

# NATIONAL STUDENT CLEARINGHOUSE<sup>®</sup>

StudentTracker<sup>SM</sup> for High Schools  
Aggregate Report

Prepared for  
FREIRE CHARTER SCHOOL  
ACT Code: 393313

FREIRE CHARTER SCHOOL

Report Run Date: 11/18/2013 08:09 AM

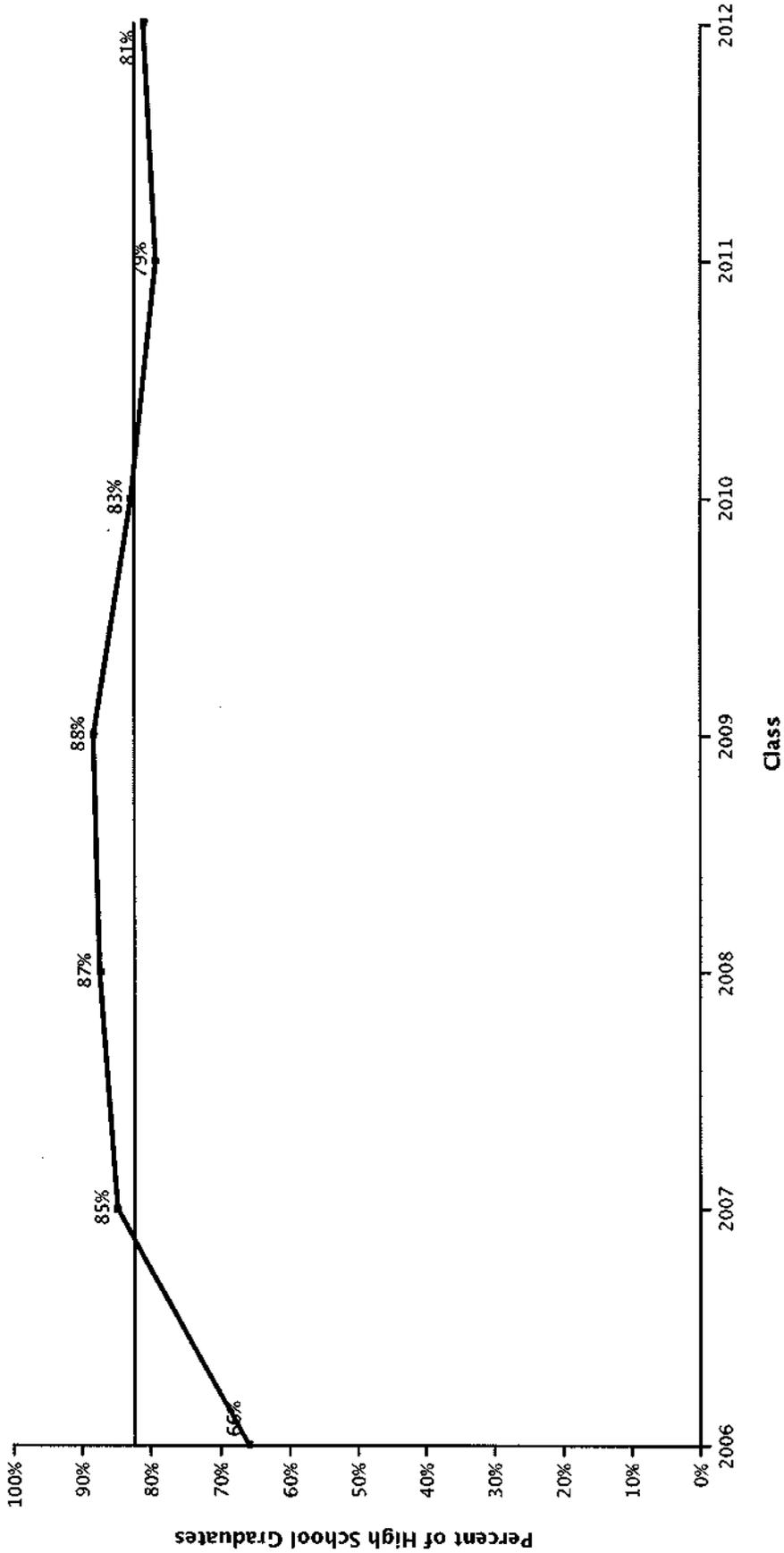
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# Percent of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = November 14, 2013



■ All Institutions

AVG = 82%

FREIRE CHARTER SCHOOL

Report Run Date: 11/18/2013 08:09 AM

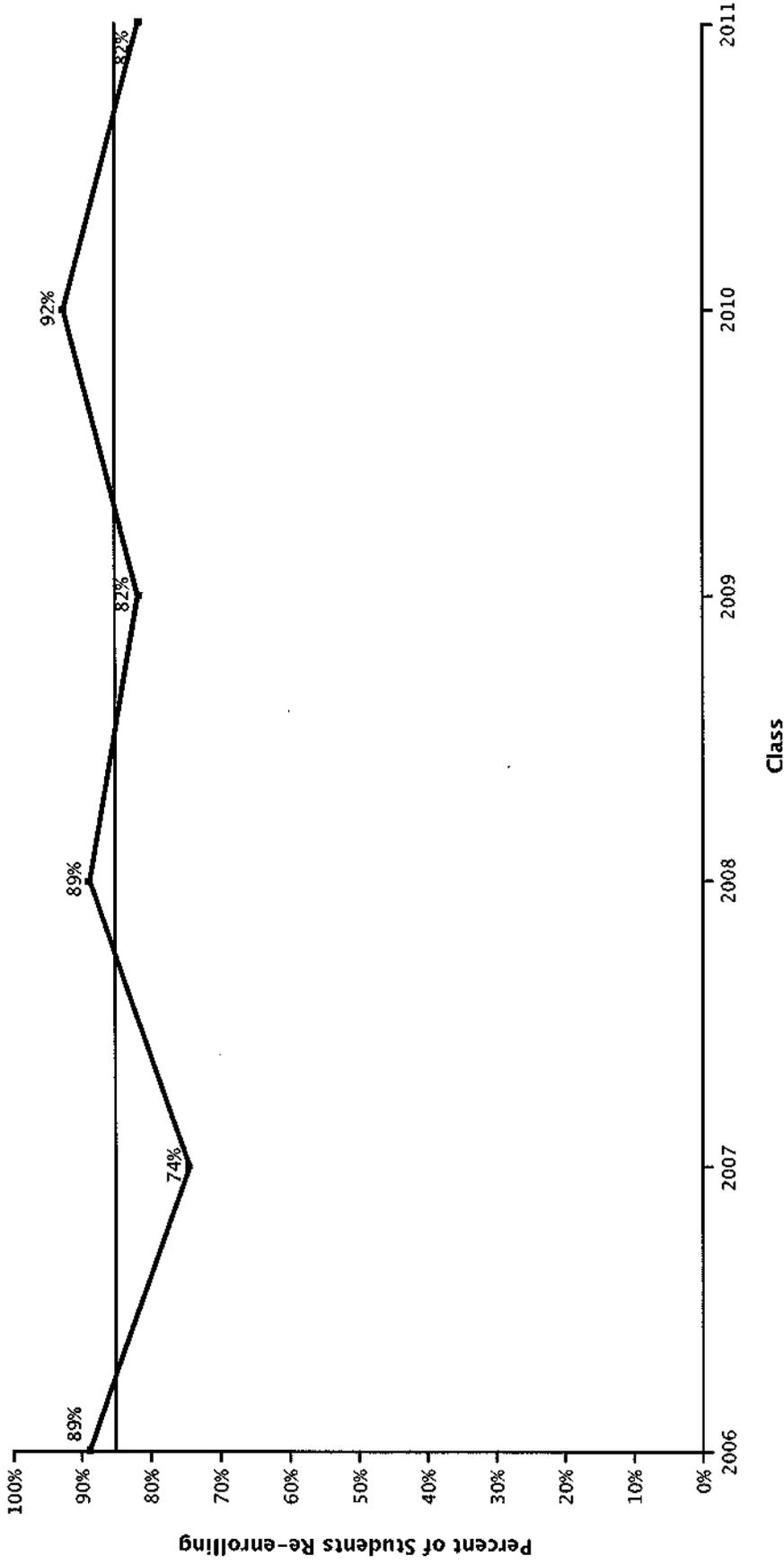
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# Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Effective Date = November 14, 2013



■ All Institutions

AVG = 85%

FREIRE CHARTER SCHOOL

Report Run Date: 11/18/2013 08:09 AM

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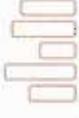
**STRATEGIC DATA PROJECT**

# **Strategic Data Project College-Going Diagnostic**

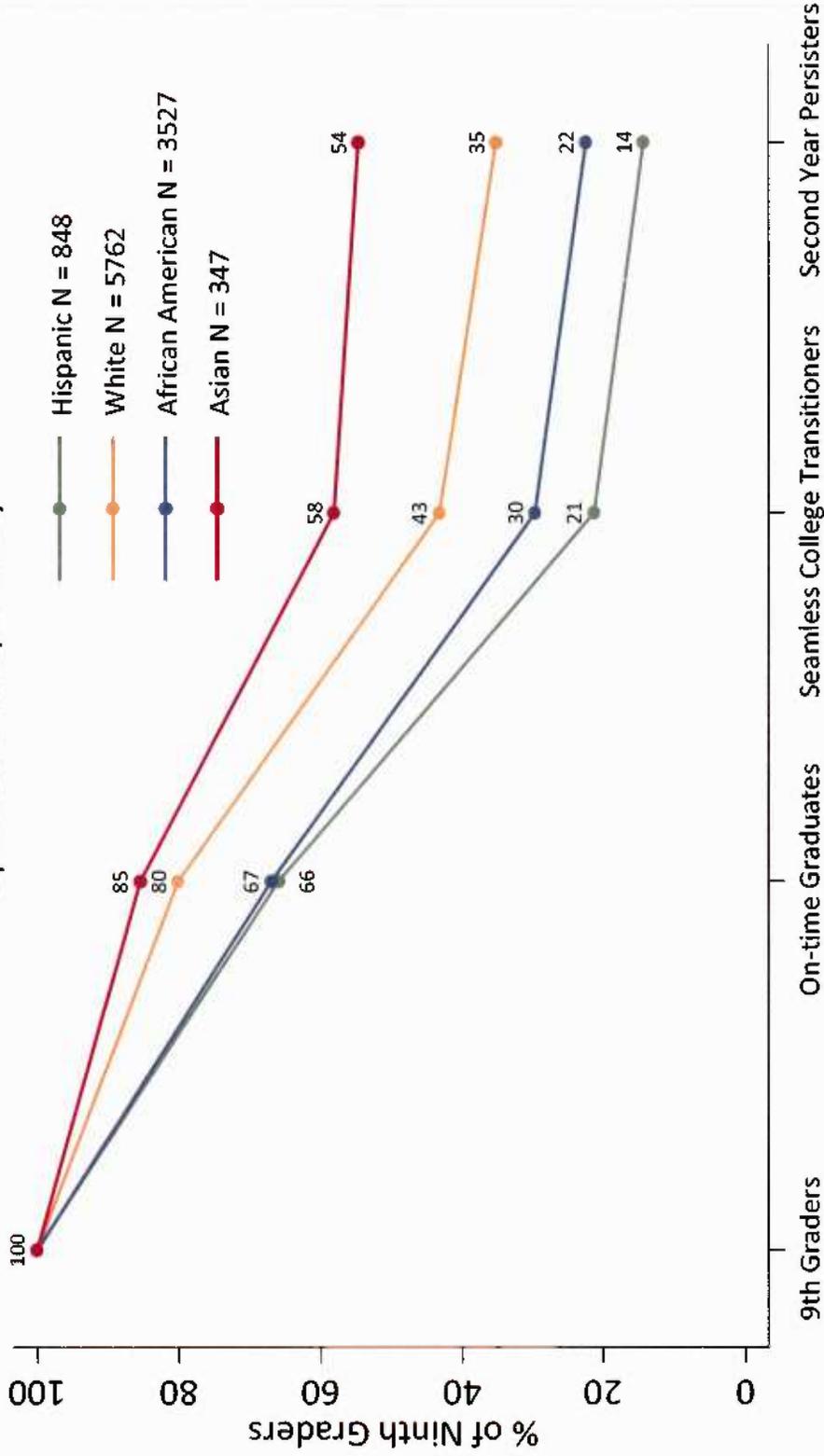
Presentation to the State of Delaware

[www.gse.harvard.edu/sdp/](http://www.gse.harvard.edu/sdp/)

Center for Education Policy Research | July 16, 2013



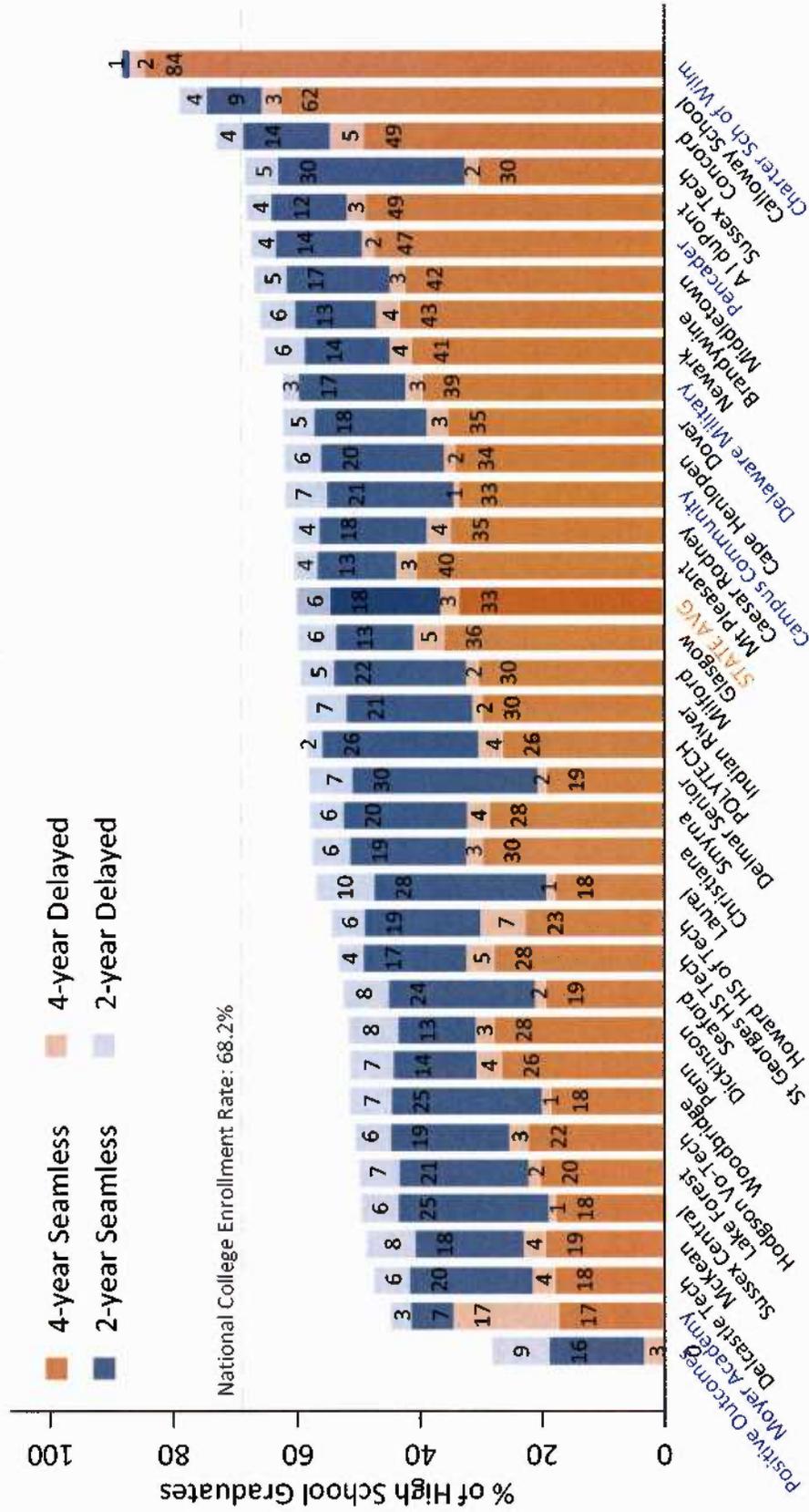
### Student Progression from 9th Grade into College By Student Race/Ethnicity



Sample: 2006-07 first-time ninth graders. Results shown only for comprehensive, vocational, magnet, and charter schools. Post-secondary enrollment outcomes from NSC matched records. All other data from state administrative records.



### College Enrollment by High School Seamless and Delayed Enrollers

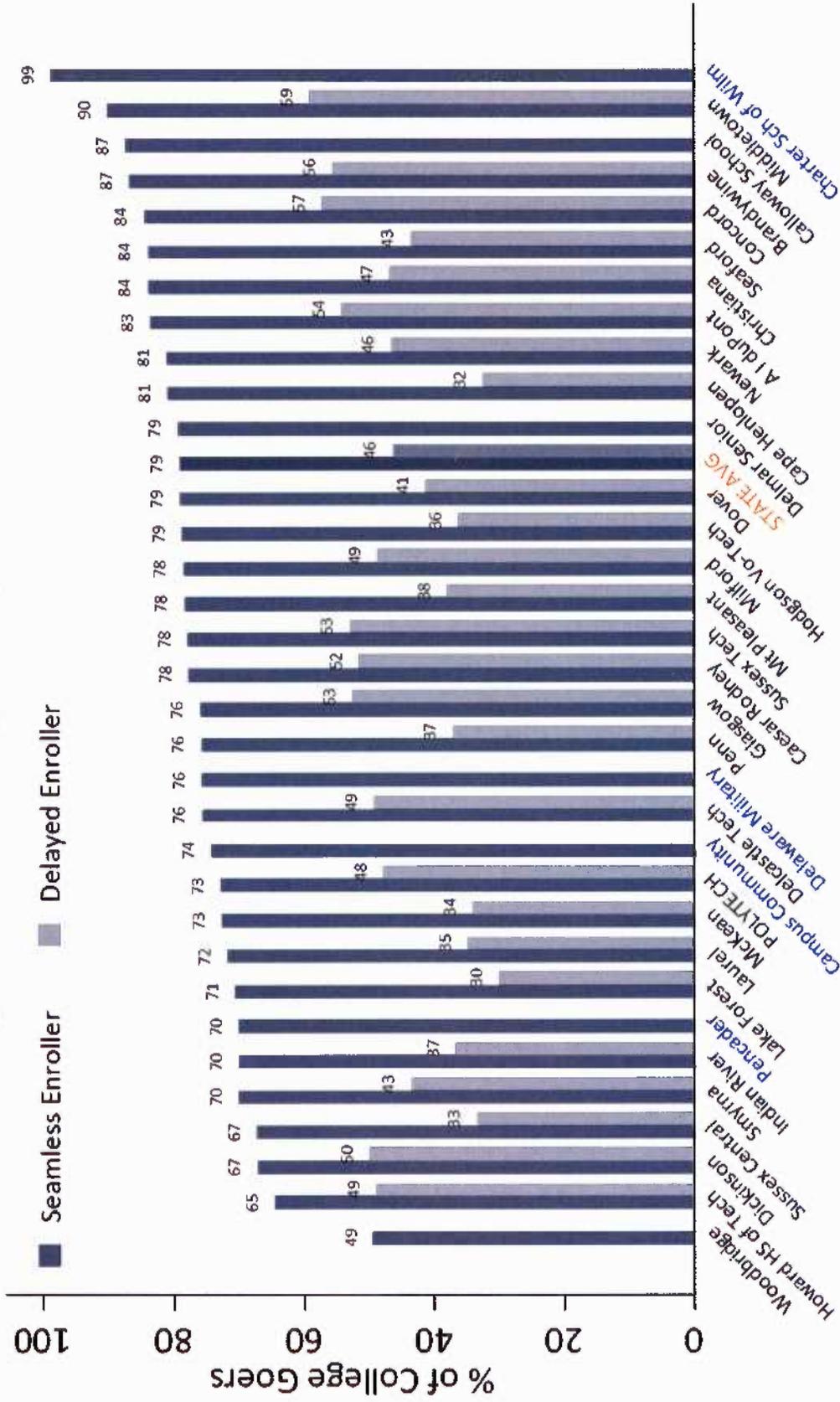


Sample: 2007-08 through 2009-10 high school graduates. Results shown for comprehensive, vocational, magnet, and charter schools. Post-secondary enrollment outcomes from NSC matched records. All other data from administrative records. The national college enrollment rate is for 2010-11. It is equal to the share of individuals aged 16 to 24 who completed high school in the preceding 12 months who are enrolled in college as of October 2011. It is reported by the National Center for Education Statistics based on data from the Census Bureau's Current Population Survey.





