authorities will require documentation from a physician detailing the specifics of the student's particular situation which result in the frequent or prolonged absence. Such documentation will be required at the beginning of each marking period to ensure proper monitoring of attendance and academics. An acceptable form of absentee documentation must still be submitted following each absence for the occurrence to be considered for lawful/excused approval.\*\*

### Actions/Consequences for Absences

# of absences	Unexcused or Excused	Action(s) & Consequences
Every absence	Both	*Notify Alert to Parent
3	Unexcused	*Notify Alert to Parent *Phone call to Parent *Written notification of absences sent home via Student Wednesday Folders *The School District of Philadelphia will also be notified of the absences. *PLEASE NOTE: Parents/Guardians/students committing future violations of the compulsory attendance requirements shall be liable without further notice.
5	Unexcused	*Notify Alert to Parent *Mandatory Meeting to develop Truancy Elimination Plan *Written notification of absences sent home via Student Wednesday Folders *The School District of Philadelphia will also be notified of the absences.
9	Unexcused	*Notify Alert to Parent *The School District of Philadelphia will also be notified of the absences *Involvement of the District Attorney to further monitor the student's attendance. The District Attorney's Office will have access to all attendance records, and will review all Truancy Elimination Plans.
10	Unexcused and/or Excused	*Notify Alert to Parent *Mandatory Meeting to develop/revisit Truancy Elimination Plan * Student will be required to submit a physician's note for each subsequent absence to be considered excused.

		<p>*Written notification of absences sent home via Student Wednesday Folders</p> <p>*The School District of Philadelphia will also be notified of the absences</p> <p>*Involvement of the District Attorney to further monitor the student's attendance. The District Attorney's Office will have access to all attendance records, and will review all Truancy Elimination Plans.</p>
<b>15</b>	Unexcused and/or Excused	<p>*Truancy Hearing with CEO/Principal</p> <p>*Follow up from District Attorney's Office; possible Prosecution Letter</p>
<b>20 or more</b>	Unexcused and/or Excused	<p>*AFPCS Promotion/Enrollment Review Hearing</p> <p><b>PLEASE NOTE:</b> <i>If at any point in the school year a student accumulates 20 days of absence/missed instructional days he/she may, be given a growth year in his/her current grade for the upcoming school year, or have his/her reenrollment privileges revoked for the following school year.</i></p> <p>*Follow up from District Attorney's Office; possible Prosecution Letter</p>

Absences of Ten (10) or More Consecutive Days





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

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

Reporting Attendance Discrepancies



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

AFPCS Arrival Policy

-  Students may **arrive as early as 8:00 a.m.** Students that arrive/are dropped off before **8:00 a.m.** will **NOT** be permitted in the school building and will be **UNSUPERVISED** until **8:00 a.m.**
-  The breakfast program ends at **8:20 a.m.** Student arriving after **8:20 a.m.** will **NOT** receive breakfast. (Bus students will receive breakfast upon arrival.)
-  All Students are expected to be **in their classrooms by 8:20 a.m.**
-  Students arriving at or after **8:26 a.m.** will be considered late.

Late Arrival Procedure

If a student arrives late to school (8:26 a.m. or after):

-  **LOWER SCHOOL (K-3)** Parents must enter the building, and sign their child in at the main office.
  - After 2 total lateness (within a month), the student will NOT be eligible to participate in the "No Tardies Party" for that month.
  - Students with medical notes (from physician) will not be issued a consequence if they are late to school because of a doctor's appointment. NOTE MUST BE FROM THE DOCTOR'S OFFICE.
-  **UPPER SCHOOL (4-8)**
  - Students with an unexcused lateness will receive an automatic detention.
  - If a student accumulates 2 or more lateness within a month, the student will NOT be eligible to participate in, Behavior/Attendance celebrations/rewards or any other non-academic activity for that month.
  - Students with medical notes (from physician) will not be issued a consequence if they are late to school because of a doctor's appointment. NOTE MUST BE FROM THE DOCTOR'S OFFICE.

### **Accumulation of Missed Instructional Time:**

A student's school day is approximately 6 instructional hours.


- Students arriving between 8:31-9:00am will have **½ hour** deducted from their attendance record.
- Students arriving between 9:01-9:30am will have **1 hour** deducted from their attendance record.
- Students arriving between 9:31-10:30am will have **2 hours** deducted from their attendance record.
- Students arriving between 10:31-11:30am will have **3 hours** deducted from their attendance record.
- Students arriving anytime after 11:30am will have **½ day unexcused** deducted from their attendance record.

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

### **AFPCS Dismissal Procedure**

 Kindergarten **Dismissal begins promptly at 3:00p.m. at the Lower School.**

 School wide **Dismissal for grades 1-8 begins promptly at 3:10p.m.**

 **ALL students that are being picked up must be by 3:30pm.**

### **Delayed Pick-Up Policy and Fees:**

ALL students must be picked up by **3:30pm**, including students participating in outside programs. Parents will be charged a late fee of \$1 per minute starting at 3:31pm. Late fees are due at the time of pick up.

#### **Late fees are as follows:**

- **12:00 Noon Dismissal Days**  
Any student picked up after 12:15 p.m. will be assessed a fee of \$1.00 per minute.
- **3:10 p.m. Dismissal**  
Any student picked up after 3:30 p.m. will be assessed a fee of \$1.00 per minute.

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

Late fees not paid at the time of pick-up, must be paid within 30 days of receipt and/ or before any other major school engagement is paid for; ie, Kiddie prom, class dues & trips. In the event you make a payment for a school event while owing late fees, monies will be automatically deducted from your payment and applied first to your outstanding late fee balance.

### **Early Dismissals**

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

1. Parents of both Upper and Lower School students must contact their respective main offices by 9:30 a. m. to verify their request for early dismissal was received.
2. Students dismissed from school, for any reason, prior to the normal dismissal time will have those respective hours deducted from their attendance record for the day.
3. Early dismissals will not be granted between 2:30 p.m. and 3:10 p.m. as it is too close to our regular dismissal time and would interfere with our dismissal procedures and safety of our students.

