



Jacquelyn Y. Kelley Discovery Charter School



Family/Student Handbook

2025-2026



OUR MISSION STATEMENT

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

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

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

School Pledge

**I pledge today to do my best
in reading, math, and all the rest.**

**I promise to obey the rules
in my class and in the school.**

I'll respect myself and others, too.

I'll expect the best in all I do.

**I am here to learn all I can,
to try my best and be all I am.**

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



Jacquelyn Y. Kelley Discovery Charter School

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

Dear Parents,

Welcome to the 2025-2026 school year! I am pleased to begin this school year with you all. I truly believe that the JYK DCS community is fortunate to have such a dedicated staff. I look forward to working alongside you in the journey of educational greatness. As a staff, we look forward to having a smooth transition from the summer break.

The administrative team spent the summer planning for a safe and successful school year. Our staff professional development sessions included best practices for instruction, building relationships, and more.

We continue to uphold the belief that, "The Jacquelyn Y. Kelley School is such a special place to learn and grow. We are proud of our beautiful school and have high expectations for each and every student. Our students are kind, compassionate, and inquisitive. Together with our dedicated staff, we strive to make connections with students to help them feel valued, accepted, and safe. Our goal is to encourage active student engagement to foster a lifetime love for learning."

I am excited to begin this year as the new CEO of JYK DCS, and it is my hope that we build meaningful partnerships and supportive systems that will help the school and our students continue to flourish. Please continue to check the school website often for important updates and information.

Thank you in advance for your support and cooperation.

Sincerely,

Sharlyne Cloud, M.Ed
Chief Executive Officer

Act 26

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

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

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

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

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

Shauna Collins
Board Chair

Sharlynne Cloud, M.Ed
Chief Executive Officer

BOARD OF TRUSTEES

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HOURS OF OPERATION

Grades K-5

8:00am Student Arrival (Breakfast served to all students)

8:30am School Begins

8:30am Students arriving after this time are considered late

3:15pm Dismissal (see instructions for procedures)

Grades 6-8

8:00am Student Arrival (Breakfast served to all students)

8:30am Students arriving after this time are considered late

3:00pm Dismissal

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

Only morning care students are permitted in the building before 8:00am.

The Main Office is closed 2:30-3:45 daily. (No early dismissals or parent visitors)

JACQUELYN Y. KELLEY DISCOVERY CHARTER SCHOOL CALENDAR

2025-2026

Total Days		Marking Periods		Board Meetings
September	21 days			Monday, August 18, 2025
October	21 days			Monday, September 15, 2025
November	15 days	Q1: 9/2-10/31		Monday, October 20, 2025
December	15 days	Q2: 11/3-1/16		Monday, November 17, 2025
January	19 days	Q3: 1/20-3/26		Monday, December 15, 2025
February	16 days	Q4: 3/30-6/12		Monday, January 26, 2026
March	20 days			Monday, February 23, 2026
April	16 days			Monday, March 16, 2026
May	18 days			Monday, April 20, 2026
June	10 days			Monday, May 18, 2026
				Monday, June 15, 2026

August 22nd	Kindergarten & New Family Orientation
September 1st	Labor Day (No School)
September 2nd	First Day of School
September 11th	Back to School Night (5-7pm)
October 1st	Staff Professional Development (No School)
October 7th	Interim Reports Distributed
October 13th	Indigenous Peoples' Day (No School)
November 4th	Election Day/Staff Professional Development (No School for Students)
November 6th	Report Card Conferences 1-5PM (12pm Early Dismissal/No Aftercare)
November 11th	Veteran's Day (No School)
November 26th-28th	Thanksgiving Break (School Closed)
December 9th	Interim Reports Distributed
December 19th	Winter Program (12pm Early Dismissal/No Aftercare)
December 22nd- January 2nd	Winter Break (School Closed)
January 5th	Return to School
January 19th	Dr. Martin Luther King Jr. Day (No School)
January 27th	Report Cards Mailed
February 4th	Staff Professional Development (No School)
February 16th-18th	President's Day/Mid-Winter Recess (School Closed)
February 24th	Interim Reports Distributed
February 27	Black History Program
March 5th	Staff Professional Development (No School)
March 12th	PSSA Family Night
March 17th	Student Intent to Return Forms Distributed
March 20th	Eid al-Fitr (School Closed)
March 31st	Student Intent to Return Forms Due (failure to return Intent to Return forms will result in loss of slot for following school year. NO exceptions.)
April 1st	Report Card Conferences 1-5PM (12pm Early Dismissal/No Aftercare)
April 3rd-April 10th	Spring Break (School Closed)
April 15th	School Enrollment Lottery
April 16th	Founder's Day
April 20-April 24th	ELA PSSA Testing (1pm Early Dismissal for 7th & 8th Grades)
April 27th-May 1	Math & Science PSSA Testing (1pm Early Dismissal for 7th & 8th Grade)
May 5th	Interim Reports Distributed
May 19th	Election Day/Professional Development (No School for Students)
May 25th	Memorial Day (School Closed)
May 27th	Eid al-Adha (School Closed)
June 5th	Kindergarten Move-Up (AM)/Eighth Grade Promotion Ceremonies (PM) (No Aftercare)
June 8th-12th	12pm Early Dismissal for All Grades/No Aftercare
June 12th	Last Day of School/Report Cards Distributed/Family Contracts Signed
June 19th	Juneteenth (School Building Closed)
June 15th-30th	Staff Professional Development (School Closed)

E-LEARNING GUIDELINES

JYK Discovery Charter School students and families must understand that:

1. All students are allowed access to digital resources unless the school is notified in writing by the parent/guardian.
2. All users of the JYKDCS network and equipment must comply at all times with internet Safety and Technology, and Staff Use of Internet, Social Networks and Other Forms of Electronic
3. Laptops, iPads and all technology equipment associated with the device are on loan to students and remain the property of JYKDCS.
4. All users are accountable to all school, district, local, state, and federal laws.
5. All use of the technology equipment and network must support education.
6. Students and families must follow all guidelines set forth in this document and the technology document provided to parents for signature.
7. All rules and guidelines are in effect before, during, and after school hours for all district laptops, iPads, and technology equipment whether on or off the school campus.
8. All files stored on JYKDCS equipment or on the network are property of the JYKDCS and may be subject for reviewing and monitoring.
9. The term “equipment” or “technology” refers to laptops, chromebooks, iPads, batteries, power cord/chargers and bag/cases/covers. Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook or a school-issued calculator.
10. Students are expected to keep the equipment in good condition. Failure to do so will result in bills for repair or replacement.
11. Students are expected to report any damage to their device as soon as possible. This means no later than the next school day.
12. Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.
13. Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
14. All users are expected to follow existing copyright laws and educational fair use policies.
15. Students may only log in under their assigned JYKDCS username. Students will not share their password with other students at any time.
16. Students may not loan equipment to any other person for any reason as students, and guardians are held financially responsible for any loss of components.
17. Any failure to comply with the rules as outlined in this and the acceptable technology use document may result in disciplinary action. JYKDCS may remove a user’s access to the

network without notice at any time if the user is engaged in any unauthorized activity.

18. JYKDCS reserves the right to confiscate the equipment at any time.

Expectations

All students will be provided with a technology device if E-learning becomes mandatory. JYKDCS is not responsible for providing internet services in the home for students, however, social workers may have suggestions as to how to effectively inexpensively obtain internet services.

Teachers will be available throughout the day via virtual office hours (TBD). Elementary and middle school will be provided with a schedule to follow.

During these hours, our teachers will be accessible through either face-to-face video call, as well as email and in some cases phone calls. They will be available for feedback, discussion, and grading of student work via PowerSchool.

Digital Code of Conduct

Proper behavior, as it relates to the use of technology, is no different than proper behavior in all other aspects of school activities. All users are expected to use the school technology resources in a legal, responsible, ethical, and polite manner.

The digital citizenship guidelines are intended to clarify those expectations as they apply to computer and network usage and are consistent with the JYKDCS policy on use of technology resources in instruction.

A student who knowingly violates any portion of the digital citizenship expectations will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the school district disciplinary handbook.

Students will practice responsible use of digital information regarding intellectual property, including complying with software licenses, copyright laws, and all other state and federal laws governing intellectual property.

Students, families and staff must agree to practice safe and appropriate online activity according to the JYKDCS technology and social media policy.

Located in the e-learning section of the parent/student handbook.

Technology Acceptable Use Policy (Student/Parent)

Introduction

Jacquelyn Y. Kelley Discovery Charter School (JYKDCS) recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to educating, encouraging, and equipping them in 21st Century technology. To that end, we provide access to technologies for students, faculty, staff, and administration to use.

This Acceptable Use Policy outlines the guidelines and behaviors that students are expected to follow when using Chromebooks, computers, iPads, or other devices at JYKDCS or at home.

- The JYKDCS wireless network is intended for educational purposes.
- All activity over the network or using school technologies will be monitored and retained.
- Access to online content via the network is restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.

- JYKDCS makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from the use of school technologies.
- Students of the JYKDCS network or other technologies are expected to alert school faculty/administration immediately of any concerns for safety or security.

Using your technology device at School

Technology devices are intended for use at school each day. In addition to teacher expectations for technology device use, school messages, announcements, planners, calendars and schedules may be accessed using the technology devices. If a student is having difficulty maintaining appropriate use of the technology devices, (failing to bring the technology device to school or failing to maintain a fully charged battery) a conference with parents may be required. Students may also lose points or have other penalties assessed should they fail to follow their teachers' requirements.

Non-Functioning Technology device

Should a technology device become non-functioning, IT staff will attempt only basic trouble-shooting procedures to correct the problem. If these attempts prove unsuccessful, the student's parents are responsible for repairing the technology devices or taking them somewhere to be repaired.

Photos/Videos

All technologies provided by or used at The JYKDCS are intended for educational purposes. Therefore, we expect students to use technology in a way that is safe, appropriate, careful and kind; make no attempt to get around technological protection measures; use good common sense, and ask questions if they need clarification of any possible areas of potential concern.

Students are NOT PERMITTED to take pictures or videos on the school premises. Disciplinary action will result if students choose to ignore this rule.

Sound/Music/Recording

On all technology devices, chrome books or any technology device sound will be muted at all times, unless permission is obtained from the teacher for instructional purposes.

Appropriate music may be used in class at the discretion of the teacher (i.e. reading time or homework time during class). All musical lyrics should be appropriate and positive. Teachers have the right to listen to determine if music is appropriate. Headphones will not be used during a test.

Gaming

Students are NOT PERMITTED to use gaming apps or websites during school hours unless teachers have given the student permission to access a particular game.

Printing

Students are required to print materials at home. Printing from iPads is not available on campus at this time. Saving Work

It is the student's responsibility to ensure that work is not lost due to mechanical failure, failure to back- up files, or accidental deletion. Technology devices malfunctioning is not an acceptable excuse for not submitting work; therefore, students will back up all work. Teachers will provide students with information on creating a GOOGLE DOC account that will allow students a cloud storage system for files. Students can also email themselves documents to ensure that a particular document is saved in case of technology devices malfunction.

Network Connectivity

JYKDCS makes no guarantee that the school wireless network will be up and running 100% of the time. Downloading Apps

Students are not allowed to download apps to iPads, chrome books, or any device provided by JYKDCS. Teachers will email IT for JYKDCS educational apps/iBooks to consider for implementation into the iPads.

Inspection

Students will be selected at random intervals to provide their iPad, chrome book, or computer for inspection. Teachers reserve the right to ask students to close particular apps or internet sessions. Disciplinary repercussions for violations of this Acceptable Use Policy are noted at the end of the document.

Web Access

The JYKDCS provides students with access to the Internet, including websites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing will be monitored and web activity records will be retained indefinitely.

Students will understand and respect that our web filter is in place as a safety precaution, and will not try to circumvent it when browsing the Web. If a site is blocked and a student believes it shouldn't be, the student will follow JYKDCS protocol to alert a school faculty/administration. Parents are encouraged to use the technology device settings function, or any technology device provided by JYKDCS, to limit or disable specific use of their student's devices.

Email

The JYKDCS will provide students with an email account for the purpose of school-related communication. Availability and use will be restricted based on school policies. Email accounts must be used with care. Students should be extremely cautious when transmitting requests for personal information, or opening files, or following links from an unknown origin. Students should always use appropriate language when sending an email, and should only communicate with people as allowed by the JYKDCS policy or their classroom teacher. Students are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as they do offline. Email usage will be monitored and archived.

Open-Source Learning Management System

Recognizing the benefits collaboration brings to education, The JYKDCS may provide students with access to websites or tools that allow communication, collaboration, sharing, and messaging among students (Google Docs).

Students are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as they do offline. Posts, chats, sharing, and messaging will be monitored. Students will exercise caution and wisdom in NOT sharing personally-identifying information online.

Security

Students are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

If you believe a computer or mobile device you are using might be infected with a virus, alert the Technology Department immediately. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Netiquette

Students are expected to use the Internet, network resources, and online sites in a courteous and respectful manner. Students must also recognize that along with valuable content online there is also unverified, incorrect, or inappropriate content. Students will use trusted sources when conducting research via the Internet.

Students should also remember not to post anything online they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there – with the very real potential to be shared and spread in ways never intended or anticipated.

Plagiarism

Students will not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Students will not take credit for things they didn't create themselves, nor will they misrepresent themselves as an author or creator of something found online. Research conducted via the Internet will be appropriately cited, with credit given to the original author. Any AI assistance that is used will result in disciplinary action.

Personal Safety

Students are strongly cautioned against sharing any personal information over the internet, including phone number, address, social security number, birthday, or financial information, without adult permission. Students should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard their personal information, as well as that of others. Students should never agree to meet someone in person who they meet online, without parent or guardian permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Cyber-bullying

Cyber-bullying will not be tolerated. Harassing, dissing, denigrating, impersonating, pranking, excluding, and cyber-stalking are all examples of cyber-bullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in immediate disciplinary consequences, and loss of technology device privileges. In some cases, cyber-bullying is considered a crime. Remember: your online activities are monitored and retained.

All instances of cyber bullying amongst DCS students will be handled in a disciplinary manner, including incidents that take place outside of the school setting.

Parent/Guardian Responsibilities

Talk to your student about values and standards your student should follow when using the Internet just as you would on the use of all media information sources such as television, cell phones, videos, movies, and music.

EXAMPLES OF ACCEPTABLE USE

Students will:

- Never leave technology devices unattended and will know where their iPad is at all times. Some form of permanent name identification will be placed on the technology device itself to help with technology recovery, should it become lost or misplaced.
- Use school technologies ONLY for school-related activities
- Follow the same guidelines for respectful, responsible behavior online that they are expected to follow offline
- Treat school resources carefully, and alert staff if there is any problem with their operation
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies
- Alert a teacher or other staff member if they see threatening, inappropriate, or harmful content (images, messages, posts) online

- Use school technologies at appropriate times, in approved places, for educational pursuits
 - Give appropriate source credit when using online sites and resources for research
 - Recognize that the use of school technologies is a privilege and treat it as such
 - Be cautious to protect their own safety and the safety of others
 - Help to protect the security of school resources
 - NOT borrow a technology device from another student or loan their technology device to another student
 - NOT remove a borrowed/school-owned technology device from the secondary school building
- This is not an exhaustive list. Students should use their own good judgment when using technologies in school. The JYKDCS staff reserves the right to change the content of the above list at any time.

EXAMPLES OF UNACCEPTABLE USE

- Spamming-Sending mass or inappropriate emails
- Gaining access to other student's accounts, files, and/or data
- Use of the school's internet/E-mail accounts for financial/commercial gain
- Participation in credit card fraud, electronic forgery or any other form of illegal behavior
- Vandalism (any malicious attempt to harm or destroy hardware, software, or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment
- Transmission or accessing materials that are obscene, offensive, threatening, or otherwise intended to harass or demean recipients
- Bypassing the JYKDCS Network while at school
- Using another student's technology device
- Listening to music with inappropriate lyrics
- Illegal installation or transmission of copyrighted materials
- Any action that violates existing JYKDCS policy or public law
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials
- Use of chat rooms sites selling term papers, book reports, and other forms of student work
- Gaming during class
- Messaging during class
- Attempting to find inappropriate images or content
- Engaging in cyber-bullying, harassment, sending sexually explicit photos, or disrespectful conduct toward others
- Trying to find ways to circumvent the school's safety measures and filtering tools
- Agreeing to a personal meeting with someone who was introduced to them online
- Using school technologies for illegal activities or to pursue information on such activities
- Attempting to hack or access sites, servers, or content that is not intended for student use

This is not an exhaustive list. Students should use their own good judgment when using technologies in school. The JYKDCS staff reserves the right to change the content of the above list at any time.