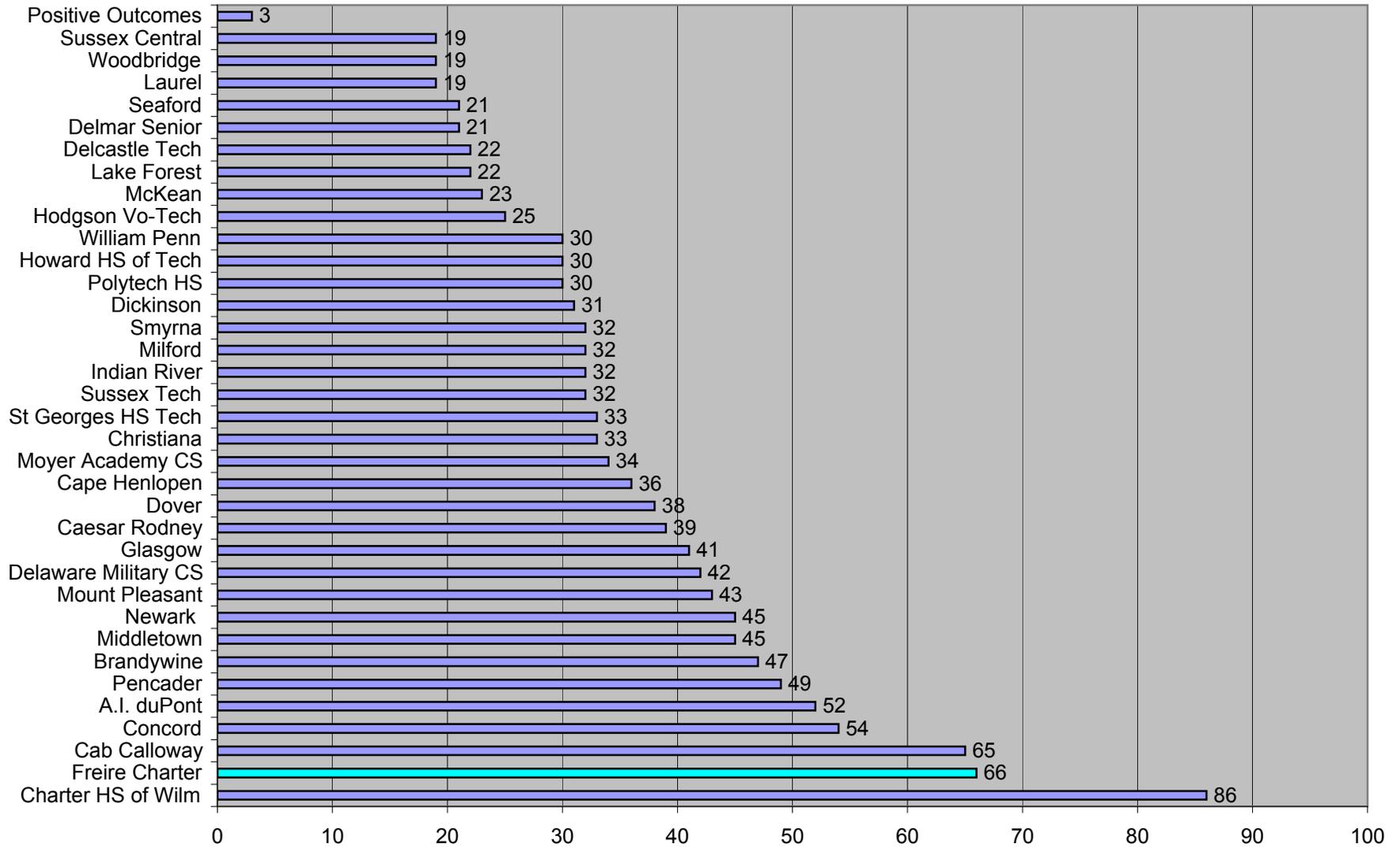
# College Persistence by Timing of College Enrollment



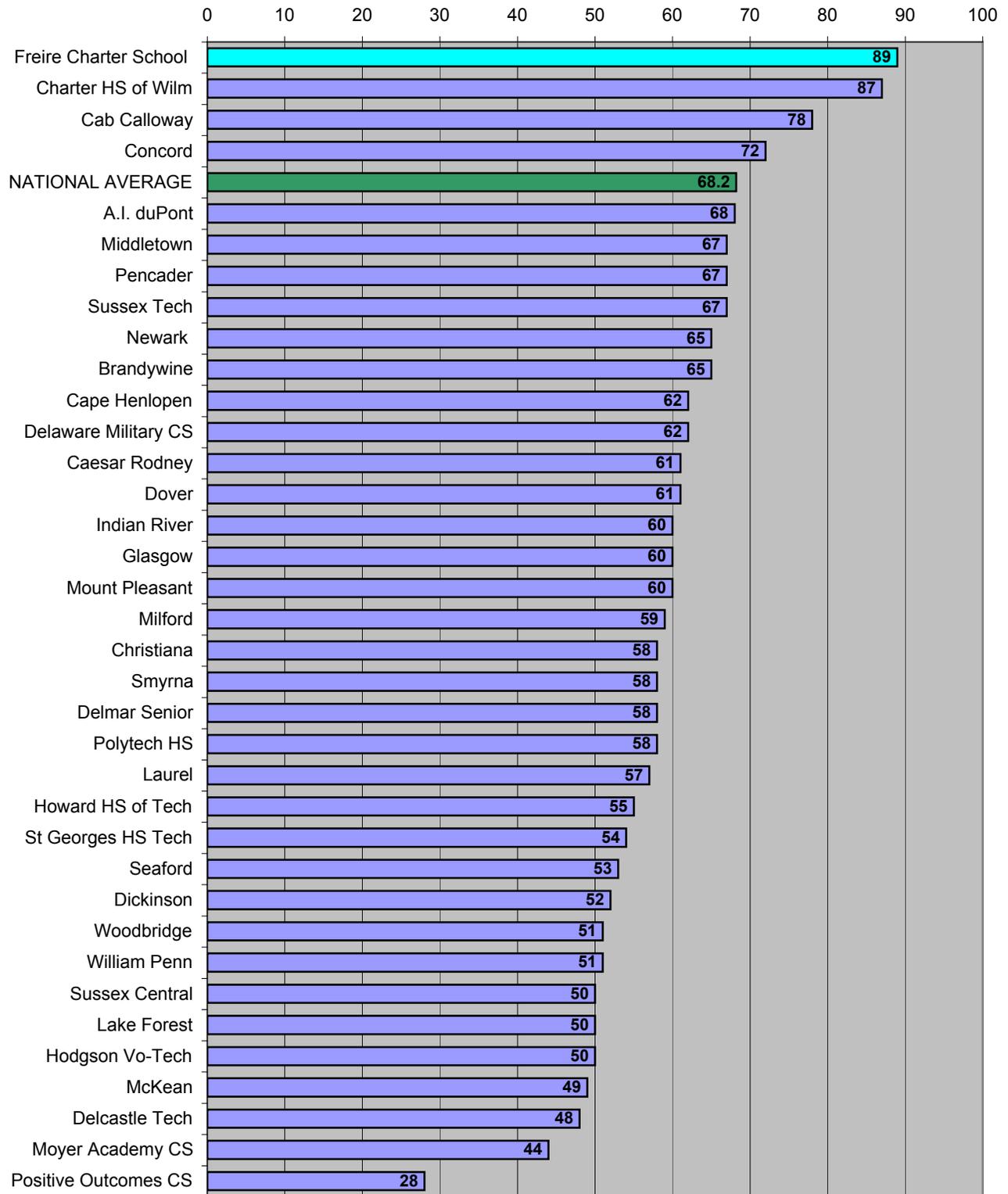
Sample: 2007-08 through 2008-09 high school graduates who enroll in college within two years of graduation. Post-secondary enrollment outcomes from NSC matched records. All other data from district administrative records.



## Percent of Graduates Enrolling in 4-Year Colleges Within 2 Years



## Percent of Graduates Enrolling in College Within 2 Years



# GREAT PHILLY SCHOOLS

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## Freire Charter High School

   [Compare to other schools](#)



### Admissions Policy

Prospective students must be Philadelphia residents and must complete an application for admission (available at [freirecharterhighschool.org/?page\\_id=1202](http://freirecharterhighschool.org/?page_id=1202)). All deadlines are listed on our website. Applicants who complete applications prior to the deadline are entered into our lottery. Applications received after the deadline are added to our waiting list on a rolling basis.

### Mission

Freire provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem-solving in an environment that emphasizes the values of community, teamwork, and nonviolence.

### Accreditations

First charter school in state to receive the National Title I Distinguished School award, 2010; EPIC Silver Award for Student Achievement, 2011; U.S. News & World Report Best High Schools Bronze Award, 2012; 6-time winner of Keystone Award for Academic Excellence; 21st Century Community Learning Center grant recipient.

### Points of Pride

A nonviolent school, where students and teachers enforce the Nonviolence Policy and engage in peer mediation; college prep; everyone in the Freire community is both a student and a teacher.

### Safety Measures

Freire students and staff are trained in conflict resolution and peer mediation. Freire's mediation program is a part of the school culture, where students feel comfortable taking teachers and students to mediation. Mediation reduces the number of discipline referrals and physical altercations.

[Read More](#)

<b>Location</b>	2027 Chestnut St Philadelphia, 19103
<b>Phone</b>	215.557.8555
<b>Principal</b>	Kally Davenport
<b>Website</b>	<a href="#">Visit Website</a>
<b>Type</b>	Public
<b>School Level</b>	High School
<b>Grade Levels</b>	9-12
<b>Enrollment</b>	
<b>Registration</b>	
<b>SEPTA Route</b>	85L (City Hall, Walnut/Chestnut), MFL (15th Street), Bus (R, 12, 17, 21, 42, 44, 48, 62, 124, 125), Trolley (10, 11, 13, 34, 36), R# (Suburban Station)

# Freire Charter School

2027 Chestnut Street, Philadelphia, PA 19103

Phone: (215) 557-8555 ~ Fax: (215) 557-9051

[www.freirecharterschool.org](http://www.freirecharterschool.org)

## Instructional Principles: Summary

Freire's vision of teaching and learning is both demanding and rewarding. Freire students gain the power to build the future—by taking responsibility for their own learning. Freire teachers do everything and anything they can to help students shoulder this responsibility, achieve and excel. We use standards-based lessons and implement them with the following core principles in mind:

1. Instruction begins with clear learning **targets**
  - a. We specify what we want students to do and learn in every lesson
  - b. We provide clear examples of student work when making assignments
  - c. What we teach is what we assess. What we assess is what we teach
2. Instruction is **active and engaging**
  - a. Students make connections to what they learn
  - b. Students learn through guided practice and interaction
  - c. Teachers' questions elicit critical thinking and dialogue
3. Instruction includes a **gradual release of responsibility** for students
  - a. We model, “chunk” difficult assignments, provide templates, examples, guides
  - b. Instruction follows an “I- We- You” model
4. Instruction is organized to give teachers frequent and varied **evidence of student learning**
  - a. We check constantly for understanding
  - b. We look at mastery of both content and skills
  - c. We use a variety of metrics to assess student understanding
5. Instruction is a **cycle**
  - a. We use evidence from assessments to adjust and tailor instruction
  - b. We are thoughtful, resourceful, dynamic, always-evolving, responsive professionals
  - c. We organize instruction to spiral around core knowledge and skills
  - d. It is never too late for students to learn
6. **Curriculum: Less is more**
  - a. We value depth rather than breadth
  - b. The emphasis is on building college-ready skills
  - c. Curriculum reflects essential questions, essential skills, and careful pacing
  - d. We teach literacy, numeracy and writing skills in every course
7. **Freire is a community of learners**
  - a. Classrooms at Freire are open. Teaching at Freire is collaborative.
  - b. We value hard work, honesty, excellence, and community
  - c. There is ongoing self-reflection, analysis and dialogue about student learning.

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## Instructional Principles

1. Instruction begins with clear learning **targets**
  - a. These learning targets include both academic standards (the PA anchors, for example), and academic literacies (the scholarly habits and behaviors that characterize college-bound students). We specify what we want students to do and learn in every lesson.
  - b. We do not assume students have mastered these standards and habits before they arrive in our classes, and understand that when students need them, it is our job to teach them explicitly. We model what students need to learn by providing clear examples of student work when making assignments.
  - c. There is clear alignment between curriculum and assessment. What we teach is what we assess. What we assess is what we teach.
2. Instruction is **active and engaging**
  - a. We strive to help students make connections to what they learn, by activating prior knowledge and integrating multiple content areas.
  - b. Extended lecture does not work for most of our students. Freire students learn by doing, through guided practice and interaction with their teachers, their peers, and the community.
  - c. Teachers ask questions that require students not just to know the “right answer,” but to practice critical thinking and engage in dialogue.
3. Instruction includes a **gradual release of responsibility** for students
  - a. We begin with focused, clear instruction, and then scaffold new tasks and skills so that all students can learn and achieve academically. This means we model, break down difficult assignments into smaller “chunks,” and provide templates, examples, guides. As students become familiar and proficient with specific academic tasks, we remove these scaffolds.
  - b. Freire teachers use an “I- We- You” gradual release of responsibility model, first demonstrating for the class the steps they take to complete a complex task, then letting the class practice together, and finally expecting students to perform tasks successfully as individuals.
4. Instruction is organized to give teachers frequent and varied **evidence of student learning**
  - a. Teachers build regular, formative formal and informal checks for understanding into everyday instruction.
  - b. Teachers check students’ mastery of both content and skills
  - c. Teachers use a variety of metrics (including quizzes, written responses, exit slips, portfolios, standard-format benchmark tests, and performance-based assessments) to gather data about students’ understanding.

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## 5. Instruction is a cycle

- a. Teachers use evidence from assessments to adjust and tailor instruction-- to create new action plans for teaching.
- b. This model requires teachers to be thoughtful, resourceful, dynamic, always-evolving, responsive professionals who use data to shape their practice, and who bring creativity, patience, and relentlessly high expectations to the classroom.
- c. Teachers identify and emphasize core knowledge and skills. They use spiraling to ensure that students retain and use these skills every day.
- d. The cycle of instruction gives students opportunities to see progress over time, and to understand that it is never too late to put forth effort, use learning strategies, and learn.

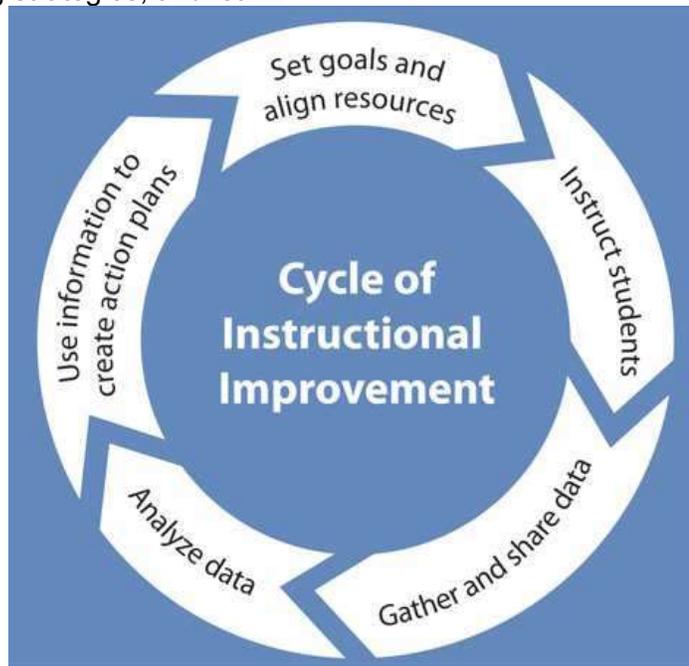


Image: New Schools Venture Fund; <http://www.newschools.org/about/publications/cycle-of-instructional-improvement-tool>

## 6. Curriculum: Less is more

- a. We go for depth rather than breadth in curriculum.
- b. Our priorities reflect essential 21<sup>st</sup> century skills, with an emphasis on building college-ready skills in reading, writing, critical thinking, science, mathematics, history, civics and fluency in a second language.
- c. Daily-, weekly-, and course- planning processes include essential questions, essential skills and careful pacing to enable the cycle of instruction.
- d. Every teacher teaches literacy, numeracy and writing skills in every course, so students develop these transferrable skills as they master subject-specific content.

# **Freire** *Charter School*

2027 Chestnut Street, Philadelphia, PA 19103

Phone: (215) 557-8555 ~ Fax: (215) 557-9051

[www.freirecharterschool.org](http://www.freirecharterschool.org)

## **7. Freire is a community of learners**

- a. Teaching at Freire is collaborative: our classrooms are open to colleagues and administrators, we are honest about what's working and what is not working, we ask for help, ask questions, look at student work and share suggestions with team members, support and challenge each other to help all our students learn and achieve.
- b. Teaching at Freire also reflects our other professional values: hard work, honesty, excellence, and community.
- c. A hunger for information about our students' learning is what drives us as a professional community. Freire teachers practice ongoing self-reflection, analysis and dialogue about student learning.

# Freire Charter School

2027 Chestnut Street, Philadelphia, PA 19103

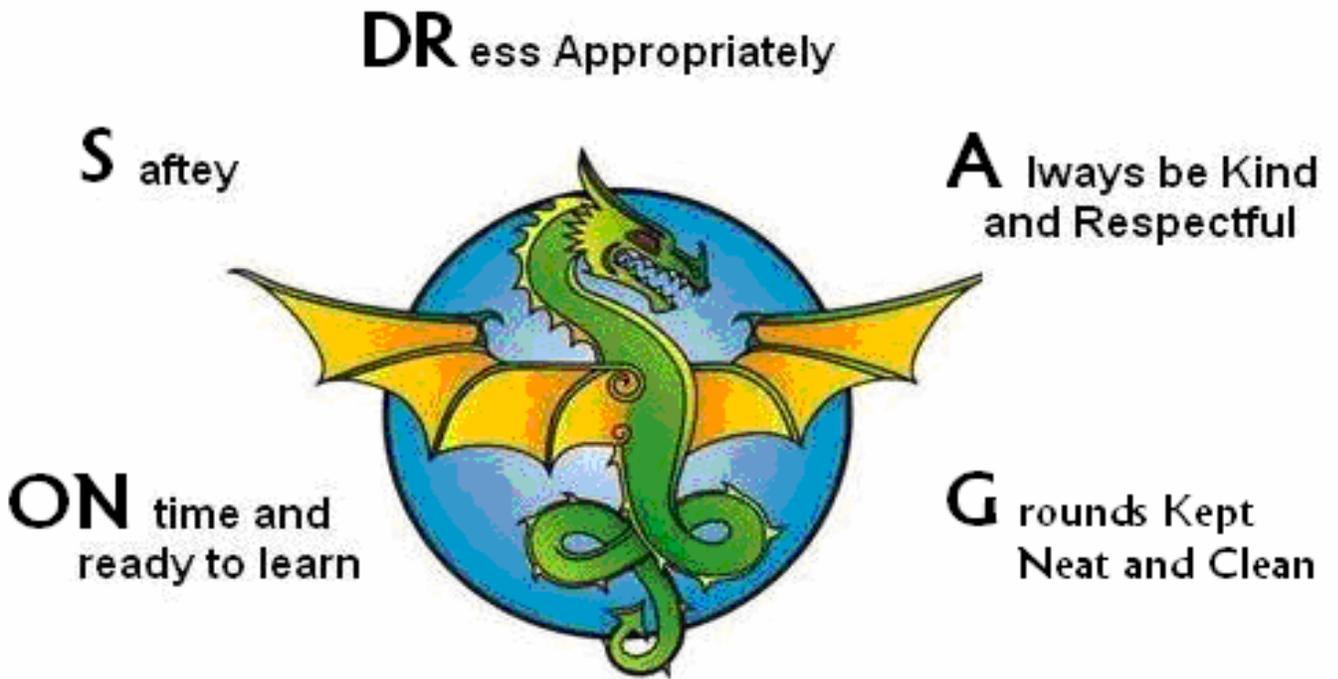
Phone: (215) 557-8555 ~ Fax: (215) 557-9051

[www.freirecharterschool.org](http://www.freirecharterschool.org)

## Cultural Principles

1. Safety first
  - a. Students' physical, mental and emotional well-being contribute to their success in school. We link our students to appropriate in-school services, external agencies, and community groups that can further physical safety as well as mental and emotional growth.
  - b. Freire's community principles apply everywhere in the school -- school entrance, classroom, hallways, stairways, rest rooms and gymnasium. Each of these is part of the learning environment, and each is a safe place for every member of the Freire community.
  - c. We are a family at Freire, and look out for one another. Students and staff resolve conflicts using nonviolence, mediation, and conflict resolution.
  