## **VII. UNIFORM POLICY**

### **Grades K-5: (Students must wear the AFPCS logoed shirt that can be purchased from Cramer's.)**

1. **Boys dress policy for Grades K-5:** All boys are required to wear:
  - ✓ Clean **collared** navy blue polo style shirt **with the AFPCS logo**
  - ✓ Navy blue trousers with a solid black or brown belt. **NO SHORTS OR JEANS**
  - ✓ Navy, Black or white socks **NO DESIGNS**
  - ✓ **ONLY SOLID Black SHOES OR SOLID black Sneakers. (Must be completely BLACK)**

- ✓ SOLID NAVY Sweaters are welcomed during the cold months but must be navy blue WITHOUT designs or advertisements.  
**NO HOODIES/HOODED SWEATERS**



2. Girls dress policy for Grades K-5: All girls are required to wear:

- ✓ Clean **collared** navy blue polo style shirt **with the AFPCS logo**
- ✓ Navy blue trousers with a solid black or brown belt **NO SHORTS, JEANS, SKINNY PANTS or TIGHTS** or
- ✓ Navy blue skirt or jumper (**knee length or longer**).
- ✓ SOLID Navy socks or stockings. **NO DESIGNS**
- ✓ **ONLY SOLID Black SHOES OR SOLID black Sneakers. (Must be completely BLACK) NO sandals or open-toe shoes.**
- ✓ Optional: Earrings (no larger than the size of a nickel) **NO NECKLACES/BRACELETS**
- ✓ Solid **NAVY** Sweaters are welcomed during the cold months but must be navy blue **WITHOUT** designs or advertisements.  
**NO HOODIES/HOODED SWEATERS.**

3. The Physical Education uniform for BOYS & GIRLS:

- ✓ Navy Blue AFPCS T-shirt/sweatshirt plain, **NO HOODIES.**
- ✓ Navy Blue sweat pants
- ✓ **SOLID BLACK** Color Sneakers (must be completely BLACK)
- ✓ **NO JEWELRY**

4. Students who adorn themselves with the outer garment and kimar are not permitted to wear jeans or any other clothes outside of the required school uniform. They are to be in full uniform under their outer garment. Outer garments and kimar must be SOLID NAVY BLUE.

**Grades 6-8: (Uniforms can be purchased from Cramer's.)**

1. 6<sup>th</sup>-8<sup>th</sup> Grade Boys dress policy: All boys are required to wear:

- ✓ Clean **collared** gray polo style shirt **with the AFPCS logo**
- ✓ Navy blue trousers with a solid black or brown belt. **NO SHORTS OR JEANS**
- ✓ Navy, Black or White socks. **NO DESIGNS**
- ✓ **SOLID BLACK Shoes or SOLID BLACK Sneakers (Must be completely BLACK)**
- ✓ Navy AFPCS Sweaters and or Sweater Vests (during the cold months) **NO HOODIES/HOODED SWEATERS.**

2. 6<sup>th</sup>-8<sup>th</sup> Grade Girls dress policy: All girls are required to wear:

- ✓ Clean **collared** gray polo style shirt **with the AFPCS logo**
- ✓ Plaid skirt (knee-length)
- ✓ Navy blue trousers with a solid black or brown belt. **NO TIGHTS, SHORTS , CAPRIS, JEANS OR SKINNY PANTS**
- ✓ SOLID Navy knee-length socks or stockings. **NO DESIGNS**
- ✓ **SOLID BLACK Shoes or SOLID BLACK Sneakers. NO sandals or open-toe shoes. (Must be completely BLACK)**
- ✓ Navy AFPCS Sweaters and or sweater vests (during the cold months.) **NO HOODIES/HOODED SWEATERS.**
- ✓ Optional: Earrings (no larger than the size of a quarter) **NO NECKLACES/BRACELETS**

3. The Physical Education uniform for BOYS & GIRLS:

- ✓ Navy Blue AFPCS T-shirt/sweatshirt plain, **NO HOODIES.**
- ✓ Navy Blue sweat pants
- ✓ **SOLID BLACK** Color Sneakers (must be completely BLACK)
- ✓ **NO JEWELRY**

4. Students who adorn themselves with the outer garment and kimar are not permitted to wear jeans or any other clothes outside of the required school uniform. They are to be in full uniform under their outer garment. Outer garments and kimar must be SOLID NAVY BLUE.

**Cold/Inclement Weather dress:**

During cold months students should dress as warmly as appropriate at all times, especially during winter months. Cold weather outer garments such as coats, hats, gloves, boots, and scarves should be worn to travel to school, but are not permitted to be worn inside the classroom.

**Jewelry Policy:**

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

**Non-Compliance Policy:**

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

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

\_\_\_ MS Gray Shirt (\$1 rental fee)

\_\_\_ AFPCS Navy Shirt (\$1 rental fee)

\_\_\_ NAVY Pant (\$1 rental fee)

\_\_\_ Black Shoes (\$1 rental fee)

\_\_\_ AFPCS Skirt (\$1 rental fee)

\_\_\_ Navy Socks (\$2 purchase fee)

Rental fees are due immediately upon your child returning to school the next day. If your child does not pay their fee the following day, they will be issued and automatic after school detention. (Also please see **Outstanding Balances/Money Owed to AFPCS** for additional info.)

**VIII. SCHOOL CODE OF CONDUCT**

The Code of Student Conduct establishes policies, rules, and expectations for all school community members to learn, teach, and work together. These are common sense expectations built on respect for each other as our common core value. It follows, therefore, that students must refrain from violence against others, from bullying, harassment and carrying weapons.

Consequences for students who endanger school safety or disrupt the educational experience of others are listed in detail. The Code of Student Conduct applies during school and on the way to and from school, including, but not limited to, travel on school vehicles, private transportation, and public transit systems. Families and guardians are critical to our school community. We ask that they please read and understand the Code of Student Conduct and School Student Handbook, and discuss them with their child. We understand that families and guardians know best how to make sure that their child understands the expectations that will lead to a safe and orderly school community that is ready to learn.

This Code of Student Conduct provides definitions of behavioral offenses. Although some definitions include examples, the behaviors include, but are not limited to, the examples given.

Parents, guardians, and caregivers who have any questions or concerns are encouraged to contact the School Principal.

**Non-Violent Community**

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

*I agree not to use violence for any reason what-so-ever at Alliance for Progress Charter, while representing Alliance for Progress Charter, or with any members of the Alliance for Progress Charter community. I understand this non-violence pledge applies to all parties involved in any fight, no matter whether I am "right" or "wrong", or whether I am acting in "self defense." Students are officially under the jurisdiction of the school from the time that they leave home to school in the morning until they reach home after school in the afternoon.*

*In the event of an incident, a Disciplinary Hearing will be held to determine if I violated the non-violence contract. I understand that the likely consequence for violating the non-violence contract is expulsion. Alliance for Progress will follow mandated due process procedures to address the Level III infraction.*

### **Restorative Practices**

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

### **K-3 Color System of Rewards and Consequences**

The Color system in lower elementary (K-3) is structured to encourage students to make great choices. A color-coded choice chart helps students see how their choices are impacting themselves and their community. This chart creates a uniform language for teachers, as well as a clear visual cue for students to track their progress throughout the day. Students always start the day on Neutral -and strive towards Blue-Wow! Great Day!

