



Jacquelyn Y. Kelley Discovery Charter School



Family/Student Handbook

2026-2027



OUR MISSION STATEMENT

The mission of Jacquelyn Y. Kelley Discovery Charter School (JYKDCS) is to provide kindergarten through eighth-grade education to children in Philadelphia, Pennsylvania. The mission of JYKDCS 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. JYKDCS 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 Students and Families,

Welcome back to a new school year! I hope you had a restful and joyful summer and are returning with renewed energy, excitement, and anticipation for all that lies ahead.

The school leadership teams and I have spent the summer preparing for what I believe will be a truly remarkable year of learning, growth, and achievement. We are ready to challenge our students, support their individual needs, and create meaningful opportunities for every child to discover their strengths and reach their full potential.

This year, we will embrace rigorous learning, encourage curiosity, strengthen critical thinking, and challenge our students to stretch beyond what they think they can accomplish. We believe that our students are capable of great things, and we will hold high expectations while providing the support, encouragement, and resources they need to meet those expectations. However, we also know that our greatest success comes when we work **together**.

Our school is strongest when students, families, teachers, staff, and community partners come together with a shared commitment to student success. This year, we will continue building strong partnerships and creating opportunities for open communication, collaboration, and shared problem-solving. When we work together, we can achieve more—and our students benefit most from that collective effort.

To our students: **This is your year.** Be ready to learn, take risks, ask questions, make mistakes, and keep going. Believe in yourself, support one another, and never be afraid to challenge yourself. Your voice, your ideas, and your effort matter.

To our families: **Thank you for entrusting us with your children.** Your partnership is essential. We invite you to stay connected, ask questions, celebrate successes, and work alongside us when challenges arise. Together, we can create the conditions for every student to thrive.

To our incredible staff: **Thank you for the passion, dedication, and care** you bring to our students each day. I am excited about what we can accomplish together and proud of the work already underway to make this a year of purpose, progress, and possibility.

I am excited about the year ahead and all that we will accomplish as a school community. There is so much potential in our students, and I cannot wait to see them learn, grow, lead, and shine.

Educationally Yours,

Sharlynne Cloud, [M.S.Ed.](#), 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.

Andrew Grannum
Board Chair

Sharlynne Cloud, [M.S.Ed.](#) M.Ed
Chief Executive Officer

BOARD OF TRUSTEES

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HOURS OF OPERATION

Grades K-5

8:00am Student Arrival / 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 / School Begins

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. Parents/guardians of students who consistently arrive on the school grounds (including the playground*) before 7:45 am will be charged for morning care. Parents/guardians of students who are consistently not picked up by 3:30, will be charged for aftercare.

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

JACQUELYN Y. KELLEY DISCOVERY CHARTER SCHOOL CALENDAR

2026-2027

Total Days	
September	17 days
October	20 days
November	15 days
December	14 days
January	17 days
February	17 days
March	17 days
April	19 days
May	18 days
June	9 days

Marking Periods

Q1: 9/8-10/30
Q2: 11/2-1/15
Q3: 1/19-3/19
Q4: 3/22-6/11

Board Meetings

Monday, August 17, 2026
Monday, September 21, 2026
Monday, October 19, 2026
Monday, November 16, 2026
Monday, December 14, 2026
Monday, January 25, 2027
Monday, February 22, 2027
Monday, March 15, 2027
Monday, April 19, 2027
Monday, May 24, 2027
Monday, June 21, 2027

163 days/1141 hours

August 28th	New Family Orientation
September 7th	Labor Day (No School/Building Closed)
September 8th	First Day of School
September 17th	Back to School Night/Title I Fall Meeting (5-7pm)
October 1st	Staff Professional Development (No School for Students)
October 6th	Interim Reports Distributed
October 12th	Indigenous Peoples' Day (No School/Building Closed)
November 3rd	Election Day/Staff Professional Development (No School for Students)
November 5th	Evening Report Card Conferences 5-7PM (No Aftercare)
November 6th	Hybrid Report Card Conferences 8-3:45PM (No School for Students)
November 11th	Veteran's Day (No School/Building Closed)
November 25th-27th	Thanksgiving Break (No School/Building Closed)
December 9th	Interim Reports Distributed
December 17th	Winter Program for Families
December 18th	12pm Early Dismissal/No Aftercare
December 21st- January 1st	Winter Break (School Closed for Students)
January 4th	Staff Professional Development (No School for Students)
January 5th	Return to School
January 18th	Dr. Martin Luther King Jr. Day (No School/Building Closed)
January 27th	Hybrid Report Card Conferences 1-5PM (12pm Early Dismissal/No Aftercare)
January 28th	Hybrid Report Card Conferences 8-3:45PM (No School for Students)
February 3rd	Staff Professional Development (No School for Students)
February 15th-16th	President's Day/Mid-Winter Recess (No School/Building Closed)
February 23rd	Interim Reports Distributed
February 26th	Black History Program
March 8th	Staff Professional Development (No School for Students)
March 9th	Eid al-Fitr (No School/Building Closed)
March 11th	PSSA Family Night/Annual Spring Meeting
March 17th	Student Intent to Return Forms Distributed
March 25th	Student Intent to Return Forms Due (failure to return Intent to Return forms may result in loss of slot for following school year.)
March 25th	Report Card Conferences 1-6:30PM (12pm Early Dismissal/No Aftercare)
March 26th-April 2nd	Spring Break (School Closed)
April 14th	Staff Professional Development (No School for Students)
April 15th	School Enrollment Lottery
April 16th	Founder's Day
April 26th-April 30th	ELA PSSA Testing (Regular School Day)
May 4th	Interim Reports Distributed