2. Mutual respect
  - a. The Code of Conduct details exactly what respect means at Freire. Every Freire community member reads and respects the Code of Conduct, and follows its rules.
  - b. We value and respect teachers as professionals, and strive to help them use their time to help students achieve.
  - c. A school-wide ethos of respect allows us to communicate honestly and invest in each other. Our respect for students means we never give up on them. Our respect for parents means we try to partner with them to help their children reach excellence. Our respect for each other as colleagues means we support each other in sharing practice and taking risks to further our professional learning.
  - d. Respect is nondiscriminatory. We treat others equally no matter race, gender, age, ethnicity or sexual orientation.
  
3. We are all learners
  - a. All students can learn and will learn.
  - b. In the most traditional sense, teachers are expected to teach and students are expected to learn. This is true at Freire as well. That said, teachers make every effort to learn from their students as much as they teach. In this way learning is exchanged, shared, and co-created.
  - c. We never settle for mediocrity, from ourselves or from our students, and always push for more learning, higher achievement, better teaching.
  
4. We do whatever it takes
  - a. We are persistent, tenacious, and focused on helping our students achieve no matter what.
  - b. All staff members contribute to students' learning and can make a difference in the life of every student.
  - c. We work incredibly hard every day to further student learning and achievement.
  - d. We recognize that learning takes time and persistence, that it can be stressful, and that sometimes it may take a learner down unexpected pathways.
  
5. We celebrate success
  - a. Students receive feedback and praise when they have reached a goal, or broken through a barrier, or come through a rough patch.
  - b. We recognize and honor individual growth while keeping our eyes on the prize of undeniable, unqualified academic excellence.

# Freire Charter School Code Of Conduct



The basic principles of Freire Charter School (FCS) are as follows:

- Dress like a Scholar
- Think and Act like a Scholar
- Treat others like a Scholar
- Study like a Scholar

# Code of Conduct Definitions

## **Purpose for a Code of Conduct at FCS**

We believe that it is important for FCS to set forth the expectations of all community members. This Code of Conduct is designed to support FCS' mission and provide a college preparatory learning environment with a focus on the individual avenues of problem solving, freedom, and critical thinking, as well as the collective values of nonviolence, safety, community, and teamwork.

## **Code of Conduct Guiding Principle**

As an educational institution we recognize that it is our responsibility to educate students regarding nonviolence and the code in general. Our practice is based upon the belief that as students progress from one grade to the next they become more responsible for the rules and gain for a greater capacity for independent decision making.

## **Community**

This includes students, parents, mentors, teachers, administrators, board members, and all other community members. These integral parts join together to create a special community.

## **Student**

A person enrolled in the Freire Charter School.

## **Parent/Guardian**

The official caregiver of a minor child, including, but not limited to mother, father, stepparent, grandparent or court-appointed guardian, including DHS workers and/or group home employees **as identified at time of admission or amended in writing thereafter**; or an emancipated minor (of which proof is required).

## **Staff**

Any person employed by, or volunteering at, Freire Charter School.

## **Community Member**

Any person a student encounters while on school grounds (defined below).

## **School Grounds**

FCS' surroundings are unique in that we share building space with other organizations and we frequently use outside community resources during the day (restaurants, nearby parks, nearby public buildings, public transportation, on school buses (5th and 6<sup>th</sup> grades only), etc.) FCS defines the school grounds as starting outside of the students home when they leave in the morning, continuing to include anywhere the student travels on the way to school and during the school day (including field trips), and ending at the student's door when they return home at the conclusion of all school related activities. Community members will be held accountable for behavior at all times when on school grounds as defined above.

## **Intervention**

If a student chooses to violate the Code of Conduct, an intervention will result. The purpose of the intervention is so that student understands that their behavior was unacceptable. Repeated violations of the Code of Conduct will result in more severe interventions. Students who do not respond to repeated interventions and continue to behave in ways that violate the Code of Conduct and challenge the expectations of the community may be asked to leave the community.

## **Mediation program**

Every student has the opportunity to participate in mediation when there is a conflict with another community member so that the conflict can be resolved in a constructive, nonviolent manner. Mediations are to be used in a proactive manner **PRIOR** to an infraction of the Code of Conduct, not as a result of an infraction of the Code of Conduct.

## **Family Therapy**

Any student/family referred by Freire to participate in family therapy is encouraged to do so. Family therapy is provided free of charge and is a very important part of building and strengthening our community. In certain cases mandatory meetings with a member of the family therapy team may be assigned by the school as a behavioral intervention.

## **Reporting a Freire Community Member**

Any member of the public or school community may report another community member for breaking the rules listed in the Code of Conduct. All reports will be followed up by the office of the Dean of Students.

## **Retaliation Policy**

It is the policy of Freire Charter School that a positive, open environment be maintained at all times. Therefore, the school encourages all community members to report problems or concerns **without fear of retaliation or reprisal**. All reports will be promptly investigated. Freire is committed to doing whatever is necessary to protect students from retaliation resulting from a concern or complaint. Should the school determine that retaliation has indeed occurred, or that a community member is planning retaliatory action, disciplinary steps will be taken. The consequences could include any of the following; 1) community service, 2) written apology 3) suspension 4) informal hearing or 5) recommendation for expulsion.

## **Expectations of Students**

Freire Charter School will provide our students with skills that they need for the future. The teachers, counselors, administrators and custodial staff at Freire are dedicated to the education and well-being of our students. In turn, Freire expects and requires all students to show respect and care for the staff, volunteers, visitors, the building, each other, and people of all cultures represented in the school. Freire also expects students to take care of the property within the school and in the community as defined above.

## **Lockers**

All lockers are assigned at the discretion of the Deans' Office for the convenience of each student and remain the property of Freire. All students who receive permission to use a locker must sign an agreement stating the terms and conditions for its use. Only school issued locks may be put on a locker and non school issued locks will be immediately removed. Students are to only use the locker assigned to them. Sharing lockers are not permitted. As the school reserves the right to inspect lockers, students must open them upon request. All items found in lockers not assigned to that specific student, or those that do not have a school issued lock on them, will be removed. The school reserves the right to periodically and randomly inspect lockers.

## **Non-Discrimination Clause**

Freire Charter School does not discriminate against any community member, applicant, or any other person because of race, color, religious creed, ancestry, national origin, gender, sexual orientation, age, or handicap status. Freire Charter School takes affirmative action measures to ensure that community members are treated without regard to their race, color, religious creed, ancestry, national origin, gender, sexual orientation, handicap, and/or age.

## **Conduct of Friends and/or Family**

Students who bring outside guests to any school sponsored function will be held accountable for their guests' behavior as if it was the student's own behavior.

## **Search and Seizure Policy**

Freire Charter School reserves the right to search students and their belongings and/or lockers to find weapons, drugs, stolen property, and other contraband. In addition, students may be asked to empty pockets, purses, etc. If a student is found in the possession of items that are illegal, the student will be charged with the appropriate school offense, the Philadelphia Police Department will be notified; the student may be held for the police, and charges may be filed. Any student who refuses to cooperate with school authorities is subject to expulsion from Freire. All searches of a student's locker, belongings, or person will be done with at least two Freire staff members present.

## **ACT 26**

Act 26 of 1995 (the Safe Schools Act) – Creates a mandatory one-year expulsion for the possession of weapons on school property, including school-sponsored events. (It requires parents to provide a sworn statement upon registering their child in school as to whether the child had previously been suspended or expelled from another school.) Act 26 also requires schools to maintain records on acts of violence and weapon possession and to forward student discipline records when a student transfers to another school.

Act 26 defines the term weapon as, “including but not limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, or instrument capable of inflicting serious bodily injury.” The law requires action for documented cases of weapon possession in school or while traveling to and from any school or school program, including while on public transportation or school buses.

A student found in possession of a weapon will be considered in violation of the Code of Conduct and will be recommended for expulsion.

# SAFETY FIRST

## No Second Chances and Nonviolence Policy

Freire is a nonviolent community. This policy, written by the Freire Charter School Board, **mandates recommendation of expulsion for all acts of violence (including acts committed in self defense or retaliation)**. The recommendation will be made by the designated school personnel and will be carried out regardless of the circumstances surrounding any specific event or the disciplinary history or academic standing of any student involved.

**Students are expected to adhere to the policy at all times and in all places including:**

- During school hours
- Before and after school
- In the community
- During school sponsored activities
- During field trips, sports events (both at and away from the school) and at any event where they are representing Freire Charter School.
- Traveling to and from school on public transportation and on school buses (5<sup>th</sup> & 6<sup>th</sup> grades)

The above list serves only as examples of places and is not to be considered an exhaustive list.

**Acts of violence towards another person include, but are in no way limited to, the following:**

- **Physical Violence:**
  - Punching
  - Hitting
  - Slapping
  - Kicking
  - Biting
  - Hair Pulling
  - Spitting
  - Throwing things at another person
  - Any other type of striking or grabbing
  - Physically invading another individual's personal space in order to intimidate them.
- **Verbal Violence:**
  - Bullying (as described in the Freire Anti-Bullying Policy)
  - Threatening another person's life
  - Threatening the safety of another person
  - Threatening to bring another person to school to hurt someone
  - Yelling
  - Taunting/teasing
  - Screaming
  - Cursing

NOTE:

Verbal violence in the High School will automatically result in recommendation for expulsion. Verbal violence in the Middle School may result in recommendation for expulsion depending upon the severity of the incident. Repeated incidents of verbal violence may also be grounds for recommendation for expulsion from the Middle School.

**Other actions prohibited under the nonviolence policy/no second chances policy**

- Using violence to defend yourself
- Harassment of a community member by outside family or friends. This includes threats made in person, by text, video, or using any type of social networking site (Twitter, Facebook, etc.)
- Possession of weapons – “including but not limited to, any knife, cutting instruments, cutting tools, nunchaku, firearm, shotgun, rifle, and any other tool or instrument capable of inflicting serious bodily injury” (ACT 26 of the 1995 Safe Schools Act)\*
- Destruction of Property
- Possession of, or attempt to distribute, any illegal substance\*
- Threatening another community member (in any way including social media) with physical harm
- Stealing

\*In these instances, Freire must follow the law. The law requires the school to report any of these violations to the authorities, which will then determine whether criminal charges will be filed. The school will continue its internal disciplinary processes separately from the authorities.

## NO SECOND CHANCES AND NONVIOLENCE POLICY CONTRACT (sample)

Freire is a nonviolent community. This policy, written by the Freire Charter School Board, **mandates a recommendation of expulsion for all acts of violence (including acts committed in self defense)**. The recommendation will be made by the designated school personnel and will be carried out regardless of the circumstances surrounding any specific event or the disciplinary history or academic standing of any student involved.

My child and I have read, discussed and agree to the following:

- Freire Charter School is a nonviolent school and as a member of the school my child and I promise that he/she will not to be involved any act of violence, no matter the circumstances, including acts of self defense.
- There are **NO SECOND CHANCES**. Any violation of the above policies will result in my child being recommended for expulsion.
- I understand that Freire Charter School is a school of choice and that it is my right to withdraw my child at any time. If my child is recommended for expulsion for a violation of the nonviolence policy **withdrawing them from Freire will immediately stop the expulsion process** as the school cannot move to expel a student that is no longer enrolled in the school.
- I acknowledge that Freire Charter School provides many different programs that are specifically designed for my child to learn how to solve conflict in a nonviolent way. These programs include mediation, character building, anger management, individual counseling, family therapy, and bullying prevention programs. It is my responsibility, as a parent, to contact the school and request additional support should I feel that my child requires it in order to be successful at Freire Charter School.
- I understand that Freire teachers and staff are here to support my child in any way they can so that neither my child nor I will ever use violence at Freire Charter School.

**There are NO SECOND CHANCES for  
students who break this policy.**

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> through 9<sup>th</sup> grades)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Freire Anti-Bullying and Cyber Bullying Policy

Bullying is defined as “actions (or threats of action), either physical or verbal, which instill fear or which serve to demean an individual and are committed by a community member over a period of time”.

Bullying includes verbal and physical taunting or intimidation for any reason. Examples include, but are not limited to race, religion, sexual orientation, and so on. Bullying can occur in person, over the Internet (Twitter, Facebook, etc.), or through cell phones, cameras and video.

Students and staff alike can be victimized. Similar to sexual harassment, **bullying can occur regardless of the intentions of the bully(s); it is the perception of the victim that must be taken into consideration.** Bullying often involves more than one person; bystanders (the “audience”) can take a passive role by encouraging the bully or by willingly not doing anything to prevent the abuse from occurring.

Freire takes a firm stance against bullying and is committed to address this negative behavior as it is detrimental to the well being of an individual, is a major disruption to the learning environment, and is damaging to the community as a whole.

Depending upon the facts and circumstances, **Freire may define bullying as an act of violence and therefore a violation of the Nonviolence Policy (See NO Second Chances/ Nonviolence Policy).** The Dean may then **make a recommendation for expulsion if it is deemed necessary.** In these cases the Dean will be required to review the reason for the decision to the student and parent, Head of Academic Supports, and the Board of Directors.

If bullying is reported, the school will take the following course of action:

- Students will be separated (as deemed necessary)
- A full investigation will be conducted by the Dean’s office
- If bullying has been substantiated then the following events will occur:
  - Student(s) who participated in the bullying may be suspended
  - Reinstatement meeting with parent/guardian upon conclusion of the suspension
  - Contract (if deemed appropriate by the Dean) stating that any future infraction for bullying will result in a recommendation for expulsion from the school
  - The contract may include any or all of the conditions outlined below:
    - A formal letter of apology written by the bullying student(s) to the victim and the victim’s family, if appropriate.
    - A supervised project on bullying, including a research paper and daily public announcements about the topic.
    - Mandatory counseling for the bullying student(s).
    - Mandatory appearance before the Board of Trustees for an official reprimand.
    - Mandatory attendance at a bullying seminar
    - Any student, who is a repeat offender, will be recommended for expulsion from the school (for violation of the No Second Chances/Nonviolence policy)

**The following steps will be taken if there is a suspected violation of the No Second Chances and Nonviolence Policy:**

- A Preliminary investigation to determine whether the policy was violated will be conducted.
- If it is determined the policy was violated then the following steps will be taken:
  - Any student(s) who violated the policy will be suspended (length of suspension to be determined by the Dean)
  - Upon return to school from the suspension term an informal hearing will be held. During this hearing the following procedures will be followed:
    - Student will have the opportunity to tell his/her side of the story.
    - Parent will have the opportunity to tell his/her side of the story.
    - The Dean's office will present the evidence that has been collected during the investigation.
  - Evidence may include:
    - Statements from each student involved
    - Statements from student by-standers/witnesses
    - Statements from staff/community members
    - Any additional information found to be relevant (such as information gained from the Dean's discussions with community members during the course of the investigation.)
    - Police report (if applicable)
  - Once the Dean has provided the family with the opportunity to explain their story and all of the evidence has been discussed the Dean will determine two things:
    - Did the student know about the policy?
    - Did the student break the policy?
- Should the Dean find that the student both knew about and violated the nonviolence policy then the Dean is required to recommend the student for expulsion from the school.

**PLEASE NOTE: The Dean's recommendation is a recommendation only. A student is not formally expelled until after a formal expulsion hearing is held and the Board of Directors votes to expel the student.**

- Upon the recommendation for expulsion the student and his parent will be provided with the following:
  - Their rights and responsibilities as a student/parent
  - The formal hearing/expulsion policy and procedures
  - Since Freire Charter School is a school of choice the parent/guardian may decide to withdraw their student at anytime, therefore ending the expulsion process entirely.

## **Sexual Harassment Policy**

Sexual harassment is prohibited anywhere in the Freire Charter School Community. Sexual harassment consists of interaction between individuals of the same or opposite sex that is characterized by unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (including but not limited to gestures, comments, sexual innuendos, or touching) when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

Hostile environment sexual harassment is unwelcome sexual conduct that is sufficiently severe or pervasive to the extent that it alters the conditions of education and creates an environment that a reasonable person would find intimidating, hostile or offensive. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include the frequency of the conduct, its severity, and whether it is threatening or humiliating.

If any community member expresses that they have experienced undesired acts then it will be treated as sexual harassment.

Upon receiving a complaint that alleges sexual harassment the following steps will be followed by the administration:

- The school will separate all parties involved (if necessary).
- The school will conduct a complete and full investigation and determine the credibility of the allegations.
- A written report of the investigation findings will be issued to both the alleged victim and alleged perpetrator.
- Upon conclusion of the investigation, an appropriate consequence will be assigned.
- Any student found to have violated the school's sexual harassment policy will be suspended for a minimum of 2 days.
- Extreme circumstances or repeated violations of the policy may result in the recommendation for expulsion from the school.

## Cell Phone & Electronics Policy

FCS understands that cell phones and electronic devices are an important part of a person's everyday life. However, cell phones and other electronic devices are not permitted in an FCS classroom, because they serve as an educational distraction and can promote cheating. If a parent needs to contact a child during the course of the instructional day please call the front desk and we will get a message to your child. If your child has a need to contact a parent during the course of the school day, they are permitted to use an FCS telephone at the front desk. We encourage students to take cell phones on class trips as a safety precaution.

**Students are permitted to bring cell phones and electronic devices to school provided the following guidelines are followed:**

- Students must turn their cell phones & electronic devices off PRIOR to entering school.
- **Detention and after-school tutoring are all considered classroom activities. Therefore, cell phones must remain turned off at all times during these activities.\***
- FCS is not financially responsible for lost or stolen property that a student voluntarily brings to school including cell phones and other electronic devices.
- Cell phones & electronic devices are expected to be stored in a student's locker during school hours (including during after school activities, sports, homework club, etc.) Any cell phone or electronic device that is **seen or heard** during the day will be confiscated. (Please see below for procedures for picking up confiscated phones)

**If a phone/electronic device are confiscated then refer to the procedures at your campus (High School or Middle School).**

### Pick- up Procedures

#### HIGH SCHOOL ONLY

**\*Phones can only be picked up by the person listed as parent/guardian on PowerSchool unless previously approved by the Dean's office.** Confiscated items will only be returned to the parent/guardian identified in the PowerSchool system. Appointments must be made to retrieve items. **Please call 215.557.855 ext 1925 to schedule an appointment for the High School and 267.670.7499 ext 2929 to schedule an appointment for the Middle School:**

- First Offense - Cell phone will be returned when a parent or guardian makes an appointment to come into the school to personally claim the device.
- Second Offense - Cell phone will be returned to a parent/guardian one month from the day it was confiscated.
- Third Offense - Cell phone will be returned to a parent/guardian at the end of the quarter or one month from the day it was confiscated – whichever is longer.

## **MIDDLE SCHOOL ONLY**

- Appointments must be made to retrieve items. Please call 215-557-855 to schedule an appointment for the High School and 267-670-7499 to schedule an appointment for the Middle School
  - **First Offense** - The student will be sent home with a form requiring a guardian signature. Cell phone will be returned to the student when the form is signed and returned. Cell phones will not be returned on the same day they were confiscated.
  - **Second Offense** - Cell phone will be returned when a parent/guardian **makes an appointment** and comes into the school to personally claim the device. Parent/guardian will need to sign a document indicating their understanding and agreement of this policy.
  - **Third Offense** - Cell phone will be returned when a guardian **makes an appointment** and comes into the school to personally claim the device **one month** from the day it was confiscated. Student will be prohibited from being in possession of any cell phone for the remainder of the school year.
  - **Subsequent Offenses:** Students who repeatedly break the cell phone/electronic policy will have a mandatory parent meeting with the Dean, and the Head of Academic Supports. Cell phone may be returned on the last day of the school year.

If a student is found using a friend's phone, the phone will be confiscated and both students will face disciplinary action.