AI Acceptable Use Policy (AUP)

1) This AI acceptable use policy explains how K–8 students may use Artificial Intelligence (AI) tools at school safely, fairly, and honestly.

2) What Is AI? (Kid-friendly)

AI tools (like chatbots, image makers, and coding helpers) use your instructions called prompts to create text, pictures, sound, video, or code. AI can be helpful—but it can also be wrong or inappropriate. You must follow your teacher’s directions.

3) School-Wide Rules for All K–8 Students

Teacher permission first. Only use AI when your teacher says it’s allowed for that assignment.

Approved tools only. Use school-approved AI tools and your **school login** when available. Do not use personal accounts for school work unless your teacher allows it.

Protect privacy. Do not enter names, photos, videos/voice recordings, addresses, phone numbers, grades, IDs, or IEP/504 details—about yourself or anyone else.

Be age-appropriate. Keep prompts and outputs school-appropriate.

Be honest. When AI is allowed, tell your teacher how you used it and check that it is accurate.

Never share secrets. Don’t put passwords, test questions, answer keys, or private links into AI tools.

No work-arounds. Do not try to bypass filters, blocks, or class rules.

Grade-Band Guidelines

Kindergarten–2nd Grade (K–2)

How you may use AI (with your teacher):

- Get **ideas** for pictures or stories.
- Hear **definitions** or facts read aloud (your teacher checks them).
- Get kind, simple **word suggestions** when writing.

I will:

- Ask my teacher before using any AI.
- Be kind and only make school-appropriate content.
- Keep private things private—no names, photos, or voices.
- Do my own learning—AI doesn’t do my work for me.
- Tell my teacher if I see something confusing or not nice.

I won't:

- Use AI to **cheat** or copy answers.
- Pretend to be** someone else or make mean/fake pictures or messages.
- Ask for or make **inappropriate** content.
- Try to **get around** school filters or rules.

How to tell your teacher you used AI (K–2):

Say: "I used the class helper to get ideas for my picture/story."

Grades 3–5

Allowed (when the teacher says yes):

- Brainstorm** ideas; make **outlines**.
- Get **vocabulary help**, definitions, or a simpler explanation of a topic.
- Summarize** short passages (and list the **real sources** you checked).
- Get **writing suggestions** (you must rewrite in **your own words**).
- Practice **coding** basics or debug simple code.

Not allowed:

- Using AI to **complete assignments or tests** for you, or to find **answer keys**.
- Uploading files** with personal information or restricted class materials (tests, keys).
- Making or sharing **mean, harmful, or inappropriate** content.
- Inventing sources** (fake citations) or copying AI text without credit.
- Bypassing** filters or using unapproved accounts for school work.

Your responsibilities:

- Share a one-line note on your work if AI helped you.
- Check accuracy**—don't believe everything AI says.
- Revise** in your own voice and cite any real sources you used.

Disclosure example (3–5):

"AI Use: I used [Tool] to brainstorm three ideas and to check grammar. I verified facts in my textbook and cited page 42."

Grades 6–8

Allowed (when the teacher says yes and with approved tools):

- Research support**: find topics, draft questions, outline essays (then add **real, verified citations**).
- Writing help**: organization, clarity, or grammar suggestions (you must **rewrite**).
- Translation** (for understanding) and vocabulary expansion.
- Coding help** and debugging with small examples.
- Project media**: create images/audio/video that is school-appropriate and original to your project.

Strictly not allowed:

- Cheating** (AI-written essays or generated answers where prohibited) or using AI during **secure assessments**.
- Deepfakes/impersonation**, fake quotes, or **fabricated citations**.
- Inappropriate/unsafe** content: sexual, graphic violence, hate, bullying, self-harm instructions, or illegal activities.
- Security violations**: uploading personal info (yours/others), IEP/504 details, grades, or teacher materials (tests/keys); sharing passwords; trying to hack or install malware.
- Bypassing** school protections or using unapproved accounts.

Required when AI is allowed:

- Include a brief **disclosure** (see template below).
- Verify** information and provide **real citations**.
- Keep prompts **de-identified** (no names, IDs, images, or recordings of people).
- Be prepared to **explain** your work or write a sample in class.

Disclosure template (6–8):

AI Use: I used [Tool, Version] to [brainstorm/outline/translate/check grammar/summarize/debug code] for [assignment] on [date]. I verified facts and wrote the final submission myself. Sources: [list real sources].

4) Academic Integrity Labels You'll See

- AI Prohibited:** Original work only. **No AI use** for this assignment.
- AI Limited:** Brainstorming/grammar only; **disclosure required**; write in your own words.
- AI Allowed:** Use for drafting and feedback; **disclosure + real citations** required; you may be asked to discuss your work.

5) Privacy & Safety for Students

- Keep people's information private. Don't share names, images, voices, addresses, phone numbers, grades, or IDs in AI tools.
- Don't upload or paste **tests, answer keys**, or other restricted materials.
- If a tool asks for personal data or shows something unsafe, **stop** and tell your teacher.

6) Security

- Never enter or share **passwords, MFA codes, or private links** with AI.
- Use school devices/accounts for school AI tasks.
- Keep your device and accounts secure; report suspicious activity.

7) Reporting & Support

- If AI shows harmful or suspicious content, or you make a mistake and share something private, tell a teacher right away.
- You can also report technology concerns to the IT Service Desk.

8) Consequences (Restorative and Progressive)

- We focus on **learning and fix-it steps first** (re-do work, reflect, and show what you learned).

-Depending on the situation: parent/guardian contact, loss of AI/device privileges, grade consequences under academic integrity policies, and disciplinary action per the Student Code of Conduct. Serious violations may be referred to law enforcement.

9) Accessibility & Supports

-Students receiving supports (IEP/504/ELL) may use AI tools only when allowed by their plans and the teacher. Ask if unsure.

10) Review Cycle

-This student policy is reviewed every July or sooner as needed.

Limitation of Liability

The JYKDCS will not be responsible for damage, harm, or theft to student-owned technology devices. While The JYKDCS employs filtering and other safety and security mechanisms and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

The JYKDCS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

JYKDCS RESERVES THE RIGHT TO REVISE, ADD, DELETE AND EXTEND ANY OF THE POLICIES AND PROCEDURES PERTAINING TO THE CHROMEBOOKS/IPADS AND ITS USE AT ANY TIME. STUDENTS AND THEIR PARENTS WILL BE NOTIFIED OF ANY OF THESE CHANGES BY EMAIL.

Social Media

The JYKDCS recognizes that the ever-changing social media tools available today bring the potential for expressed thoughts to reach audiences far beyond the classroom or school community. While we respect the right of students, employees, alumni, and other community members to engage in the many social media options available today, our standards for appropriate online communication reflect our commitment to educating, encouraging and equipping students to fulfill their purpose and impact their culture.

Standards of behavior, responsibility, and accountability we expect from our students, parents and faculty at all times:

- We welcome participation and comments on all of our JYKDCS sponsored sites, including social media, blogs, forums, etc. We encourage positive, constructive discussion and insight. We realize differing opinions might spark debate on some topics. We request participants remain courteous and respectful of others and avoid comments that are profane, obscene, inappropriate, threatening, or otherwise objectionable.
- Your submission of content in any form to a JYKDCS sponsored site will be publicly accessible.
- JYKDCS reserves the right to review all comments before they are posted and to edit them to preserve readability for other users. JYKDCS may also reject or remove the content in any form for any reason.

Use of Social Media:

- Be cautious and aware of what you post online or send in private messages. Social media venues including social networking, wikis, blogs, photo, and video sharing sites are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, students, parents, teachers, or an employer to see.
- Remember that your interactions reflect not only on you but on the JYKDCS community. For that reason, posts on social media venues should follow the guidelines outlined in the Technology Acceptable Use Policy and the JYKDCS Honor Code found in the ONLINE JYKDCS Student Handbook. What is inappropriate in the classroom is inappropriate online.

- Material posted to websites, forums, or other forms of social media, must not be defamatory toward The JYKDCS or those in the JYKDCS community.
- Inappropriate speech in social media posts includes derogatory comments to/about competing schools or their students, i.e. opponents in academic, athletics, or fine arts contests.
- Be mindful when retweeting/reposting content to check not only the post but also the source of the information you are sharing to determine appropriateness, e.g., a cute or funny meme may be from a source with a derogatory or profane name. Once you retweet/repost, the objectionable content is on your page.
- For any reason, social media posts or otherwise, students are NOT PERMITTED to take pictures or videos in class, locker rooms, hallways, restrooms, etc.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- Be safe online. Never give out personal information and do not share your password.
- Alert a parent, teacher, or other staff members if you run across inappropriate or threatening material.

VIOLATIONS OF ACCEPTABLE USE POLICY

Violations of this Acceptable Use Policy may have disciplinary repercussions, including but not limited to:

- Teacher/Dean of Student disciplinary counseling and/or consequences
- Parents are required to pay the current market value for technology that is lost, stolen, or damaged while in possession of the student or family or while being used by a student on school property.
- Suspension of network, technology, iPad, or computer privileges
- Notification of parents
- Conference with parents
- Detention or suspension from school and school-related activities
- Legal action and/or prosecution

Students are required to follow the technology policy when participating in e-learning at home and day or anytime a student is using JYKDCS technology equipment. Failure to follow the technology policy when participating in e-learning will result in disciplinary actions.

Student Cell Phones

To maintain a focused and distraction-free learning environment, the use of personal electronic devices—including cell phones, iPads, smartwatches, and wireless headphones—is strictly prohibited during school hours at Jacquelyn Y. Kelley Discovery Charter School.

The beginning of the school year, all students will be issued a Yondr pouch in which they must securely store their personal cell phones each day upon arrival. Students will receive a tutorial on how to use the pouch and are expected to follow all guidelines consistently.

Key Policy Guidelines:

Before entering the building, students must place their cell phones inside their assigned pouch and have it secured. Pouches will be unlocked and returned to students at the end of the school day during dismissal or aftercare.

Any calls home must be made using a school landline with staff permission.

Students are responsible for their Yondr pouch. Lost or damaged pouches will incur a \$50 replacement fee.

Violations and Consequences:

Students found in possession of their cell phone after three documented violations will no longer be allowed to bring a personal cell phone to school.

Any student found in violation of this policy will face disciplinary action in accordance with the Yondr Pouch contract and school code of conduct.

No cell phones, earbuds, headphones, Beats, AirPods, or charging devices may be visible inside the school building. These items must be stored in the Yondr pouch. Any visible or unauthorized items will be confiscated and only returned to a parent or guardian on Friday.

Important Notice:

Jacquelyn Y. Kelley Discovery Charter School is not liable for any lost, stolen, or confiscated electronic devices or accessories. The school will not cover the cost of replacement for any personal item brought onto school grounds.

Jacquelyn Y. Kelley Discovery Charter School

Code of Student Conduct

Jacquelyn Y. Kelley Discovery Charter School has adopted the **Code of Student Conduct** to inform students, parents and school staff of the behavior that is expected from all students to ensure a safe and focused learning environment. The **Code of Student Conduct** has **14 rules** to promote safety, order, and responsible conduct in all school- related activities. It is further divided into three levels. These levels are designed to ensure that fair and consistent disciplinary actions are taken for similar violations and to inform students and parents of the scope of discipline they will face for particular violations. The Code of Conduct applies to school and community members while they are in school and/or at any school sponsored activity such as a class trip or a sporting event. The Code of Conduct also applies to all students while they are off grounds if the conduct materially impacts the school community (meaning the conduct has a noticeable or considerable impact on the school community).

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

Discipline and Conduct

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

Referrals to the Philadelphia Police Department

Some of the behavior infractions in the code of conduct are also considered crimes according to Pennsylvania state law. The Jacquelyn Y. Kelley Discovery Charter School has a memorandum of understanding (MOU) with the Philadelphia Police Department (PPD) that explicitly states which crimes must be reported to PPD. The crimes that must be reported to the Philadelphia Police Department are as follows:

- *Abductions & Attempts
- *Hate Crimes
- *Assaults
- *Morals Offenses (sexual in nature)
- *Bomb Scares and Terroristic Threats
- *Property Damage
- *Burglary
- *Robbery
- *Drug & Alcohol Offenses (Vapes)
- *Theft
- *Fire & False Alarms (Arson)
- *Trespassing
- *Graffiti (if racial or threatening in nature)
- *Weapons Offenses
- *Child Abuse

Students ten (10) years old and younger will not be subject to arrest unless they have committed one of the enumerated crimes listed in the memorandum of understanding.

Procedure to Handle Student Problems/Conflict

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

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

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

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

Step 4: Assistant Principal/Principal Level: If no satisfactory solution is found, **then,**

Step 5: CEO level: If no satisfactory solution is found, **then,**

Step 6: Board of Trustees: Final Decision

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

Scope of the Rules of Discipline:

These rules shall apply to all conduct:

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

Expectations

Under the Code of Student Conduct, a student is expected to:

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

Level One Offenses --- Minor

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

Rule 1: Disruption of School

Rule 2: Disruptive and/or Offensive Use of Language

Rule 3: Damage, Destruction or Theft of School Property (valued up to \$150)

Rule 4: Damage, Destruction or Theft of Personal Property

Rule 5: Simple Assault among students (Fights, Behavior Leading to Accidental Injury) or Threats

Rule 6: Tobacco Products/Vapes

Rule 7: Abuse of Computer/Internet Privileges

Approved Corrective Actions for Level One Offenses

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

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

Level Two Offenses - Major

Rule 9: Repeated School Violations

Rule 10: Harassment (Racial, Sexual, or Bullying/Cyber Bullying)

Rule 11: Indecent Assault or Indecent Exposure

Rule 12: Threat on School Personnel

Rule 13: Instigating or Participating in Group Assaults

Rule 14: Destruction of Property (over \$150)

Rule 15: Possession of Drugs or Alcohol for Personal Consumption/Sale

Approved Corrective Actions for Level Two Offenses

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

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

Level Three Offenses

Rule 16: Possessing a Weapon Capable of Causing Death or Serious Injury

Rule 17: Aggravated Offenses (Violence, Threats, Assault, Vandalism, other Criminal Offenses)

Rule 18: Assault on School Personnel

Approved Corrective Actions for Level Three Offenses

Public Schools are required under 24 Pennsylvania Statute Section

13-1317.2, to take the following steps when a student is found in violation of Rule 16:

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

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

how, when, where, and by whom the weapon was discovered;

action taken by police

action taken by the school

a picture or facsimile of the weapon(s)

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

expulsion. § 12.6. Exclusions from School

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

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

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

days. (i) Suspensions may be given by the Climate/ Security Director, Principal, or CEO.

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

(iii) The parents or guardians, the CEO, and the Principal of the school shall be notified immediately in -21-

writing when the student is suspended.

(iv) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements in *22 Pa. Code § 12.8* (relating to hearings).

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

(1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians, and school officials to discuss ways by which future offenses might be avoided.

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

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

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

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

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

(2) Expulsion is defined as exclusion from school by the governing board for a period exceeding 10 consecutive school days. Expulsions require a prior formal hearing under *22 Pa. Code § 12.8*.

A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

(1) Notification of the charges shall be sent to the student's parents or guardians by certified mail. **(2)** At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

(3) The hearing shall be held in private unless the student or parent requests a public hearing.

(4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

- (5)** The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- (6)** The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- (7)** The student has the right to testify and present witnesses on his own behalf.
- (8)** A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- (9)** The proceeding shall be held within 15 school days of the notification of charges unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
- (i)** Laboratory reports are needed from law enforcement agencies.
 - (ii)** 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).
 - (iii)** In cases in juvenile or criminal court involving sexual assault or serious bodily injury, the delay is necessary due to the condition or best interests of the victim.
- (10)** Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- (c)** During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
- (d)** If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
- (e)** Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
- (1)** The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.
- (2)** Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act (20 U.S.C.A. § § 1400-1482).
- (3)** If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See § 12.1(b) (relating to free education and attendance).