May 3rd-May 7th	Math & Science PSSA Testing (Regular School Day)
May 7th	12pm Early Dismissal/No Aftercare
May 17th	Eid al-Adha (School Closed)
May 18th	Election Day/Professional Development (No School for Students)
May 31st	Memorial Day (No School/Building Closed)
June 4th	Kindergarten Move-Up (AM)/ (No Aftercare)
	Eighth Grade Promotion Ceremony (PM) (No Aftercare)
June 7th-11th	12pm Early Dismissal for All Grades/No Aftercare
June 11th	Last Day of School/Report Cards Distributed/Family Contracts Signed
June 18th	Juneteenth (Observed -School Building Closed)
June 14th-30th	Staff Professional Development (School Closed)

JYKDCS Student Technology, Digital Citizenship, and Acceptable Use Policy

Purpose

Jacquelyn Y. Kelley Discovery Charter School ("JYKDCS" or "the School") provides students with access to technology, digital resources, electronic communication tools, and the Internet to support teaching, learning, communication, collaboration, and preparation for responsible citizenship.

Use of School technology is a privilege and must be consistent with educational purposes, School policies, applicable laws, and standards of responsible digital citizenship.

This policy applies to all School-issued technology and School networks used on or off School property and before, during, or after school hours.

1. Scope and Definitions

For purposes of this policy, "technology" or "equipment" includes, but is not limited to:

- Chromebooks;
- laptops and computers;
- iPads and tablets;
- chargers, power cords, batteries, cases, bags, and covers;
- School networks and wireless systems;
- School-issued email accounts;
- applications, websites, learning management systems, cloud-storage platforms, and other digital resources provided or authorized by JYKDCS.

All School-issued equipment remains the property of JYKDCS and is provided to students solely as an educational resource.

Students may access School digital resources unless the School receives written notice from a parent or guardian requesting otherwise.

2. General Conditions of Use

Students must:

- use School technology primarily for educational and School-related purposes;
- comply with all applicable School policies and local, state, and federal laws;
- follow the same standards of respectful, responsible, and appropriate behavior online that are expected in person;
- follow teacher and staff directions concerning the use of technology;
- use only their assigned username, password, account, and device unless otherwise authorized;
- protect passwords and account information and never allow another student to use their credentials;
- immediately report technology, safety, security, or inappropriate-content concerns to a teacher, administrator, or designated staff member.

Students may not use School technology in a manner that disrupts instruction, compromises School operations, threatens another person, damages property, violates the rights of others, or interferes with School security.

3. School Ownership, Monitoring, and No Expectation of Privacy

All School-issued devices, accounts, networks, files, communications, and digital resources are subject to inspection, monitoring, review, and retention by JYKDCS.

Students should have no expectation of privacy when using School-owned technology, School networks, or School-issued accounts.

The School may:

- monitor Internet, email, messaging, application, and network activity;
- inspect School-issued devices;
- retain electronic records;
- require students to close applications or Internet sessions;
- restrict or terminate access to technology resources;
- confiscate School-issued equipment when reasonably necessary.

JYKDCS may conduct inspections of student devices at any time consistent with School procedures.

4. Internet Access and Filtering

JYKDCS provides Internet access for educational purposes and uses filtering and monitoring measures consistent with School policy and applicable federal requirements, including the Children's Internet Protection Act (CIPA).

Students may not:

- disable, avoid, bypass, or attempt to circumvent Internet filters, monitoring systems, network restrictions, or other security measures;
- use unauthorized networks to circumvent the JYKDCS network while at School;
- access sites, servers, files, accounts, or content for which they have not been authorized.

If a student believes an educational website has been improperly blocked, the student should notify a teacher or administrator rather than attempt to bypass the restriction.

The School does not guarantee continuous availability of its wireless network or other technology resources.

5. Digital Citizenship and Appropriate Conduct

Students must communicate online in a safe, respectful, courteous, and responsible manner.