**\*Freire Charter School will take all necessary precautions to adequately secure all confiscated cell phones. However, FCS is not financially responsible for any lost, misplaced or stolen items.**

### **Middle & High Schools**

**Refusal to surrender a requested cell phone or removing the SIM chip from the phone will be considered an act of extreme defiance and will result in the following actions:**

- The student's parent will be contacted immediately
- The student will be sent home for the remainder of the day
- A mandatory informal hearing will be held the next school day
  - During this hearing the parent and student will be warned future behaviors like this may lead to more severe consequences
- One (or more) of the following consequences will be assigned:
  - Contract
  - Loss of school privileges
  - Community service

**\*Please refer for Middle School section for additional items that are prohibited at school.**

**\*Freire Charter School will take all necessary precautions to adequately secure all confiscated cell phones. However, FCS is not financially responsible for any lost, misplaced or stolen items.**

## Student Attendance/Lateness Policy

State law requires all children of schooling age to be enrolled in school (“compulsory education”), and Philadelphia School District policy requires Freire to report any incidences of truancy (i.e. three or more days of unexcused absence) to the Philadelphia School District’s Truancy Office. In addition, Freire places a high value on student attendance. Regular school attendance is a primary factor in a student’s successful academic and social development and lays the groundwork for a successful and productive life beyond school. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even with extra after-school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits of schooling.

### Attendance Definitions

*Excused Absence:*     **An excused absence is any absence that is for official business.**  
Examples include, but are not limited to; court dates, death in family, doctor or dentist appointments, etc. Excuses of this kind must be documented on official letterhead or back to work slips (stamped by the doctor’s office). Hand-written notes will not be accepted as proof of official business. In addition, suspensions will be counted as excused absences.

*Truant Absence:*     Any absence that is not acknowledged by either official or unofficial notification. *These absences are reported to the Truancy Office of Philadelphia on a monthly basis.*

*Unexcused Absence:* Any absence from school that is acknowledged through parent notification such as a hand-written note (unofficial notification).

**Procedures for reporting absences can be found in either the Middle or High School Procedures and Routines section of the handbook.**

### Consequences if student accumulates multiple unexcused absences:

- Student may fail any class that has been missed 20 or more class days from a year-long course (or 10 or more days from a semester-long course).
- All students who miss between 20-24 unexcused absences will be placed on probation, and a mandatory parental meeting with the Head of Academic Supports will be held.
- Mandatory retention for any students who accumulates between 25-30 unexcused absences in one school year (regardless of student’s end of year grades).
- Mandatory retention and recommendation for expulsion for any student who accumulates more than 31 unexcused days in one school year.

### **Parental Notification of Absences:**

The school will use the following methods to notify parents/students of their attendance record:

- Daily automated attendance call to all students who are absent (**please make sure that the school has the most up-to-date contact number for you at all times**).
- Attendance will be printed on all official grade reports that are sent home on a quarterly basis.
- A letter will be sent out when your child reaches 10, 15, and 20 unexcused absences.
- Mandatory attendance conferences (after 15 unexcused absences).

### **NOTE:**

Parents may view attendance through their personal access to the power school system.

A student absent from school may not participate in any after school activity on the day they were absent. It is the responsibility of the student to make up any and all assignments missed as a result of an absence (illness, suspension, field trip, etc.).

All suspensions are considered as excused absences.

### **NOTE:**

**PA law requires that we remove any student from the roll who has accumulated 10 consecutive unexcused absences. A certified letter will be sent to notify parents of their child's removal from the school roll.**

### **Truant Absences:**

Any child who is absent from school without a valid written reason for the total of three (3) days or more is considered truant.

- In this event the school will implement the Truancy Elimination Plan as outlined below:

## School-Family Conference and Truancy Elimination Plan (TEP)

The Truancy Elimination Plan (TEP) is developed cooperatively with involved stakeholders through a school-family conference, which is required upon Freire Charter School's ("Charter School") notice to the student's parent/guardian upon the third unexcused absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, a plan of action should be implemented, including (but not limited to):

- Sharing and reviewing school policy on attendance and student responsibilities with students and families
- Contacting the student's parent/guardian upon his/her absence
- Meeting individually with students to discuss reason(s) for absence
- Following up with the building principal (or assigned administrator)
- Making referrals to guidance counselors
- Collaborating with Student Assistance Teams as appropriate.

The Charter School will notify the parent/guardian regarding the need for a joint conference upon the third unexcused student absence. The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's school attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

**The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to facilitate regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services, and school personnel should be invited to participate, as needed. During the school-family conference, a Truancy Elimination Plan (TEP) shall be developed cooperatively with the student and other meeting participants.**

Issues to be addressed at the school-family conference should include but not be limited to:

- Appropriateness of the student's educational environment
- Possible elements of the school environment that inhibit student success
- Student's current academic level and needs
- Social, emotional, physical, mental and behavioral health issues
- Issues concerning family and home environment
- Any other issues affecting the student's attendance

The participants in the school-family conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This school-family conference also

provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The primary goal of the school-family conference is the development of a comprehensive TEP which is understood by, agreed upon and supported by the student, the parent/guardian, the school representatives and all other conference participants. The TEP may include but not be limited to the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s)
- Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the school and/or community organization(s)
- Identification of the school environment issues that affect the student's success and solutions to address these issues
- Explanation of the student's strengths and responsibilities related to the TEP
- Explanation of the family's strengths and responsibilities related to the TEP
- Clarification of method(s) used for monitoring the effectiveness of the TEP
- Explanation of the consequences for each stakeholder if the TEP is not fully implemented
- Discussion of the benefits for successfully implementing the TEP
- Following up and reporting the outcome of the TEP

The TEP substantiates efforts made by the school, the family and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the "good faith" effort between the school and the student's family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency, disciplinary action, expulsion, etc.).

## **Suspension/Reinstatement Procedures**

Suspension is defined as "taking away permission to attend classes, activities, and all other privileges of enrollment at Freire Charter School." This includes but is not limited to dances, shows, athletics, field trips and special events.

The following actions will result in a suspension from school activities:

- Jeopardizing the safety of another community member including but not limited to, any act of violence, pulling fire alarms, setting off alarm doors, or use of fire extinguishers except in life-threatening emergencies.
- Active or passive participation in the destruction of property.
- Possession of weapon, drugs, or other illegal items.
- Breaking the nonviolence policy.
- Cutting class or leaving the classroom without permission/out of bounds.
- Involving other community members (or your friends) in personal matters and situations that began in school.
- Stealing
- Sexual harassment: Sexual harassment, including creating or maintaining a sexually hostile environment and/or seeking or demanding any sexual 'quid pro quo', is forbidden on the part of students, faculty, staff, and all adults.

If a student is suspended he/she is required to attend a reinstatement meeting with their parent or guardian upon their return to school. Students may not return to school until this mandatory meeting occurs.

### **Goal of the reinstatement meeting:**

The reinstatement will serve as a warning to alert the student and their parent/guardian that he/she has seriously or chronically violated the school's Code of Conduct. It is further hoped that the student will realize the impact his/her behavior has had on his/her learning and that of his/her fellow students, and therefore make all necessary changes in his/her behavior while in school.

**During testing times, students may not be suspended at the discretion of the school administration. However, any infractions that accrue during that time may lead to a suspension once testing is completed.**

### **Steps and procedures for suspension:**

- Student is informed of reason for suspension at the time of suspension verbally and in written form.
- Student is given opportunity to respond.
- School must notify parent/guardian of suspension. Please note that a suspended student will not be sent home until the school is able to communicate with that student's parent/guardian.

**If a student has been suspended, he/she will be prohibited from attending school, being on school grounds or participating in or attending school activities.**

**Students are required to make up all class work and tests missed during a suspension.**

# Hearing Process/Procedures

## Informal Hearings:

Informal hearings are held in cases where a serious infraction of the Code of Conduct has occurred. Formal hearings will follow the format described below.

- During the informal hearing the school will state the concerns and observed behaviors.
- The school will provide the results of any investigation should the incident have required one.
- Both parent and student will have the opportunity to provide their observations, comments and concerns regarding the incident.
- Upon conclusion of the meeting the school will determine the next action. The Dean will recommend one of two consequences; recommendation for expulsion or a probationary behavioral or contract.
  - Recommendation for Expulsion:
    - See formal Hearing/Expulsion policy (next page)
  - Behavioral or Probationary Contract:
    - The administrator will review with the student the written warning, which states the student understands:
      - This is his/her final warning from Freire.
      - Students will be required to fulfill the conditions of the contract.
      - Failure to fulfill the conditions of the contract may result in a recommendation for expulsion from the school.
      - In order for a contract to be issued the student and parent must agree to follow the terms being presented by the Dean's office.
      - The contract will establish a time and date when the compliance of the contract will be reviewed.

## NOTE:

Contracts are non-negotiable. Students and parents must agree to follow all terms of the contract. Since contracts are issued in lieu of a recommendation for expulsion if a parent/student doesn't agree to follow the terms of the contracts, then there is a possibility that the refusal could result in a recommendation for expulsion. Prior to this, a meeting to review the contract will be held by the Head of Academic Supports. This meeting will include the parent/guardian, student, and the Dean.

## Formal Hearing/Expulsion Policy

**If a student is recommended for expulsion as a consequence of his/her actions, they have the right to request a formal expulsion hearing. This hearing must commence within 15 days of formal charges (unless mutually agreed upon by both parties).**

- A formal hearing is **REQUIRED** in all expulsion actions.
- All students who are recommended for expulsion are entitled to a formal expulsion hearing.
- An expulsion hearing will be arranged and notification of the charges, all evidence, and the rights of students/parents shall be sent to the student's parents or guardians at least 3 days prior to the hearing. All information will be sent via regular and certified mail.
- The hearing will commence on the agreed upon date with an independent Fact Finder presiding over the hearing.
- The school will present evidence, statements, and their case; giving the parent and student chance to view all information.
- Parents and students will be given the opportunity to question witnesses and present their own information.
- The hearing shall be held in private unless the student or parent requests a public hearing.
- The Fact Finder will write a summation of facts that will be presented at the following Board Meeting.
- The Board of Directors, through a vote, determines whether a student is to be expelled.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

NOTE:

All student/parent rights and responsibilities are described in detail in the next section.

## Parent and Student Rights

- In a case involving a possible expulsion, the student is entitled to a formal hearing.
- A formal hearing is required in all expulsion actions.
- This hearing will be conducted by an impartial Fact Finder.
- The Board of Directors is given a summation of facts by the Fact Finder and 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:
  - 
  - Notification of the charges shall be sent to the student's parents or guardians by certified mail.
  - At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, 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. Otherwise the hearing will proceed as scheduled.
  - The hearing shall be held in private unless the student or parent requests a public hearing.
  - The student may be represented by counsel, at the expense of the parents or guardians, and must have the parent or guardians (as identified in the PowerSchool database) attend the hearing.
  - The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
  - The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
  - The student has the right to testify and present witnesses on his/her own behalf.
  - A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
  - The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
    - Laboratory reports are needed from law enforcement agencies.
    - Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. § § 1400—1482).
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- 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. Parents have 5 days to find the appropriate placement and notify the school.

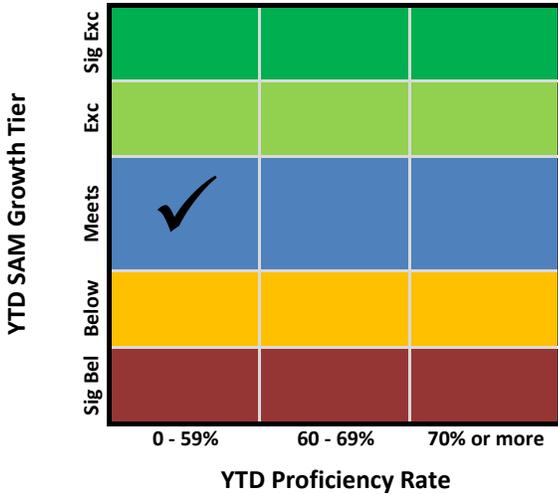
# SAM Report

Rachael Sheehan (Freire HS)

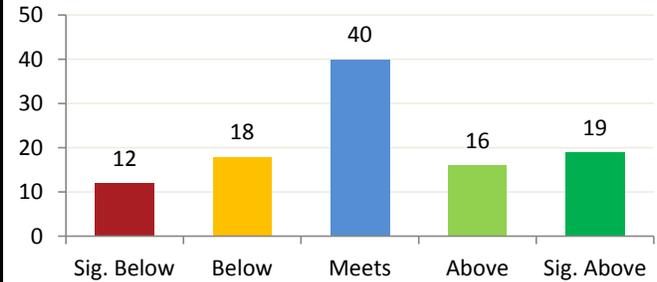
Social Studies - Interim 1



## Your Overall YTD Performance



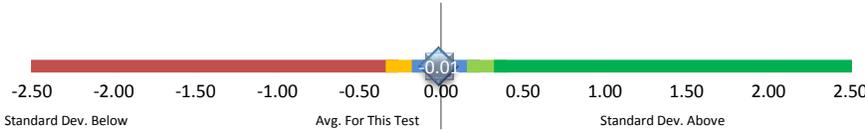
## YTD SAM Student Distribution



### Note:

This report has been modified to present additional information about your YTD SAM performance. The matrix in the upper left corner will help to balance absolute student performance (proficiency) with student growth (SAM). The upper right corner is ideal, representing students who are growing very fast, with a high proportion of them achieving proficiency.

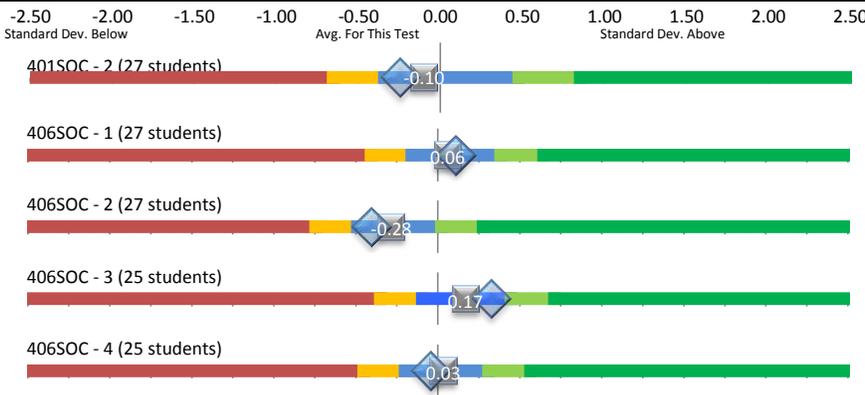
## Overall Weighted SAM Performance, Interim 1



## YTD Test Performance

	1	2	3	4	YTD	YTD Prof
Mts					Mts	53.8%

## Section SAM Performance, Interim 1



## Test Performance

	1	2	3	4	YTD	Q1 Prof
Mts					Mts	63.2%
Mts					Mts	53.8%
Mts					Mts	37.5%
Mts					Mts	68.0%
Mts					Mts	48.0%

## Legend

### SAM Performance Charts



Test Forecast



Test Performance

### SAM Growth Tiers

- Significantly Exceeds expected growth
- Exceeds expected growth
- Meets expected growth
- Below expected growth
- Significantly Below expected growth

## About Student Achievement Modeling

Student Achievement Modeling (SAM) is a program that establishes personalized thresholds for each student based on their past test performance. Historical test scores were used to determine the appropriate performance forecast for each student. You can use the information on this report to understand more about the performance of your students and sections, including which students fared better or worse on this exam than their past test history would predict.



# Student Detail Report

Rachael Sheehan (Freire HS)

Social Studies - Interim 1



## Student Detail

Name	Section	Forecast	Actual	SAM By Interim			SAM YTD	
Allen, K	401SOC - 2	82% (0.19 SD)	76%					Meets
Blocker, J	401SOC - 2	No prediction	Not Taken					
Brown, J	401SOC - 2	No prediction	56%					
Brown, T	401SOC - 2	No prediction	84%					
Bryant, L	401SOC - 2	No prediction	68%					
Burney, A	401SOC - 2	No prediction	52%					
Caldwell, A	401SOC - 2	84% (0.31 SD)	84%					Meets
Chamberlain, R	401SOC - 2	No prediction	Not Taken					
Cole, R	401SOC - 2	No prediction	80%					
Coleman-Jackson, K	401SOC - 2	67% (-1.13 SD)	76%					Meets
Compton, M	401SOC - 2	84% (0.32 SD)	80%					Meets
Cornwell, S	401SOC - 2	90% (0.81 SD)	88%					Meets
Davis-Harley, R	401SOC - 2	79% (-0.06 SD)	72%					Below
Gimenez, E	401SOC - 2	No prediction	88%					
Gredic, S	401SOC - 2	No prediction	88%					
Hall, J	401SOC - 2	No prediction	Not Taken					
Jackson, D	401SOC - 2	No prediction	Not Taken					
Johnson, D	401SOC - 2	No prediction	88%					
Milner Jr, T	401SOC - 2	No prediction	88%					
Myers, J	401SOC - 2	No prediction	Not Taken					
Peterson-Sydnor, Q	401SOC - 2	No prediction	Not Taken					
Sanders, T	401SOC - 2	No prediction	Not Taken					
Storm, D	401SOC - 2	No prediction	Not Taken					
Sylla, F	401SOC - 2	No prediction	88%					
Thomas, T	401SOC - 2	No prediction	68%					
Williams, M	401SOC - 2	No prediction	68%					
Young-Hamilton, J	401SOC - 2	66% (-1.14 SD)	64%					Below
Adams, S	406SOC - 1	73% (0.00 SD)	64%					Below
Al-Hadi, N	406SOC - 1	78% (0.37 SD)	76%					Meets
Allen, Z	406SOC - 1	83% (0.84 SD)	72%					Below
Battle, J	406SOC - 1	72% (-0.10 SD)	80%					Above
Bradley, I	406SOC - 1	73% (-0.01 SD)	68%					Below
Chase, J	406SOC - 1	58% (-1.19 SD)	84%					Above
Cornwell, S	406SOC - 1	72% (-0.10 SD)	68%					Meets
Davis, S	406SOC - 1	79% (0.45 SD)	Not Taken					
Davis-Richardson, C	406SOC - 1	75% (0.20 SD)	72%					Meets
Debnam, N	406SOC - 1	55% (-1.49 SD)	56%					Meets
Elam, E	406SOC - 1	81% (0.65 SD)	84%					Meets
George, G	406SOC - 1	82% (0.70 SD)	76%					Meets
Grant, J	406SOC - 1	67% (-0.50 SD)	72%					Meets
Hart, C	406SOC - 1	72% (-0.05 SD)	80%					Meets
Hatfield, K	406SOC - 1	78% (0.37 SD)	76%					Meets
Hussain, N	406SOC - 1	85% (1.00 SD)	88%					Above
Little, A	406SOC - 1	68% (-0.38 SD)	80%					Above
Mandy, D	406SOC - 1	81% (0.69 SD)	92%					Sig. Above
Milhouse, K	406SOC - 1	69% (-0.36 SD)	76%					Meets
Pierce, B	406SOC - 1	72% (-0.12 SD)	64%					Below
Rockmore, T	406SOC - 1	69% (-0.36 SD)	68%					Meets
Simms, C	406SOC - 1	67% (-0.52 SD)	44%					Sig. Below
Smith, S	406SOC - 1	84% (0.90 SD)	88%					Above
Turner, N	406SOC - 1	76% (0.25 SD)	68%					Below
Vinson, B	406SOC - 1	66% (-0.57 SD)	80%					Sig. Above
White, K	406SOC - 1	78% (0.37 SD)	72%					Meets
Wilson, T	406SOC - 1	85% (0.96 SD)	84%					Meets
Battle, S	406SOC - 2	62% (-0.91 SD)	60%					Meets