Manifestation Determination

A manifestation determination must be conducted when a disciplinary change of placement occurs. Disciplinary change of placement occurs when a student with a disability, because of a violation of the school code of conduct, is removed from his/her current educational setting for:

- ◆ More than 10 school days consecutively, or
 - ◆ More than 15 school days cumulatively in a school year, or
 - ◆ When school days 11-15 constitute a pattern of exclusion, or
 - ◆ An exclusion of even one school day for a student with an intellectual disability, or
- ◆ Under the following circumstances, school personnel may unilaterally remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a local educational agency (LEA);
 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA. In these circumstances, the LEA must notify the parent.

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

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
2. If the conduct in question was the direct result of the district's failure to implement the IEP.

If the answer to either question is "Yes," the behavior IS a manifestation.

The IEP team must either:

- (1) Conduct a functional behavioral assessment (FBA), unless the LEA had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a positive behavior support plan for the student; or
- (2) If a positive behavior support plan already has been developed, review the positive behavior support plan, and

modify it, as necessary, to address the behavior; and return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the positive behavior support plan.

If the answer to both questions is “No,” the behavior IS NOT a manifestation.

The student may be disciplined in the same manner as a student without a disability who has violated the same or similar code of conduct.

An expedited due process hearing is held when:

1. A parent requests a hearing to dispute an LEA’s determination that a student’s behavior was not a manifestation of the student’s disability; or
2. A parent requests a hearing to dispute a disciplinary exclusion that constitutes a change of educational placement. A change of educational placement has occurred if an exclusion is longer than 10 consecutive school days, or if the student is excluded for more than 15 school days in one school year, or when school days 11-15 constitute a pattern of exclusion. Any removal from school of a student who is identified as having an intellectual disability is considered a change of educational placement, except if a disciplinary event involved weapons, drugs, or bodily injury; or
3. A parent requests a hearing to dispute an interim alternative educational placement of no more than 45 school days ordered by LEA personnel; or
4. An LEA requests a hearing to establish that it is dangerous for a student to remain in the student’s current educational placement.

Suspension from School

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

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

Provision of Education during Disciplinary Exclusions

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

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

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

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

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

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

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

Authority

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

Source

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

Notes of Decisions

Alternative Instruction

Local school officials may determine the amount and type of alternative instruction necessary and appropriate in each case involving an expelled student. *Abremski v. Southeastern School District*, 421 A.2d 485 (Pa. Commonwealth 1980).

Appeal; No Expulsion

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

Appeal of JAD, 782 A.2d 1069 (Pa. Commonwealth 2001); appeal denied at 796 A.2d 987 (Pa. 2002).

Due Process Required

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

Expulsion Appropriate

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

In General

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

Procedural Violations

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

School Board Review

This regulation clearly provides that the decision to suspend a student for no more than 10 days is within the power of the principal. Thus, although the school board agreed to consider the issue of the students' suspensions, that special meeting was nothing more than a gratuitous gesture to the students and their parents. The board's acquiescence to hold the meeting was purely voluntary, and its affirmation of the principal's decision had no legal consequence. *Burns v. Hitchcock*, 683 A.2d 1322 (Pa. Commonwealth 1996).

Smoking

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

Cross References

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

Jacquelyn Y. Kelley Discovery Charter School Anti-Bullying Policy

Policy objectives:

- This policy outlines what The Jacquelyn Y. Kelley Discovery Charter School will do to prevent all forms of bullying. We also advise that there is zero tolerance for acts of bullying verbal emotional or physical
- JYK DCS is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- The JYK DCS community recognizes that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfill their potential.

The Belief Statement:

- We believe that students are not born bullies.
- We also believe both victims and bullies need support and guidance to become happy, healthy and kind adults.
- Bullying can be prevented with a whole-school approach.
- We commit to an inclusive environment and respect for all people regardless of gender, race, sexuality or disability.
- We affirm that all reports of bullying will be investigated and taken seriously.

Responding to Bullying

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

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

- The school will provide appropriate support for the person being bullied –making sure they are not at risk of immediate harm.
- The Principal or another member of leadership staff will interview all parties involved.
- The Principal will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.

The school will ensure parents/guardians are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies. Sanctions, as identified within the school behavior policy, and support will be implemented in consultation with all parties concerned.

If necessary, other agencies may be consulted or involved, such as the police, if a criminal offense has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the Principal will collaborate with other schools.

- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behavior policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

1. When responding to cyberbullying concerns, the school will:

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

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

Preventing Bullying Environment

- The whole school community will:

Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

Recognize that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

Recognizes the potential for children with disabilities to be disproportionately impacted by bullying and will implement additional support as required.

Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

Challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.

Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.

Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

Actively create “safe spaces” for vulnerable children and young people.

Celebrate success and achievements to promote and build a positive school culture.

Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

Policy and Support

- The whole school community will:

Provide a range of approaches for pupils, staff and parents/guardians to access support and report concerns.

Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behavior.

Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.

Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Involvement of Pupils

We will:

- 1. Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.*
 - 2. Regularly canvas children and young people's views on the extent and nature of bullying.*
 - 3. Ensure that all pupils know how to express worries and anxieties about bullying.*
 - 4. Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.*
 - 5. Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.*
 - 6. Utilize pupil voice in providing pupil led education and support*
 - 7. Publicize the details of internal support, as well as external helplines and websites.*
 - 8. Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.*
- Involvement and liaison with parents and guardians*

Involvement and liaison with parents and guardians

We will:

- Take steps to involve parents and guardians in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.*

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

Monitoring and Review: Putting Policy into Practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Principal and Dean of Student/Climate control personnel will be informed of bullying concerns, as appropriate.
- The named individuals or entities for bullying will report on a regular basis to the appropriate anti-bully enforcement team on incidents of bullying, including outcomes.

UNIFORM POLICY/DRESS CODE

The Board of Trustees has approved the Jacquelyn Y. Kelley Discovery Charter School Uniform and Dress Code. The appearance of the student is primarily the responsibility of the parent/guardian. Students who come to school out of uniform violate the dress code and may be referred to the social worker. Continual attendance without uniform will result in disciplinary actions that can lead to dismissal.

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

Uniform Policy/When Students are out of Uniform

Continual uniform violations may cause disciplinary actions that can lead to dismissal. When a student is out of uniform, the student will receive a consequence, which can include detention, loss of privileges, and/or participation in extracurricular activities.

Dress Code: *All students must wear the official school uniform.*

All Students:

Footwear: Shoes and Socks: Students will wear official school uniform and **all black** shoes or sneakers with blue or gray socks.

Middle School Students (Grades 6-8)

Official School Uniform: Navy logo blazer, light blue logo oxford shirt, tie, gray uniform pants or gray uniform skirt, black 4x6 crossbody purse or fanny pack.

Primary Students (Grades K-5)

Official School Uniform: Gray uniform pants or jumper, navy polo shirt, black 4x6 crossbody purse or fanny pack. **When weather dictates, the JYK DCS cardigan or a navy pull-over sweater may be worn by all students.*

Note: Religious dress, garments, or religious skirt must represent the color of the school uniform. No student will be allowed to wear apparel that does not represent school colors. Muslim headwear, Hijab Niqab Burka, Al-Amira, Shayla, and Khimar headwear must be navy blue, black, or gray for all students across grades K-8. Students should wear gray bottoms.

Gym Uniform for all students: Navy sweatpants with a navy JYK DCS tee shirt. Sweat pants should have an elastic waist and leg. No shorts or hoodies.

Bookbags: Students are required to have clear book bags.

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

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

Student Expression Policy

a. Names/Pronouns

JYK Discovery Charter School shall use the name and pronouns with which a youth identifies in all interactions between the youth and the institution as well as in written correspondence, records or communication of the institution. The intentional or persistent refusal to respect a youth's gender identity or gender expression (for example, intentionally referring to the youth by a name or pronoun that does not correspond to the youth's gender identity or gender expression) is a violation of this regulation. Upon receipt of a complaint alleging such violation, the Commission shall investigate the complaint pursuant to the practices and procedures set forth in Regulation No. 2.

b. Hate Speech

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

c. Privacy/Confidentiality

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

practices and procedures set forth in Regulation No. 2.

d. Gender-Expansive Activities

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

h. Gender-Neutral Language

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

e. Restroom Access

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

f. Locker/Dressing Room Access

Children/youth shall have access to the locker/dressing room that corresponds to their gender identity. Any youth with a need or desire for heightened privacy, regardless of the underlying reason, should be provided with a reasonable alternative arrangement that is agreeable to the youth. Any alternative arrangement should be provided in a way that protects the confidentiality of a youth's gender identity.

g. Dress Codes/Uniforms

Where dress codes exist, youth shall be permitted to dress in clothing that corresponds to their gender identity or gender expression, including maintaining a gender-neutral appearance.

TRAINING AND POSTING REQUIREMENT

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

CODE OF CONDUCT ON THE BUS

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

Bus Rules of Conduct Students are not allowed to:

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

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

3 Strikes Policy

Dear Parents/Guardians,

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

Also, please be mindful of the following:

- School districts are responsible for determining bus routes, start dates, or daily cancellations of service on any given day.
- The Flat Rate Program is governed by the school districts of residence, and JYK DCS is not responsible for any payments. Questions regarding Flat Rate Programs should be directed to school district headquarters.

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

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

_____.

X _____
Parent/Guardian Signature

Dear Parent/Guardian,

As of _____ your child _____

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

Listed below are the possible bus violations:

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

Comments:

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

DROP-OFF AND PICK-UP FOR STUDENTS

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

- Exiting the parking lot through the main gate (adjacent to the security gate)
- Double-parking on Belmont Avenue. Illegal parking will result in parking tickets and city fines.
- Stopping on the Northside of the street and having the children cross Belmont Avenue to gain access to the

school.

- Parking in the designated no parking zones in the front or side of the building.
- Parking in the designated bus section located in the parking lot.

Drop-Off Procedures

- Buses will drop students off in the secured parking area. There will be no parking allowed in the bus lanes. Buses should arrive close to 8:00 am. Students will be directed into the building by support staff. Grades 6, 7, and 8 will enter the building through the security gate on Belmont Avenue.
- Cars dropping students off are instructed to do so in the designated area.
- Students walking to JYK DCS should notify the main office prior to the first day of classes to ensure that support is provided crossing nearby crosswalks.
- Please note that Middle School students that **do not** have an appointment will not be admitted into the building after 10:30 am. Primary students that **do not** have an appointment will not be admitted into the building after 10:30 am.

Dismissal Procedures

School officially ends at 3:15 pm for grades K-5, and 3:00 pm for grades 6, 7, and 8. Buses will be waiting for children at the designated bus locations. As a bus arrives at the school, students will be instructed to leave their classroom to board their bus. Students not taking the school bus, but being picked up by their parents will be released at 3:15 pm. Parents picking up elementary students may enter the walking gate and retrieve the child from the classroom teacher at 3:15. Middle school students who need to retrieve a student in grades K-5 will need to be dismissed by their teacher and will need to wait outside of the gate until 3:15 pm. Students enrolled in the afterschool program should remain with their teacher until instructed to proceed to their afterschool program location.

Early Dismissals

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

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

- Notify the office if someone other than yourself is picking up your child (the person must be listed on the approved pick-up person list you submitted, and must have photo ID for security reasons)
- You or the designated pick-up person must sign your child out at the office. Those picking up students, including parents, may not go directly to the child's classroom.
- The cutoff time for early dismissals is 2:15 pm.
- **No student is released from the school during regular hours without being accompanied by a responsible adult (ages 18 and up).**
- After 2:15 pm, students will be dismissed during their regularly scheduled time. The main lobby is closed until 3:45 pm. (Parents will not be permitted in the building until 3:45 pm)

Late Pick-Up

In the event of a late pick up of your child, you must notify the school in advance to indicate that you are arriving late and the reason for the late pick up. Children who are not in after school programs and are not picked up by 3:30 p.m. are considered late and a fee of **\$2 per minute will be charged. Children not picked up by 6:00 p.m. may be taken to the Police Station located at 61st and Thompson Streets and reported to DHS. In addition, a late fee of \$2.00 per minute will be charged. The late fee, or arrangements to pay it by Friday, must be addressed at pickup.**

ID Requirements for Early Child Pick-Up and Aftercare Pickup

Any adult must present ID to retrieve a child for dismissal. For child pick up at any time, ID presentation is mandatory.

ATTENDANCE/LATENESS

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

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

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

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

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

A total of 25 unexcused absences will result in retention in the upcoming school year.

Administrative Withdrawal

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

Lateness

Being prompt to school is a habit that will remain throughout life and will benefit your child's efforts. If your child is late for school, he or she must report to the main office to sign in and receive a pass to enter the classroom. Students must be in their classrooms for attendance ten minutes after their start time to be counted as present. A signed note from a parent must accompany the lateness. The only legitimate excuses for being late to school are doctor and dentist appointments or illness of the student. Oversleeping, missing the bus, mechanical difficulties etc. are not considered legitimate reasons for being late to school. Students must hand in doctor's notes to the front desk when coming in late to school. Doctor's notes will not be accepted at a later date. The accumulation of latenesses (excluding lateness with a doctor's note) may result in truancy proceedings. **Excessive tardiness will be calculated and contribute to the student's absence record.** Latenesses accrue into absences. Students will not be allowed into the building after 10AM. Students who arrive after 10AM must be accompanied by a parent to meet with a social worker for the purpose of providing a doctor's note showing a release time that excuses the child's lateness. No child will be admitted into school after 10:00AM with or without a doctor's note. The accumulation of unexcused absences and tardy arrivals will require that parents meet with school administrators to develop a School Attendance Improvement Conference (SAIC).

3 unexcused latenesses (latenesses without doctor or dentist notes) within one week will result in a Saturday detention.

JYK Discovery Charter Truancy Policy (Adopted and Updated 6/2025)

According to Pennsylvania law, a child is truant if they have three or more unexcused absences during one year. A child is "habitually truant" if they have six or more unexcused absences in one school year.

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the District shall be subject to the compulsory school attendance requirements.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; if receiving approved tutorial instruction or health or therapeutic services; if engaged in an approved and properly supervised independent study, work-study, or career education program; if receiving approved homebound instruction; or if the student's placement is instruction in the home.

The following students shall be excused from the requirements of attendance at District schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Pennsylvania Department of Education, children who are unable to attend school or apply themselves to study for mental, physical, or other reasons that preclude regular attendance.
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.
3. Students attending a home education program or private tutoring in accordance with law. The District will honor any exceptions to compulsory school attendance permitted by law under the School Code

EXCUSED OR LEGAL ABSENCES OR LATENESS

The following is a list of excusable reasons for absence, lateness, or early dismissal when the parent sends in a written note:

1. Scholar illness - a doctor's note is required if the absence is longer than three consecutive days. If there is a pattern of illness, a doctor's note is required also.
2. Serious illness or death of a family member
3. Doctor or other medical visit - a doctor's note is required upon return to school
4. Quarantine - a doctor's note is required upon return to school
5. Religious observances
6. Required court appearances
7. Family emergency - requires parental note explaining the emergency received within 3 school days of the student's return

UNEXCUSED OR ILLEGAL ABSENCES OR LATENESS

All other absences are classified as unexcused and are considered to be illegal. Long-term absences for legitimate reasons will be handled on a case-by-case basis. The School Administration reserves the right to determine the validity of all excuse notes.

The following is a list of reasons not excusable for absence or lateness:

1. Woke up late
2. Out-of-town
3. Family travel
4. Family illness
5. Spending time at home with family members
6. Babysitting other siblings
7. Missing the bus (exception: if the SDP School buses are late or do not show up at

designated stop) or other transportation issue

For purposes of this policy, absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused absence.

Temporary Excusals

The following students may be temporarily excused from the requirements of attendance at District schools:

1. For the purpose of receiving tutorial instruction in a field not offered in the District's curricula, only if the following requirements are met:
 - a. A person in parental relation submits a written request;
 - b. The excuse does not interfere with the student's regular program of studies.
 - c. The qualifications of the instructor are approved by the Superintendent or designee.
2. Students participating in a religious instruction program, if the following conditions are a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School-age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education of the Pennsylvania Department of Education.