Blue-Wow! Great Day! → Green-Good Day → Yellow-Official Warning → Orange-Phone Call Home/Loss of Privilege → Red-Disciplinary Referral/Phone Call/Loss of Privilege

### **4-8 Merit System**

The Merit System tracks exemplary behavior/actions. Each student is assigned a Merit Card. When a staff member observes exemplary behavior, s/he will ask for the Merit card and provide a merit. Students that meet merit goals are provided rewards. In the event that a student loses a Merit card, the card will be replaced with a new Merit Card. Merits that were recorded on the lost merit card will be considered “lost.” Students that solicit merits will not be accommodated.

### **4-8 Demerit System**

The Demerit System is used to track minor infractions/level 1 violations. Each report period, students receive a “clean slate” of no demerits. If a student receives 6 demerits in a 6-week period, at the sixth demerit, the student will then be required to attend a detention. The process will then re-start over for additional demerits earned within each trimester. A student that receives 4 detentions within a 6 week period will receive support through the MTSS Framework for behavior.

### **Alliance for Progress Charter Discipline System**

The Alliance for Progress Charter Discipline System is designed to create a safe, respectful, cooperative community. There are three types of violations: Level 1, Level 2 and Level 3:

#### **Level I Violations:**

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

<b>Level I Violation</b>	<b>Description</b>
Late to School or Class	Arrival after 8:25am for the start of school or any class/after school activity.
Violation of Uniform Policy	This includes, but is not limited to, violations of dress code, shoe violations, inappropriate dress on dress down days, etc.
Obscene/Abusive/ Inappropriate/ Disrespectful Language	This includes spoken, written (including social media), and body language that is disrespectful, inflammatory, or offensive to generally accepted community standards including religious or ethnic epithets. Inappropriate language includes rolling eyes, sucking teeth, talking back, silently mouthing words, defiantly folding arms, pouting, avoiding eye contact, slouching in chair, etc.
Disruptive Behavior	Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms. No student’s behavior can be permitted to disrupt the learning of others. Violations include: <ul style="list-style-type: none"><li>• Disruptive behavior, including disruptive outbursts, talking while others are talking, throwing objects, and inappropriate gestures and sounds.</li><li>• Sleeping in class or putting head on desk</li><li>• Being unprepared, e.g. not having proper supplies &amp; books</li><li>• Leaving class without permission and a hall pass</li><li>• Wearing headphones except for approved instructional purposes</li><li>• Horseplay that includes but not limited to pushing, shoving, kicking, or other physical contact, knowingly taking of another’s property done in a playful and/or non-confrontational manner</li><li>• Disruptive behavior can lead to additional consequences depending on the origin of the issue</li></ul>
Gum & Food Contraband	Gum chewing is prohibited in the building. There is no eating and/or drinking allowed in class. Lunches should be stored in lockers and then taken to and eaten in the cafeteria. Students are prohibited from



	carrying food or drinks from the cafeteria. For additional support, students may eat lunch in their teacher's classroom provided they have a pass from their teacher. If this pass from the teacher is abused, the Academic Director/ Principal will revoke the privilege.
Environment	Alliance for Progress Charter is committed to maintaining a professional and healthy environment. Students are required to maintain a clean school environment by picking up after themselves at lunch, disposing of paper in hall/class, retrieving lost/unwanted personal items, and respecting all school property.
Lapse of Integrity	Attempt to deceive or mislead by verbalizing intentions that misrepresent a student's actions when questioned by school personnel.
Student Personal Electronics	Students are never permitted to use mobile phones, iPods or music devices, video game devices, laser pointers, etc...in class or hallways. All devices shall be completely turned off (not in vibration mode) and checked in to the homeroom teacher during school hours. Using such devices is prohibited. Such devices should never be visible within class or in hallways. Once confiscated, teachers immediately give the device to the PBIS/Climate Leader. Confiscated items are only returned to the parent/guardian and only during an appointment or routine time dedicated to such matters.  <i>Alliance for Progress does not accept any responsibility for loss of student's electronic equipment due to theft or other loss. In addition, Alliance for Progress will <u>not</u> be responsible for damage or loss of a nuisance device that is confiscated by staff.</i>
<b>Consequences</b>	May include, but not limited to the following: <ul style="list-style-type: none"> <li>• Meeting w/teacher, Counselor, PBIS/Climate Leader or Academic Director</li> <li>• Phone call home</li> <li>• Color Changes (K-3) or Demerits (4-8)</li> <li>• Loss of Privileges</li> <li>• After School Intention/Detention</li> <li>• Interventions as outlined in the MTSS Framework for behavior</li> <li>• Parent/Student Formal Conference (Next Day Letter)</li> <li>• Repeated detentions may lead to a further disciplinary action.</li> </ul>

### **Level II Violations:**

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

<b>Level II Violation</b>	<b>Description</b>
Physical Aggression	Physical contact (e.g. hitting) involving one or more offenders where no student is injured and the incident does not elevate to a Level III Violation (i.e. Simple Assault ).
Pre-fight	Physical contact (e.g. pushing, shoving) that ends very quickly or is easily stopped by an adult or other student.
Threats, Provocation	<u>Threats</u> are words and/or actions that are intended to taunt, provoke, or do emotional harm. <u>Provocation</u> are words and/or actions intended to provoke a violent reaction, including poking, "getting in his/her face", violation of personal space, aggressive gestures, etc.
Inciting Violence	Watching, encouraging or instigating a pre-fight/ fight before school, during school or after school is prohibited. It is our belief that bystanders play a role in escalating violence; therefore anyone watching a fight has an obligation to de-escalate the situation by staying calm, remaining nonpartisan and getting help.
Major Insubordination	This includes ignoring any and all redirection, walking/running away from a staff member, and refusal to cooperate in any manner of a staff member's request - escalating to a scene which disrupts the larger community (multiple staff members may be required to address the behavior).
Insubordination	This includes failure to comply with directions of teachers and other school personnel such as leaving class without permission. This also includes refusing to turn over something when asked to do so by any adult.
Constant Disruption	Behavior that continuously interrupts the learning environment of a class – the actions have been addressed multiple times and the student has exhausted all interventions found within the Classroom Discipline Cycle.
Major Disrespect towards Staff	This includes, but is not limited to, any nonthreatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner.
Plagiarism, Forgery, Cheating	Plagiarism is using, without permission, the ideas & writings of another; either word for word or in substance, and representing such as one's own. Forgery is the signing of a document in another's name. Cheating includes deceit, fraud, or deception (i.e., copying another's assignments, assisting another to cheat by lending one's own work; giving or receiving aid during a testing period).
Cutting Class	Cutting includes all scheduled or rostered activities as well as leaving the building without permission (see attendance section).
Gambling	Gambling includes betting or wagering for money, favors, or fun. <i>The severity of the disciplinary action will be based upon the circumstances of the infraction, and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed</i>