Student Detail						
Name	Section	Forecast	Actual	SAM By Interim	SAM YTD	
Beard, A	406SOC - 2	62% (-0.93 SD)	76%			Sig. Above
Burton, J	406SOC - 2	72% (-0.09 SD)	64%			Below
Clark, B	406SOC - 2	67% (-0.50 SD)	64%			Meets
Cratic-Smith, S	406SOC - 2	75% (0.17 SD)	68%			Meets
Dickerson, R	406SOC - 2	75% (0.13 SD)	88%			Sig. Above
Dubose Jr, D	406SOC - 2	68% (-0.42 SD)	64%			Meets
Gimenez, A	406SOC - 2	81% (0.63 SD)	76%			Meets
Hamilton, D	406SOC - 2	71% (-0.15 SD)	68%			Meets
Hamilton, J	406SOC - 2	No prediction	Not Taken			
Haskins, D	406SOC - 2	65% (-0.62 SD)	68%			Meets
Ho, M	406SOC - 2	67% (-0.45 SD)	84%			Sig. Above
Johnson, F	406SOC - 2	69% (-0.34 SD)	48%			Sig. Below
King, T	406SOC - 2	74% (0.12 SD)	84%			Sig. Above
Lear, S	406SOC - 2	64% (-0.72 SD)	64%			Meets
Mays, B	406SOC - 2	60% (-1.05 SD)	Not Taken			
Medina, J	406SOC - 2	74% (0.05 SD)	56%			Sig. Below
Miles, N	406SOC - 2	80% (0.56 SD)	68%			Below
Mitchell, I	406SOC - 2	67% (-0.52 SD)	60%			Below
Mitchell, S	406SOC - 2	75% (0.15 SD)	80%			Above
Robinson, L	406SOC - 2	75% (0.17 SD)	76%			Meets
Rogers, T	406SOC - 2	67% (-0.48 SD)	84%			Sig. Above
Spence, T	406SOC - 2	72% (-0.05 SD)	Not Taken			
Wallace, S	406SOC - 2	62% (-0.89 SD)	56%			Below
Warrick, C	406SOC - 2	71% (-0.16 SD)	44%			Sig. Below
Williams, C	406SOC - 2	61% (-0.95 SD)	56%			Below
Williams, R	406SOC - 2	65% (-0.66 SD)	76%			Above
Bailey, L	406SOC - 3	77% (0.32 SD)	80%			Above
Bell, T	406SOC - 3	70% (-0.25 SD)	60%			Below
Benjamin, J	406SOC - 3	63% (-0.79 SD)	80%			Sig. Above
Bingham, B	406SOC - 3	80% (0.56 SD)	72%			Below
Bowser, L	406SOC - 3	55% (-1.43 SD)	48%			Sig. Below
Boyd, M	406SOC - 3	85% (0.99 SD)	96%			Sig. Above
Broadnax, J	406SOC - 3	66% (-0.56 SD)	92%			Sig. Above
Burgos, N	406SOC - 3	83% (0.82 SD)	76%			Meets
Edwards, J	406SOC - 3	73% (-0.01 SD)	88%			Sig. Above
Greenidge, N	406SOC - 3	85% (1.00 SD)	84%			Meets
Gronski, J	406SOC - 3	No prediction	72%			
Howard, K	406SOC - 3	78% (0.42 SD)	60%			Sig. Below
Irby, K	406SOC - 3	76% (0.27 SD)	84%			Above
Kennard, K	406SOC - 3	78% (0.39 SD)	80%			Meets
Martin, E	406SOC - 3	84% (0.87 SD)	60%			Sig. Below
McFarland Jr, A	406SOC - 3	68% (-0.38 SD)	48%			Sig. Below
Parish, T	406SOC - 3	73% (0.01 SD)	84%			Sig. Above
Robert-Dollison, S	406SOC - 3	77% (0.31 SD)	84%			Above
Robinson Jr., J	406SOC - 3	62% (-0.91 SD)	80%			Sig. Above
Sanchez, S	406SOC - 3	83% (0.85 SD)	88%			Above
Srang, F	406SOC - 3	85% (1.00 SD)	96%			Sig. Above
Ward, C	406SOC - 3	75% (0.15 SD)	76%			Meets
Williams, D	406SOC - 3	69% (-0.32 SD)	88%			Sig. Above
Williams, T	406SOC - 3	70% (-0.27 SD)	52%			Sig. Below
Young, R	406SOC - 3	85% (1.00 SD)	92%			Above
Anderson-Culp, T	406SOC - 4	79% (0.46 SD)	68%			Below
Brown, T	406SOC - 4	80% (0.56 SD)	80%			Meets
Carr, Q	406SOC - 4	67% (-0.46 SD)	68%			Meets
Cerdan, A	406SOC - 4	68% (-0.38 SD)	76%			Above
Foreman, J	406SOC - 4	69% (-0.36 SD)	76%			Meets
Frazier, D	406SOC - 4	71% (-0.18 SD)	72%			Meets
Gayot, K	406SOC - 4	79% (0.53 SD)	60%			Sig. Below
Goldstein, A	406SOC - 4	82% (0.77 SD)	56%			Sig. Below
Griffin, D	406SOC - 4	69% (-0.36 SD)	80%			Above
Haynes, A	406SOC - 4	80% (0.60 SD)	68%			Below
Hill, L	406SOC - 4	69% (-0.34 SD)	68%			Meets

Student Detail						
Name	Section	Forecast	Actual	SAM By Interim	SAM YTD	
Jackson, K	406SOC - 4	79% (0.46 SD)	92%			Sig. Above
Knowles, S	406SOC - 4	69% (-0.36 SD)	72%			Meets
Lewis, T	406SOC - 4	81% (0.62 SD)	76%			Meets
Merritt, A	406SOC - 4	81% (0.63 SD)	92%			Sig. Above
Milburn, A	406SOC - 4	63% (-0.81 SD)	76%			Sig. Above
Moss, K	406SOC - 4	69% (-0.36 SD)	64%			Meets
Oronto-Pratt, W	406SOC - 4	74% (0.10 SD)	80%			Above
Pender, A	406SOC - 4	70% (-0.27 SD)	84%			Sig. Above
Ramos, J	406SOC - 4	No prediction	32%			
Sancho, W	406SOC - 4	80% (0.54 SD)	80%			Meets
Smith, S	406SOC - 4	74% (0.10 SD)	56%			Sig. Below
Taylor, T	406SOC - 4	61% (-1.00 SD)	52%			Below
Toole, A	406SOC - 4	71% (-0.18 SD)	60%			Below
Wheeler, J	406SOC - 4	79% (0.49 SD)	84%			Above

# Freire Charter School



## **Policies & Procedures Manual**

**2013-2014**

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# **Organizational Background**

## **Organization Description**

Freire Charter School opened its doors over 10 years ago. In our first year we served a total of 110 8th grade students. Every year afterward, through 2003-04, we added a grade until becoming an 8th-12th grade school. 2004-2005 was the first year our school stood still for a moment. Having completed all 5 grades and a move to our new permanent home, we were able to begin refining our curriculum and our standards. Our total student population in 2004-2005 and 2005-2006 was approximately 370 students. For the past several school years (2006-2011) we have reached enrollment over 500 students. In the last several years, we have educated high school students only, grades 9-12.

Freire is located in the heart of Center City Philadelphia and holds as our mission that we provide a college preparatory learning environment with a focus on the individual avenues of problem solving, freedom, and critical thinking, and the collective values of nonviolence, safety, community and teamwork. Most of our students come from either North or West Philadelphia, although there is a small substantial group who come from South Philly. Our students are almost all African American and 78% qualify for Title I funding. We have slightly more girls than we do boys, five English Language Learners, and many students from single parent homes. On average about 17% or more of our student population qualifies for special education services, and most of our students' parents have never gone to college. That said, 96% of our graduating seniors this year will be attending college in the fall. Of those 96%, 71% will be attending a four year college. Included in the list of colleges and universities where our students will be attending this fall and last fall are the following: Bryn Mawr College, Occidental College, Boston College, Temple University, Drexel University, Pennsylvania State University, University of Virginia, Morgan State University, West Chester University, and Mount Holyoke College.

To serve all of our students we have a faculty of 53 staff members. 20% of these staffers are African American. 54% of our total staff is male and the other 46% female. 61% of our staff currently holds a masters degree or is currently pursuing one. In addition, 3 of our staff members currently hold a doctorate degree or are currently pursuing one. Many of our administrators also work as teachers and many of our teachers also hold some administrative responsibility.

The school's focus is on making sure that students get the skills they need so that they may succeed in a future educational institution, most specifically college. To do this, our curriculum focuses on preparing students for college. Rigorous academic courses are the focus. Critical thinking is at the heart of all that we do, both for the students and with ourselves.

Our school is unique in many ways. Our “top beliefs” or “values” are that:

- The classroom extends beyond the school walls. We utilize the city of Philadelphia as much as possible.
- Reading is the most important part of the learning process. Our younger students focus on reading first and foremost.
- We insist that all Freire seniors complete a rigorous, intensive year long senior project that holds social change at its core.
- The student voice is essential to making a school work successfully. So are the voices of parents, teachers and community members.
- We are a learning to learn organization, ensuring that learning and excellence happen at all levels and everywhere.
- Freire is a completely nonviolent school — we are not just free from physical violence, but also from emotional and mental violence. Our peer mediator program makes this possible.
- Freire students are exposed to many extra-curricular activities, such as: basketball, book club, video production, music and musical writing, drama, art, chess club, dance group, yearbook soccer and track.
- Relationships between teachers and students are at the heart of every decision we make. These relationships need to be of mutual respect, love and friendship between the student and the teacher (Freire, 1971).

We are still growing, however, and as a result have a lot still to learn, to add and to amend. First, our parents need to get more involved in our program, and we are making headway toward that goal as we enter next year. Next, we need to improve our curriculum by including more cross-curricular opportunities for students and staff. Third, we continue to want to improve our standardized test scores while at the same time keeping our focus away from making every decision based on those tests. Last year’s standardized test scores demonstrated that while our students are making progress in all areas, there is still work to be done to make sure that our students are all performing on or above grade level. While this is a trend constant in most schools serving at-risk youth, we are determined to find a way to reverse it. As a result, we continue to use the direct instruction method to teach reading to all 9th graders who read below grade level, have strengthened our reading program for those readers ahead of their peers, and have doubled the amount of time 9th grade students work in mathematics each day from 1 to 2 hours.

At Freire, we see ourselves and our school as the “power to build the future,” for our students and for ourselves and our society. This is what we work towards every day.

### School Mission

The mission of Freire Charter School is to provide a college preparatory learning environment with a focus on the individual avenues of problem solving, freedom, critical thinking, and the collective values of nonviolence, safety, community and teamwork.

### Vision

Freire's vision is as follows:

Teach and learn rigorously and with relevance

Honor each other with integrity, commitment and love for ourselves and each other

Promote safety in every aspect of the word and for everyone

Take risks as leaders in the pursuit of excellence for all

Be accountable and efficient through shared decision making

Ensure a health & work environment that encourages team building, open communication and mutual understanding

### Shared Values

Freire's core values are: safety, love, professionalism, integrity, accountability and excellence. And our value statement reads as follows:

We, as a team of educational leaders, value the opportunity to serve as agents for effective change through collaborative efforts at providing quality education that empowers students with an expansive array of avenues and opportunities for success. We value a school in which all community members learn and feel safe - safe from physical harm and safe to take risks in education.

### The Only Rules

All community members (students, staff, parents, board and community) are learning

All community members are equals but student success is at the center of everything we do and why we do it

All community members are safe and cared for

All students get to achieve their highest potential

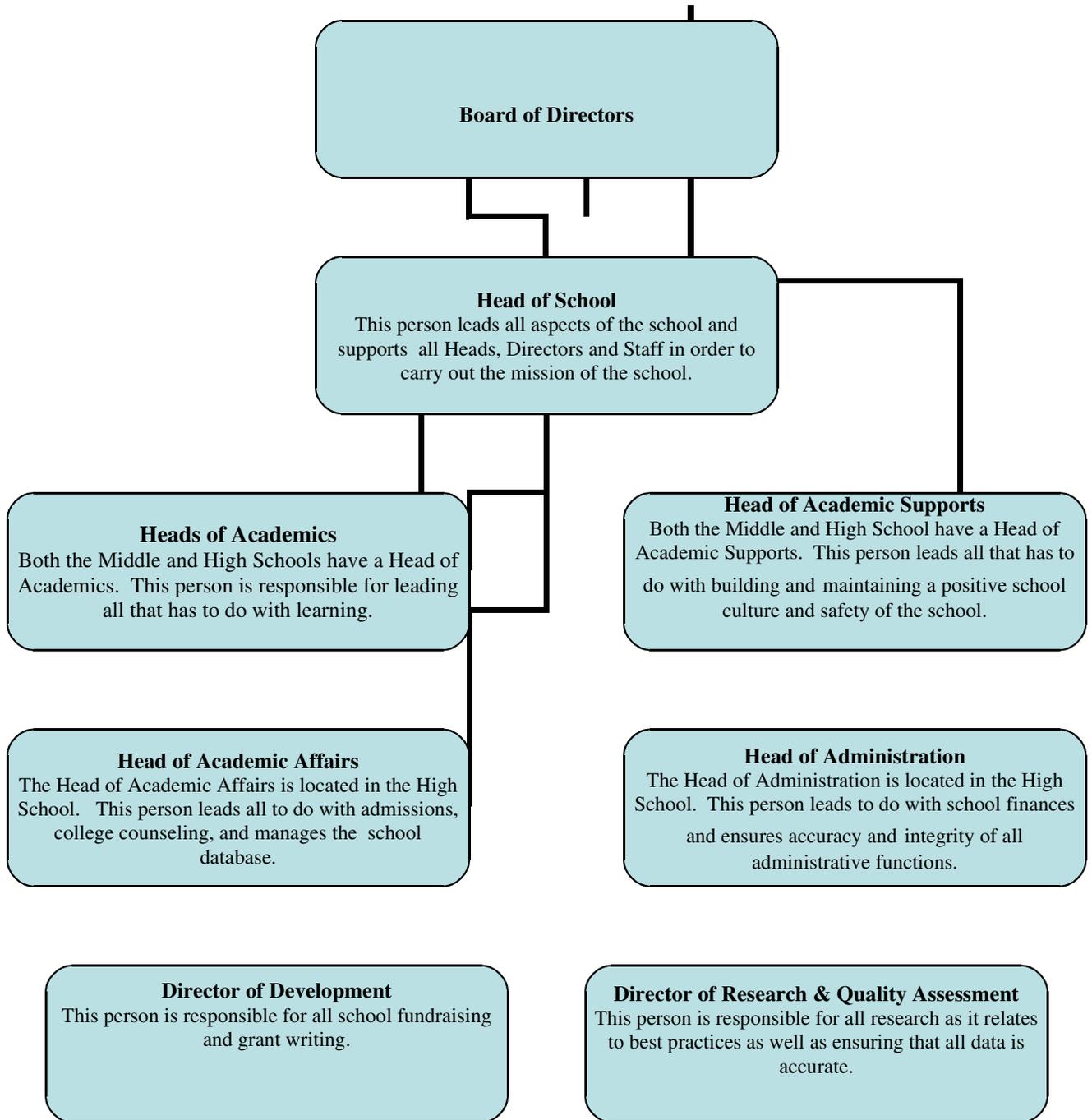
## **10 Things You Need To Know About Freire Charter School**

1. **Freire Charter School serves any and all 5th-12th grade students in the City of Philadelphia.** Where there are too many students and not enough spaces, Freire uses a random lottery system to determine enrollment. We do not discriminate based on race, gender, creed, sexual orientation, academic ability – or anything whatsoever.
2. **The students who succeed at Freire are the ones who take action to help themselves.** Students who see a bright future for themselves, and who are willing to do whatever it takes (i.e. long nights of homework; studying on the weekends; going to the library on a sunny day) to get the best high school education available.
3. **We mean what we say at Freire.** Perhaps other schools tell you that if you break their code of conduct there will be consequences. But then when it comes right down to it, many of these schools do not enforce their rules. At Freire, we enforce everything we say. Honestly. We do what we say we are going to do. And we expect you to do the same.
4. **We are a 100% nonviolent school.** Safety is our first priority. If a student acts violently – whether in words or in actions- to anyone at school or on the subway OR ANYWHERE – he or she will be expelled. There are no second chances. Our second priority is helping students learn to resolve conflicts peacefully and without violence.
5. **Freire Charter School is for students who plan to go to college.** Do not send your child to Freire if college is not in the future plan. Your sons and daughters will not be happy at Freire if they want to do something other than college after high school.
6. **Remaining a student at Freire takes hard work, courage, honesty, and constant determination every day.** Getting into Freire means getting a space through our lottery. That's the easy part. The hard part is staying at Freire. We guarantee there will be challenges at Freire, and we will ask community members to do things they think are beyond their abilities. Those who succeed at Freire are the ones who never stop trying, and who are willing to work as hard as it takes to achieve excellence. No excuses.
7. **Freire teachers and staff are some of the most talented, dedicated and caring in the country.** These professionals come to Freire to serve students and families to the best extent ever imagined in a school.
8. **Parents/Guardians must be involved and must participate in their child's education with us as equal partners.** We will expect and demand this of all our families. Freire students need support, family involvement and encouragement every step of the way through high school.
9. **Learning at Freire is painful and joyous, hard and exciting.** And learning happens everywhere - in classrooms, on school trips, at internships, on athletic fields, using the internet, planning the school dance, eating healthy food before school, and doing homework at night.

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10. **Freire is a place to take risks, dream big, and then work hard every day to meet those dreams head on.** We strive for excellence in our community every minute of every day. Freire is a school for those who want to do and be their best all the time.

# Organizational Chart



## Instructional Principles: Summary

Freire's vision of teaching and learning is both demanding and rewarding. Freire students gain the power to build the future—by taking responsibility for their own learning. Freire teachers do everything and anything they can to help students shoulder this responsibility, to achieve and excel. We use standards-based lessons and implement them with the following core principles in mind:

1. Instruction begins with clear learning **targets**
  - a. We specify what we want students to do and learn in every lesson
  - b. We provide clear examples of student work when making assignments
  - c. What we teach is what we assess. What we assess is what we teach
  
2. Instruction is **active and engaging**
  - a. Students make connections to what they learn
  - b. Students learn through guided practice and interaction
  - c. Teachers' questions elicit critical thinking and dialogue
  
3. Instruction includes a **gradual release of responsibility** for students
  - a. We model, “chunk” difficult assignments, provide templates, examples, guides
  - b. Instruction follows an “I- We- You” model
  
4. Instruction is organized to give teachers frequent and varied **evidence of student learning**
  - a. We check constantly for understanding
  - b. We look at mastery of both content and skills
  - c. We use a variety of metrics to assess student understanding
  
5. Instruction is a **cycle**
  - a. We use evidence from assessments to adjust and tailor instruction
  - b. We are thoughtful, resourceful, dynamic, always-evolving, and responsive professionals
  - c. We organize instruction to spiral around core knowledge and skills
  - d. It is never too late for students to learn
  
6. **Curriculum: Less is more**
  - a. We value depth rather than breadth
  - b. The emphasis is on building college-ready skills
  - c. Curriculum reflects essential questions, essential skills, and careful pacing
  - d. We teach literacy, numeracy and writing skills in every course
  
7. **Freire is a community of learners**
  - a. Classrooms at Freire are open. Teaching at Freire is collaborative.
  - b. We value hard work, honesty, excellence, and community
  - c. There is ongoing self-reflection, analysis and dialogue about student learning

## Cultural Principles

### **1. Safety first**

- a. Students' physical, mental and emotional well-being contributes to their success in school. We link our students to appropriate in-school services, external agencies, and community groups that can further physical safety as well as mental and emotional growth.
- b. Freire's community principles apply everywhere in the school -- school entrance, classrooms, hallways, stairways, rest rooms and gymnasium. Each of these is part of the learning environment and each is a safe place for every member of the Freire community.
- c. We are a family at Freire, and look out for one another. Students and staff resolve conflicts using nonviolence, mediation, and conflict resolution.

### **2. Mutual respect**

- a. The Code of Conduct details exactly what respect means at Freire. Every Freire community member reads and respects the Code of Conduct, and follows its rules.
- b. We value and respect teachers as professionals, and strive to help them use their time to help students achieve.
- c. A school-wide ethos of respect allows us to communicate honestly and invest in each other. Our respect for students means we never give up on them. Our respect for parent's means we try to partner with them to help their children reach excellence. Our respect for each other as colleagues means we support each other in sharing practice and taking risks to further our professional learning.
- d. Respect is nondiscriminatory. We treat others equally no matter race, gender, age, religion, ethnicity or sexual orientation.

### **3. We are all learners**

- a. All students can learn and will learn.
- b. In the most traditional sense, teachers are expected to teach and students are expected to learn. This is true at Freire as well. That said, teachers make every effort to learn from their students as much as they teach. In this way learning is exchanged, shared, and correlated.
- c. We never settle for mediocrity, from ourselves or from our students, and always push for more learning, higher achievement, better teaching.

### **4. We do whatever it takes**

- a. We are persistent, tenacious, and focused on helping our students achieve no matter what.
- b. All staff members contribute to students' learning and can make a difference in the life of every student.
- c. We work incredibly hard every day to further student learning and achievement.
- d. We recognize that learning takes time and persistence, that it can be stressful, and that sometimes it may take a learner down unexpected pathways.

### **5. We celebrate success**

- a. Students receive feedback and praise when they have reached a goal, broken through a barrier, or come through a rough patch.
- b. We recognize and honor individual growth while keeping our eyes on the prize of undeniable, unqualified academic excellence.