Students may not use School technology to:

- bully, harass, threaten, intimidate, demean, impersonate, embarrass, or intentionally harm another person;
- send or distribute obscene, profane, pornographic, sexually explicit, threatening, discriminatory, or otherwise inappropriate material;
- participate in cyber-stalking or other harmful online conduct;
- spam or send inappropriate mass communications;
- use chat rooms, messaging platforms, or similar resources during instructional time unless authorized by a teacher;
- engage in conduct that violates any other JYKDCS policy or applicable law.

Cyberbullying involving JYKDCS students may result in disciplinary action when the conduct falls within the School's disciplinary authority, including circumstances in which off-campus conduct substantially affects students, the School environment, or School operations.

6. Personal Safety and Privacy

Students must exercise caution when communicating online.

Students should not disclose personal or confidential information without appropriate adult authorization, including:

- home addresses;
- telephone numbers;
- Social Security numbers;
- birthdays;
- financial information;
- passwords or account credentials;
- other personally identifying information.

Students should not arrange an in-person meeting with someone first encountered online without parent or guardian knowledge and permission.

Students who encounter messages, images, communications, or online activity that appear dangerous, threatening, inappropriate, or concerning must immediately notify a responsible adult.

Students must also protect the personal information and privacy of others.

7. Email, Collaboration, and Online Learning Platforms

School-issued email accounts, cloud-based programs, collaborative applications, and learning management systems are provided for educational and School-related communication.

Students must:

- communicate appropriately and respectfully;
- exercise caution when opening links, files, or messages from unknown or untrusted sources;
- avoid sharing personally identifying information;
- follow teacher instructions concerning permitted contacts, applications, and platforms.

School email, messaging, posts, chats, shared documents, and other electronic communications may be monitored and retained.

8. Copyright, Plagiarism, and Academic Integrity

Students must comply with copyright laws, software licensing requirements, fair-use principles, and applicable intellectual-property requirements.

Students must:

- properly credit sources used in assignments and research;
- avoid copying words, images, or other content without appropriate attribution;
- not claim another person's work as their own;

- follow School academic-integrity requirements concerning plagiarism and unauthorized assistance.

The use of artificial intelligence or other digital assistance must comply with School and teacher requirements governing academic work. Unauthorized use may result in academic or disciplinary consequences.

9. Security and Prohibited Technical Activity

Students must take reasonable precautions to protect School technology and networks.

Students may not:

- gain or attempt to gain unauthorized access to another person's account, files, data, device, network, website, or server;
- hack or attempt to defeat School security measures;
- create, upload, install, distribute, or transmit viruses, malware, malicious software, or other harmful computer code;
- intentionally damage, alter, delete, or destroy School hardware, software, files, or data;
- install or download unauthorized applications, programs, or software;
- engage in electronic forgery, fraud, illegal commercial activity, or other unlawful conduct using School technology.

Students who believe a device may contain a virus or other security threat must immediately notify School staff or the Technology Department and must not attempt to repair the security issue independently by downloading unauthorized software.

10. Care and Responsibility for School-Issued Equipment

Students are responsible for exercising reasonable care of School-issued technology.

Students must:

- keep equipment secure and in good condition;
- know the location of their assigned device;
- bring required devices to School as directed;
- maintain an adequately charged battery when required for instruction;
- not leave devices unattended;
- not lend or transfer assigned equipment to another student;
- not use another student's assigned device without authorization;
- promptly report loss, theft, malfunction, or damage.

Damage should be reported as soon as reasonably possible and no later than the next school day.

Parents or guardians may be held financially responsible for repair or replacement of lost or damaged School-issued equipment in accordance with School policy and applicable law.

JYKDCS reserves the right to retrieve or confiscate School-issued equipment when necessary.

11. Malfunctioning Equipment and Student Work

Students are responsible for appropriately saving and backing up their academic work.

A device malfunction does not automatically excuse a student from completing or submitting required assignments when reasonable alternatives are available.

Students should save work through School-approved cloud-storage systems or other methods authorized by their teachers.

When a School-issued device is not functioning properly, students should promptly notify appropriate School personnel.

12. Photos, Videos, Audio, Music, and Recording

School technology is intended for educational purposes.

Students may not photograph, video record, audio record, or otherwise record individuals or activities on School premises unless specifically authorized by a teacher or administrator for an educational or School-approved purpose.

Device sound must remain muted during instructional activities unless a teacher authorizes sound for an educational purpose.

Music may be used only with teacher permission. Content must be appropriate for the School environment.

Headphones may not be used during testing unless specifically authorized as an accommodation or for an approved instructional purpose.

13. Gaming and Entertainment

Students may not access gaming applications, gaming websites, entertainment content, or other non-instructional digital activities during instructional time unless specifically authorized by a teacher for an educational purpose.

14. Printing

Students must comply with current School procedures regarding printing.

When campus printing from student devices is unavailable, students are responsible for using alternative methods directed by their teacher.