	<i>appropriate by the school.</i>
Damaging or Stealing (Misdemeanor)	Damage to or stealing of any property of \$50.00 or less.
<b>Consequences</b>	May include, but not limited to the following: <ul style="list-style-type: none"> <li>• Restorative consequence(s)</li> <li>• Parent/Student Formal Conference (Next Day Letter)</li> <li>• In-school suspension</li> <li>• Out-of-School suspension</li> <li>• Disciplinary Hearing</li> </ul>

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

### **Level III Violations:**

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

<b>Level III Violation</b>	<b>Description</b>
Firearm, Weapon or Dangerous Instrument	Any person found or observed on school property or school-sponsored event in possession of a firearm, weapon or dangerous instrument (i.e. BB gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, box cutter, paint ball gun, dart gun, pepper spray or other noxious sprays, explosive or incendiary bomb or other instrument, material or device that can cause physical injury etc.) must immediately be reported to the Principal. Law enforcement officials shall be informed.
Terrorist Threats/Acts	Terrorist threats/act mean a communication/act to commit violence, terrorize, evacuate building, or otherwise cause serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed.
Drug, Alcohol, or Tobacco Possession, Use, or Illicit Activity	<p><u>Drug Possession:</u> Illegal/inappropriate drug-possession, use, or illicit activity (selling, storing, producing, or purchasing) on school grounds, or at school-sponsored events is absolutely prohibited. Such activities will result in an immediate suspension and Expulsion Hearing before the Board of Directors.</p> <p><u>Tobacco Policy:</u> Students may not possess or use any product containing tobacco while on school property or at a school-sponsored event. The use of tobacco is defined as the possession and/or use of cigarette, pipe, cigar, chewing tobacco, snuff or related tobacco product and paraphernalia. Students found with tobacco on their person will be suspended.</p> <p><u>Violations:</u> This violation includes drug, alcohol or tobacco possession, use, or illicit activity on school grounds or at a school-sponsored event. Illicit activity means the intent to use, sell, store, or purchase illegal substances, and paraphernalia. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.</p>
Theft	Theft means withholding, taking, or removal of personal or school property (including tests) without the owner's consent. Depending on the nature of the incident, law enforcement officials may be informed.
Arson and/or Possession of Fireworks and Other Explosive Devices	Arson means the malicious burning of another's property. Students may not possess or use fireworks or the paraphernalia needed to explode them—matches, lighters—on school grounds or during school activity. Depending on the nature of the incident, law enforcement officials may be informed.
Vandalism	Vandalism includes intentional or reckless damage to, or attempt to damage, the property of another, or the causing of damage while committing an act contrary to this code or to the law. Depending on the nature of the incident, law enforcement officials may be informed.
Bullying	Intentional electronic, written, verbal or physical act, or a series of acts: <ol style="list-style-type: none"> <li>(1) directed at another student or students;</li> <li>(2) which occurs in a school setting;</li> <li>(3) that is severe, persistent or pervasive; and</li> <li>(4) that has the effect of doing any of the following: <ol style="list-style-type: none"> <li>(i.) substantially interfering with a student's education;</li> <li>(ii.) creating a threatening environment; or</li> <li>(iii.) substantially disrupting the orderly operation of the school; and "school setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervise or sanctioned by the school.</li> </ol> </li> </ol>
Disorderly Conduct	Reckless behavior that could cause injury, including throwing objects (tables, chairs), pulling fire alarms, etc.
Threatening Staff Member	Physical, verbal, written, or electronic threat (e.g., internet) or intimidation) is to unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to

	actual physical attack; stalking (i.e., secretly or stealthily pursuing another, spying on or watching another person, with or without the intent to harm, frighten, or coerce) should be included.
Fighting	Violence includes physical aggression between two or more students that escalates into punching, wrestling, knocking down, or damaging or destroying property. This means physical aggression typically that lasts more than a few seconds and is not easily broken up.
Assault	An unlawful physical attack by one person upon another.
Sexual Harassment	Alliance for Progress Charter recognizes that harassment on the basis of sex is a violation both of Federal and State discrimination laws and that these laws apply to students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when: <ul style="list-style-type: none"> <li>• submission to such conduct is made a term of the student's right to learning</li> <li>• such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or offensive educational environment</li> <li>• submission to or rejection of such conduct is used as the basis for academic decisions</li> </ul> Forms of sexual harassment include but are not limited to the following: <ul style="list-style-type: none"> <li>• Derogatory comments, jokes, or slurs; sexually-oriented sounds or remarks</li> <li>• Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement</li> <li>• Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures</li> </ul> <i>The severity of the disciplinary action will be based upon the circumstances of the infraction, and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.</i>
Sexual Misconduct	This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed.
<b>Consequences</b>	<p style="text-align: center;">If a Level III incident occurs:</p> <ul style="list-style-type: none"> <li>• Parent/guardian notified</li> <li>• Immediate removal from school during school investigation</li> <li>• Out-of-School Suspension (1-10 days)</li> <li>• Formal Conference</li> <li>• Disciplinary Hearing (if recommended by CEO/Principal)</li> </ul> <p style="text-align: center;">Possible Outcomes of a Formal Conference/Disciplinary Hearing:</p> <ul style="list-style-type: none"> <li>○ Return to Community</li> <li>○ Return to Community under Contract</li> <li>○ Disciplinary Transfer to an Alternative Placement (internal or external)</li> <li>○ Recommendation for Expulsion Hearing, all expulsions are confirmed by Board of Directors</li> </ul>

### Suspensions for Special Education Students Identified as Intellectually Disabled

AFPCS can only suspend students identified as Intellectually Disabled with either written agreement of the parent/guardian or the written approval of the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling 717-783-6913 or visit their website - <http://www.pde.state.pa.us>

### Suspensions, Expulsion, and Transfer for All Other Disabled Students – Including Students with 504 Service Agreements

AFPCS may suspend students with disabilities and cease educational services for up to ten (10) consecutive school days or 15 cumulative school days in one school year without providing special education procedural safeguards. Schools must complete the following steps A through G below, for students with an Individualized Education Program (IEP) or Section 504 Service Agreements if any of the following are being considered:

1. Expulsion Referral
2. Request to transfer to an Alternative School for disciplinary reasons
3. Suspension for more than 10 consecutive days.
4. Suspensions for more than 15 cumulative days.
5. Suspensions totaling more than 10 days in an academic school year and when there is a pattern of problem behavior.