# Roles and Responsibilities

## All staff members must:

- A. Communicate honestly and openly with each other in order to build excellence into every part of Freire.
- B. Support all other community members.
- C. Act lawfully and responsibly and always with care and safety for others.
- D. Uphold the rules and policies set forth in the Code of Conduct, in this Manual, and otherwise.
- E. As a member of our “learning to learn” organization, do whatever it takes to serve the emotional and intellectual needs of all of our students.

## Head of School

- A. Work with the Board President to guide the board to become all that it can to support and grow the school.
- B. Lead Head of Academics and Head of Academic Supports on carrying out Freire’s mission.
- C. Lead Head of Administration to fulfill all administrative needs and to do so in a way that upholds Freire’s Business Principles and its mission to serve all students and staff;
- D. Facilitate the board/staff functioning and relationship.
- E. Support and lead the Development Team.
- F. Guide and supervise the school’s finances.
- G. Manage all legal aspects of the school.

## Head of Academics

- A. Ensure and maximize learning for students and staff.
- B. Hire, coach, and lead all teachers in their development.
- C. Develop strong educational programming and curriculum.
- D. Work with all others to support student and staff learning.
- E. Lead all that has to do with learning.

## Head of Academic Supports

-  Ensure the physical and emotional safety of all students and staff.
-  Hire, coach, and lead all others in providing that safety.
-  Develop strong educational support programs around the culture and safety of the school.
-  Work with all others to support student and staff learning.
-  Lead all that has to do with building and maintaining a positive school environment and culture.
-  Work with Dean of Students to ensure all facets of the Code of Conduct are met fairly and with compassion.
-  Keep the physical plant safe, strong and clean so that all are proud.

## Head of Academic Affairs

- A. Oversee all aspects of the admissions process.
- B. Lead, manage, and develop a college counseling program that will help students move forward in getting into and succeeding in college.
- C. Create, oversee, and maintain sustainable after school programs and clubs.
- D. Create, co-ordinate and finalize all school schedules and student rosters
- E. In charge of credentialing.
- F. Manages and processes all transcripts.
- G. Responsible for maintaining all aspects of school database (Power school)
- H. Responsible for Alumni Relations.

### **Head of Administration**

- A. Ensure the efficacy, accuracy and integrity of all administrative functions.
- B. Hire, coach and lead all others in that administrative work.
- C. Maintain a productive, positive administrative team that operates on the Freire Business Principles.
- D. Work with all others to support student and staff learning.
- E. Manage and oversee the school's finances.

### **Dean**

- A. Enforce School Rules.
- B. Control flow of traffic.
- C. Monitor the building and all aspects of safety.
- D. Work with the Head of Academic Supports to coordinate all emergency services for the school including; training staff regarding emergency procedures, scheduling, conducting and assessing all emergency drills, implementation of the emergency plan.
- E. Assist the Head of Academic Supports to manage all emergencies (medical and mental health) including; respond to all medical emergencies.
- F. Work with the Head of Academic Supports to ensure a safe school environment at all times. This includes; monitor dismissal, work to manage potential safety issues or concerns from parents, complete the Safe Schools Report, create dismissal duty schedule, liaison between school and outside agencies.

### **Family Therapist**

- A. Work with Dean of Students to provide a safe, nonviolent, enriching, cherishing, and nurturing learning environment.
- B. Help to support the teachers and administrators at Freire so that they grow.
- C. Help to support students and parents emotionally and personally.

### **Nurse**

- A. Manage all health records for all students, maintaining records required by the State Health Department as well as detailed records of all interactions with students.
- B. Liaison with parents, medical professionals and school personnel as the representative of the School's Health and Safety team.
- C. Respond to medical emergencies
- D. Create proactive health programs that encourage healthy habits for all staff and students.

### **Receptionist**

- A. Answers the main phone and transfers calls.
- B. Greets visitors and notifies the appropriate person.
- C. Signs for packages.
- D. Assists with mass mailings.
- E. Sorts incoming mail and drops off outgoing mail at post office.
- F. Schedule conference rooms and AV equipment.
- G. Assist with projects assigned by Head of Administration.

### **Lobby Monitor**

- G. Greet visitors, students, residents and staff as they enter or exit the building.
- H. Ensure that MidCity residents follow MidCity rules and procedures (HIGH SCHOOL).
- I. Enforce School Rules.
- J. Control flow of traffic.
- K. Monitor the building and all aspects of safety.
- L. Handle work as assigned by the Head of Administration (ex: calling parents, light typing, filing).

### **Assistant to Head of Academic Supports**

- A. Handle attendance.
- B. Coordinate Transportation
- C. Hold students accountable for code of conduct.
- D. Track late students.
- E. Manage early dismissals.
- F. Schedule meetings.
- G. Call parents on behalf of Dean and Head of Academic Supports.
- H. Assist with student dismissal.
- I. Supervise the lobby monitor along with deans.
- J. Act as the point person on Crisis Intervention Team by acting as a filter for Deans, Assistant Head of Academic Supports, School Nurse, and Family Therapy.

### **Student Services Assistant / Head of Academics Assistant**

- A. Assist the Student Services Department.
- B. Coordinate Student Service Audit.
- C. Handle secretarial tasks for Head of Academics.
- D. Coordinate mass mailings.
- E. Coordinate book collection at end of year.
- F. Coordinate summer program.
- G. Record teacher attendance.
- H. Maintain time sheets for tutors.

### **Academic Advisors**

- A. Work with the sap team to identify students for entry into sap and file appropriate paperwork.
- B. Monitor student attendance and seek interventions for students who have excessive tardies/absences.
- C. Work with the dean's office and the peer mediation program to monitor student behavior and implement positive behavior changes.
- D. Encourage frequent communication with team parents/guardians.
- E. Facilitate discussion around students who are struggling or doing well, and seeking interventions to "catch them up" or "push them further".
- F. Work with the student services department to identify students in need and implement "response to intervention" plans.

### **Director of Technology**

- A. Work with Voice net, and others to ensure speedy, helpful, streamlined, and effective technology for the school.
- B. Serve as the Chair of the Technology Committee.
- C. Manage, guide, and direct Power School.
- D. Provide accurate, timely, and helpful data reporting and input.
- E. Ensure that our equipment and data are taken care of and stable at all times.
- F. Make decisions at all levels on the technology front.
- G. Any and all other tasks around technology as needed.

### **Assistant to Head of School**

- A. Handle all administrative duties for Head of School.
- B. Special projects assigned by Head of School.
- C. Attend meetings with Head of School to take notes, communicate action steps, follow up, etc.

## **Teacher**

- A. Teach classes with pedagogy and curriculum suited to Freire's mission.
- B. Follow skills based content standards for each course and assess students on these skills.
- C. Read the writings of Paulo Freire, and help make them relate to the mission of the school and to your teaching practice.
- D. Evaluate students using skills based assessments as well as each other (see below for more details).
- E. Manage the classroom effectively.
- F. Procure and develop materials for teaching classes that are relevant to school's mission as well as to the students being taught.
- G. Write a syllabus for each class and follow that syllabus.
- H. Attend and participate in faculty meetings, in-services, summer meetings, and all other events and meetings scheduled.
- I. Substitute for teaching colleagues as needed.
- J. Arrive at school at least 10 minutes before the start of the school day.
- K. Work with parents to support student learning through conferences, interventions, attending IEP meetings, phone calls, etc.
- L. Deliver specially designed instruction for special education students.
- M. Support the total mission of Freire Charter School.
- N. Participate in mediations as requested by self or other.
- O. Get certified within 2 years if not currently certified.
- P. Elect delegates for the Policy Building Team and then share input/feedback with those delegates.
- Q. Take on any extra responsibilities as needed. Possibilities include: leading and supervising lunch, proctoring standardized exams and/or Freire exams.

## **Admissions Officer**

- A. Coordinates entire admissions process / waitlist process;
- B. Visits middle schools, expos, etc.
- C. Coordinates tours of school.
- D. Maintains student files with all required documents.
- E. Coordinates transfer process for students who leave Freire.

## **Staff Governance Committee Team Member**

- A. Represent your constituency fully and accurately at all meetings.
- B. Attend all meetings.
- C. Serve for 1 or 2 years, depending on your term.
- D. Maintain complete confidence on any and all issues discussed as part of SGC.
- E. Work with group to build the policies of Freire.
- F. Help colleagues not on SGC to understand and to follow policies.

## **College Counselor**

- A. Maintain a caseload of seniors through the college counseling process - the exact number of whom TBD.
- B. Support students in the college counseling office for drop in, lunchtime and after school meetings.
- C. Provide college/career counseling to all seniors in Student Services and help these same students as they write their own summary of performance plans.
- D. Train the 11th grade Student Services teacher to provide transition services to students.
- E. Pass along community contacts to student services teachers.
- F. Train student services teachers on the Keys to Work program - and possibly advisory teachers as well - or others who need to learn.
- G. Serve on SAP team.
- H. Assist as a "crisis" counselor on Academic Support team

- I. Collaborate with 9th and 10th grade teachers to coordinate lessons, speakers, and trips that engage students in the career and college process.
- J. Begin to work with the 11th grade students through classroom lessons to help them clarify their career and college goals. This can be conducted through quarterly co-teaching and/or advisory time.

**Transition Coordinator / Behavioral Specialist**

- A. Provide transition services for entire student services department.
- B. Plan and teach the transition day for Transitions I and Transitions II.
- C. Create all Functional Behavior Assessments and Positive Behavior Support Plans.
- D. Design a protocol and training tool for creating FBAs and PBISs to share with and teach to other Student Services staff members and other staff members throughout Freire Charter School as needed.
- E. Create and implement supports for students with emotional disturbance and behavioral issues.
- F. Case Manager for students with Emotional Disturbance Label / Behavioral Issues (including students with a secondary label of Specific Learning Disability)
- G. Case Manager for students with 504 plans.
- H. Total caseload of about 12 students.
- I. Review and complete all evaluations and reevaluations prior to forwarding them to the Director of Student Services for final review.
- J. Create a protocol and training tool for completing Evaluations and Reevaluations to share with and teach to other Student Services staff members and other staff members throughout Freire Charter School as needed.
- K. Serve the Student Services Department in any and all other functions as deemed necessary by the Director of Student Services.
- L. These duties and responsibilities are subject to change at all times based on students' needs.

# Freire Charter School Policy

## Employment

### EMPLOYMENT AT WILL

THE POLICIES AND PROCEDURES IN THIS HANDBOOK SERVE AS GUIDELINES FOR MANAGEMENT ACTION. THE POLICIES AND PROCEDURES DO NOT CREATE ANY CONTRACT OR BINDING AGREEMENT BETWEEN FREIRE CHARTER SCHOOL, HEREINAFTER REFERRED TO AS THE SCHOOL, AND ANY MEMBER OF THE SCHOOL'S FACULTY OR STAFF OR THE SCHOOL CAN TERMINATE THE FACULTY OR STAFF'S EMPLOYMENT AT ANY TIME, WITH OR WITHOUT NOTICE AND WITH OR WITHOUT CAUSE. NO REPRESENTATIVE OR AGENT OF THE SCHOOL, OTHER THAN THE HEAD OF SCHOOL, CAN AUTHORIZE OR SIGN AN EMPLOYMENT AGREEMENT CONTRARY TO THE ABOVE TERMS OR OTHERWISE MAKE ANY BINDING OFFER OF EMPLOYMENT FOR A SPECIFIC TERM.

ALL POLICIES AND PROCEDURES OUTLINED IN THIS HANDBOOK ARE SUBJECT TO CHANGE OR MODIFICATION AT THE SCHOOL'S DISCRETION AT ANY TIME PARTICULAR CIRCUMSTANCES WARRANT. TO BE EFFECTIVE, ANY AGREEMENT ALTERING THE TERMS AND PROVISIONS OF THIS HANDBOOK MUST BE IN WRITING AND SIGNED BY THE HEAD OF SCHOOL.

THIS HANDBOOK SUPERSEDES ALL PREVIOUS HANDBOOKS AND MEMOS ISSUED FROM TIME TO TIME ON SUBJECTS COVERED IN THIS HANDBOOK.

NOTHING IN THIS HANDBOOK IS INTENDED TO BE INCONSISTENT WITH OR CONTRARY TO ANY STATE OR FEDERAL REGULATIONS OR LAWS. WHERE THERE IS A CONFLICT, THE APPLICABLE STATE OR FEDERAL REGULATION OR LAW WILL PREVAIL.

## EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

The School is committed to providing equal employment opportunity for all persons regardless of age, citizenship, color, disability, genetic information (including family members' genetic information), marital status, national origin, race, religion, sex (including pregnancy), veteran status, sexual orientation, or any other protected status. The School values and promotes diversity as a strategic advantage.

Faculty and staff should report any violations of this policy to **Dr. Kelly Davenport, Head of School (215-592-4252 ext 1356)** or **Beth Terry, Head of Academic Supports (215-592- 4252 ext 1367)**

## AMERICANS WITH DISABILITIES ACT & AMENDMENTS ACT

It is the School's policy to conduct all its action within the letter and spirit of the Americans with Disabilities Act (ADA) and ADA Amendments Act (ADAAA). Faculty and staff should contact **Beth Terry, Head of Academic Supports (215-592- 4252 ext 1367)**, the School's ADA Coordinator, if they believe an equal employment opportunity has been denied to them because of their disability or they wish to request a reasonable accommodation.

## HARASSMENT PREVENTION

The School is committed to maintaining an environment free of all forms of discrimination and harassment, including harassment based on age, citizenship, color, disability, genetic information (including family members' genetic information), marital status, national origin, race, religion, sex (including pregnancy), veteran status, sexual orientation, or any other protected status. The School will not tolerate workplace harassment by its faculty, staff, students, parents, applicants, vendors, guests, or visitors.

Harassment violates an individual's fundamental rights and personal dignity. This policy applies to all faculty and staff and agreement to it is a condition of employment.

The School prohibits harassment that may include any unwelcome offensive or derogatory comments, gestures, or actions based on age, citizenship, color, disability, genetic information (including family members' genetic information), marital status, national origin, race, religion, sex (including pregnancy), veteran status, sexual orientation, or any other protected status.

The School also prohibits harassment using any form of electronic communications.

Consensual sexual or romantic relationships are strongly discouraged if one faculty or staff member has supervisory authority over the other faculty or staff member. All such relationships must be reported to the Head of School.

Faculty and staff should promptly report all incidents of harassment or inappropriate sexual conduct, regardless of the seriousness, to **Beth Terry, Head of Academic Supports (215-592- 4252 ext 1367)** or **David Shahriari, Assistant Head of Academic Supports (215-557-855 ext 246)**

Faculty or staff should immediately inform **Beth Terry or David Shahriari** when allegations of harassment have been made or when they are made aware of offensive or derogatory comments, gestures, or actions that they feel would be a violation of the Harassment Prevention policy.

The School will promptly investigate all reported incidents. Any member of faculty or staff, who exercises his /her right to report an incident involving harassment, will not be subject to retaliation.

The Appendix of this Handbook contains educational materials to assist faculty and staff in the identification of workplace behaviors that may violate this policy and responses demanded by the policy.

Violations of this policy are considered willful misconduct and employment will be terminated for willful misconduct unless the School offers the faculty or staff member the opportunity to agree to a Last Chance Agreement. Employment will be terminated if a Last Chance Agreement is offered and the faculty or staff member refuses to agree to it. If a Last Chance Agreement is offered, it is at the School's discretion and is offered non-discriminatorily and based on specific circumstances.

All inquiries, complaints, and investigations are treated confidentially.

### GRIEVANCE POLICY

Any staff member may file a grievance with the Head of School and or the Board of Directors. Grievances need to be presented in writing and will be taken seriously.

### HIRING PROCEDURES

When job openings occur, the School is committed to hiring the most qualified candidates to fill vacancies. In all of its internal and external recruitment and selection efforts, the School makes every effort to ensure equal employment opportunity to all individuals and abides by the equal employment opportunity and nondiscrimination provisions of all applicable local, state, and Federal regulations and laws.

### EMPLOYMENT APPLICATIONS/RESUMES

The School relies upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

### EMPLOYMENT OF RELATIVES

Pennsylvania Code of Ethics forbids the hiring of relatives. Freire Charter School has a policy that prohibits the hiring of relatives.

### PERSONNEL FILES

Faculty and staff, including those laid off with reemployment rights, on a leave of absence, or an agent designated by the employee, can review the information contained in their own personnel files by requesting a meeting with Tammy Khieu at a mutually agreeable time. Information may be reviewed only in School offices. The employee may not remove, damage, or destroy any part of their personnel file.

It is each employee's responsibility to keep the School informed of changes in family status (birth of child, marriage, correct address, phone number, etc.). These changes must be made in writing to Tammy Khieu within thirty (30) days of the event.

## LAYOFFS

Layoffs may be necessary due to lack of work, lack of funds, economic slowdowns, or technological or structural changes in the School's operations.

After a layoff or reduction-in-force, the School can determine, at its discretion, the occasion and advisability of recalling some or all of the laid-off faculty or staff.

## DISCIPLINE

The School is committed to a progressive discipline policy that allows the School to respond to violations of School policies in a consistent, appropriate, and nondiscriminatory manner. However, depending on the nature and severity of a violation of School policy, the School reserves the right to administer a written warning, suspension, or termination as a first or subsequent step in the disciplinary process.

Grounds for discipline include, but are not limited to, poor work performance or violations of School workplace rules and regulations. In most circumstances, the School does not assess disciplinary penalties against faculty or staff without conducting an objective investigation, which ordinarily includes an opportunity for the faculty or staff member to explain or defend their action. For serious rule violations, such as theft, assault on another faculty or staff member, or a willful violation of a safety rule, the School might find it necessary to discharge a faculty or staff member for a first offense.

In most cases, faculty or staff members who engage in willful misconduct will typically have their employment terminated.

“Willful misconduct” is defined as an act of wanton or willful disregard of the School's interest, the deliberate violation of the School's rules, the disregard of standards of behavior an employer can rightfully expect from a faculty or staff member, or negligence which manifests culpability, wrongful intent, evil design, or intentional and substantial disregard of the School's interests or of the employee's duties and obligations.

In most cases of misconduct or poor performance, a faculty or staff member's direct supervisor ordinarily meets with the employee to discuss the inappropriate behavior or performance problem. The direct supervisor endeavors to make sure the employee understands the School's rules and standards. If appropriate, the direct supervisor arranges for additional training. The direct supervisor reviews what is required of the employee to improve his/her conduct or performance.

This DISCIPLINE policy does not alter a faculty or staff member's at-will status.

## TERMINATIONS

Faculty and staff are required to return all School property on their last day of employment to **Tammy Khieu, Head of Administration**. The faculty or staff member's final paycheck is distributed on the next regular payday unless local, state, or Federal law requires payment earlier. The School makes every effort to ensure all terminations and separations from employment are conducted in accordance with all provisions and requirements of applicable local, state, and Federal laws.

## Attendance

Staff is expected to be in the building 10 minutes prior to the beginning of the day and stay one-half hour after school ends. **NOTE: The only exception is for lunch.**

Unscheduled absenteeism or tardiness, which includes arriving at School late, leaving early, taking extended or excessive breaks, is considered willful misconduct and will result in discipline up to and including termination of employment.

Generally, if a faculty or staff member has a good cause for missing School, such as being ill or having an ill child, and reports off according to the School's policy, (see below) then the faculty or staff member's conduct will typically not rise to the level of willful misconduct.

Typically, prior to being discharged for violations of the School's Absenteeism and Tardiness policies, the faculty or staff member will have been warned about such conduct.

The following policies apply to all staff.

### Absences/Lateness/Early Dismissal

- All absences must be reported to the staff member's immediate supervisor. (refer to procedure section of this manual for details)
- Absences (due to illness) that exceed two days require medical documentation (a doctor's excuse) excuse.
- Taking a day off prior to or following break of two or more days is prohibited UNLESS it is approved by the Staff Governance Committee (refer to procedure section of this manual for details)
- Planned absences of more than one day MUST be approved by the SGC in advance. (refer to procedure section of this manual for details)
- Any staff that shows a consistent pattern of being absent will receive a verbal warning for the first offense and if the pattern continues receive a written warning for subsequent offences.
- Job Abandonment Policy
  - Any staff member who, in the unlikely event, fails to report his/her absences to the direct supervisor three days consecutively will be considered to have abandoned their position. They will be taken off payroll effective the first day they were absent.
- In the extreme case that a staff member is running late in the morning, they must call their direct supervisor and report the lateness.
- In the event a staff member must leave early, early dismissals must be pre-approved by the staff member's direct supervisor. The person requesting an early dismissal is responsible for arranging for the coverage of duties that he/she will not be able to fulfill due to the early dismissal.
- Teachers are responsible for arranging a substitute when they are absent/late or need to leave early. (refer to procedure section of this manual for details)

### Corporal Punishment

The physical punishment of students for infractions of the discipline policy is strictly prohibited. The school authorities may use reasonable force under the following circumstances;

- To quell a disturbance
- Obtain possession of dangerous objects
- Self Defense
- Protection of persons or property

# Technology

## Cell Phones, MP3 Players, IPADS, Ear BUDS & PDAs

The use of cell phones, MP3 players, iPads, ear buds, and personal digital assistants (PDAs) during working hours negatively affects productivity, safety, personal privacy, confidentiality of proprietary information, and regulatory requirements.