Parental Notice of Absence

Absences shall be treated as unexcused until the school receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. Students will not receive exclusionary consequences for truant behavior.

Enforcement of Compulsory Attendance Requirements

Notice of Truancy

When a student has been absent for three (3) days during the current school year without a lawful excuse, JYK DCS staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.

The notice shall:

Be in the mode and language of communication preferred by the person in parental relation; Include a description of the consequences if the student becomes habitually truant; and when transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice will include the appointment information of a required attendance intervention conference.

If the student incurs additional unexcused absences after prior notice, the student and parent will be interviewed by attendance intervention team, composed of the Principal, the Social worker and the School counselor. The purpose of this conference is to improve student attendance. Please review

steps below for the student attendance improvement conference.

School Attendance Improvement Conference

The JYK Discovery Charter School attendance intervention team shall notify the person in parental relation in writing and by telephone of the date and time of the conference. The purpose of the conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.

The following individuals shall be invited to the attendance intervention conference: The

student; The student's person in parental relation;

Other individuals identified by the person in parental relation who may be a resource;

Appropriate school personnel; and

Recommended service providers.

The attendance intervention conference shall occur even if the person in parental relation declines to participate or fails to attend. The meeting will be held prior to any referral to a legal entity.

The outcome of the intervention shall be documented in a written School Attendance Improvement Plan.

The Plan shall be retained in the Student Information System. A copy of the Plan shall be provided to the person in parental relation, the student, and appropriate staff. Students may be referred to DHS.

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations, and Board policy.

For students with disabilities who are truant or habitually truant, the Individual Education Plan team shall be notified and shall address the student's needs in accordance with applicable law, regulations, and Board policy.

The student may also be referred to the Student Assistance Program (SAP) to determine if absences are affecting the academic progress of the student and how the school can assist the student to improve their attendance.

Withdrawal Procedure:

Parent's Responsibility:

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

School's Responsibility:

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

Attendance Letter to the District Attorney

Dear Parent or Guardian,

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

Your child, _____ has been absent

_____ times since the beginning of the school year.

Students are required to have four (4) hours of learning per day. Jacquelyn Y. Kelley Discovery Charter School's policy states that a parent or guardian must be informed in writing, whenever a student is absent on a consistent basis. Attached is a copy of our attendance/lateness policy for you and your child to review.

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

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

Keeping Kids First!

Sudeena Blake School Counselor

ACADEMICS

Calculating the Achievement Grade

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

Tests - 40%

Projects/Quizzes- 20%

Classwork - 30%

Homework - 10% (In grades K-2 homework is graded on effort not accuracy)

Total - 100%

Achievement

For each marking period there should be a minimum of 6-8 assessment grades (in any combination of tests, projects, reports, and/or quizzes) to average for an achievement grade.

Parent Resource

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

HOMEWORK

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

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

Families can help by:

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

PROMOTION POLICY

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

Kindergarten Promotion

As early literacy skills are essential to student growth and development, promotion to first grade is dependent upon

reading assessment results conducted throughout the school year. Successful completion of Kindergarten is indicated by a student reading at a level C or better, according to the Fountas and Pinnell Guided Reading Program. Questions regarding these assessments may be forwarded to your child's teacher.

The promotion policy for grades 1-8 and is as follows:

- Grades 1 and 2: Students must pass Reading and Math
- Grades 3-7: Students must pass Reading, Math, and Science
- Grade 8: Students must pass Reading, Math, Science, and Social Studies

The Pennsylvania Department of Education and the JYK Discovery Charter School require all students to meet specified requirements for promotion and graduation in accordance with federal, state, and local guidelines. Children with disabilities will be promoted or will graduate if they satisfy the requirements of a program developed by an Individualized Education Program team.

Grading System

Advanced: 90-100 (A)

Proficient: 80-89 (B)

Below Basic: 69 and below- Failing (F)

Honor Roll:

Distinguished Honors: All A's, O's (outstanding) S's (satisfactory)

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

*Students failing both, **Reading and Math** in grades 1 and 2 will be automatically retained. Students in grade 3-7 failing in Reading, Math, and Science will be retained. Failure in one of these subject areas in grades 3-7 will result in summer school. Students in grade 8 failing Reading, Math, Science, and Social Studies will be retained. Students in grade 8 failing one of these subject areas will be required to attend summer school.*

*Students who are **required** to attend summer school and do not attend may be retained.*

Students identified as basic or below basic on standardized tests may be required to attend tutoring during the school year.

For graduation at eighth grade:

- Students must complete all requirements for promotion.
- Show evidence of **40 hours** of community service in grades 6-8.
- Have paid all financial obligations owed to the school (i.e. extended day, books, returned technology, field trips, etc.).
- Any 8th grade student who fails at the end of the school year will have completed their tenure with this school. Unfortunately, they will have to seek another school to repeat the 8th grade or go to their neighborhood school.

Students with Disabilities

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

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

SPECIAL EDUCATION POLICIES

Intensive Interagency Support Policy

I. Purpose

Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §1412(a)(12) and the litigation known as

Cordero, this policy will ensure that The Jacquelyn Young Kelley Discovery Charter School complies with the Pennsylvania Department of Education's (PDE) Intensive Interagency Coordination process for all students for whom the school has experienced, or is at risk for experiencing, difficulty providing appropriate educational services. **II. Definitions**

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

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

**The Jacquelyn Young Kelley Discovery Charter School
BOARD OF TRUSTEES POLICY**

PROVIDING ASSISTIVE TECHNOLOGY

I. Purpose

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

II. Definitions

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

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

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

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

- 1) The evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;
- 2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;
- 3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- 4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- 5) Training or technical assistance for such child, or where appropriate, the family of such child; and 6) Training or technical assistance to individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such a child.

III. Guidelines for Providing Assistive Technology

If the IEP team determines that a particular assistive technology item is required for the student to be provided a reasonable educational benefit from his/her education program, the technology must be provided to implement the IEP.

A student may need assistive technology in multiple environments in order to receive a free and appropriate public education (FAPE). Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.

- ✓ All procedural safeguards and timelines set forth in federal and state laws for completing evaluation reports/reevaluation reports (ER/RR), and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to insure children receive FAPE. This means that assistive technology consultations must be concluded with 45 school days IF the referral was made as a part of the evaluation/reevaluation process; that is if Permission to Evaluate/Reevaluate (PTE) was initiated by the district and signed by the parents. The Assistive Technology component of the IEP must be developed within 30 school days and the Assistive Technology component of the IEP must be implemented with 10 school days. Assistive Technology devices should be secured on loan or leased/rented if manufacturer delay is anticipated.
- ✓ JYKDCS is responsible for assistive technology evaluations. The need for assistive technology will be determined by using the following procedure:
 - 1) Team members identify the difficulty the student is experiencing and discuss the possible causes.
 - 2) Team members review and gather baseline data.
 - 3) The team identifies needs and generates possible assistive technology solutions. (May use Assistive Technology Consideration Resource Guide or Assistive Technology Checklist)
 - 4) During a specified time frame, assistive technology trials are completed and data is collected.
 - 5) The team analyzes data and makes decisions about the use or permanent acquisition of one or more assistive technology tools and/or services. These instructional resources allow learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember.
 - 6) If specific assistive technology is identified as being needed, it will be included in the student's IEP.
 - 7) At any time, if the IEP team members need additional help in determining if a student needs assistive technology devices or services, the Assistive Technology Resource person may be requested for help. The IEP team would complete the Referral form for Assistive Technology Evaluation and Services.
- ✓ The Jacquelyn Young Kelley Discovery Charter School recognizes that not every student with an IEP needs assistive technology, but, the need for assistive technology will be considered by all teams in the IEP process. To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (i.e. no-low-high technology and backup strategies) and service(s) as well as the amount of such service(s). Once any necessary equipment trials have been conducted and a team decision has been made regarding the Assistive Technology to be implemented, the current IEP should be revised to reflect the Assistive Technology devices or services. This may appear in Present Levels, Annual Goals and/or Benchmarks, Specially Designed Instruction/Program Modifications, and/or Support for School Personnel. Assistive technology needs should also be reflected in the transition planning section of the IEP if appropriate.
- ✓ The Jacquelyn Young Kelley Discovery Charter School is responsible for providing assistive technology devices and services as specified on the IEPs as part of the Free Appropriate Public Education (FAPE) act.

V. Authority

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

Jacquelyn Y. Kelley Discovery Charter School

EL Policy

I. Goals and Objectives

The goal of Discovery Charter School is to provide English as a Second Language programs for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and to meet the academic standards under Chapter 4.12.

II. Student/Parent Orientation

The School will notify parents in a timely manner of the process for identifying their children as ELs, the results of the process, and the recommended program placement. The School will also provide parents with a detailed description of the LIEP, its intended benefits for their child(ren), and an explanation of its effectiveness. The School staff will strive to provide all orientations to the students and parents in their preferred mode of communication and in the language they are able to understand. The School will utilize the translation/interpretation services and documents from TransACT and PaTTAN.

Additionally, the ESL Staff will assist with student acclimation. The orientation program for parents and students will include but is not limited to the following:

- a tour of the building
- review of school procedures: homework, attendance, etc.
- review of the LIEP
- review of content area classes
- review of special programs available
- meeting with administration, guidance counselors, and faculty (when possible)
- review of extracurricular activities
- a question/answer period

III. Student Screening, Identification and Placement

The School will identify ELs at the time of enrollment, notify parents of the identification and programming options, and approximately place the ELs into a language instruction educational program (LIEP). This process will be completed within the first 30 days of school or within 14 days of enrolment if a student enrolls after the first day of school.

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

The School is not required to receive parent permission to identify students as ELs, including screening for English language proficiency.

Exemption from English language proficiency testing:

Students may be exempt from a formal English language proficiency assessment if they meet two of the following three criteria:

School records indicating:

- a. Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
- b. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA; and
- c. Scores of Basic in Reading, Writing and Math on the PSSA

Any student who may be classified within any of the following categories should be provided English as a Second Language instruction: d. A student who understands, speaks, reads and writes his/her native language fluently but who does not understand, speak or write English. e. A student who understands and speaks his/her native language but has limited or no ability to read and write his/her native language and who does not understand, speak or write any English.

f. A student who has limited understanding of spoken English but does not speak it.

g. A student who understands and speaks English on a limited basis but who is unable to read or write English. h. A student who apparently understands and speaks English but who encounters difficulty in comprehending the specialized language and concepts contained in the different content areas.

i. A student who understands and speaks English with a limited vocabulary.

Assessment:

Initial identification

The ESL Coordinator will assess newly enrolled students without academic records for their English language proficiency within 30 days of the beginning of the school year and within 14 days during the school year using the following instrument:

- W-APT (WIDA ACCESS Placement Test)

The District shall conduct the following assessments for additional information:

- Student observation
- Standardized tests
 - a. PSSA
 - b. District Benchmarking
- Classroom test, quizzes, participation

- Multiple formal and informal assessments

The ESL team, composed of **the ESL teacher, school principal, ESL Coordinator, guidance counselor and classroom teacher(s)** will review student background information and test results. Educators must take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs. Instructional placement of ELs will be age and grade appropriate. Annual English Language Proficiency Testing:

All ELs (English Learners) receiving daily ESL instruction during the designated test window will participate in Pennsylvania's annual English Language Proficiency testing. Students who have exited or are being monitored do not participate in this yearly test.

ACCESS Tier Assignment: W-APT results are used to determine the annual state English language proficiency assessment, ACCESS for ELLs®, tiers (A, B or C). The following guide must be used for tier selection and placement:

Grades 1-12

W-APT Composite Proficiency Score Tier

1.0 – 2.4 A

2.5 – 4.0 B

>4.0 C

Placement:

When using the W-APT for Identification and/or placement in second semester grade 1- through grade 12, a composite proficiency score of 4.6 or higher meets the minimum requirement for a student to be exempted from ESL. When using the W-APT for Identification and/or placement of pre-kindergarten and entering kindergarten students, a raw score for listening and speaking of 15 or higher meets the minimum requirement for a student to be exempted from ESL. A student entering in the second half of the kindergarten year will take all four

components: listening, speaking, reading and writing or only the oral portion (listening and speaking).

First semester, first grade students are required to take all four components of the Kindergarten W-APT.

PDE has not yet provided reading and writing raw scores needed to make placement decisions for first semester, first grade students. PDE is in the process of reviewing its policy concerning placement decisions in connection with the Kindergarten W-APT and will provide guidance as soon as it is available. In the interim period, multiple criteria including standardized tests, oral interviews and observations will be considered in making placement decisions.

After it is determined that the student is in need of ESL instruction, a recommendation for age/grade appropriate placement, as well as classroom strategies, grading, and parent involvement, will be made by the ESL team.

Students will be assessed periodically via formal and informal testing. A variety of factors will determine the length of ESL instruction and support services, e.g., age, language competency, rate of progression, and the support and techniques used by classroom teachers in teaching content areas.

As required by the State of Pennsylvania, the School will record and update as necessary the school's Primary Home Language Other Than English (PHLOTE) listing. The PHLOTE listing will include the following items:

1. Student name
2. Student ID number
3. Country of origin
4. Spoken language
5. Document language
6. ESOL status (i.e., yes, no, exited)

Parent right to refuse specialized programming:

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their child(ren). A parent's decision to refuse programs or services must be informed and voluntary. The School may NOT influence the decision in any way and may not make any program or placement decisions contingent on the decision.

The School will notify parents and allow them to exercise their right to refuse part or all of the separate, specialized LIEP, before placement and programming decisions are made. In the event of an absence of a response from a parent after the School provided the parent with all the information as mentioned above, the School will proceed with the recommended placement.

IV. The Language Instruction Educational Program (LIEP)

The School will thoughtfully and deliberately plan, resource, and evaluate their LIEP. All planning and evaluation results are made available to

staff working with ELs as well as the parents of the ELs.

Program models and program design:

The School's LIEP will be identified by one of the six categories:

- Mixed Class Bilingual
- EL Bilingual
- EL-Specific Transitional Instruction
- Mixed Classes with Native Language Support
- EL Specific English Only Instruction
- Mixed Classes with English Only Support

The School's LIEP will, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs
- include ELD (English Language Development) instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers
- incorporate the use of the PA ELDS
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible

The School will incorporate these minimum requirements into the entirety of the student's daily instructional time.

The School will incorporate English language development (ELD) into their LIEP. ELD will take place daily throughout the day for ELs and will be delivered by both ESL and non-ESL teachers.

Program goals:

Discovery Charter School will provide ELs with meaningful, comprehensible access to instruction in all content areas required by PA academic standards. The PA ELPS PreK-12 is an overlay to the academic standards and will be incorporated in planned instruction for ELs by all teachers.

The amount and type of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument.

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

Grading and Retention of ELs:

Grading for content courses will be the same grading system utilized for all students. For ELD courses taught by licensed ESL teachers in an all-EL setting, the School will determine the best grading system that meaningfully conveys information about progress and/or achievement.

In addition to the information that is provided to all students, the School will communicate information related to English language proficiency and/or progress to parents at least annually. The School will communicate English language development information to parents of ELs through the use of their report cards and progress reports.

ELs will not be retained in a grade solely on his/her lack of English proficiency. The School documents all evidence to ensure that all appropriate modifications and accommodations to instruction and assessment were in alignment with the student's English language proficiency, thus allowing the EL meaningful access to the general curriculum as well as promoting second language learning.

ELD Replacement for English Language Arts:

ELD instruction taught by an ESL licensed teacher will not replace ELA instruction in the student's academic curriculum.

The School will not replace any other core content in the student's academic program unless it is for a limited time not to exceed one school year and the School has developed a plan for immediately mitigating any academic gaps that may result.

Implementation of the English Language Development Standards:

The PA ELDS Framework will be utilized for planning instruction and assessment by all teachers of ELs. Teachers will additionally utilize the

WIDA ELDS and associated support documents (Can-Do Descriptors, Performance Definitions, rubrics, etc.) in conjunction with the PA ELDS Framework.

Annual Assessment of ELs and Testing Accommodations:

All students will participate the state English language proficiency (ELP) assessment, ACCESS for ELLs®. The School will maintain the score results in the student's permanent record folder. Parents are not allowed to opt-out their child from the annual ELP testing.

All ELs will participate in all other annual state required assessments (e.g. PSSA) according to those testing guidelines.