15. E-Learning and Remote Instruction

When remote or e-learning instruction is required, JYKDCS may provide students with appropriate technology devices for educational use.

The School does not guarantee or assume responsibility for providing Internet service within a student's home. School personnel may provide families with information regarding available Internet-access resources when feasible.

Students participating in remote instruction remain subject to this policy and all other applicable School rules.

Teachers may communicate with students through School-approved methods, including virtual meetings, email, learning management systems, and other authorized educational platforms.

Students are expected to follow their assigned instructional schedules and participation requirements.

16. Parent/Guardian Responsibilities

Parents and guardians are encouraged to:

- discuss safe and responsible technology use with their children;
- reinforce School expectations regarding digital citizenship and Internet safety;
- supervise student technology use at home as appropriate;
- safeguard School-issued equipment;
- promptly report lost, stolen, or damaged School property;
- use available parental controls and device settings when appropriate.

Parents and guardians should treat Internet use with the same level of supervision and guidance provided for other forms of media and communication.

17. Examples of Prohibited Use

Prohibited conduct includes, but is not limited to:

- accessing another person's account, device, files, or data without authorization;
- using School resources for unauthorized financial or commercial gain;
- fraud, forgery, or other illegal activity;
- vandalizing hardware, software, networks, or data;
- accessing or distributing obscene, pornographic, sexually explicit, threatening, offensive, or inappropriate material;
- bypassing School filtering, monitoring, or network protections;
- unauthorized gaming or messaging during instructional time;
- unauthorized downloading or installation of applications or copyrighted materials;
- seeking inappropriate content;
- cyberbullying, harassment, threats, or intimidation;
- unauthorized sharing of sexually explicit photographs or material;
- accessing sites that distribute student assignments, papers, or other materials for the purpose of academic dishonesty;
- attempting to hack or gain unauthorized access to systems, servers, sites, or content;
- using School technology for unlawful purposes.

This list is illustrative and is not intended to identify every possible form of inappropriate technology use.

18. Violations and Disciplinary Consequences

Violation of this policy may result in one or more consequences consistent with the JYKDCS Student Code of Conduct and other applicable School policies.

Consequences may include:

- restriction or suspension of technology privileges;
- revocation of network or account access;
- confiscation of School-issued equipment;
- parent/guardian conferences;
- academic consequences where appropriate;
- disciplinary action;
- financial responsibility for damage or loss where permitted by School policy and law;
- referral to law enforcement or other authorities when required or appropriate.

JYKDCS may immediately restrict access to School technology when necessary to protect students, staff, School property, technology systems, or network security.

19. 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.

20. 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.

21. 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.

22. 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 and during academic programming after school at Jacquelyn Y. Kelley Discovery Charter School.

At 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.

23. Student and Parent/Guardian Acknowledgment

Students and parents or guardians are responsible for reviewing and complying with this policy and any related technology agreements issued by JYKDCS.

Use of School technology constitutes acknowledgment that School technology is provided for educational purposes, remains subject to School supervision and monitoring, and must be used in compliance with JYKDCS policies and applicable law.

JYKDCS may revise this policy as necessary to address changes in technology, educational practices, legal requirements, safety needs, or school operations.

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.

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 JYKDCS 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 JYKDCS 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/Academic Director 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/Academic Director
- 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/Academic

Director, 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/Academic Director of the school shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements in *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 school'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/academic director. 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/academic director'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
- JYKDCS is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- The JYKDCS 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/Academic Director or another member of leadership staff will interview all parties involved.
- The Principal/Academic Director 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/Academic Director 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/academic director 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 DCS logo oxford shirt, tie, gray uniform pants or gray uniform skirt.

***The following items are prohibited for middle school students: Lower school cardigan sweaters and polos.**

Primary Students (Grades K-5)

Official School Uniform: Gray uniform pants or jumper, navy DCS logo polo shirt

***When weather dictates, the JYKDCS cardigan may be worn by all K-5 students. Middle school students wear blazers.**

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 or gray for all students across grades K-8. Students should wear gray bottoms.

Gym Uniform for all students: Navy sweatpants with a navy JYKDCS tee shirt. Any other color sweat pants are prohibited. Gym uniforms can only be worn on gym days. Tights and yoga pants are not acceptable gym wear. 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.

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.

e. 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."

f. 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.

g. 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.

h. 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 JYKDCS 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/academic director.
- 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

- Parking is not allowed in the bus lanes. Buses should arrive close to 8:00 am. Students will be directed into the building by support staff.
 - Cars dropping off students must enter the parent circle and drop off students near the lobby door. Parents are not permitted to stop in the circle and walk students to the door. Please follow this procedure:
 - Pull up
 - Drop off
 - Pull off
- **If this procedure is not followed, JYK Discovery Charter School reserves the right to restrict use of the parking lot.**
- Parents must drop off students at the lobby/kindergarten entrance. (Driving to the back of the parking lot is prohibited)
 - Parent parking within the lot is prohibited from 7:30 am -8:30 am. (Pull into a guest parking space for emergencies)
 - Entrances: Grades K-3 will enter the “Kindergarten Entrance”. Grades 4-8 will enter the main lobby.
-
- **Students will not be permitted into the school after 10:00 am without a doctor’s note.**

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. Elementary students will return back into the building at 3:30 pm.