The use of personal cell phones, MP3 players, iPads, ear buds, and PDAs is prohibited during working hours. These devices must be turned off except during individual preparation time, scheduled breaks or during meal breaks. Violations of this policy are considered willful misconduct and can lead to disciplinary action, up to and including termination of employment.

The following rules apply to all faculty, staff, students, and visitors.

### Cameras and Videos

The following apply to cell phones or other electronic devices that have the capability of taking pictures or videos:

- they must be turned off except during meal or other scheduled breaks;
- they may not be taken into restrooms, exercise areas, shower facilities, or changing rooms;
- pictures or videos are not permitted to be taken on School property.

### Visitors

Faculty and staff should immediately notify their direct supervisor in the event a visitor is not complying with any of the School's cell phone policies.

### Voice Recording

Faculty and staff are required to comply with The Telecommunication Act of 1996, which restricts the circumstance under which verbal conversations can be recorded.

## School Issued Technology

The following apply to School issued cell phones:

- non-School use should be limited;
- School use should comply with the use requirements reviewed at the time of issuance;
- it must be returned upon termination of employment;
- the faculty or staff member is responsible for replacement cost if lost and repair cost for negligent use;
- the faculty or staff member is responsible for non-School use charges and any fines resulting from improper or illegal use;
- there is no expectation of privacy and the School can review records of use at any time;
- it must be turned off while pumping gas or using jumper cables;
- regulations must be followed in states and localities that mandate hands-free use.

## Driving

The use of electronic communication devices either for personal or School purposes while driving should be done in a safe and legal manner. A hands-free device should be used with the cell phone while driving and is required in states or localities that mandate hands-free use.

Typically, the only exceptions to hands-free use requirements are situations where the driver:

- has reason to fear for his/her life or safety;
- believes a criminal act may be committed against him/her or another person;
- is reporting a fire, traffic accident, or medical condition; or
- is reporting a reckless, careless, or unsafe driver who appears to be driving under the influence of drugs or alcohol.

### Harassment

The use of cell phones or personal digital assistant (PDAs) may not be used in a manner violates the School's Harassment Prevention policy.

### Texting

Texting while driving is a significant safety concern. The U.S Department of Transportation prohibits texting by drivers of commercial vehicles such as large trucks, buses, and vans.

The School prohibits the use of texting while driving. Faculty and staff are responsible for any fines, lawsuits, or other penalties because of texting while driving.

There is no expectation of privacy for text messages sent or received using School provided cell phones. The School reserves the right to review all such messages.

### Technology

The Freire Charter School provides computers, networks, smart boards, and internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff.

Employees are to utilize the school's computers, networks, and internet services for school-related purposes and performance of job duties. Incidental personal use of school computers is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users.

"Incidental personal use" is defined as use by an individual employee for occasional personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, laws, procedures, and rules.

Any employee who violates this policy and/or any rules governing use of the school's computers will be subject to disciplinary action, up to and including discharge. Illegal uses of the school unit's computers will also result in referral to law enforcement authorities.

All Freire Charter School computers remain under the control, custody and supervision of the school administration. The Freire Charter School reserves the right to monitor all computer and internet activity by employees. Employees have no expectation of privacy in their use of school computers.

The Director of Technology shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policy/rules. The Director of Technology may develop additional administrative procedures/rules governing the day-to-day management and operations of the school's computer system as long as they are consistent with the Board's policy/rules. The Director of Technology may delegate specific responsibilities to administrators, technology assistant and others as he/she deems appropriate.

## **EMPLOYEE COMPUTER AND INTERNET USE RULES**

- The intent of these rules is to provide employees with general requirements for utilizing the school's computers, networks, and Internet services. The rules may be supplemented by more specific administrative procedures and rules governing day-to-day management and operation of the computer system.
- These rules provide general guidelines and examples of prohibited uses for illustrative purposes but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from the Director of Technology.
- Failure to comply with this policy, these rules and/or other established procedures or rules governing computer use may result in disciplinary action, up to and including discharge. Illegal uses of the school's computers will also result in referral to law enforcement authorities.
- Technology resources are defined as any electronic tool, device, program, or system that aids the educational and work environment and enables the employee to be more efficient in a technological world. Technology includes:
  - all computer hardware and software,
  - personal digital assistants including Palms, pocket PCs, cell phones
  - analog and digital networks (e.g., data, video, audio, voice, and multimedia)
  - electronic (e-mail) mail systems, and communication technologies
  - television, telecommunications, and facsimile technology,
  - servers, routers, hubs, switches, and Internet gateways,
  - administrative systems, media systems, and learning information systems,
  - smart boards
  - related and forthcoming systems and new technologies.
- Personally owned devices are included in this Acceptable Use Policy when on school property or connected to the school infrastructure.
- Access to School Computers, Networks and Internet Services
- The level of access that employees have to school computers, networks and Internet services is based upon specific employee job requirements and needs.

### **Acceptable Use**

- Employee access to the school's computers, networks, and Internet services is provided for administrative, educational, communication, and research purposes consistent with the school's educational mission, curriculum and instructional goals.
- General rules and expectations for professional behavior and communication apply to use of the school's computers, networks, and Internet Services. Some level of personal use will be allowed.
- Employees are to utilize the school's computers, networks, and Internet services for school-related purposes and performance of job duties. Incidental personal use of school computers is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users.

- "Incidental personal use" is defined as use by an individual employee for occasional personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.

### **Prohibited Use**

- The employee is responsible for his/her actions and activities involving school computers, networks and Internet services and for his/her computer files, passwords and accounts.
- General examples of unacceptable uses which are expressly prohibited include but are not limited to the following:
  - Any use that is illegal or in violation of other Board policies, including harassing, discriminatory or threatening communications and behavior, violations of copyright law, etc.;
  - Any use involving materials that are obscene, pornographic, sexually explicit or sexually suggestive;
  - Any inappropriate communications with students or minors;
  - Any use for private financial gain, or commercial, advertising or solicitation purposes;
  - Any use as a forum for communicating by e-mail or any other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school-sponsored organization; to solicit membership in or support of any non-school-sponsored organization; or to raise funds for any non-school-sponsored purpose, whether for-profit or not-for profit.
  - Any communication that represents personal views as those of the school or that could be misinterpreted as such;
  - Opening or forwarding any e-mail attachments (executable files) from unknown sources and/or that may contain viruses;
  - Streaming music or videos from web-based radio stations or downloading music during school hours unless specifically being used as a classroom teaching tool;
  - Any malicious use or disruption of the schools computers, networks, and Internet services or breach of security features;
  - Any misuse or damage to the school's computer equipment; I understand that if I break a piece of equipment while using it, I am responsible for replacement costs.
  - Misuse of the computer passwords or accounts (employee or other users) which includes giving students your password to get on the computer;
  - Any communications that are in violation of generally accepted rules of network etiquette and/or professional conduct;
  - Any attempt to access unauthorized sites (which includes MySpace and other personal pages unless otherwise authorized by the Head of Academics);
  - Failing to report a known breach of computer security to the Technology Coordinator;
  - Downloading games, playing games on line, and any other computer that if for entertainment purposes, and;
  - Any attempt to delete, erase or otherwise conceal any information stored on a school computer that violates these rules
- No employee shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students and/or their families for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable should seek further guidance from the Head of Academics.
- Teachers and staff are responsible for keeping the pens associated with the smart boards secure from the students unless they are being used by the student.

## ELECTRONIC COMMUNICATIONS

The School provides designated faculty and staff with access to electronic media and services so the School remains competitive and so faculty and staff have the best tools to do their job. Electronic media and services include, but are not limited to computers, e-mail, telephones, cell phones, personal digital assistants (PDAs), pagers, voicemail, fax machines, copiers, printers, external electronic bulletin boards, wire services, online services, the Internet, and the World Wide Web.

Electronic media and services provided by the School are School property. Except as prohibited by law, the School reserves the right to restrict access to and monitor, record, and review any form of electronic communication to the extent necessary to ensure electronic media and services are being used in compliance with the law, this policy, and other School policies.

Faculty and staff have no reasonable expectation of privacy regarding electronic media and services owned or controlled by the School or used by the employee in the course and scope of his/her employment with the School.

Except in cases in which explicit written authorization has been granted by School management, faculty and staff are prohibited from (1) engaging in, or attempting to engage in monitoring or intercepting the files or electronic communications of other faculty and staff or third parties; (2) hacking or obtaining access to systems or accounts they are not authorized to use; (3) using other people's log-in information or passwords; or (4) breaching, testing, or monitoring computer or network security measures.

The use of electronic media and services for non-School related use should be limited. The purpose for electronic media and services is to facilitate and support School related needs and the non-School related use reduces the availability of these resources.

The School limits access to computers through the issuance of passwords. Passwords are confidential and should not be given to anyone. Computers accessed through passwords should not be left unattended.

Electronic media and services cannot be used for knowingly transmitting, retrieving, or storing any communication that is discriminatory or harassing, derogatory to any individual or group, obscene or pornographic, defamatory or threatening, illegal, or contrary to the policy or School interests of the School.

It is the policy of the School to adhere to the terms of all software licenses. The School will not permit any employee to use software in any manner inconsistent with the applicable license agreement. No software may be downloaded from School computers nor may any software be uploaded onto School computers without written permission of **Erin Seiber, Director of Technology**.

## SOCIAL NETWORKING SITES

Staff who utilizes any social networking sites such as, such as Facebook™, Twitter™, LinkedIn™, MySpace™, YouTube™, Flickr™, and Plaxo™ etc. are required to keep their status marked as private at all times. Electronic communication between staff and students is prohibited unless using school provided and approved communication tools such as; school based email accounts, and gagle network. Staff may request an exception. To do so use the exception application in the appendix.

To the extent allowed by law, faculty and staff are prohibited from making employment related comments concerning other faculty and staff on social networking sites.

The School complies with Federal Trade Commission (FTC) guidelines that state that individuals who endorse products or services on blogs or other social networking sites, must disclose any “material connections” they have with the endorsed organization.

Faculty and staff are prohibited from posting notices on behalf of the School without advance written authorization. All other posts require a “personal opinion” disclaimer.

The School reserves the right seek legal remedies, as necessary.

# Staff Expectations

## DRESS AND GROOMING

All faculty and staff required to wear safe and appropriate attire while working. The standards are those necessary to ensure faculty and staff work in a safe, healthy, and non-harassing workplace.

The School will make reasonable accommodations for attire or grooming necessary to accommodate an individual's religious, ethnic, or disability related needs. Attire or grooming is not allowed that is considered offensive or contradicts provisions of the separate Harassment Prevention policy.

## DUTY TO REPORT MISDEEDS

Faculty and staff are expected to act with due diligence and utmost honesty at all times. Faculty and staff are required to report acts of misconduct, dishonesty, or breaches of School rules to **Beth Terry, Head of Academic Supports**. Failure on a faculty or staff member's part to do so may be regarded as willful misconduct depending on the circumstances. The School will treat employee reports with the utmost confidentiality as far as practicable.

## MANDATED REPORTING

All staff members are required to follow the mandated reporter statute as defined in PA law. Specifically, staff should report **any suspicion of neglect or abuse of a student regardless of source, evidence or confirmation**. (See mandated reporting procedures for detailed information)

## GIFTS, GRATUITIES, AND TIPS

Faculty and staff may not accept gifts, gratuities, or tips from any School student, parent, or vendor for any employment related activity.

## CONFLICTS OF INTEREST

Faculty and staff must avoid activities or relationships that conflict with the School's interests or adversely affect the School's reputation. Faculty and staff must disclose actual or potential conflicts to the direct supervisor as soon as they become aware of them.

## CONFIDENTIALITY

Faculty and staff are required to protect confidential information. The School reserves the right to pursue all legal recourse for violations of the confidentiality policy.

Faculty and staff shall not copy, divulge, communicate, disseminate, or disclose confidential information except as required in the ordinary course of the faculty or staff member's duties.

## Faculty and Staff Information

The School will not provide faculty or staff information to non-faculty and staff unless the faculty or staff member has given written authorization. All requests for faculty or staff information must be forwarded to **Beth Terry, Head of Academic Support**.

### Faculty and Staff Medical Information

The School will keep information from all medical examinations apart from general personnel files as a separate, confidential medical record, available only under limited conditions.

### SOLICITATIONS AND DISTRIBUTION OF LITERATURE

Solicitation and/or distribution of printed materials can be disruptive, may hinder workflow, and, in certain circumstances, present a safety hazard. Faculty and staff may not engage in solicitation of fellow faculty and staff, customers, or visitors for any purpose during work time in work areas. Faculty and staff may not engage in distribution of literature at any time in work areas.

“Work time” is defined as that portion of the working day in which the employee is supposed to be performing job duties and does not include any meal periods, break periods, or time before or after work.

“Work areas” are defined to include all areas in which work is generally performed, including hallways and corridors leading to those areas.

Solicitation and/or distribution of literature by non-faculty and staff are prohibited at all times in work areas and on School property.

Off-duty faculty and staff are not permitted to engage in solicitation or distribution of literature in work areas.

Solicitations and/or distribution of literature that is discriminatory, hateful, harassing, illegal, defamatory, profane, or obscene is prohibited at all times.

### PROPERTY/EQUIPMENT

School property or equipment cannot be taken from the premises without written permission of the employee’s direct supervisor. The direct supervisor must approve the use of School property or equipment in School facilities during non-work hours.

### TRANSPORTATION OF STUDENTS

The school prohibits staff from transporting students in their personal vehicles. Only the Head of School can make an exception to this policy. Failure to adhere to this policy will be considered misconduct and will result in discipline up to and including termination of employment.

### VIOLENCE IN THE WORKPLACE

The School expects and requires all faculty and staff to display common courtesy and engage in safe and appropriate behavior on the job at all times. Involvement in incidents of physical violence or strenuous horseplay is inappropriate and will lead to discipline up to and including termination of employment.

Racial or ethnic slurs, sexually harassing remarks, threats of violence, and any other provocative comments, language, or actions are not tolerated. Faculty and staff who make provocative comments or otherwise engage in provocative conduct towards co-faculty and staff or other individuals ordinarily are held at least equally culpable for any ensuing physical altercation, even if they do not strike the first blow or otherwise initiate a physical confrontation.

The School strictly prohibits the possession or use of all weapons, including handguns and knives, on School premises. School faculty and staff are further prohibited from the possession or use of all weapons, including handguns and knives, while conducting School on behalf of the School away from School premises.

In order to promote the safety of faculty and staff and visitors, the School may conduct video surveillance of School property. Exceptions to this policy include areas such as restrooms, showers, and changing rooms.

Domestic violence that spills over into the workplace is a significant issue. Although the School does not have the resources to support a domestic abuse program, the School can direct an employee to programs offering support if requested. An employee's request will be held in strictest confidence, and only those with a bona fide "need to know" will be informed of the request.

Violations of this policy are considered willful misconduct and employment will be terminated unless the School offers the employee the opportunity to agree to a Counseling Agreement. If a Counseling Agreement is offered and the employee refuses to agree to it, employment will be terminated. A Counseling Agreement is offered at the School's discretion.

**THE SCHOOL MAY ALSO PROSECUTE ANY EMPLOYEE FOUND TO HAVE VIOLATED THIS POLICY.**

### TEACHER EXPECTATIONS

#### Certification

All teaching staff must have approved PA State certification. Teachers hired without approved certification must complete a written certification plan. This plan outlines the steps each teacher will take to become certified. Failure to adhere to this plan and get certified could result in contract termination for the next calendar year. (See Certification procedures for detailed information)

#### Emergency Certification

If directed by the Head of Academic Support, apply for Emergency Certification. This certification is good for a period of one year. (See Certification procedures for state requirements regarding Emergency Certifications)

#### HQT Requirements

All professional teaching staff is required to meet Highly Qualified Teacher Status. (See Certification procedures for HQT requirement)

#### ACT 48

In accordance with PA law all teachers MUST complete 180 hours of approved continuing education credits every 5 years in order to maintain an active certificate. Although the administration will monitor ACT 48 for teachers, it is the teacher's responsibility to ensure that this obligation is met.

#### ACT 45

In accordance with PA law all school leaders MUST complete 180 hours of the Principal Inspired Leadership program offered through the Intermediate Units every 5 years in order to maintain an active certificate. In addition any person applying for a principal certification after January 2008 must complete the Principal's Induction program.

## Office Hours

- All staff are required to hold office hours Monday through Friday from 3:00-3:30.
- Teachers are required to work with students, and be available and accessible for the entire duration of office hours.

## Duties

### Lunch duty

Staff will be assigned to supervise lunch once a week in a designated spot. Failure to be present will be considered this will be considered willful misconduct and will result in discipline up to and including termination of employment.

- Staff are responsible for the following tasks while completing the duty assigned:
  - Show up on time & be alert and pay attention at all times to the activities that are happening
  - Ensure the safety of all students at all times
  - Enforce the code of conduct
  - Make sure students are cleaning up after themselves
  - Report concerns to appropriate personnel.

### Advisory Duty

- Teachers who are assigned a homeroom period are required to fulfill the following obligations:
  - Read all announcements (announcements will be made via email).
  - Take and submit daily attendance.
  - Pick-up, personally (this task must be done by an adult only) transpasses from the Assistant to the Head of Academic Supports prior to 2<sup>nd</sup> period on the specified day. Failure to do so will be considered willful misconduct and result in disciplinary measures.
  - Pass out transpasses ONLY to students whose name appears on the list
  - Teachers will be held liable for lost or stolen transpasses while they are in the teacher's possession.
    - Teachers will be responsible for the financial equivalent for lost or stolen transpasses

### In-house substituting

- Teachers will be assigned a day and time that they will be expected to substitute should the need arise.
- This substitute period will be published in advance so it is expected that the teacher will not plan anything for this time period.
- It is expected that during this time period you are available.
- You are also to avail yourself during your alternate days so that you can substitute, should more than one vacancy be used, as an alternate during your substitute period.

### Grades, Quarterly Evaluations, and Lesson plans/books

- Teachers are required to make sure that grades are updated in the power school system by the 15th and 30th of each month.
- At the end of each quarter, teachers will submit a final quarter grade for each student.
- Teachers are to submit their reports at the date and time indicated by the Head of Academic Affairs.
- When turning in these reports, teachers must make sure to:
  - Type and proofread responses.
  - Make sure to give clear, concise answers based on accurate data and reflection for each student.
  - Include a final grade in percentage form.
- Reports must be turned in by 8 am on the specified day. Failure to adhere to this policy will be considered misconduct and will result in discipline up to and including termination of employment

- Teachers are required to keep a documentation regarding lessons that outlines the following for each class and lesson taught: 1) lesson objectives, 2) time, 3) expected outcomes/assessments, 4) procedures, and 5) reflections.
- All teachers are required to have this documentation at all meetings and when requested by administration for professional development purposes.
- Teachers are required to have 5 emergency lesson plans on file with the Assistant to the Head of Academic Supports.
- Each teacher must compile five lesson plans for each different course taught.
- The lesson plans must be detailed and task-specific.
- The lesson plans **MUST** be complete, copies or support materials must be made in advance.
- As these lesson plans are used due to absences, it is each teacher's responsibility to replenish each class' lesson plan reserve.

### Meetings and Conferences

- IEP meetings are mandatory for all teachers who teach the student.
- If a teacher is unable to attend he/she must completely and clearly provide the information on the IEP Input Form (requests for the form can be made to the Director of Student Services) to the Student Services Department at least 24 hours in advance of the IEP meeting.
- Parent-Student-Teacher Conferences are held twice each year, in the middle of the quarter, so that students can use their teachers' feedback in order to directly impact their grade for that same quarter.
- **Teacher attendance is MANDATORY at all conferences. Only the Head of Academics may make exceptions to this rule.** For an exception a written request explaining why you are unable to attend and how you will contact parents at least two weeks in advance of the conference date.