The School will follow the testing accommodations allowable for ELs on state achievement assessments as published annually by PDE. Additionally, the School will follow the testing accommodations allowable for ELs on the ACCESS as published annually by the WIDA consortium.

V. Reclassification, Monitoring, and Redesignation of ELs

VI. Required Exit Criteria

In accordance with [Pennsylvania Department of Education \(PDE\) guidelines](#), ELs are eligible for reclassification (exiting) from English as a Second Language (ESL) if they “demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting.” This ability is demonstrated by:

- (1) the student's current year composite ACCESS score. Students must score 4.5 or above on the current year ACCESS in order to be reclassified.
- (2) and two languages use inventories completed by the student's teachers. Language use inventories completed by the student's teachers. Language Use Inventories are **required** for ELs who have achieved a 4.0 or above on their most recent ACCESS test. Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.** The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified. Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

Students need a combined Language Use Inventories (Rubrics 1 and 2) and ACCESS score of 10.5 in order to be reclassified. Per [PDE guidelines](#), ACCESS scores are converted (using the conversion chart below) before being added to Language Use Inventories (Rubrics 1 and 2) scores.

For example, if a student achieves a 4.5 on ACCESS, they will achieve 3.6 points towards reclassification. These points would then be added to the student's combined Language Use Inventories (Rubrics 1 and 2) score.

Monitoring of former ELs

The progress of former EL students will be monitored for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification

ELs in the first two years after reclassification will be monitored to ensure that they do not struggle academically as a result of persistent language barriers.

This process includes tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional Monitoring Period – third and fourth years after reclassification

FELs will continue to be reported to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then plans will be in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The school will be able to demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

VII. Student Participation in Related and Extra-Curricular Activities

All students are encouraged to participate in a variety of extracurricular activities offered by the school. The ESL team will monitor ELs in regards to their participation in extracurricular activities.

VIII. Pupil Services

Counseling:

English language learners will have access to counseling services in order to assist in their adjustment to a new culture and placement in the school program with peers.

Special Education:

ELs may be eligible for special education services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Then, the established procedures and timelines for determining the disability and developing the IEP must be followed in compliance with IDEA.

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

Right to dual services

LIEP and special education are not mutually exclusive. ELs will be afforded all supports, resources, and programming for which they are eligible.

Identification

There is no waiting period for making a disability determination for an EL. The School will not determine a child to be a child with a disability if the determinant factor for that finding is lack of English proficiency.

Programming considerations

The School will include English language development instruction or English as a second language as part of the academic program for ELs

with disabilities. The content will be delivered by a properly trained and certified ESL teacher either directly or by a special education teacher who is working in collaboration with an ESL teacher.

The IEP team, which will include an ESL professional, will take into account the language and needs of an EL with a disability when considering program design and placement.

Reclassification

An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as a former EL. Please see appropriate section, reclassification, monitoring, and redesignation of ELs, above, as well as PDE's reference document.

Migrant:

Students identified as migrants and who are English language learners will be provided ESL instruction, as would any other student who would be eligible for ESL. The school will create a list of migrant students annually from the enrollment personnel.

Federal and Other Programs:

English Language learners may participate in all federal or other programs for which they qualify. An English as a Second Language team will direct collaboration of services.

IX. Staff Related to Program

Educators of ELs:

A teacher at the School who provides specialized English language development instruction and who provides a grade for the ELD instruction either in a content class setting or a separate setting must hold a PA Instructional I or II certificate AND the ESL Program Specialist Certificate.

Any teacher at the School who provides instruction and a grade for any non-ELD course or class must be appropriately certified in accordance with Department requirements.

Staff Development of LIEP:

All Principals and secretaries will receive an Orientation to ESL, provided by the Coordinator, focusing on procedures for enrollment and cultural information. All administrators, teachers and support staff will receive an Introduction to ESL training focusing on the procedures for enrollment and cultural awareness.

The School will provide for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers as part of their Professional Development Act 48 Plan. For ESL teachers, this training will focus, but not be limited to the following:

- ESL methods
- second language acquisition
- cross cultural processes
- adapting content area instruction

For content area teachers, they will have access to in-service on the following:

- cultural information
- second language acquisition
- adapting/modifying classroom instruction
- appropriate assessment practices

Any new teachers to the School will receive "Introduction to ESL" training as part of the Induction Training. Additional new staff, such as administrators or support personnel, will receive training as well.

The School will ensure that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes.

X. Funding

The school budget will include provision for resources/materials, staffing for language instructional programs and professional development for all school personnel as part of core programming. Federal funds can be used to supplement local funding for language instructional programs, but not to supplant state/local funds.

The School will employ an adequate number of properly licensed ESL teachers to ensure that ELD instruction is delivered to ELs based on their needs. The School will purchase and maintain specialized materials to support ELs. The School ensures that the LIEP is provided with the same resources as other academic programs in the school.

XI. Parents, Family, and Community Engagement

Communication with Parents:

The School will provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. In providing parents with effective communication, the School will provide translators or interpreters that are able to express in both languages any specialized terms or concepts used in the communication.

The School will provide the following information to parents:

- school registration and enrollment instructions
- a description of the ELL identification process and the reason that their child was identified as an EL
- their child's current English proficiency level and a description of what that means
- a description of the School's LIEP
- information explaining their right to refuse enrollment of their child in the LIEP
- a description of the criteria for reclassification and an expected timeline for achieving proficiency
- notices required by special education laws and regulations
- grievance procedures and notices of non-discrimination
- student discipline policies and procedures
- report cards and progress reports
- notices of parent-teacher conferences
- results of the ACCESS for ELLs®
- requests for parent permission for student participation in school activities
- other information provide to native English-speaking parents such as invitations to join school-related councils or groups or parent handbooks

Annual notification requirements:

The School will provide the following information to parents of currently enrolled ELs within 30 days of the start of each school year:

- a notification of their child's continued participation in the LIEP
 - a description of the LIEP including its intended benefits for their children and an explanation of its effectiveness ●
- a notification of their right to refuse services as outlined in this policy

Required outreach activities:

The School will implement an effective means of outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically.

XII. Program Evaluation

An evaluation of the LIEP will take place annually to ensure the ESL programs are tailored to meet the needs of individual students. Data to help monitor the program will include but is not limited to the following:

- report card grades
- Student assessments
- attendance
- rate of participation in extracurricular activities
- graduation rate
- discipline rate
- socialization observations
- parent involvement
- staff development programs
- completion of a senior project

Results will be documented and reported to the state through the English Learner Report System (ELRS). The School, if they deem necessary, will make changes to the LIEP annually, or within any other reasonable amount of time period that would allow time for the program to produce positive results.

XIII. Monitoring

The School will complete the Pennsylvania Information Management System (PIMS) and the Limited English Proficiency System (LEP System) annually. The School will also complete the English Learner Reporting System (ELRS) annually. PIMS, LEP System, and the ELRS provide data and information on student numbers, teachers, and 22 Pa. Code §4.26 compliance.

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

HOME LANGUAGE SURVEY

The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

School: Date:
Student's Name: Grade:

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English?
(Do not include languages learned in school.) Yes No
If yes, specify the language(s): _____

3. What language(s) is/are spoken in your home? _____

4. Has the student attended any United States school in any 3 years during his/her lifetime? Yes No If yes, complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form: _____

Parent/Guardian signature: _____

*The charter school has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the charter school has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the charter school may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in charter school in the future. \

English Learner Entry Notification

Dear Parent,

This letter is to inform you that your child, _____, was assessed with the WIDA English proficiency screener test on

_____. This assessment took place following a home survey that demonstrated your child speaks a language other than English and a family interview that took place to determine if your child is an English Learner. **Currently, your child's English proficiency is a score of _____, according to the above assessment. This score demonstrates that your child is eligible for EL placement.** Based on the student's performance on the language proficiency screener or assessment, the student will be assigned to _____ level of English Proficiency. Your child will be eligible to receive support through Language Instruction Educational Program (LIEP), commonly known as English as a Second Language (ESL).

The following English Acquisition levels that are aligned to the WIDA proficiency levels are used to determine English instruction for ELs:

- Level 1 – Entering
- Level 2 – Emerging
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging

When using the W-APT for Identification and/or placement in second semester grade 1- through grade 12, a composite proficiency score of 4.6 or higher meets the minimum requirement for a student to be exempted from ESL. When using the W-APT for Identification and/or placement of pre-kindergarten and entering kindergarten students, a raw score for listening and speaking of 15 or higher meets the minimum requirement for a student to be exempted from ESL. A student entering in the second half of the kindergarten year will take all four components: listening, speaking, reading and writing or only the oral portion (listening and speaking). First semester, first grade students are required to take all four components of the Kindergarten W-APT. PDE has not yet provided reading and writing raw scores needed to make placement decisions for first semester, first grade students. PDE is in the process of reviewing its policy concerning placement decisions in connection with the Kindergarten W-APT and will provide guidance as soon as it is available.

Students will be assessed periodically via formal and informal testing. A variety of factors will determine the length of ESL instruction and support services, e.g., age, language competency, rate of progression, and the support and techniques used by classroom teachers in teaching content areas.

Program Description

The amount and type of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by the WIDA. The team took into consideration the State's ELP levels described within the PA ELPS standards. Instructional placement of ELs will be age and grade appropriate.

The Language Instruction Educational Program intended for your child will provide the student with meaningful, comprehensible access to instruction in all content areas required by PA academic standards. When a student is identified and placed to receive EL services, the school will follow the guidance of PDE's "Classifying Language Instruction Educational Programs (LIEPS)" in order to determine the appropriate category of the School's LIEP. As language acquisition is a complex process and differs based on the age level and grade level of a student, we offer several different types of Language Instruction Educational Programs for our English Learners depending on their individual needs.

The School's LIEP for your child will be identified by one of the six categories below:

LIEP Classifications

Classifications are from the point of view of services provided for each individual EL

New LIEPs	Definition
EL Bilingual	<p>Language Focus: Students should gain proficiency in both their native language and English with at least some instruction provided in the native language.</p> <p>Class Composition: ELs share the same native language</p>
Mixed Bilingual	<p>Language Focus: Approximately equal focus to English and a partner language, including content instruction in the partner language</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>
EL-Specific Transitional Instruction	<p>Language Focus: The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal</p> <p>Class Composition: ELs only</p>
Mixed Classes with Native Language Support	<p>Language Focus: The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom.</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>
EL-Specific English-only Instruction	<p>Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support</p> <p>Class Composition: ELs only</p>
Mixed Classes with English-only Support	<p>Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom.</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>

The School's LIEP:

- is aligned to state academic content standards for the appropriate grade level of the ELs
- includes ELD (English Language Development) instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers
- incorporates the use of the PA ELDS
- provides equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity
- does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible

The ESL team has suggested that your child's recommended program is _____.

All of the above requirements are incorporated into the entirety of the student's daily instructional time. English language development (ELD) is additionally incorporated into the School's LIEP. ELD will take place daily throughout the day for ELs and will be delivered by both ESL and non-ESL teachers. Students are placed in English Language Development courses based on their EL level and are specifically designed to help a student increase their English proficiency in the four domains which are reading, writing, listening, speaking.

The ESL teacher will support the classroom teacher by providing teaching strategies that will support the ELL student in the regular education classroom. ELL students will participate in all special classes, including Art, Music and Physical Education.

Criteria for reclassification and timeline to proficiency:

Determining when a student is ready to proceed from one proficiency level to another or from one LIEP category to another is done by the use of multiple measures that provide information on the students' listening, speaking, reading and writing

proficiency. The School reclassifies ELs as former ELs (FELs) when they attain proficiency. This reclassification of current ELs to FELs takes place annually between June and September. Under new federal rules, measures of academic achievement may no longer be used for EL reclassification decisions. As a result, the PSSA and/or Keystone assessment achievement criteria that were

previously included in reclassification criteria have been removed.

To be reclassified as FELs and removed from the School's LIEP, students must meet the single required criterion and at least one of the additional criteria listed below:

- I. For Kindergarten students—overall composite proficiency level score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score).

For grades 1-12 students—overall composite proficiency level score of 5.0 on a ACCESS 2.0 Grades 1-12 assessment.

NOTE: Cutoff score flexibility is available for students in grades 1-12 in the following *Special Circumstances*:

- *Following the grade and score criteria in the table below, the W-APT may be administered between June and July or the WIDA Screener after July 1 to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.*

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

Grade Level ACCESS 2.0 Score Required W-APT/Screener Scores* K Cut-off score flexibility is not allowable for Kindergarteners

1-5 4.6-4.9 5.0 in each domain

6-8 4.7-4.9 5.0 in each domain

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

Additional Criteria:

- Recommendation from an ESL teacher

OR

- Recommendations from at least two core content area teachers

OR

- Writing sample that demonstrates proficiency at the Expanding level and speaking at the Bridging level as measured using the WIDA writing and speaking rubrics scored by an ESL teacher

ELs with Disabilities (taking the ACCESS for ELLs®)

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, **AND** 3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND** 4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

ELs with Disabilities (taking the Alternate ACCESS for ELLs®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when: 1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**

2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

The School will actively monitor the progress of FELs for a period of two years after reclassification and will additionally report students to the state in a monitor status for an additional two years. Students can be re-designated from FELs to active ELs if they struggle academically as a result of persistent language barriers. The School will ensure that the nature of the challenge for the FEL is language-based and not academic.

Parent/Guardian Information

In addition to the information that is provided to all students, the school will communicate information related to English language proficiency and/or progress to parents at least annually. The School will communicate English language development information to parents of ELs through the use of their report cards and progress reports.

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their child(ren). A parent's decision to refuse programs or services must be informed and voluntary. The school may NOT influence the decision in any way and may not make any program or placement decisions contingent on the decision.

The school will notify parents and allow them to exercise their right to refuse part or all of the separate, specialized LIEP, before placement and programming decisions are made. In the event of an absence of a response from a parent after the school provided the parent with all the information as mentioned above, the school will proceed with the recommended placement.

Should any questions arise regarding programming or the information contained in this letter, please contact me as soon as possible.

Sincerely,

Special Education Director

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

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

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

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

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

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

1. The parents should submit a written request for an IEE to the Special Education Director at The Jacquelyn Y. Kelley Discovery Charter School. They may include in such a request an explanation of their reasons for objecting to the evaluation obtained by the school. However, the Discovery Charter School will not deny parents a publicly-funded IEE because they either failed to provide the school with such a written request or failed to provide reasons for requesting an IEE.
2. Upon receipt of a parental request for an IEE, a determination will be made by The Jacquelyn Y. Kelley Discovery Charter School as to whether the school will fund the requested IEE.
3. The school will issue a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) to a parent request for an IEE within a reasonable time from the date that the school receives the request. If the school decides to procure an IEE for the parents, the school's written response will include the following:
 - ❑ A listing of names and addresses of possible IEE examiners who meet the School's criteria. The list identifies those IEE examiners who, in the School's judgment, are qualified to perform the evaluation requested by the parents;
 - ❑ The specific location of the evaluation.
4. **Reimbursable IEE costs.** The Jacquelyn Y. Kelley Discovery Charter School will pay only those IEE costs specifically agreed to in advance to be paid for by the school. The School shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at, the IEE.

5. **Insurance.** When public or private insurance will cover all or partial costs of the IEE, the school will request that the parents have their insurance pay the IEE costs covered by their insurance. For example, if the student is

eligible for Medical Assistance or Medicaid, the school will request that the IEE provider cooperates with school personnel, submit requested professional credentials, and complete the appropriate assessment log so that the school may submit a claim for partial reimbursement of the cost of the IEE to the PA Department of Public Welfare, at no cost to the student or parents. However, parents need not ask their insurer to cover the IEE costs if such action would result in a financial cost to the parents, such as an increase in premiums or the discontinuance of the policy.