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) **No school personnel other than the main office is permitted to dismiss a student early.**

- 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 may 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 or unavailable school bus service 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, JYKDCS 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/Academic Director, 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.

Important Notice: State Compulsory Attendance Laws and Attendance Expectations

Dear Parents and Guardians,

Under Pennsylvania State law and JYK Discovery Charter School policy, all school-aged children are required to attend school regularly and punctually. As part of our annual legal notice obligations, this communication outlines compulsory attendance requirements, the legal definition of chronic absenteeism, and the critical academic impacts of missing school. **Academic Retention Warning: A total of 25 unexcused (unlawful) absences will result in retention.**

Key Legal Definitions & Misconceptions

- **Chronic Absenteeism Defined:** A student is considered chronically absent if they miss 10% or more of school days within an academic year **for any reason**.
- **Excused vs. Unexcused Absences:** A common misconception is that excused (lawful) absences do not count toward chronic absenteeism. State attendance monitoring tracks **total missed instructional days**, regardless of whether an absence is marked excused (lawful) or unexcused (unlawful).
- **Academic Loss:** When students miss school, they miss direct instruction on key foundational concepts. Catching up on missed work at home **cannot replace classroom engagement, teacher guidance, and peer interactions.**

Parental Legal Responsibility

Parents and legal guardians are legally required to ensure their child’s regular attendance. Unexcused or excessive absences can trigger formal truancy proceedings, mandatory parent-district intervention conferences, in-home visits, and reporting to state education authorities as governed by state statute.

If your family is experiencing barriers to attendance, please contact our school attendance specialist, guidance counselor, or school nurse immediately so we can work together to provide support.

Sincerely,

Mr. Hunter, Academic Director
Ms. Cloud, Chief Executive Officer

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 JYKDCS 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 a 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 within 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 within 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 enrollment 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/academic director, 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

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 in 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

Criteria for reclassification and timeline to proficiency:

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS, and gathered by teachers using standardized language use inventories. The PDE *Reclassification Language Use Inventories* is utilized.

Using the following system, the ACCESS score and points from the language use inventories together are used to determine if the student is eligible to be reclassified.

The sample PDE *Reclassification Cover Sheet* will be utilized and two language use inventories must be completed. The ESL teacher will 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 (*4.5 Overall Composite Proficiency Level*). Once ACCESS scores are released, points from the rubrics are used to determine if students are eligible to be reclassified.

IMPORTANT: Once ACCESS scores are released, rubric scores may **not** be changed. The PDE *Reclassification Scoring Rubric* will be utilized.

NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year.

Students are NOT eligible for reclassification unless they achieve an overall composite proficiency level score of 4.5 or

higher. There are no exceptions.

The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year.

Each language use inventory produces a single score, and the sum of the two inventories is used to determine if the student meets the minimum threshold for reclassification based on their ACCESS score (see the “threshold for reclassification” below).

The following tables display the points possible from the language use inventories:

Language Use Inventories		Initial	Transitional	Independent
ESL Teacher	Listening	0	0.5	1
	Reading	0	0.5	1
	Speaking	0	0.5	1
	Writing	0	0.5	1

Language Use Inventories		Initial	Transitional	Independent
Content Teacher	Listening	0	0.5	1
	Reading	0	0.5	1
	Speaking	0	0.5	1
	Writing	0	0.5	1

Total possible points from both inventories 8

Threshold for reclassification

Students with lower qualifying ACCESS scores (4.5–4.8) must demonstrate stronger and more consistent *Independent* language use in the classroom to support reclassification. As ACCESS scores increase, fewer rubric-based confirmations are required. This approach ensures that reclassification decisions reflect both standardized assessment data and observable language performance, with additional scrutiny applied to students whose ACCESS scores are closer to the eligibility threshold.

ACCESS Proficiency Level Score	Minimum combined language use inventory score	NOTE: Students who do not achieve an overall composite proficiency level of 4.5 or higher are NOT eligible for reclassification. There are no exceptions.
4.5 – 4.8	At least 7.0 points	
4.9 – 5.2	At least 6.0 points	
>5.2	At least 5.0 points	

When a student achieves the minimum reclassification scores, they *should* be reclassified. However, if there is compelling, documented evidence indicating that a student should remain identified as an English Learner despite exceeding the cutoff, and this evidence is maintained alongside the ACCESS score report and language use inventory, the student’s EL status may be retained.