#### **Steps:**

A team must convene a Manifestation Determination meeting within 24 hours of the misconduct, and will invite the parents/guardian. The team must:

- A) Provide written notice to the parent/guardian of the recommended disciplinary action and the date of the proposed Individualized Education Program (IEP) team meeting.
- B) During the IEP/Manifestation Determination meeting, the IEP team will review the student's most current evaluation, IEP and placement to determine if the referred misconduct is related to the student's disability. Two questions are to be answered by the school team at the manifestation meeting: (1.) Is the conduct caused by, or did it have a direct and substantial relationship to, the student's disability? or (2.) was the conduct in question a direct result of the school's failure to implement the student's IEP.
- C) If the school team determines that the student's behavior is NOT a Manifestation of the Disability, school officials may apply the Code of Student Conduct. In no event, however, may the student be suspended without providing appropriate educational services for more than ten (10) consecutive or 15 cumulative school days in a school year.
- D) A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.  
*\*If parents or caregivers disagree with the decision, they can request an expedited Special Education Hearing and the Commonwealth-appointed hearing officer will review the manifestation determination.*
- E) If necessary, the IEP team reviews and revises the existing behavior intervention plan or, as necessary, complete a functional behavior assessment and intervention plan to address the misconduct.
- F) The IEP team determines the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.
- G) If the student's **behavior IS a Manifestation of the Disability**, the student's placement may not be changed unless:

- (1) The student carried a dangerous weapon to school or a school function;
- (2) The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function; and
- (3) The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

In these special circumstances and **over parent/guardian objections**, school officials may remove the student, by issuing a NOREP to an interim alternative education setting for not more than 45 school days.

If the behavior is determined to be a manifestation of the student's disability, the conduct is not a "special circumstance" (see step G.1-3 above), and the student is substantially likely to cause injury to himself/herself or others if maintained in the current placement, AFPCS may ask for an expedited hearing conducted by a Special Education Hearing Officer to obtain a 45-day interim placement.

Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

### **Substance Abuse**

Drug and alcohol abuse prevents students from achieving their potential. As a result, Alliance for Progress Charter has a Student Assistance Program (SAP) described above for students experiencing problems with drugs and alcohol. SAP personnel will provide appropriate referrals to counseling/support services for students and to follow the student's treatment.

**Any student at Alliance for Progress Charter exhibiting behavioral symptoms indicating alcohol and substance abuse will be given a drug/alcohol test (parents/guardians will be notified whenever a test is issued).** Symptoms may include intoxication, slurred speech, unsteady walk, impaired coordination, slowed reflexes, odor, physical expression, brief intense euphoria, repetitive physical mannerisms (lip chewing, constant grinding of teeth, constant scratching), violence, blank expression, sexual promiscuity, nausea and elevated heart rate.

If a student tests positive, the Counselor will refer the student to the Student Assistance Program (SAP) for appropriate referral to counseling/ supportive services. Parent/guardians have the responsibility to seek outside treatment for their child. The student must receive and continue outside treatment in order to remain a student at Alliance for Progress Charter. Alliance for Progress Charter must receive a treatment plan and regular updates from the outside treatment agency.

The student will be re-tested sixty days from the day of the initial testing date. If the student's test comes back negative, s/he will adhere to treatment recommended by the SAP team and outside treatment center. If the student tests positive for the second chemical analysis, s/he will be Scheduled for a Disciplinary Hearing and potentially assigned to an Alternative Placement Program.

### **Locker Policy**

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

Students are required to:

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

### **Search Policy**

Alliance for Progress holds the right to search any and all bags, lockers and clothing without probable cause. Prior to a locker search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker, bag or student contains/possesses materials that pose a threat to the health, welfare or safety of students in the school, lockers, bags and students may be searched without prior warning or the request of presence.

Parents/Guardians and students should be aware that:

- The school keeps a record of every locker assignment.
- The school assumes no responsibility for loss of student's personal property.
- Random "locker sweeps" and bag searches are conducted periodically throughout the year.
- When school authorities have a reasonable suspicion that a locker, bag or student contains or is holding materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two staff members will be present when searching a student's locker, bag, or person.
- Person searches will be limited to shoes, outerwear, pockets and pat-downs unless performed by the police.

### **Cell Phone Policy**

The use of cell phones is strictly prohibited. If students are required by parents to carry cell phones, they must adhere to the following guidelines:

#### **Grades (2-3)**

Cell phone will be given to the teacher to lock in the class closet. It will be returned to the child at the end of the school day. (Kindergarten & 1<sup>st</sup> Grade students are not permitted to bring cell phones to school.)

#### **Grades (4-8)**

1. Upon entering the classroom (homeroom) the phones must be placed in the OFF mode.
2. Once in class, all students must check in their phone with their teacher who will then secure it in a LOCKED compartment.
3. At the end of the day, the teacher will then unlock the compartment and return the phone to the student.
4. Students who are late to homeroom are responsible to check in their phone with their homeroom teacher.

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

**1st Offense:** Cell phone will be confiscated; parent will receive a phone call as a warning. Student will receive the phone at the end of the day and an automatic after school detention.

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

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

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

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

### **Bullying/Cyber-Bullying Policy:**

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

### **DEFINITIONS:**

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

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

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

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

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

- Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or
- Social: Destroying status or reputations, gossiping and nasty rumors, threatening gestures, and taunting
- Cyber: Text messages, emails, facebook and twitter, other social networks, and voicemail messages

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

### **AUTHORITY**

The Board prohibits all forms of bullying. The Board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors. The Board encourages students who have been bullied to promptly report such incidents to school leaders. Since bystander support of bullying can support these behaviors, the school prohibits both active and passive support for acts of bullying. As such, the Board encourages students that have been witnesses to bullying to promptly report such incidents to school leaders. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The Board directs that complaints of bullying be investigated promptly and thoroughly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative

obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying. The Board prohibits any person from falsely accusing another of bullying.

### **DELEGATION OF RESPONSIBILITY**

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

The Board requires the Chief Executive Officer of the school (or designee) to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Chief Executive Officer (or designee). All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Board requires the Chief Executive Officer (or designee) to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Chief Executive Officer (or designee) shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three (3) school days after a report or complaint is made. The consequences and appropriate remedial action of a person found to have violated this policy must be determined and implemented within three (3) school days from the conclusion of the investigation.