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

Evaluator criteria

1. Minimum Qualifications for Evaluators. Evaluators must hold appropriate certificates in their specialty area from the Pennsylvania Department of Education (PDE) or some other appropriate professional certification entity. For example, psychological evaluations must be conducted by a PDE-certified School Psychologist, and speech and language evaluations must be conducted by a PDE-certified speech and language pathologist.
2. The evaluator must charge fees for educational evaluation services which, in the judgment of the school, are reasonable.
3. The evaluator shall not be an employee of Jacquelyn Y. Kelley Discovery Charter School.
4. The evaluator shall have no current employment, ownership interest or association with private schools or private instructional service agencies who are in the business of educating preschool to high school age students.
5. The evaluator must be permitted to directly communicate and share information with members of the IEP team.
6. The evaluator must also agree to release the assessment and results, including parent and teacher surveys and input, prior to receipt of payment for services.
7. The evaluator selection may be subject to other reasonable criteria as determined by The Jacquelyn Y. Kelley Discovery Charter School.

Criteria for the conduct of evaluations.

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

1. Tests and other evaluation materials used to assess a child under the IDEIA are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other modes of communication unless it is clearly not feasible to do so.
2. Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
3. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum, that may assist in determining, among other things, whether the child is a child with a disability under the IDEIA and the content of the child's IEP.
4. Any standardized tests that are given to a child have been validated for the specific purpose for which they are used and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
5. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the tests, or the method of test administration) is included in the evaluation report.
6. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
7. Tests are selected and administered so as to best ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the tests purport to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
8. No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
9. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
10. In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
11. Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
12. Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child.
13. Any other criteria as required by federal and/or state law or regulations.

I. Purpose

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

II. Definitions

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

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

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

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

III. Guidelines for the Implementation of Intensive Interagency Support Policy

In most cases, The Jacquelyn Young Kelley Discovery Charter School will collaborate with our educational partners and human services providers to sufficiently meet the needs of students with disabilities. In the rare situations in which The Jacquelyn Young Kelley Discovery Charter School's IEP Team is not able to arrange for the placement of students in the public education setting and the students have waited or are at risk for waiting more than 30 days for an appropriate educational placement, The Jacquelyn Y. Kelley Discovery Charter School must identify and report these students to the Pennsylvania Department of Education.

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

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

student requires intensive interagency coordination.

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

The Jacquelyn Y. Kelley Discovery Charter School students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction must also be reported to PDE via the Intensive Interagency Initial Report so that PDE can determine whether these students require intensive interagency support.

The Jacquelyn Y. Kelley Discovery Charter School will file Intensive Interagency Update Reports (see attached) on a continuous basis (no less than once per month) until an appropriate placement is provided.

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

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

IV. Assistance

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

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

V. Authority

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

Positive Behavior Support and Physical Assist Policy

Positive Behavior Interventions and Supports (PBIS) is a framework for assisting school personnel with providing and adopting evidence-based behavioral interventions. These systems are incorporated into the school environment on an integrated continuum that enhances academic and social behavior outcomes for all students. Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques.

PBIS offers a range of interventions that are systematically applied to students. These interventions are based on their level of need. They are evidence-based practices that address the role of the environment as it applies to development and behavioral health problems and solutions. PBIS supports the success of all students.

Framework Elements:

1. Teaching and reinforcing school-wide behavior expectations to all students in all settings.
2. Intervening early, often, and with purpose.
3. A multi-tiered system of supports that provides:
 - a. Implementation of effective evidence-based practices and interventions.
 - b. Ongoing monitoring of student progress from multiple data points.
 - c. Using collected data to make impactful decisions.
 - d. Using assessment measures to:
 1. Compare circumstances and trends
 2. Identify specific challenges and barriers
3. Monitor progress

Tier 1

The following are core components of the Tier 1 PBIS system:

1. Positively defined behavioral expectations and routines are taught and reviewed at the classroom level
2. School-wide acknowledgement system for regularly reinforcing positive student behavior
3. Consequence system and definitions and procedures for classroom managed behaviors
4. Students are familiarized with the Code of Conduct and expected classroom norms
5. Data-based decision making system utilized to summarize, inform, and intervene to address behavior support efforts.
6. Collaboration with the SAP Team supports for implementation

Tiers 2 -3

Student referrals requested by teachers or parents will be addressed by the Student Assistant Program (SAP) Team. The SAP Team is composed of school personnel who are versed in the multidisciplinary needs of the whole child; academic, medical, behavioral, personal, social and emotional. Participants include the school counselor, general

education teacher, special education director, and the parent/guardian. Other team members may include related services providers, school climate control director, school nurse, the school social worker, and the student.

SAP Team members will meet to review available data collected regarding the student (i.e. anecdotal records, behavioral log entries). Upon review of available information, the team will determine if additional screening activities need to take place or if more student background information needs to be collected. This process may include: reviewing health records, parent interview and history; determining the student's response to attempted interventions by the teacher, or classroom observations of the student.

When enough data is available to the team, interventions may be suggested in addition to differentiation for the student. Students who are referred for behavioral concerns will receive an individualized behavior monitoring chart and progress on behavioral goals will be communicated with the child's parent. If the data available demonstrates the need for additional assessment, initiating a Functional Behavioral Assessment will be discussed and parent permission will be requested. With parent permission, the Functional Behavioral Assessment will be completed. If the assessment demonstrates the need for additional supports, the team will develop a Positive Behavioral Support Plan. Students may also be referred to an outside agency for supportive services. If after several cycles of intervention and the interventions attempted by the team have been exhausted and the student is still experiencing a persistent pattern of behavioral difficulties, further referral will be discussed by the SAP Team.

Rationale for Physical Assist

The following guidelines provide direction and assistance regarding the use of de-escalation and restraint procedures in Pennsylvania educational settings. The special education regulations, 22 Pa. Code Chapter 14 and Chapter 711 were amended and became effective in 2008. The Chapters set forth requirements and procedures for the delivery of special education services and programs. The new provisions in 22 Pa. Code Chapter 14.133 and Chapter 711.46 require that behavior support programs and plans be based on a functional assessment of behavior. Restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used. In the event that restraint is necessary, the least restrictive environment becomes restrictive. The use of prone restraints is prohibited in PA educational settings. The school must obtain parental consent prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 711.46(f).

Physical Assists/Restraints

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

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents. Mechanical

restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by

agencies in educational programs:

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

Personnel Training

All Climate staff and other critical staff members will be trained on de-escalation and proper physical restraint techniques annually through the Crisis Prevent Institute. Verbal de-escalation will be the primary form of tension reduction practiced with students in the event of crisis. Restraints and Physical Assists will only be used as a last resort strategy when a student is a physical danger to himself or others. Only staff members who have received this targeted training will be able to participate in the event of a physical assist.

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

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

Non-Special Education Students

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

Special Education Students

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

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

IEP Students: PBSP Use and Documentation of Restraints in the IEP

Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary. Problem behaviors will be targeted through the use of a Functional Behavior Assessment and a Positive Behavior Support Plan that is individualized for student behavioral health needs. The Functional Behavioral Assessment will first identify antecedents and consequences maintaining the behavior(s) of concern. Students requiring specific intervention to address behavior that interferes with learning will have Positive Behavior Support Plans integrated within their IEPs. The behavioral support plans will be designed to work towards encouraging the student to display replacement behaviors. These behaviors may be fostered through the use of social skills instruction, related services,

and other specially designed means of instruction employed in the school setting.

The school will plan for eliminating the use of restraint through the application of positive behavior support. The plan will include updated present levels, a measurable goal, baseline data, methods of monitoring progress, and the specially designed instruction and/or related services that will enable goal attainment, if appropriate.

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

Referral to and Action by Law Enforcement and Judicial Authorities

In the event that a student is referred to law enforcement, an IEP meeting is called. Following the IEP meeting, the student's functional behavioral assessment is updated or developed. A positive behavioral support plan is revised or developed to support the student.

§300.529 Referral to an action by law enforcement and judicial authorities.

Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records to comply with a judicial order or a lawfully issued subpoena; FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

To any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

Child Find Policy

Discovery Charter School provides special education and related services to children with disabilities in grades K-8. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education program and related services that are available, (3) the process by which the public schools screen and evaluate such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians.

Public Awareness

Public awareness activities shall include annual written notice notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. The public notice also is intended for parents/guardians of homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children. If questions arise whether these guardians or parents have received the information, these parents or community based officials will be contacted directly to provide them with the information and establish a method that is preferred by the recipient. Written information is published in the JYK Discovery Charter School handbook and on the school website. Public awareness activities include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities:

Developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, can occur in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development.

Definitions of disability terms. The terms used in this definition of a child with a disability are defined as follows:

(1)

(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

(2) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

(4)

(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(6) Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation."

(7) Multiple disabilities means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

(8) Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a child's educational performance.

(10) Specific learning disability—

(i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

The JYK Discovery Charter School shall conduct professional development activities and ongoing training for staff, organizations, agencies and individuals to ensure that child find, screening activities and referrals for special education evaluations are carried out in a manner consistent with the timelines and requirements established in applicable state and federal laws and regulations. Through its communication links with agencies that provide services to children with disabilities within the community, the district shall disseminate child find materials to hospitals, clinics, pediatricians, pediatric nurses, and social service professionals involved in family or child services.

STUDENTS SERVED IN SPECIAL EDUCATION PROGRAMS

Special education services are available to children who have one or more of the following physical or mental disabilities:

- autism
- deaf/blindness
- emotional disturbance
- hearing impairment (including deafness) • intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury; and
- visual impairment, including blindness
- giftedness

DESCRIPTION OF SPECIAL EDUCATION PROGRAMS

Special education programs and related services are:

- provided at no cost to parents;
- provided under the authority of the school entity, directly, by referral or by contract;
- individualized to meet the educational needs of the child;
- reasonably calculated to yield meaningful educational benefit and progress and designed to conform to an Individual Education Program. Special education is designed to meet the needs of each eligible student, including specially designed instruction conducted in the classroom, home, community settings, hospitals, institutions and other settings.

Related services available to students include transportation, corrective and other supportive services that help an eligible student benefit from special education. Examples include: speech pathology and audiology, psychological services, physical and occupational therapy, social work services, school health services, medical services for diagnosis or evaluation, parent counseling and education, recreation counseling services, rehabilitation counseling services and assistive technology services.

REFERRAL OF CHILDREN FOR SCREENING AND EVALUATION

Discovery Charter School has procedures to identify children needing special education. Those procedures are “screening” and “evaluation.” If a disability is suspected, teachers, other school personnel or parents may refer a child for screening and/or evaluation to the Student Assistance Program led by the school counselor. She may be contacted at 215-879-8182 x215. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting the Special Education Director. Screening activities include: reviewing immediately available data sources such as health records, parent interview and history; benchmark results, academic records, functional vision and hearing evaluations; determining the student’s response to attempted remediation; and speech and language, occupational, and physical therapy screenings are completed on request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluations. No evaluations may be conducted without written parental permission. Consult the Special Education Director for further information.

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of these rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the special education coordinator or principal of the local public school.

RIGHTS AND PROTECTIONS

Prior Written Notice: The public school must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

Consent: Discovery Charter School cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parent. Discovery may not seek a hearing to override the refusal of a parental consent to an initial placement in special education. Discovery may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If the parent fails to respond to a written request for permission to re-evaluate, however, the public school may proceed with the proposed re-evaluation without consent.

Protection in Evaluation Procedure: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

Confidentiality: The records and documents that are part of the evaluation and screening process are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). School districts, intermediate units, and charter schools maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under FERPA. The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees who have access to personally identifiable information. For additional information related to student records, the parent can refer to FERPA.

Gifted Programming

Process for locating students who are thought to be gifted and may need specially designed instruction:

Students who are thought to be gifted and may need specially designed instruction are referred to the Student Assistance Program. Teachers or parents can make the request to initiate the SAP process. The SAP Team is composed of school personnel who are versed in the multidisciplinary needs of the whole child; academic, medical, behavioral, personal, social and emotional. Participants include the school counselor, general education teacher, special education director, and the parent/guardian. Other team members may include related services providers, school climate control director, school nurse, the school social worker, and the student. An informal review of available data and information will be discussed at the meeting. This includes the student's academic record, teacher observations, parent observations, results on STAR benchmark assessments in both ELA and mathematics, and current PSSA scores. For students who are demonstrating performance that exceeds grade level expectations in one or more academic areas, the possibility of the need for specially designed instruction will be communicated with the team. A permission to evaluate is shared with parents if an evaluation is deemed necessary by team members. Parents are informed of their rights in this process including:

Prior Written Notice: The public school must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be

accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

Consent: Discovery Charter School cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parent. Discovery may not seek a hearing to override the refusal of a parental consent to an initial placement in special education. Discovery may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If the parent fails to respond to a written request for permission to re-evaluate, however, the public school may proceed with the proposed re-evaluation without consent.

Protection in Evaluation Procedure: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

Confidentiality: The records and documents that are part of the evaluation and screening process are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). School districts, intermediate units, and charter schools maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under FERPA. The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees who have access to personally identifiable information. For additional information related to student records, the parent can refer to FERPA.

Procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

The school district requests parental consent in writing to conduct a Gifted Multidisciplinary Evaluation. Parental Consent is required to initiate the process.

In the evaluation, the school investigates information relevant to the child's suspected giftedness, including academic functioning, learning strengths and educational needs as shown by present levels of educational performance, assessment results, classroom observations and information from the parent. The team also looks for an indication of demonstrated achievement, performance or expertise in one or more academic areas. Specific types of tests and procedures that will be used in the evaluation are communicated with the parent.

The multidisciplinary evaluation process will include information from parents or others who interact with the student on a regular basis, and may include information from the student if appropriate.

The Gifted Multidisciplinary Team will determine whether your child is gifted and in need of specially designed instruction. This information will be outlined in a *Gifted Written Report*. If the team determines your child is eligible for specially designed instruction the *Gifted Written Report* will be given to the GIEP team. As a parent(s), you are also a member of the GIEP team. You will be invited to all team meetings. The Gifted Multidisciplinary Evaluation is to be completed and the *Gifted Written Report* is to be delivered to parents within 60 calendar days of receipt of their consent to evaluate.

Parents are also provided with the *Notice of Parental Rights for Gifted Students*, which includes parent resources such as state or local advocacy organizations.

Gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both:

A gifted IEP will be developed for students who are eligible for gifted services, as determined by the Gifted Written Report. During the GIEP meeting, team members will discuss the student's academic and cognitive strengths, achievement results, aptitude, interests, specialized skills, products and evidence of effectiveness in other academic areas, and classroom performance. Annual goals, short term objectives, and specially designed instruction are developed in consideration of special areas of interest and expertise that are unique to the particular gifted student. Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved is included within the GIEP. Specially designed instruction for gifted students is defined as adaptations or modifications to: The general curriculum; Methods of Instruction, Materials, OR, Instructional environments, and A specialized curriculum for students who are gifted. Examples of specially designed instruction may include: Individualized pacing, Shadow studies, Mentorships, Independent study, Distance learning, Course compacting, Individual enrichment/acceleration, Development of higher order thinking and problem-solving skills and special activities. Appropriate community agencies that can also afford the student experiences related to their areas of interest and expertise will also be contacted and partner with the school when possible to provide the student with direct experiences with the knowledge and skills included to accomplish goals established by the GIEP team. While some gifted programming may take place outside of the regular education classroom, gifted students will continue to participate in the general education setting with supplementary aids and services as determined appropriate by the GIEP team.

Confidentiality Policy

Personally identifiable information includes, but is not limited to:

1. The name of a student, the student's parents/guardians or other family members.
2. The address of the student or student's family.
3. A personal identifier, such as the student's social security number, student number, or biometric record.
4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

Uses of Personally Identifiable Information

The JYK Discovery Charter School shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records, in accordance with School District of Philadelphia policy, state requirements, and federal and state law and regulations. Examples of instances in which personally identifiable information is utilized include but are not limited to: student transfer to other educational agencies, student enrollment, and student application to high school entities.

Storage, Retention, and Destruction

The JYK Discovery Charter School shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention.

The JYK Discovery Charter School shall maintain, for public inspection, a current listing of the names and positions of those district employees who have access to personally identifiable information.

In order to comply with state compliance monitoring requirements, the JYK Discovery Charter School shall maintain education records for students receiving special education services for at least six (6) years.

The JYK Discovery Charter School shall inform parents/guardians when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon parental request.

No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists.

The JYK Discovery Charter School may maintain a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes/programs attended, grade level completed, and year completed.

The JYK Discovery Charter School shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and his/her family.