ELs with Disabilities taking the ACCESS

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP at the time of the reclassification decision (it is not necessary for the student to have had an IEP for the duration of their enrollment in the LIEP), **AND**

2. The student has been continuously enrolled in the LIEP for at least **four** years, AND
3. The student's overall composite SCALE SCORE* on the ACCESS has not increased by more than 10% between any two years **or** total over the three most recent testing cycles (the current year and the two preceding years), **AND**
4. The school has documented evidence** that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

* For students who cannot complete all four domains of the test as a direct documented result of their disability, the state has adopted a method for calculating an overall composite score with fewer than all four domains. LEAs may use the overall composite score calculation tool (for ELs with disabilities) linked below. This tool has been updated using the concordance tables from WIDA to allow the use of 2026 scale scores. For students who take the Alternate ACCESS, use the PDE “Less Than Four Domains Calculator”.

his tool may **only** be used for students who have IEPs and documented disabilities that prevent them from participating in up to two domains of the ACCESS or Alternate ACCESS.

** Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

Calculating percent difference between ACCESS scores

To calculate the percent difference between scores, use the following formula:

$$\Delta \text{ OCSS} / \text{OCSS1} (100) = \% \text{ change}$$

Where,

$\Delta \text{ OCSS}$ is the difference between the overall composite scale score from one year to the next, and

OCSS1 is the overall composite scale score from the first of the two years being compared.

For example, the percent difference between a score of 250 and 268 is $(18/250) \times 100$, which is 7.2%.

Remember, calculations must be made for *year 1 and year 2, year 2 and year 3, AND year 1 and year 3 to determine eligibility.*

Year 1 is the score from two years prior to the current year; year 2 is the score from the previous year; and year 3 is the score from the current year.

A student is only eligible for reclassification when the gain is less than 10% for each of the three calculations. In other words, the change between year 1 and year 2, year 2 and year 3, and year 1 and year 3 must all be less than 10%.

You may also use the [ACCESS score eligibility calculation tool for ELs with disabilities](#) to determine if the student’s ACCESS growth makes them eligible for reclassification. This tool will make each of the calculations based on the student’s scores, determine reclassification eligibility for each calculation, and determine overall eligibility. This tool has been updated to compare the 2026 scale score to previous years using concordance tables provided by WIDA. **DO NOT USE OLD VERSIONS OF THIS TOOL.**

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/liaisons)

- Any related service providers who work with the student

A single team member may fill more than one of the roles identified above.

Also, the team members are not required to meet in-person at the same time, although that is ideal. As long as input from each team member is collected and considered and they are able to answer the questions below, then any format or process is acceptable.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments that special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability (e.g., the student has a disability that affects their oral language, and the depressed oral language score is preventing them from achieving an overall composite proficiency level of 4.5)?

If the answer to any of these questions is 'no', then there may be insufficient evidence to recommend reclassification because the student may benefit from continued participation in the LIEP. In this case, the team must carefully consider allowing the student to remain in the LIEP until the answer to all of the above questions is 'yes' (i.e., at least one more school year).

The PDE “*Sample Reclassification Cover Sheet for ELs with Disabilities*” will be utilized. The form should be filed with the student's permanent record either electronically or in hard-copy.

ELs with Disabilities (taking the Alternate ACCESS)

ELs who are eligible for and take the Alternate ACCESS may be considered for reclassification when:

1. They achieve an **overall composite proficiency level score of at least 4** on the Alternate ACCESS;
2. The district has documented evidence that appropriate and adequate language supports have been systematically provided by a licensed ESL teacher or a licensed teacher working with an ESL teacher for the duration of the student's enrollment in their LIEP; and
3. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

* Some ELs with disabilities may not be able to participate in all four domains of the Alternate ACCESS. For ELs whose disabilities prevent them completing all four domains of the test and who are being considered for reclassification under the criteria

for students with disabilities, the state has adopted a method for calculating an overall composite proficiency level with fewer than all four domains linked below. This tool should only be used for students who take the Alternate ACCESS. The PDE “Less Than Four Domain Calculation Tool” will be utilized.

A reclassification cover sheet is not required for English learners who take the Alternate ACCESS, as reclassification decisions for these students are made through an IEP team meeting and are documented within that process.

Although language use inventories are not required for English learners with disabilities as part of the reclassification process, educators are encouraged to complete them if possible and when appropriate. Doing so provides documentation of the student’s language proficiency at the time of reclassification and may serve as a useful reference for future decision-making.

Monitoring of former ELs

Active Monitoring Period – first two years after reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students’ progress and achievement in the general academic program delivered without specialized planned language supports.

Regular monitoring of student progress in all core academic classes and periodic feedback from core academic teachers will take place throughout the school year—frequent enough to ensure that any academic concerns are identified early, before a student falls significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs 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 the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must 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.