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

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

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

School administration shall annually provide the following information with the Safe School Report:

- School's bullying policy.
- Report of bullying incidents.
- Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

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

### **EDUCATION**

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

### **CONSEQUENCES FOR VIOLATIONS**

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's approved Code of Student Conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying may range from positive behavioral interventions up to and including suspension, expulsion, or referral to law enforcement officials in the case of a student, or suspension or termination in the case of an employee, as set forth in the school's approved Code of Student Conduct or Staff Handbook.

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

The consequences and appropriate remedial action for a person found to have falsely accused another of bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying shall be disciplined in accordance with school policies, procedures, and agreements.

### **School Transportation**

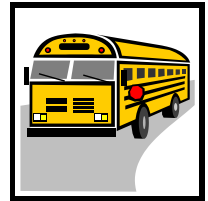
Alliance does not provide transportation for your child. The School District of Philadelphia is responsible for the transportation of your student. Yellow Bus Transportation (Grades 1-6) and SEPTA transpasses (Grades 7-8) may be available to students who qualify through the School District of Philadelphia. The Director of Operations at AFPCS works with the School District to determine if your child qualifies for yellow school bus transportation or a Transpass. If your child is eligible, AFPCS will inform you of your transportation details and will distribute transpasses to qualified students. Should you want additional information about School District transportation/Transpass policies, please visit the School District of Philadelphia website:

<http://webgui.phila.k12.pa.us/offices/t/transportation> or call 215-400-4350

### **Yellow School Bus Regulations**

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

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



### **The 3- Step Violation Enforcement Procedures are as follows:**

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

**Second Violation** – Students will be suspended from riding the bus for 2-5 days depending on violation. Please see suspension letter.

**Third Violation** – School bus services will be revoked for the remainder of the school year.

We encourage all parents to speak to their child(ren) about the school bus rules. Our goal is to provide a safe and orderly environment for your child(ren) while riding the bus. Working together, we can accomplish this goal.

## **IX. DUE PROCESS: DISCIPLINE**

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

### **Formal Conferences w/Parent & Student**

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

### **Student Conference Procedures**

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

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



## **Parent Conference Procedures**

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

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

The outcomes of such a conference may include:

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

## **In-School Suspensions**

Students may be assigned in-school suspension as a result of disciplinary action. In-school Suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

- Student will be informed of the reasons for the in-school suspension and be given an opportunity to respond before the in-school suspension becomes effective.
- Parents/guardian will be informed of the in-school suspension

## **Suspensions**

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

Due process includes:

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

## **Expulsions**

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

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

### **Expulsion Hearing Requirements:**

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

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

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

The following due process requirements shall be observed:

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

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

**If Expelled:** Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education. The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the Principal. Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described above or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400—1482). If the approved educational program is not complied with, the school may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education.

## **X. HEALTH RELATED INFORMATION**

### **The School Nurse**

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

In addition, Parents/Caregivers are to leave copies of their child's updated physical and medical insurance card for our school files.

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

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

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

### **Medication**

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

### **WELLNESS POLICY**

AFPCS has a comprehensive Wellness Policy. To see our policy in its entirety, please visit [www.afpcs.org](http://www.afpcs.org)

## **XI. MANDATED REPORTING POLICY**

### **Child Abuse:**

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

## **XII. PROGRAMS and SERVICES**

### **Breakfast and Lunch Program:**

AFPCS provides a breakfast and lunch program through the Archdiocese of Philadelphia. ALL students qualify for the free and reduced breakfast and lunch. Breakfast is served each morning from 8:00 a.m. – 8:15 a.m. Breakfast will not be served after 8:15 a.m. Lunch will only be served during the child's regular lunch schedule. Early dismissal and late arrival students must make arrangements with the Cafeteria manager or provide their own lunch. If your child does not like/eat the lunch listed on the menu, it is the parent's responsibility to provide a healthy lunch for that day. For detailed menu information visit, [www.ndsarch.org](http://www.ndsarch.org)

### **Before & After Care Programs:**

AFPCS has formed a partnership with the Columbia North YMCA. The Y is leading our **K-6 Before & After Care** program this year. Their program runs from 7:00-8:00am and/or 3:30-6:00pm within our Lower School building. If you are interested in having your child participate in the **YMCA After Care** program please contact the YMCA directly at 215-235-6440.

### **Middle School Athletics Program:**

Student Athletes must maintain eligibility in order to participate in school activities, including dances, proms, class trips and sports teams. An eligibility list will be generated after each learning cycle. The athletic director and the academic director reserve the right to suspend playing privileges for any event, and for any duration of time. This policy is designed to insure cohesiveness and order in the extracurricular program at AFPCS. It is our desire that our athletic program be one characterized by the following statement: Pursuing Athletic Excellence, Developing Academic Proficiency, and Consistently Exhibiting Leadership.

### **Attendance Requirements**

Student Athletes are required to be in attendance for all class periods in order to participate in team/group activities unless arrangements have been made with administration. You may not arrive late to school on the day of a sports competition, or you will be ineligible to play that day.

### **Early Release**

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

### **Attire**

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

### **Transportation**

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

## **XIII. PROTOCOL & POLICIES**

### **Parent/Guardian Contact & Custody:**

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

### **Parent/Guardian Volunteers and Chaperoning Field Trips:**

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

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

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

• Volunteers must obtain all necessary clearances effective July 1, 2015. If there is a question as to whether or not clearances are required for your participation here at school, contact Mrs. Nicholson our Director of Operations.

✓ ACT 151 Pennsylvania Child Abuse History Clearance      ✓ ACT 34 PA Criminal History Record Check  
✓ FBI Criminal History (Fingerprint) **or** if a volunteer has been a Commonwealth resident continually for 10 years, and swears in writing that he or she has never been convicted of a disqualifying crime in Pennsylvania or another state, only the child abuse and state clearances are needed - the federal criminal check is not needed.

➤ The official affidavit for this purpose is available upon request at the Lower School Office and on the AFPCS website. Alliance for Progress CS will only accept an original **signed and notarized** affidavit.

- Volunteers already having clearances on file that will be more than 3 years old on July 1, 2015 must obtain new clearances before that date.
- AFPCS will supply “approved” volunteers with a ID badge, and lanyard. The badge will say “Approved Volunteer” and include the expiration date of each individual’s clearances.