Disclosure to Third Parties

The JYK Discovery Charter School shall obtain parental consent before disclosing personally identifiable information to parties other than school district officials with a legitimate educational interest or other educational institutions that provide special education services to the student for the purposes of meeting a requirement of law or regulation unless the information is contained in education records and the disclosure is permitted without parental consent under law and regulations. Jacquelyn Y. Kelley Discovery Charter School shall forward special educational records, including the most recent IEP, within 10 school days after the school is notified in writing that the child is enrolled at another public agency, private school, approved private school, or private public agency.

Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a student is enrolled, or is going to enroll in a private school, parental consent must be obtained before any personally identifiable information about the student is released between officials in the district where the private school is located and officials in the district of the parent's/guardian's residence.

Rights of Parents to Access this Information

The school shall permit parents/guardians to inspect and review any education records relating to their child(ren) that are collected, retained, or used by the school in connection with identification, evaluation and provision of special education services to the student.

The school shall comply with a parental request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement, or the provision of a free and appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting. The district shall comply with the parental request for review within forty-five (45) days following receipt of the request.

The school shall presume a parent/guardian has authority to inspect and review records relating to his/her child unless it has been provided documentation that the requesting parent/guardian does not have this authority under applicable state law.

A parent's/guardian's right to inspect and review education records includes the right to:

1. A response from the school to reasonable requests for explanations and interpretations of the records;
2. Request that the school provide copies of the records if failure to provide copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and
3. Have a representative inspect and review the records.

If an education record includes information on more than one (1) student, the parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record.

The school shall provide parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by the district.

Information Regarding Fees

The school may charge a fee for copies of records that are made for parents/guardians so long as the fee does not effectively prevent parents/guardians from exercising their right to inspect and review those records.

The school shall not charge a fee to search for or to retrieve information in response to a parental request.

Parents' Hearing Rights and Hearing Procedures

If a parent/guardian believes that information in the student's education records is inaccurate, misleading or violates the privacy or other rights of the student, the parent/guardian may request that the JYK Discovery Charter School amend the information.

The JYK Discovery Charter School shall decide whether to amend the information within a reasonable period of time from receipt of the request.

If the JYK Discovery Charter School declines to amend the information in accordance with a parental request, the JYK Discovery Charter School shall inform the parent/guardian in writing of the refusal and notify the parent/guardian of the right to a hearing.

The JYK Discovery Charter School shall, on request, provide parents/guardians with an opportunity for a hearing to challenge information in the student's education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. The district recognizes that parents/guardians who believe there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing.

Hearing Procedures:

A hearing to challenge information in education records must meet the following requirements:

- The JYK Discovery Charter School shall hold the hearing within a reasonable advanced time after receiving the request for a hearing.

- The JYK Discovery Charter School shall give the parent/guardian reasonable advanced written notice of the date, time, and place of the hearing.

- The hearing may be conducted by any individual, including a school official, who does not have a direct interest in the outcome of the hearing.

- The JYK Discovery Charter School shall give the parent/guardian a full and fair opportunity to present relevant evidence. The parent/guardian may, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney.

- The JYK Discovery Charter School shall inform parents/guardians of its decision in writing within a reasonable period of time after the hearing.

- The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Result of Hearing

If, as a result of the hearing, the JYK Discovery Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the JYK Discovery Charter School shall amend the information accordingly and inform the parent/guardian in writing.

If, as a result of the hearing, the JYK Discovery Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the JYK Discovery Charter School shall inform the parent/guardian of the parent/guardian's right to place the student's records a statement commenting on the information and/or providing any reasons for disagreeing with the district's decision.

Any statement placed in the student's record shall be:

Maintained by the district as part of the student's records as long as the record or contested portion is maintained by the district; and

Included with the record or contested portion if the record or contested portion are disclosed to any party.

Delegation of Responsibility

In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Special Education Director will coordinate the school's efforts to comply with this policy and applicable laws and regulations.

All JYK Discovery Charter School employees collecting or using personally identifiable information shall receive training or instruction regarding this policy, administrative procedures, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information.

Criminal Offenses and Students with Disabilities

In the event that the JYK Discovery Charter School reports a crime committed by a student with a disability, the JYK Discovery Charter School will ensure that copies of the special education and disciplinary records of the student are transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99).

PARENT INFORMATION REQUESTS

Parent requests of school surveillance footage will not and cannot be honored. Surveillance footage cannot lawfully be distributed to parents.

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

Child Abuse and Neglect

All Jacquelyn Y. Kelley Discovery Charter School employees are mandated by the State of Pennsylvania to report suspected child abuse. They are required to make a report when they have reason to suspect that a student is being physically, emotionally, sexually abused, or medically neglected. When staff members suspect child abuse, they must first then inform the school social worker and the CEO regarding the concern and a school team will call ChildLine to report the concern.

FIELD TRIPS

The mission of Jacquelyn Y. Kelley Discovery Charter School is to connect what students learn in the classroom to the real world and we accomplish this through field trips. Field trips are planned to enrich and enhance the programs in the classroom **and are not optional**. All students are required to participate with absolute responsibility, respect, and dignity and are assessed each marking period. Parents will be notified in advance of the date, time, and cost if any for a trip. Parents are **required to pay for each field experience** prior to the scheduled date of a trip through Powerschool.

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

- Kindergarten, grades 1 and 2 – students travel within the city and surrounding suburbs connecting to their academic curriculum (est. @ \$200 yearly not including Kindergarten dues).
- Grades 3 and 4 – students travel extended day and overnight trips outside the city perimeter connecting to their academic curriculum (est. @ \$175-\$450 yearly).
- Grade 5 – students travel abroad overnight for four to six days connecting to their academic curriculum (est. @ \$900-\$1400 yearly).
- Grades 6 and 7 – students travel to surrounding areas to connect with their history curriculum (est. @ \$175-\$450 yearly).
- Grade 8 – students travel internationally (or domestically pending world events or pandemic limitations) overnight as a culminating activity to their JYK DCS school curriculum (est. @ \$2800-\$3400 yearly).

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

The classroom teacher may recruit up to three (3) parent chaperones. **ALL** chaperones must attend a chaperone training prior to any trip and provide proof of Child Abuse clearances. Chaperones are needed to accompany the class on the bus and to fulfill specific responsibilities to facilitate student safety and focus students on the event. Only designated parent chaperones, **without younger or older siblings**, are expected to attend the event. Chaperones are not permitted to use corporal punishment or profanity. No smoking or use of alcoholic beverages can be evident while supervising JYK DCS students. Chaperones should bring all disciplinary concerns to the attention of a JYK DCS staff member. Parents are expected to abide by all laws. Students with medical conditions that require consistent medication delivery should report information with the trip coordinator in advance of the trip. Students with behavioral issues or concerns will be required to have a parent/guardian accompany them on field trips. No staff member or parent can drive his/her car on any field trip (no exceptions). When participation is denied, prepayment or deposit, if any, for a trip is non-refundable.

Worldwide events or pandemic limitations may affect our ability to travel.

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

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

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

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

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

Parent/Guardian Print_____

Parent/Guardian Signature_____

Date_____

Jacquelyn Y. Kelley Discovery Charter School

STUDENT HEALTH SERVICES POLICY

Health Office

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

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

The Pennsylvania Public School Code requires specific health screenings, based on grade level, to all students in Pennsylvania. These are considered screenings and are not to be a substitute for regular checkups with a pediatrician.

The school nurse performs the following health screenings:

- Medical Exam (All state mandated vaccines are required) - Grades K-8
- Dental Exam - Grades K-8
- Growth Screening (height and weight) - Grades K-8
- Vision Screening - Grades K-8
- Hearing Screening - Grades K-8
- Scoliosis Screening (curvature of the back) - Grades K-8

In addition to the screenings provided by the school nurse, the Jacquelyn Y. Kelley Discovery Charter School has partnered with a licensed physician to provide services for children who may have a difficult time obtaining the services they need to reach their optimal health. The licensed physician may offer services to your child during the school year. Parents will be required to complete a written consent form prior to their child receiving services from any licensed physician working with the Jacquelyn Y. Kelley Discovery Charter School.

The Jacquelyn Y. Kelley Discovery Charter School will provide complete information to parents/guardians regarding the services being offered, schedule for services and a follow-up report of the service provided. Please contact the school nurse if you have any questions or concerns regarding the Health Care Services.

Immunization of Students

All students must be completely immunized or exempted before admission to any public, parochial or private school in Pennsylvania. This is required by the Pennsylvania Department of Health, the Philadelphia County Board of Health and the Jacquelyn Y. Kelley Discovery Charter School.

The purpose of requiring immunization is to protect students from preventable communicable diseases and their medical and educational complications.

Immunization records must be on file in the nurse's office by October 1st each year. Students without these documents will be excluded until all required information is received.

Department of Health - Tuberculosis Letter exempting JYK Discovery Charter School from administering tuberculosis testing to students in grades K-8.

Required Immunization for Admission

<u>Immunization</u>	<u>Number of Doses</u>
DTP	4
OPV/IPV	3
Hepatitis B	3
MMR	2
Varicella	2
MCV4 (Grades 6 and 7)	1
Tdap (Grade 7)	1

There are two (2) exemptions:

Religious Exemption

Students need not be immunized if the parent/guardian objects in writing to the immunization on religious/ethical grounds.

Medical Exemption

Students need not be immunized if a physician or his designee provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the medical exemption ceases to be valid and the child must be immunized.

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

Disposition of Immunization Records

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

Medication

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

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

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

STUDENT WELLNESS

1. Purpose

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

2. Authority

SC 1422.1

42 U.S.C.

Sec. 1758b

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

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

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

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

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

3. Delegation of Responsibility

42 U.S.C.

Sec. 1758B

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

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

{x} Assessment of school environment regarding student wellness issues.

{x} Evaluation of food services program

{x} Review of all foods and beverages sold in school for compliance with established nutrition guidelines.

{x} Listing of activities and programs conducted to promote nutrition and physical activity.

{x} Suggestions for improvement in specific areas

{x} Feedback received from district staff, students, parents/guardians, community members, and the Wellness Committee.

**42 U.S.C.
Sec. 1758b**

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

**42 U.S.C.
Sec. 1758b**

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

4. Guidelines

Wellness Committee

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

Other members of the Wellness Committee may include:

- {x} Teacher (Physical education teacher)
- {x} School nurse
- {x} School counselor
- {x} Coach
- {x} Support staff
- {x} Dietician
- {x} Health professional
- {x} Representative of local or county agency
- {x} Representative of community organization
- {x} Food vendor
- {x} Other individuals chosen by the Site Administrator

**42 U.S.C.
Sec. 1758b**

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

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

**SC 1513
Pol. 102, 105**

Nutrition Education

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

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

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

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

{ } Nutrition curriculum shall be behavior-focused.

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

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

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

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

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

{ } _____ other.

Nutrition Promotion

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

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

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

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

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

Physical Activity

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

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

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

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

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

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

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

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

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

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

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

SC 1512.1

Pol. 102, 105

Physical Education

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

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

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

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

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

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

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

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

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

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

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

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

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

7 CFR

Sec. 210.10, 220.8

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available at JYKDCS during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Foods and beverages provided by JYKDCS shall comply with established federal nutrition standards. [8][9][10][11]

School Meal Guidelines

1. Parents/Guardians and students shall be notified of the availability of school meal programs and the possibility of providing free or reduced-price meals. [12] Information shall be shared with parents/guardians and students about the nutritional content of meals.
2. JYKDCS may engage students and parents/guardians in focus groups using taste tests of new entrees and surveys to identify new, healthful, and appealing food choices.
3. JYKDCS shall utilize various methods to serve school breakfasts, including serving breakfast in the classroom, “grab-and-go” breakfast, or scheduled breakfast in the cafeteria.
4. Students shall be discouraged from sharing their foods or beverages with one another, given concerns about allergies and diet restrictions. [13]
5. JYKDCS will not withhold food or beverages as a punishment.

All reimbursable school meals served by JYKDCS shall: [12]

1. Be appealing and attractive to students;
2. Be served in clean and pleasant settings;
3. Be in compliance, at a minimum, with nutrition requirements established by local, state, and federal statutes and regulations, including USDA guidelines under the School Meals Initiative;
4. Ensure that all grains offered in meals are whole-grain rich;
5. Ensure that foods are free of artificial sweeteners, flavors, or colors; and
6. Offer a variety of fruits and vegetables daily, including dark green, red/orange, and legumes weekly.

Other School-Based Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

42 U.S.C.

Sec. 1751 et seq, 1773

7 CFR

Sec. 210.10, 220.8

7 CFR

Nutrition Standards/Guidelines

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

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

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

Sec. 210.11, 220.12a

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

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

1. No sodas or sugary drinks. Students will be permitted to drink water (unflavored), 100% fruit juice, or milk. Students bringing drinks that do not fit these guidelines will bring them back home that day.
2. Snacks that have minimal nutritional value. Students should bring snacks that have some nutritional value such as nuts, Chex mix, and pretzels. Students are not permitted to bring candy to school.

Guidelines for School Parties:

- Only water, 100% fruit juice, or milk will be served
- No foods will be deep-fried
- All foods should contain moderate sodium content
- A minimal amount of foods (2-3 items) will be permitted that contain added sugar as the first ingredient
- Selections of fresh fruit and vegetables should be the main course
- Foods with minimal nutritional value should be kept to a minimum

7 CFR

Sec. 210.11

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

SC 504.1

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

Pol. 209.1

Competitive Foods

All competitive foods available for sale to students in JYKDCS schools shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School), JYKDCS guidelines, and any applicable administrative procedures. [3][14][15]

Competitive foods are defined as all foods and beverages offered or sold to students outside the school meal programs, on the school campus, and at any time during the school day. Sold refers to the exchange of money, tokens, or the use

of some type of prepaid account to purchase an item and includes items sold a la carte, in vending machines, at school stores, during fundraisers, or at any other venue that sells food/beverages to students during the school day. For purposes of this definition, a school campus shall include all areas of the property under the jurisdiction of the school that are accessible to students during the school day, and school day shall include the period from the midnight before school begins until thirty (30) minutes after the end of the official school day. [3][14]

Management of Food Allergies in School

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

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them through necessary accommodations when required the opportunity to participate fully in all school programs and activities.

Fundraisers

All foods that meet the established nutrition standards may be sold for fundraising purposes on the school campus during the school day without a limit on frequency. The standards do not apply to items sold during non-school hours, weekends, or off-campus fundraising events. Unless otherwise permitted by the Pennsylvania Department of Education, a maximum of five (5) exempt fundraisers in each elementary and middle school building per year, and a maximum of ten (10) exempt fundraisers in each high school building per year will be permitted. Each fundraiser may not exceed one (1) school week. Exempt fundraisers may not be sold in the foodservice areas during the meal period. [14][17]

Fundraising Recordkeeping

JYKDCS must keep a record of all exempt fundraisers to assure they are not exceeding the yearly limits. Fundraising records must be kept on file for four (4) years and made available, upon request.

Non-Sold Competitive Foods: Rewards, Incentives, Shared Classroom Snacks, and Celebrations

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by JYKDCS.

If the offered non-sold competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. **Rewards and Incentives:** JYKDCS schools shall not use such foods or beverages as rewards for academic performance or good behavior.
2. **Classroom Parties and Celebrations:** School celebrations that involve food during the school day will occur no more than one (1) time per class per month. Each celebration should include foods or beverages that meet established nutrition standards and applicable administrative procedures.

The JYKDCS shall provide a list of suggested non-food ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the JYKDCS website, student handbooks, newsletters, posted notices, and/or other efficient communication methods.

References:

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

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

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

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

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

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

TITLE “1” INFORMATION

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

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

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

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

We are looking for volunteers for this year’s Title I Parent Advisory Board. Please complete the volunteer information form that is located on our school website, <https://jykdiscoverycharterschool.com/volunteer/> if you are interested in joining.

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

What is the Parent-Student-Teacher Compact?

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

The School-Teacher Responsibilities include:

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

The Parent Responsibilities include:

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

Student Responsibilities include:

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

We look forward to working together to create a successful 2025-2026 school year!