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/Academic Directors 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 provided 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	Language Focus: Students should gain proficiency in both their native language and English with at least some instruction provided in the native language. Class Composition: ELs share the same native language
Mixed Bilingual	Language Focus: Approximately equal focus to English and a partner language, including content instruction in the partner language Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific Transitional Instruction	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 Class Composition: ELs only
Mixed Classes with Native Language Support	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. Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific English-only Instruction	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 Class Composition: ELs only
Mixed Classes with English-only Support	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. Class Composition: ELs and non-ELs are placed together in the same classroom

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:

1. 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

Independent Educational Evaluation Policy

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

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

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

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

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

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

1. The parents should submit a written request for an IEE to the Special Education Director at The Jacquelyn Y. Kelley Discovery Charter School. They may include in such 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.

INTENSIVE INTERAGENCY SUPPORT POLICY

I. Purpose

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

II. Definitions

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

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

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

COMPENSATORY EDUCATION: Services designed to compensate the student for any delay and/or loss of instruction experienced while awaiting appropriate services for more than 30 days. These services must be designed by the IEP team and may take the form of services beyond normal school days or hours, extra in-school services extended eligibility for services (e.g., beyond age 21), or any other agreement that the IEP team determines to be reasonable compensation for the delay that the student experienced. If the student was 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/academic director 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 JYKDCS school curriculum (est. @ \$3400-\$5000 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 JYKDCS students. Chaperones should bring all disciplinary concerns to the attention of a JYKDCS 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 JYKDCS 72 hours before my child is scheduled to attend a daytime field experience gives JYKDCS 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 JYKDCS 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 JYKDCS 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/Academic Director (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 JYKDCS.

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.

Lunch and Food Heating Policy

JYK Discovery Charter School (JYKDCS) is committed to providing a safe, orderly, and efficient lunch environment for all students.

For the safety of students and staff, **students are not permitted to use microwaves, hot plates, electric kettles, or any other appliance or equipment to heat, cook, or prepare food during the school day.** Students may not bring food items that require heating or the use of hot water, including cup noodles, instant noodles, frozen meals, or similar products.

This policy is necessary to reduce the risk of **burns, spills, scalding, and other injuries** that may occur when students handle hot food, boiling water, or heated containers. Additionally, the limited amount of time available during the lunch period does not allow for the safe and equitable use of heating equipment by students without creating delays or congestion in the cafeteria or designated lunch area.

Parents and guardians are asked to provide students with **ready-to-eat meals and snacks that do not require heating, cooking, or hot water.**

School staff may assist students with their lunches as appropriate; however, staff assistance does not include heating or cooking food brought from home.

JYKDCS appreciates the cooperation of students and families in following this policy and helping maintain a safe, efficient, and positive lunch environment for everyone.

Outside Food:

Food deliveries from third party vendors are prohibited. This includes Uber eats, Grub Hub, Door Dash, etc. The school cannot be held responsible for services contracted with outside food services/providers.

Dropping Off Student Lunch:

The school lunch drop off time ends at 10:00 am daily. Lunches dropped off after 10:00 am will not be accepted.

246. SCHOOL WELLNESS

1. Purpose: Jacquelyn Y. Kelley Discovery Charter School recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, 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

7 CFR

Sec. 210.31

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

- 1. A comprehensive nutrition program consistent with federal and state requirements.**
- 2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.**

3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 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.

246. SCHOOL WELLNESS - Pg. 2

3. Delegation of Responsibility:

42 U.S.C.

Sec. 1758b

7 CFR

Sec. 210.31

The Food Service Manager or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.

7 CFR

Sec. 210.31

Each building principal or designee shall annually report to the Food Service Manager or designee regarding compliance in his/her school. Staff members responsible for programs related to school wellness shall report to the Food Service Manager or designee regarding the status of such programs.

{ } The Food Service Manager or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

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

{ x } Evaluation of food services program.

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

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

{ x } Recommendations for policy and/or program revisions.

{ 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

7 CFR

Sec. 210.31

The Food Service Manager or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

1. The extent to which each district school is in compliance with law and policies related to school wellness.

2. The extent to which this policy compares to model wellness policies.

3. A description of the progress made by the district in attaining the goals of this policy.

7 CFR

Sec. 210.31

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.

**42 U.S.C.
Sec. 1758b
7 CFR
Sec. 210.31**

The district shall annually inform and update the public, including parents/guardians, students and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.

**4. Guidelines Recordkeeping
7 CFR
Sec. 210.15, 210.31**

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:

- 1. The written School Wellness policy.**
- 2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.**
- 3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.**
- 4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.**

246. SCHOOL WELLNESS

Wellness Committee

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

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

**7 CFR
Sec. 210.31**

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 School Wellness policy that complies with law to recommend to the Board for adoption. The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical

activity and other school based activities that promote student wellness as part of the policy development and revision process.

☒ Advisory Health Council

SC 1422 ☒ An Advisory Health Council may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs.