#### **School Notices:**

AFPCS frequently sends home important notices on Wednesday in the Wednesday Folder. The Wednesday Folder must be returned every Thursday. Please remember to regularly ask your child about school notices and check book bags and backpacks for messages. Parents will be charged \$3.00 for lost or damaged Wednesday Folders. School notices are also placed on our school website @ [www.afpcs.org](http://www.afpcs.org), sent via our school email service or you can like us on Facebook for updates.

#### **Emergency School Closing:**

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

#### **Contacting Teachers or Staff:**

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

#### **Visitor Policy:**

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

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

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

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

- Persons wishing to visit should make arrangements in advance with the school office
- Upon their arrival at the school, visitors must register and obtain a visitor’s pass at the office
- Parents who wish to have an informal conference with their child’s teacher between the hours of 8-8:15am must report to the office of their respective school to notify the Academic Director of their desire to speak with the teacher. Once it is approved by the Academic Director, the teacher will report to the office to meet with that parent.
- No visitor may confer with a student in school without the approval of the CEO/Principal or designated administrator.
- A student is not permitted to leave the school with anyone who has not been clearly identified as his/her parent in custody or guardian or a person authorized to act on the behalf of a parent(s) or legal guardian(s).
- Any visitor to the school whose presence or conduct is disruptive or whose behavior, past or present suggests that he/she intends or is likely to become disruptive may be requested to leave the school premises. If the visitor does not leave, the CEO/Principal or designee may summon assistance from the local law enforcement agency.
- Visitors are not permitted to fight, threaten or use any part of their body to hurt or intimidate a school employee.

- Visitors are not permitted to use foul or inappropriate language while on AFPCS property.
- Violence, vandalism, seizure of school buildings or any other disruption of the educational program will not be condoned or tolerated.
- Unauthorized persons who enter into school premises or grounds, cause distraction or commit illegal acts will be banned from entering AFPCS property or attending any school functions and will be prosecuted to the fullest extent of the law.

#### **Escorts Appearing To Be Impaired by Drugs/Alcohol**

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

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

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

#### **Threats:**

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

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

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

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

#### **Use of Technology:**

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

#### **VIDEO/MEDIA PERMISSION:**

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

#### **Lost and Found:**

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

### **Outstanding Balances/Money Owed to AFPCS**

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

### **Healthy School Birthday Ideas & Celebration Policies - Lower School (Grades K-3) ONLY**

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



1. A parent must call the office or email [jgrace@afpcs.org](mailto:jgrace@afpcs.org) to request the date they would like to have a classroom celebration **ONE WEEK IN ADVANCE** of the requested date.
2. The office will immediately inform the Academic Director of the request.
3. The Academic Director will approve or deny the request and communicate with the parent.



### **PLEASE NOTE:**

1. Celebrations will be held from **2:30-3pm only** in the cafeteria. (The celebration will replace recess for that day)
2. Only 2 parents/adults may attend the party.
3. Due to religious practices, food allergies and diseases (diabetes, ADHD, etc.) that some of our children are faced with, we ask that you bring in celebration items/food as suggested below.

### **Non-Food Options:**

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

### **Healthy (Or At Least Healthier) Food Options:**

- 1) Baked potato chips, pretzels, popcorn or 100 calorie snacks.
- 2) Fruit cups, Jell-o cups, pudding or applesauce.
- 3) Fresh fruit topped with low-fat whipped cream.
- 5) Kids Yogurt (Go-gurts)
- 6) Instead of regular ice cream bring in frozen fruit bars, sorbet or water ice.
- 8) Apples slices with caramel dipping sauce.
- 9) Baked tortilla chips with salsa.
- 10) 100% fruit juice or water
- 11) Carrot/Celery Sticks with low-fat ranch dressing



## **XIV. ENROLLMENT AND RE-ENROLLMENT**

AFPCS is a public charter school, and must abide by state regulations for admitting students. We accept new applications during our open enrollment window. Applications received by the end of the announced enrollment window, will be eligible for the lottery held during the month of April each year. Applications received after the enrollment window will be automatically placed at the end of the waiting list after the lottery. All new applicants are placed into our lottery binder, and no discrimination is made based on race, religion, gender, or disability. The number of openings for each year is based on the number of students who will not be returning the following year. At the lottery, all students who submitted a completed application during the enrollment window are randomly drawn to fill the vacant student slots. All of the remaining applicants are placed onto our waiting list based on their position pick from the lottery. Lottery results are made public via our school website.

Students who are currently enrolled in our school must complete an Intent to Return form and re-enrollment forms BY THE INDICATED DEADLINES every year to keep their child's seat.

**NO SPACE WILL BE RESERVED FOR YOUR CHILD IF WE DO NOT RECEIVE YOUR RESPONSE BY THE INDICATED DEADLINE REGARDLESS OF PREVIOUS YEARS OF ENROLLMENT IN ALLIANCE FOR PROGRESS CHARTER SCHOOL.**

## **XV. THE PARENT ADVISORY BOARD**

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

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

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

## **XVII. TITLE I**

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

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

More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics.

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

### **Annual Title I Meeting**

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

### **Parent Rights Under Title I**

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

- **Be involved in our Title I, Part A programs-** AFPCS, with the help of its parents, will develop and implement a Title I Parent Involvement Policy and a School-Parent Contract.
- **Request regular meetings-** Request for meetings to discuss Title I programs should be put in writing and submitted to Mrs. Hightower @ [jhightower@afpcs.org](mailto:jhightower@afpcs.org).
- **Know non-highly qualified teachers-**AFPCS will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by a teacher who is not highly qualified as defined by No Child Left Behind guidelines.



## Title I Questions

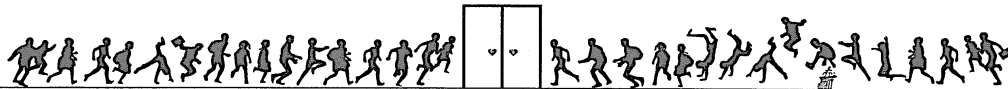
A parent who feels that the school is not meeting Title I or other responsibilities as outlined in this policy, should first discuss the problem with the Federal Programs Coordinator. Examples of violations would include:

- An annual meeting was not convened by the CEO/Principal to explain Title I offerings to parents.
- Parents were refused information on the professional qualifications of their child's classroom teacher.

If the concern was not resolved at the school level, a parent should begin a formal Pennsylvania Department of Education (PDE) complaint procedure as outlined below. A complaint is defined by AFPCS as a written, signed statement. It must include the following:

- a) A statement that PDE or AFPCS has violated a requirement of federal statute or regulations which apply to programs under the No Child Left Behind Act.
- b) The facts on which the statement is based.
- c) Information on any discussions, meetings or correspondence with PDE or AFPCS regarding the complaint.