As a school, we will:

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

As a parent, I will:

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

As a student, I will:

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

Other Suggestions:

Parent's Name _____ Date _____

PART I. GENERAL EXPECTATIONS

The School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116(b) of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the school will ensure that these parental engagement policies meet the requirements of section 1116(b) of the ESSA, and each includes, as a component, a school-parent compact consistent with section 1116(d) of the ESSA. The school-parent compact will be jointly developed with parents and family members. The compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards.
- In carrying out the Title I, Part A parental engagement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will convene an annual meeting, at a convenient time; which all parents and family members of participating children shall be invited, and encouraged to attend. Parents will be informed of the school's participation as a Title I school and explain the requirements and the rights for parents to be involved.
- The school will provide parents of participating children with timely information about the Title I program.
- The school will be governed by the following statutory definition of parental engagement and will carry out programs, activities, and procedures in accordance with this definition.

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

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively engaged in their child's education at school

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

(D) the carrying out of other

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED

PARENTAL ENGAGEMENT POLICY COMPONENTS

1. The School will take the following actions to engage parents in the joint development of its school-wide parental engagement plan under section 1114 of the ESSA:
 - a. Solicit feedback from parents during meetings of Back to School Night, Common Core, Home and School Focus Group, Home and School Association meetings (when the entity exists).
 - b. Share draft policy with parents via a focus group and solicit feedback from participants.
 - c. Incorporate parent feedback into policy before it is brought in front of the Board of Trustees for approval.
2. The School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:
 - a. Solicit feedback from parents during regular meetings of the Home and School Focus Group.
 - b. Provide ongoing parent training on topics related to school improvement.
 - c. Inform parents of their right to be involved in our Title I, Part A programs and request regular meetings via a posting in the Student-Parent Handbook.
 - d. Provide parents with the contact number for the school's Federal Programs Coordinator via a posting in the Student-Parent Handbook and/or website.
3. The School will coordinate and integrate parental engagement strategies in Part A with parental involvement strategies under the following other Federal, State, and local programs: School Improvement Grant, IDEA, Farm to School, NSLP, etc. (as applicable), by:
 - a. Including the Federal Programs Coordinator on the advisory boards of the programs above.
 - b. Including parents on the advisory boards of the programs above.
 - c. Coordinating all parent involvement activities with the parent groups
4. The CEO will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental

involvement, and revise, if necessary (and with the involvement of parents) its parental engagement policies. The evaluation will likely include an annual survey and/or roundtable discussion (i.e. focus group).

5. The School will build the school's and parent's capacity for strong parental engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

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

b. Activities will include training provided at grade level Parent Engagement meetings, workshops, communication with home, etc.

c. The school will provide materials and training to help parents work with their children to improve their children's academic achievement (such as literacy training), and using technology as appropriate to foster parental engagement. Examples of materials to be provided also include test preparation activities, summer enrichment activities, middle school and high school planning resources, etc.

d. The school, with the assistance of its parents, will educate its teachers, pupil services personnel, administration and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions and parents, and on how to implement and coordinate parent's programs and build ties between parents and schools by providing ongoing professional development.

e. The school will provide information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

f. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable in a language, the parents can understand. The annual home language survey will help facilitate this.

PART III. DISCRETIONARY PARENTAL ENGAGEMENT POLICY COMPONENTS

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

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

PARENT/GUARDIAN RIGHT TO KNOW

Dear Parents:

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

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

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

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

Thank you for your commitment to children!

Sincerely,

Sharlynnne Cloud

Sharlynnne Cloud (Chief Executive Officer)
Jacquelyn Y. Kelley Discovery Charter School

HOMELESS

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

Homeless is defined as:

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

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

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

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

McKinney-Vento Notification

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

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

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

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

If you are homeless or become homeless while your child is attending our school.

Please contact our LEA, Ms. Blake at [215-879-8182 Ext. 215](tel:215-879-8182)

No. 251 SECTION:

STUDENTS EXPERIENCING HOMELESSNESS

Authority

JYK Discovery Charter School (JYKDCS) recognizes the need to promptly identify students experiencing homelessness within the District, facilitate their immediate enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state laws and regulations.[1][2][3]

The JYKDCS shall ensure that students experiencing homelessness have equal access to the same educational programs and services provided to other district students.[1][2][3][4]

The JYKDCS authorizes the CEO to waive school policies and administrative procedures that create barriers to the identification, enrollment, attendance, transportation, school stability and success in school of students experiencing homelessness. [3]

It is the policy of the JYKDCS that no student shall be discriminated against, segregated or stigmatized based on his/her homeless status.[5][6]

Definitions

Enroll or enrollment - attending classes and participating fully in school activities.[7]

Students experiencing homelessness - individuals who lack a fixed, regular and adequate nighttime residence, and includes:[7][8]

1. Children and youths who are:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, other temporary locations due to lack of alternative adequate accommodations;
3. Living in emergency, transitional or domestic violence shelters; or
4. Abandoned in

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;

4. Migratory children who qualify as homeless because they are living in circumstances described above; and

5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin - the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. When the child or youth completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.[6]

Unaccompanied youth - a student experiencing homelessness not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.[7]

Delegation of Responsibility

The CEO shall designate the school counselor as the designee for students experiencing homelessness, who shall have the duties and responsibilities imposed by law and JYK DCS policy.[6]

The school's counselor shall work with the Pennsylvania Department of Education designated to ensure outreach and coordination with:[6]

1. Local social service agencies and other entities that provide services to students experiencing homelessness and their families.
2. Other LEAs on issues of prompt identification, transfer of records, transportation and other inter-district activities.

3. School staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.[9][10]
4. State and local housing agencies responsible for comprehensive housing affordability strategies.
5. Law enforcement agencies, juvenile and family courts, and providers of services and programs funded under the Runaway and Homeless Youth Act.

The school counselor shall ensure that public notice of the educational rights of students experiencing homelessness is disseminated in locations frequented by parents/guardians of students experiencing homelessness, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens.

Such notice shall be provided in a manner and form understandable to the parents/guardians of students experiencing homelessness, and unaccompanied youths.[6]

The school counselor shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[6]

The school counselor shall conduct an annual assessment of need in order to ensure that the school continues to provide optimal services and resources relevant to the regional context. The school counselor will engage in ongoing progress monitoring and evaluation to be conducted annually, at minimum, to ensure that the school's ECYEH program continues to meet the educational needs of students experiencing homelessness.

Mandatory Regulatory Procedures

The school counselor shall propagate Administrative Procedures enacting this policy including procedures for:

1. **Enrollment of Students**
2. **Best Interest Determination for Students**
3. **School Placement**
4. **Homeless Status Dispute Resolution**
5. **Comparable Services**

Education Records

Information about a student experiencing homelessness' living situation shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[16][17]

Uniforms

No school shall create uniform and dress requirements that create financial hardships for students and their families experiencing homelessness. Nor shall any student in a homeless situation receive disciplinary actions for not having a uniform due to financial hardship. Every effort must be made to protect the privacy of students in this situation. [26]

Transportation

The District shall provide transportation for students experiencing homelessness to their school of origin or the school they choose to attend within the school district.[1][6][20]

If the school of origin is outside District boundaries or students experiencing homelessness live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[6]

Legal References:

1. 24 P.S. 1306
2. 22 PA Code 11.18
3. 42 U.S.C. 11431 et seq
4. 34 CFR 299.19
5. 42 U.S.C. 11431
6. 42 U.S.C. 11432
7. 42 U.S.C. 11434a
8. 34 CFR 200.30
9. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
10. Pol. 113 - Special Education

11. Pol. 200 - Enrollment of Students
12. Pol. 201 - Admission of Students
13. Pol. 203 - Immunizations and Communicable Diseases
14. Pol. 204 - Attendance
15. Pol. 209 - Health Examinations/Screenings
16. Pol. 216 - Student Records
17. Pol. 113.4 - Confidentiality of Special Education Student Information
18. Pol. 206 - Assignment Within District
19. Pol. 146 - Student Services
20. Pol. 810 - Transportation
21. Pol. 808 - Food Services
22. Pol. 115 - Career and Technical Education
23. Pol. 918 - District-Wide Parent and Family Engagement
24. Pol. 138 - English as a Second Language/Bilingual Education Program
25. Pol. 114 - Gifted Education
26. Pol. 221- Dress and Grooming

Related Information:

22 PA Code 403.1
20 U.S.C. 1232g
20 U.S.C. 6301 et seq
34 CFR Part 99
67 Fed. Reg. 10698
PA Education for Homeless Children and Youth State Plan

Home and School Focus Group

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

Intent to Return Forms

Students currently enrolled must submit an **"Intent to Return Form"** , and the signed parental contract per the school calendar.

Parent Involvement

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

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

Parent/Teacher Communication

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

We will also communicate with parents through the following:

- scheduled parent/teacher conferences
- interim reports for students as necessary
- report cards

- school and class newsletters
- notes or telephone calls to parents
- parent association meetings
- school messaging system
- Emails
- School Website

Parent phone calls and email correspondence will be responded to within 48 hours. Requests for meetings with educational team members will also be responded to within 48 hours.

Parental/Guardian Conduct

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

Parent Location: Emergency Contact - Parental Custody

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

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

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

Parents/Visitors

Parents are allowed reasonable access to their child's classroom. Reasonable access does not allow for unrestricted access. To maintain a safe and secure environment for all children and to protect valuable instructional time, all visitors must report directly to the office. No one is permitted in the halls, in the lunchroom, in the classrooms, or in the playground without authorization from the office. Parents/visitors of Jacquelyn Y. Kelley Discovery Charter School are expected to abide by the rules and regulations that govern a safe and secure environment. Anyone found to be in violation of this policy can be refused admission to the school and/or can be escorted from the building by the appropriate legal authorities.

Parents/Visitors Log

Parents participating as volunteers in the classroom or who have made arrangements with the teacher to work in the classroom must first have the approval of the Principal. Parents will sign the Parents/Visitors Log in the main office each time they visit prior to going to the classroom. A visitor's pass must be obtained from the office before a parent or visitor enters a classroom. Child abuse and criminal background check are needed for anyone who volunteers on a consistent basis. Every volunteer should complete and keep on file a Volunteer Information Form that is kept in the main office.

Personal Property

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

Responsibility

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

Items Not Permitted

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

Students may not bring items to school for the purpose of selling to students or teachers. Personal I-Pads, computers, playing cards or the trading of baseball, basketball, Pokemon, bracelet/necklace, nail kits or similar materials on school property is not permitted.

Procedure to Handle Parental Problems/Conflicts

When conflict or problems arise, every attempt will be made to solve them satisfactorily according to the following process:

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

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

Enrollment

Pursuant to the PA Charter School Law, the School opens admission to all residents of Philadelphia by lottery or criteria. The lottery is computer-generated by the enrollment officer and overseen by the CEO. Applications are accepted beginning October 1st of each year through to the close of business on March 31st. Refer to the annual calendar in regards to the public lottery results.

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

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

Discovery Charter School Enrollment Policy

Entitlement to Education

Every child of the school age who is a resident of a Pennsylvania school district is entitled to a public school education. Discovery Charter School will exhaust all residential applicants before admitting non resident applicants. However, if a student transfers out of the district while enrolled he or she will remain entitled to education at Discovery Charter School. Discovery Charter School does not discriminate against any student as it relates to race or gender economic status or academic profile. In addition, a child's right to be admitted to Discovery Charter School may not be conditioned on the child's immigration status. Discovery Charter School will not inquire regarding the immigration status of a child as part of the admission process. Discovery Charter School does not discriminate in admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services, including students who have an intellectual disability. Any student who is enrolled through the said enrollment process is provided an exceptional education.

Timely Enrollment

Students enrolled prior to the beginning of the school year are enrolled and oriented by August of that school year. Any student enrolling following the start of the school year, shall be enrolled no later than 5 business days of application.

Free Appropriate Public Education (FAPE) is an educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Discovery Charter School offers FAPE to all students who are enrolled in the school. If a child with a disability (who had an IEP that was in effect in a previous public agency) transfers to Discovery Charter School, Discovery Charter School will provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until Discovery Charter School either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

REQUIRED ENROLLMENT DOCUMENTATION

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), school district resident, or any other person having charge or care of the child, Discovery Charter School requires that the following information be documented before enrolling the child and allowing the child to attend school.

1. Proof of the child's age

Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth. These are examples and not an exhaustive list.

2. Immunizations required by law

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

Exemption for Immunization:

(a) *Medical exemption.* Children need not be immunized if a physician or the physician's designee provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the child shall be immunized according to this subchapter.

(b) *Religious exemption.* Children need not be immunized if the parent, guardian or emancipated child objects in writing to the immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief.

3. Two Proofs of Residency

Flexibility may occur in verifying residency, and the enrollment office should consider what information is reasonable in light of the family's situation. Examples of acceptable documentation include: a deed, a lease, current utility bill, property tax bill, vehicle registration, driver's license, PENNDOT identification card and passport.

4. Parent Registration Statement

A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity. 24 P.S. §13-1304-A. A school may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement. However, if a student is currently expelled for a weapons offense, the school can provide the student with alternative education services during the period of expulsion. 24 P.S. § 13-1317.2(e.1) If the disciplinary record or sworn statement indicates the student has been expelled from a school in which he or she was previously enrolled, for reasons other than a weapons offense, it is recommended the school review the student's prior performance and school record to determine the services and supports to be provided upon enrollment in the district.

5. Home Language Survey

All students seeking first time enrollment in the school shall be given a home language survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

Requested Information:

As a part of Discovery Charter School's efforts to maintain a safe environment for students, the enrollment officer may request the following:

A copy of the parent/guardian's picture identification at the time of registration. This copy will be kept on file for the purposes of verifying the identification of persons who are authorized to escort the child to and from the school.

In addition, the school may ask for health or physical examination records, academic records, attendance records, Individualized Education Program, and other special education records so that the student can be placed in the appropriate grade level/classroom with the appropriate level of support.

Please note: Although schools may ask for any of this information, they may not require it as a condition of enrolling or admitting a child and they may not delay a child's enrollment or attendance until these documents are provided. The school may follow up with the parent/guardian for this information after the child has been enrolled in the school.

Please note: The JYK Discovery Charter School does not participate in the reclassification of students for the purpose of sports. Students that have successfully completed eighth grade curriculum and passed, will not be admitted to participate in sports the following school year.

Equal Opportunity

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

Sexual Harassment

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

Such acts may include, but are not limited to:

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

After a thorough investigation corrective action will be taken if warranted. Consequences imposed on the harasser may include but are not limited to, reprimand, suspension, or expulsion.

Staff members aware of sexual harassment activity occurring at JYK DCS have a duty to report it to the principal and may suffer sanctions if negligent.

MISCELLANEOUS

Asbestos Hazard Emergency Response Act

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

Billing: Trips and Extended Day Payments

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

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

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

Emergency Drills

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

Emergency School Closings

Most local radio stations, TV and cable TV stations broadcast school closing information beginning very early in the morning. In the event of inclement weather, Jacquelyn Y. Kelley Discovery Charter School will report delays and closings to Channel 6 and Fox 29 news. The information will also be posted to our school website. If the School District of Philadelphia opens late, Jacquelyn Y. Kelley Discovery Charter School will open late. However, Jacquelyn Y. Kelley Discovery Charter School reserves the right to close or conduct remote learning, or flexible instructional schedules regardless of decisions made by the School District of Philadelphia. **Jacquelyn Y. Kelley Discovery Charter School's assigned school closing number at KYW Radio and TV is 480.**

Fundraising

Raising money to support the instructional program of the Jacquelyn Y. Kelley Discovery Charter School is a necessary responsibility of the entire educational community. Money is used to also support classroom trips, chaperones, student uniforms, student emergencies, etc. Therefore, parents are expected to commit to supporting all of the fundraising efforts of the school to its greatest extent. Please feel free to offer any suggestions that would help us to meet the financial goals of the school. Personal, private, and corporate donations or contributions are accepted and always encouraged.

Parties/Celebrations

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

- Special events and holidays may be celebrated (grades K-2 only) with the approval of the CEO and/or Principal. Religious observances are not permitted in deference to the varied religious beliefs of our students.

- Due to religious beliefs, food allergies, and safety reasons, JYK DCS will no longer allow birthday celebrations in classrooms. As an alternative to honor a child's birthday, we suggest donating a new children's book to the class library. Contact the Principal for other suggestions.

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

Press Releases

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

Telephone Use

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

Title IX:

Please note that we follow all School District of Philadelphia Title IX relevant policies.

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