☒ The Advisory Health Council may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.

☒ The Advisory Health Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

☒ The Advisory Health Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

☒ The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

SC 1422 Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law.

Nutrition Education

SC 1513

Pol. 102, 105

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.

☒ Nutrition education in the district shall teach, model, encourage and support healthy eating by 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.

☒ Nutrition education lessons and activities shall be age-appropriate.

☒ Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.

Pol. 808 ☒ The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

☒ District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

246. SCHOOL WELLNESS

☒ Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

- { x } Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.**
- { x } District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.**

Physical Activity

- { x } District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.**
- { x } Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, 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.**
- { x } A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.**
- { x } Physical activity breaks shall be provided for students during classroom hours.**

246. SCHOOL WELLNESS

- {x } Physical activity shall not be used or withheld as a form of punishment.**
- { x } Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.**

Physical Education

SC 1512.1

Pol. 102, 105

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.

- { x } Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.**
- { 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.**
- { x } Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.**
- { x } Safe and adequate equipment, facilities and resources shall be provided for physical education courses.**
- {x } Physical education shall be taught by certified health and physical education teachers.**

246. SCHOOL WELLNESS

- { x } Appropriate professional development shall be provided for physical education staff.**
- { x } Physical education classes shall have a teacher-student ratio comparable to those of other courses for safe and effective instruction.**
- { x } Physical activity shall not be used or withheld solely as a form of punishment.**
- { } _____ other.**

Other School Based Activities

7 CFR
Sec. 210.10, 220.8
SC 701, 742
42 U.S.C.
Sec. 1751 et seq,
1773
7 CFR
Sec 210.30
Pol. 808

Safe 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. Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

- ☒ District schools shall provide adequate space, as defined by the district, for eating and serving school meals.
- ☒ Students shall be provided a clean and safe meal environment.
- ☒ Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.
- ☒ District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, “grab & go breakfast” and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

7 CFR
Sec. 210.10

- ☒ Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.
- ☒ Students shall have access to hand washing or sanitizing before meals and snacks.

246. SCHOOL WELLNESS

- ☒ 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, such as taste testing and surveys.
- ☐ The district shall provide appropriate training to all staff on the components of the School Wellness policy.
- ☒ Goals of the School Wellness policy shall be considered in planning all school based activities.
- ☒ The district shall maintain a healthy school environment, to optimize conditions for learning and minimize potential health risks to students, in accordance with the district’s school environmental health program and applicable laws and regulations.

Nutrition Guidelines for All Foods/Beverages at School

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

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

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

246. SCHOOL WELLNESS

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

Competitive Foods –

**7 CFR
Sec. 210.11,
220.12,
210.31**

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers. Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

**7 CFR
Sec. 210.11, 210.31**

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.

**7 CFR
Sec. 210.11, 210.31**

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

**7 CFR
Sec. 210.11**

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

Fundraiser Exemptions –

Pol. 229 Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.

**7 CFR
Sec. 210.11**

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards. The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods –

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

1. Rewards and Incentives:

{ x } Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).

2. Classroom Parties and Celebrations:

{ x } Only non-food based parties and celebrations shall occur on the school campus during the school day in district schools.

{ x } Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.

246. SCHOOL WELLNESS

3. Shared Classroom Snacks:

{ x } Shared classroom snacks are not permitted in district schools.

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

Marketing/Contracting –

**7 CFR
Sec. 210.11,
210.31**

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.

SC 504.1 Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

Management of Food Allergies in District Schools

Pol. 209.1 The district shall establish Board policy and administrative regulations to address food allergy management in district schools 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.**

Safe Routes to School

{ } The district shall assess and, to the extent p

{ x } The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

{ x } District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.

References:

School Code – 24 P.S. Sec. 504.1, 701, 742, 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 – 102, 103, 103.1, 105, 209.1, 229, 808

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TITLE “1” INFORMATION

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

JYKDCS 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 **JYKDCS** 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 **JYKDCS** 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 **JYKDCS** Parent Involvement Policy and a welcome letter located in the Parent/Student Handbook.
- Opportunities for parental involvement in the **JYKDCS** 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 **JYKDCS** 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 **JYKDCS** 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!

**JYK Discovery Charter School
School-Parent Compact 2026-2027**

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.



Title I Parental Engagement Policy 2026-2027

(reviewed August 2025)

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.
- engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy with the use of the 1% set-aside of funds, when applicable

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,

Sharlynn Cloud

Sharlynn Cloud, [M.S.Ed](#), [M.Ed](#)

(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 JYKDCS 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 JYKDCS 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/academic director, 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/Academic Director 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. One Proof 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 JYKDCS have a duty to report it to the principal/academic director 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/Academic Director. Religious observances are not permitted in deference to the varied religious beliefs of our students.

- Due to religious beliefs, food allergies, and safety reasons, JYKDCS 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/Academic Director 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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