## ALLIANCE FOR PROGRESS c h a r t e r s c h o o l



Dear Parent/Guardians,

This letter is to inform you that the Alliance for Progress Charter School has steps in place to address student and staff safety issues through the implementation of our Emergency Response Plan. The plan would be implemented in the event of a local disaster or school emergency.

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

### **Drills**

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

### **Parent-Child Reunion Center**

The Emergency Response Plan also incorporates a systematic approach to reuniting children with their parents. The plan identifies two possible sites for the Parent-Child Reunion Center associated with your child's school. The first site is located on the school grounds. The second site is located at either the Upper School (1632 N. 16<sup>th</sup> Street) or the Annex (1630 N. 16<sup>th</sup> Street) or at the Lower School (1821-39 Cecil B. Moore Avenue) in the event that we cannot use any of the school buildings due to an emergency, the school will report to the North Philadelphia Seventh Day Adventist Church, at 1510-14 West Oxford Street.

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

## Reuniting With Your Child

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

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

## Keeping Informed During an Emergency

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

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

Finally, I want you to know that your cooperation in preparing your child for the event of an emergency and helping us to ensure their safety is greatly appreciated. As always, should you have any questions or concerns regarding anything stated in this letter, please feel free to contact us during regular work hours.

Your Partner in Education,

Joanna Hightower  
Chief Executive Officer/Principal

## Alliance For Progress Charter School - School Year Calendar, 2016-2017

Total School Days: 183 (Grades 1-8), 178 (Kindergarten) (School year may be extended due to inclement weather)

August 22, 2016	1 <sup>st</sup> day of school for grades 1-8
*August 20 & 21, 2016	*Kindergarten Students (Group A Only) Attend
*August 24 & 25, 2016	*Kindergarten Students (Group B Only) Attend
*August 26, 2016	*ALL Kindergarten Attends
September 4, 2016	<b>Noon Dismissal</b> – Professional Development
September 7, 2016	Labor Day, <b>Administrative Offices and Schools Closed</b>
September 25, 2016	<b>School Closed</b> – Staff Only – Professional Development
October 12, 2016	Columbus Day Holiday, <b>Administrative Offices and Schools Closed</b>
October 30, 2016	<b>School Closed</b> – Staff Only – Professional Development
November 23 & 24, 2016	<b>Noon Dismissal</b> – 1 <sup>st</sup> Trimester Report Card Conferences
November 25-27, 2016	Thanksgiving Holiday, <b>Administrative Offices and Schools Closed</b>
December 21, 2016	<b>School Closed</b> – Staff Only – Professional Development
December 22-31, 2016	Winter Recess, <b>Schools Closed</b>
January 1, 2017	Winter Recess, <b>Schools Closed</b>
January 18, 2017	Dr. Martin Luther King Day, <b>Administrative Offices and Schools Closed</b>
January 29, 2017	<b>School Closed</b> – Staff Only – Professional Development
February 15, 2017	President’s Day, <b>Administrative Offices and Schools Closed</b>
February 26, 2017	<b>School Closed</b> – Staff Only – Professional Development
March 10 & 11, 2017	<b>Noon Dismissal</b> – 2 <sup>nd</sup> Trimester Report Card Conferences
March 21-25, 2017	Spring Recess, <b>Schools Closed</b>
April 15, 2017	<b>2017-2018 - Public Enrollment Lottery</b> Lower School Building @ 10am
April 29, 2017	<b>Noon Dismissal</b> – Professional Development <b>-Aftercare cancelled on these days</b>
May 27, 2017	<b>Noon Dismissal</b> – Professional Development
May 30, 2017	Memorial Day – <b>Administrative Offices and Schools Closed</b>
June 2-3, 2017	<b>Noon Dismissal</b> – 3 <sup>rd</sup> Trimester Report Card Conferences
June 3, 2017	<b>Last Day of School for Students</b>



## **Parent Acknowledgement – 2016-17**

Alliance for Progress Charter School believes that parents, students, and the school must work together to ensure each student's success. Alliance pledges to:

- do whatever is necessary to support student achievement.
- communicate frequently with parents about academic and behavioral issues, both positive and negative.
- ensure that students make academic progress and pass all classes before being promoted to the next grade.
- provide academic support for students who demonstrate that they are falling behind.
- provide a safe and orderly environment to promote student success.

In turn, we expect students and their families to commit to whatever effort and time is necessary to succeed. This agreement describes the responsibilities and expectations that families accept when they enroll at Alliance for Progress Charter School.

### **I WILL SUPPORT MY CHILD:**

**I will do whatever it takes to support my child's success. I will ensure that s/he works hard, follows the rules, and remains focused on his/her academic achievement.** I agree to support my child's academic work by communicating regularly with my child's teachers, attending parent-teacher conferences and grade level meetings. I agree to notify Alliance when my home address, telephone number, or email address changes.

### **ATTENDANCE:**

**I will ensure that my child attends school every day, prepared to learn and on time. I understand that attendance significantly impacts grades.**

### **GRADING:**

I will ensure my child earns a minimum grade average of 70% in all courses. I understand that any percentage lower than 70 will result in course failure which could lead to my child receiving a growth year in their current grade.

I will ensure my child completes all homework nightly. I understand that homework significantly impacts grades.

### **ACADEMIC SUPPORT:**

I understand that Alliance provides additional mandatory academic programming before/after school hours and during the summer and I will ensure that my child attends all such programming that the school deems necessary to his/her success.

### **CODE OF CONDUCT:**

I agree to learn and review the Code of Conduct and community rules with my child. I understand that AFPCS is a non-violent community. I understand that if my child fails to follow the Code of Conduct and community rules, consequences such as after school detentions, in/out of school suspension, restorative consequences and/or expulsion, may result. I will come to school for a reinstatement meeting if my child is suspended and I understand that my child will not be allowed to return to class until this reinstatement meeting occurs.

### **STUDENT DRESS CODE & PERSONAL ELECTRONICS:**

I will ensure that my child abides by all parts of the dress code daily. I understand that his/her failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from class. I understand that displayed personal electronic devices including phones, iPods, MP3s, etc... will be confiscated.

I \_\_\_\_\_, (name of parent/guardian) guardian of \_\_\_\_\_  
acknowledge receipt of the 2016-2017 AFPCS Parent Handbook. I agree to abide by the rules, regulations and policies set forth in this handbook and pledge to do whatever it takes to ensure the achievement and success of my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_