## **FAMILY AND MEDICAL LEAVE ACT (FMLA)**

Faculty and staff who are eligible for FMLA must meet all of the following criteria:

- Must work for a covered employer,
- Have worked for the School for at least a year, and
- Have worked for 1,250 hours over the previous year

The School, in accordance with the FMLA, grants leave without pay to eligible faculty and staff for up to twelve (12) weeks in a rolling twelve (12) month period. This FMLA leave is a guaranteed period of time eligible faculty and staff can be absent from work with job protection. The time off is not paid, unless the employee is taking vacation or other paid leave concurrently with FMLA leave. Faculty and staff can request or use FMLA leave to cover the time they need to be away from work for any of the following purposes:

- To care for a newborn child or a newly adopted or newly placed foster care child, as long as the leave is taken in the year following the child's birth or placement;
- To care for their child, spouse, or parent who has a serious health condition; or
- To provide faculty and staff time to attend to their own serious health condition that leaves them unable to perform their job.
- Active Duty Military: Eligible faculty and staff are entitled to up to 12 weeks of leave because of “any qualifying exigency” arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty, or has been notified of an impending call to active duty status, in support of a contingency operation. By the terms of the statute, this provision requires the Secretary of Labor to issue regulations defining “any qualifying exigency.” In the interim, employers are encouraged to provide this type of leave to qualifying faculty and staff.
- Service Member: An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. This provision became effective immediately upon enactment. This military caregiver leave is available during “a single 12-month period” during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave.

Faculty and staff who have no biological or legal relationship with a child may nonetheless stand in loco parentis to the child and be entitled to FMLA leave. The School reserves the right to require an employee to provide reasonable documentation or statement of the family relationship. For example, an uncle who is caring for his young niece and nephew when their single parent has been called to active military duty may exercise his right to family leave.

An employee may take up to 26 weeks of military caregiver leave during a single 12-month period on a per-covered service member, per-injury basis (which may be taken continuously, intermittently, or on a

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reduced schedule basis). The single 12-month period is measured forward from the date an employee's leave to care for the covered service member begins, even if the employer uses a different 12-month period for other types of FMLA leave. Once a single 12-month period expires, the employee is eligible for another 26 weeks of military caregiver leave during a subsequent single 12-month period to care for a different covered service member or to care for the same covered service member if he/she incurs a subsequent serious injury or illness (excluding aggravation or complication of an earlier serious injury or illness for which the employee took military caregiver leave).

If an employee takes military caregiver leave to care for more than one covered service member or to care for the same covered service member who has incurred a subsequent serious injury or illness, and if the single 12-month periods involved overlap with each other, the employee is limited to taking no more than 26 weeks of leave in each single 12-month period. If an employee does not take all of the 26 weeks of military caregiver leave during the applicable single 12-month period, the balance is forfeited and no carry-over is permitted. In addition, during any single 12-month period, the employee's total leave entitlement is limited to a combined total of 26 weeks for all qualifying reasons under FMLA and military leave.

FMLA leave is NOT available for the care of a parent-in-law.

FMLA leave is coordinated with all other leaves, whether paid or unpaid, which the employee is otherwise entitled to or granted, so that all such other leaves will count toward fulfillment of the twelve (12) weeks of FMLA leave. For example, if an employee is granted a twelve (12) week temporary disability leave, during which the employee uses all accumulated sick leave, vacation and personal leave, such leave shall also count as the twelve (12) weeks of FMLA leave under this policy.

FMLA leave is calculated using a rolling twelve (12) month calendar.

An employee who suffers from any serious health condition as defined by the FMLA must exhaust vacation or any other paid earned, unused time off during the period of that serious health condition before going on unpaid leave status.

An employee does not continue to accrue benefits while on FMLA leave. However, a covered employer is required to maintain group health insurance coverage, including family coverage, for an employee on FMLA leave on the same terms as if the employee continued to work.

An employee who takes FMLA leave due to birth, adoption or foster care placement of a child or to care for a family member with a serious health condition must exhaust his/her vacation or any other paid earned, unused time off during the period of that FMLA leave before going on unpaid leave status. An employee may not use sick leave in such cases, but may only use sick leave for the employee's own serious health condition.

Faculty and staff who know they need FMLA leave a month before the leave begins must give **Tammy Khieu, Head of Administration** thirty (30) calendar days advance notice. Faculty and staff need to complete a "Request for FMLA Leave" form and submit it to **Tammy Khieu, Head of Administration**. Faculty and staff who cannot foresee the need for FMLA leave thirty (30) days in advance must give as much notice as they can. This generally means notifying the School within one or two days of the time, an employee first learns of the need for leave, unless extenuating circumstances exist.

Faculty and staff who request FMLA leave because of a serious health condition, whether their own or a family member's, also must submit a completed "Certification of Health Care Provider" to **Tammy Khieu, Head of Administration** before the leave can be approved.

## **HEALTH AND SAFETY**

The School is committed to providing a safe and healthy workplace for all faculty, staff, and students. The objective of the health and safety program is to reduce or eliminate disabling injuries and illnesses. It is the policy of the School to exercise all reasonable precautions necessary to protect faculty and staff from all accidents.

All faculty and staff must comply with health and safety rules at all times. Faculty and staff will not be placed in positions where, with or without reasonable accommodation, they would create a direct threat to the safety and health of themselves or others. **Please see Appendix B for more information**

### Contagious Diseases/Infections

The School reserves the right to make inquiries if it becomes aware a member of the faculty or staff may have a contagious disease or illness that could create a direct threat to the safety or health of the employee or others. All inquiries are confidential.

### Life-Threatening Illnesses

The School recognizes that faculty and staff with life-threatening illnesses, including but not limited to cancer, heart disease, and AIDS/HIV may wish to continue in as many normal pursuits as long as their health allows, including work. The School will comply with all applicable local, state, and federal regulations.

### Security

The School is committed to ensuring faculty and staff's security. Our premises are equipped with both security alarms that are active outside working hours and a fire alarm system. Faculty and staff having a security concern or need more information about operating these systems should contact the Head of Academic Supports for their respective school.

Faculty and staff should report any suspicious activity to should contact the Head of Academic Supports for their respective school.  
immediately.

### Smoking/Tobacco Related Products

The Clean Air Act prohibits smoking in a public place or a workplace. A workplace includes any structure enclosed by walls and a ceiling. In the event the School is fined for violations of the Clean Air Act, faculty and staff who have violated the policy will have deductions taken from their paycheck to cover the cost of the fines. The School prohibits the use of tobacco related products except in outside approved designated areas.

### Video Surveillance

In order to promote the safety of faculty and staff and visitors, the School may conduct video surveillance of School property. Exceptions to this policy include areas such as restrooms, showers, and changing rooms.

### Searches/Inspections

Where there is reasonable suspicion, or to safeguard the property of our faculty and staff and the School, the School reserves the right to inspect possessions or articles carried to and from the School's property by faculty and staff and all other persons entering and leaving the premises. The School reserves the right to search any employee's office desk, computer, files, locker, or any other areas or article on School premises. In this connection, it should be noted that all offices, desks, computers, files, lockers, and so forth are the property of the School. Inspections may be conducted at any time at the discretion of the School. The School is not liable for the loss of personal property.

### Weather and other emergencies

The School remains open except in extreme circumstances. Unless the School announces an emergency closing or local roads are closed because of a declared State of Emergency, all faculty and staff are expected to report to work. Faculty and staff are urged to use their own discretion in deciding whether they can commute safely to work. When an emergency closing has not been declared, faculty and staff who do not report will not be paid except as required by law. Faculty and staff not reporting to work, who are eligible for paid leave, will be required to take use paid leave.

## **WORKERS' COMPENSATION**

The School is committed to focusing on our faculty and staff' abilities and assisting every injured employee's return to work with the School as soon as possible. Medical treatment providers will be informed of the School's goal and are required to complete Physical Abilities Evaluation forms immediately after each examination. All medical information will be treated as confidential.

### *Early Return-To-Work*

The School is committed to assisting every injured faculty or staff member's return to work with the School as soon as possible following a work related injury. Medical treatment providers will be informed of the School's goal and are required to complete Physical Abilities Evaluation forms immediately after each examination. All medical information will be treated as confidential.

Any employee who declines a transitional duty position that meets the medical treatment provider's requirements and does not conflict with other applicable regulations, may be subject to disciplinary action and possible termination of employment, as well as the possible reduction of benefits under the state's Workers' Compensation Act.

Injuries caused by an employee's own intoxication or illegal drug use are not covered under the Workers' Compensation Act. Faculty and staff discharged or temporarily suspended due to the faculty or staff member's failure to submit and/or pass a drug test conducted pursuant to the School's established substance abuse policy are ineligible for unemployment compensation. Failure to pass such test(s) renders such staff members ineligible for unemployment compensation.

# Freire Charter School Procedures

## Reporting Staff Absences

### Unexpected Absences

#### **One Day Absences**

- In the event that a staff member must unexpectedly miss a day of work due to illness, personal reasons, etc. he/she must follow the procedures outlined below.
  - The staff member **MUST** call their direct supervisor to alert them that they will be absent. This must be done by 8:00 am.

#### **More than one day**

- In the event a staff member needs to be absent more than one day due to illness he/she must follow the procedures outlined below.
  - The staff member **MUST** call their direct supervisor each day they are absent to alert them that they will be absent. This must be done before 8:00 am
  - Staff is required to provide medical documentation for any absence that is two or more consecutive absences. Documentation must be submitted to the Head of Academic Supports upon return to work.
- Any staff that shows a consistent pattern of being absent will receive a verbal warning for the first offense and if the pattern continues receive a written warning for subsequent offences.
- The absence record is reviewed as part of the contract renewal process

**EXCEPTION:** In cases where a doctor/medical professional has prohibited a staff member to work for period of time, the staff member need not call each day. Instead the staff member can simply call the direct supervisor and alert them to the anticipated return date. **Upon return the staff member must provide a doctor's note that excuses the person from work for the period of time he/she was absent. Prolonged absences (more than 5 days) require written documentation be provided to the direct supervisor within 24 hours of request.**

### Expected absences

#### **One Day Absences**

- Planned absences of one day must be approved by the staff member's direct supervisor prior to the absence.

#### **More than one day**

- Planned absences of more than one day **MUST** be approved by the SGC in advance. For SGC approval follow the outlined steps below.
  - Fill out a SGC request form for approval and submit it to the Head of Academic Supports. **This form must be submitted 2 weeks prior to the request.**
  - The Head of Academic Supports will choose 5 random staff members and forward your request to them.
  - The chosen staff members will either approve or deny the request.
  - The request must be approved by a majority in order to be granted.
  - Once the request has been denied or approved you will get a written notice via email.
- The school will not pay to any member of staff for time taken off if he/she 1) does not follow the outlined procedures or 2) is denied leave and persists in taking the leave.

### Lateness or Last-Minute Emergency

- In the extreme case that a staff member is running late in the morning, they must call their direct supervisor and report the lateness.
- A record of lateness will be kept and reviewed monthly by the Head of Academic Supports. This record will be kept in the person's permanent personnel file. Any consistent pattern of being late will get a warning by the school's administration.
- Lateness will be reviewed as part of the contract renewal process

### Early Dismissals

#### Pre-Arranged Early Dismissals

- Staff is expected, to the best of their abilities, to schedule any outside appointments for times that do not interfere with their official duties.
- In the event a staff member must leave early, early dismissals must be pre-approved by the staff member's direct supervisor. The person requesting an early dismissal is responsible for arranging for the coverage of duties that he/she will not be able to fulfill due to the early dismissal.
- Any teacher requesting an early dismissal for any reason must provide the Head of Academics with a coverage plan for the courses being covered. This plan includes: who will cover each course; the time, date, and location of the course(s); and a brief lesson plan for each course.

#### Emergency Early Dismissals

- In the event that a staff member must leave early due to an emergency, they must first contact their direct supervisor to report their reason for leaving.
- If the staff member is unable to arrange a coverage plan for their responsibilities, the direct supervisor will be responsible for making sure the duties are covered.

### Arranging a Substitute

When arranging a substitute teacher, follow these steps:

- Call the Sub Coordinator, Sherill Hill (after 5:30 am) @ 610-809-9211 (and speak with her personally).
- Contact Kelly Services at 1-800-942-3767 if directed by the sub coordinator

### Emergency Lesson Plans

- Teachers are required to have 3 emergency lesson plans on file with the Assistant to the Head of Academic Supports.
- Each teacher must compile three lesson plans for each different course taught.
- The lesson plans must be detailed and task-specific.
- The lesson plans **MUST** be complete, copies or support materials must be made in advance.
- As these lesson plans are used due to absences, it is each teacher's responsibility to replenish each class' lesson plan reserve.

### Recording Student Attendance

All teachers are required to take attendance each period of the day. Attendance procedures are as follows;

- Teachers are required to take attendance **within the first 10 minutes of each class.**
- Attendance must be recorded in Power School
- Upon logging onto power school attendance the following steps should be taken
  - If a student is present then simply leave the space blank.
  - Any student who is NOT present must be marked absent "A"
    - Please note: if the student is not in your room then they must be marked as absent (even if the child is in school if he is not actually in the room then he/she must be marked "A")

- Attendance for the students who are not in class because of office visits (therapy, nurse, dean's office) i.e. the nurse is responsible for recording attendance for any student who is in her office at the beginning of the class period.
  - The student's attendance should be marked as Office Visit "V"
- The Athletic Director or Assistant Athletic Director is responsible for recording attendance for students who miss class due to athletic contests.
  - The student's attendance should be marked as Sports "S"
- Attendance for students on field trips should be recorded the following way;
  - The teacher sponsoring the trip is responsible for receiving the names of students who are ABSENT
  - Those names must be submitted to the Assistant to the Academic Support Team who will;
    - Adjust the attendance for all students on the trip to read "F"
    - Mark the students who are absent "A"

## Academics

### Book Distribution

1. At least 1 week before the end of the quarter or school year, the teacher should send the Academic Affairs Assistant a list of the books they intend to use for the next quarter with the following information: course name, book title, and estimated date book will be needed.
2. The Academic Affairs Assistant will order more books, if necessary, and number all new books.
3. The Academic Affairs Assistant will fill out the Book List form, assigning a book to each student in each class.
4. The Academic Affairs Assistant will bring the books and Book List form, which will have the name of each student and their book number, to the teacher 1-2 days before the book is needed. The Book List form will have 4 columns – each student's name, their book number, space for each student's signature upon receiving the book, and space for each student's initials upon returning the book.
5. Before distributing books to students, the teacher should read the book lending conditions on the Book List form to the students.
6. The teacher distributes the books as they are assigned to each student and has each student sign next to their name and book number, verifying that they have received that book and agree to the book lending conditions. PLEASE NOTE:
  - a. The first book used during the year will be distributed during orientation. Therefore, the 3<sup>rd</sup> column with the student's signature for receiving the book will already be filled in. The Academic Affairs Assistant will give you your Book List at the end of orientation.
  - b. If a student needs a new book at any point during the year, they must go to the Academic Affairs Assistant to get another copy.
7. After distributing the books, the teacher puts a copy of the signed Book List form in the Academic Affairs Assistants box.
8. When collecting books, the teacher should make sure that each student is returning the book assigned to them. The student initials next to their name and book number verifying that they have returned the book assigned to them. REMEMBER:
  - a. A student should ONLY initial next to their name if *their* book has been returned, by themselves or another student.
  - b. If a student's book is not returned by themselves or another student, leave the space for initials next to their name blank.
9. The teacher gives the initialed Book List form to no more than 3 days after books have been collected. All books (except textbooks) should be brought back to the College Counseling Office as well. The Academic Affairs Assistant will store the books.

10. After giving the Academic Affairs Assistant, the Book List form, all students returning books must go directly to the Academic Affairs Assistant, – not to the teachers! The Academic Affairs Assistant, will record missing books and track the returns.

### Promotion Guidelines

Promotion from grade to grade is based on credits earned:

- Promotion to 10th grade – 5 credits
- Promotion to 11th grade – 11 credits
- Promotion to 12th grade -17.5 credit or sufficient number of credits to reach 24 by

A passing grade for students in classes 2015-2013 (Grades 9 -11) is 75%

A passing grade for students in the class of 2012 is 70%

### **IMPORTANT:**

Students who do not earn credits in courses over the school year but still wish to have the opportunity to graduate in 4 years time. **MUST** either

- a) make up those credits before August 15th of the upcoming school year or
- b) create a signed plan with the Head of Academic Affairs to complete those credits over the school year

If either of these options are not taken then the student will be scheduled to repeat the course (or courses) they failed the previous year. **Again, any student choosing not to complete the credits would then need 5 years to earn a Freire high school diploma.**

For any class in which a repeating student received an 85% or higher, the repeating student may elect (if space is available) to take the next level of that class rather than retake this course. **It is important to note that it will take 5 years to earn a Freire diploma.**

Students who earn less than 4 credits (fails 3 credits) during a school year will automatically be required to repeat the grade level in its entirety. (Repeat all 6 courses)

### Grading

Teachers must have more than one assignment for a particular category set in their grade books unless otherwise worked out with the Head of Academic Affairs. (example –Summer Reading, large scale project)

All Teachers need to use categories and label each category as mastery or effort.

All assignments in a particular category should be worth the same amount unless a particular assignment should carry more weight.

Grades must reflect the following percentage assignment: 70% demonstrated mastery of material and 30% effort (homework and participation).

Grades incorporate a student's work in the following areas:

1. Homework
2. Class Participation / Class work
3. Major Projects/Tests/Quarterly Final Exams or Projects
4. Quizzes
5. Other forms of teacher generated assessments

### Mid Terms and Final Exams – High School only

Mid term and final exams will count as a percentage toward the semester grade. The percentages increase by grade and are shown below.

- 9<sup>th</sup> grade – 10%
- 10<sup>th</sup> grade – 15%
- 11<sup>th</sup> grade – 15%
- 12<sup>th</sup> grade – 20%

### Senior Exemption

- Any Senior student holding a 93% average in a class as of the last grade check prior to Final exams will be exempt from taking the final exam for that class. (**12<sup>th</sup> grade ONLY**)

### Graduation Requirements

1. All senior students must have twenty-four (24) credits to graduate. All credits must be earned in the following manner:
  - a. 4 English credits
  - b. 4 Math credits
  - c. 4 Science credits
  - d. 3 Social Studies credits
  - e. 3 Foreign Language credits
  - f. 6 Elective credits (including Peace and Social Justice course)
2. Any student who fails three (3) or more classes will be required to repeat their senior year in its entirety.
3. In order to participate in graduation you must be passing all of your classes and pass all Senior Project requirements. The graduation ceremony is a privilege, not a right. Any student with a failing grade in any class on their current schedule, or an incomplete Senior Project, will not be permitted to participate in the ceremony.
4. The graduation ceremony is a privilege, not a right. Students who have severely violated the code of conduct may be prohibited from participating in graduation ceremonies. In the case of graduating students, receipt of diploma may be delayed until discipline matters have been settled.
5. Students will receive their diploma when they have satisfied all their commitments to the school, including but not limited to; financial obligations being met, books being returned, discipline contracts being met.

### Make-up Policy

It is the responsibility of a student who has been absent to obtain missed work and assignments from the teachers.

### Pre-arranged absences

- If a student knows ahead of time they will be absent or miss a class, they should make every effort to collect work from their teachers the day before and/or contact teachers or classmates about missed assignments before they return to school.

### Unexpected absences

#### **Missed homework/class work policy**

- Students who are absent must make up missed homework/class work assignments as soon as possible. **The number of days a student is absent is equal to the number of days a student has to make up an assignment.**

### Missed quizzes/test

- Students who are absent (excused or unexcused) **on the day of a test or quiz will be expected to take the test or quiz on the day that they return to school**, unless other arrangements have been made with their teachers. It is the student's responsibility to make an appointment with a teacher to make up this missed test or quiz. Students who miss this make-up appointment will not be eligible to receive credit for this test or quiz.

### Missed project/papers

- At a teacher's discretion, papers and other assignments that students knew about before being absent are due upon the student's return, or by email. If it is not handed in on the day of their return or e-mailed as required by the teacher, the assignment loses 10% each day for no more than 3 days. Please refer to the syllabus provided by the teacher.

### Excessive class absence

If a student misses more than 25 classes in the course of a school year due to absences (or lateness) s/he will automatically need to redo that credit.

### Plagiarism & Cheating

Freire students are expected to create their own original work at all times. Teachers who suspect that a student has cheated or plagiarized an assignment should follow the steps below;

- 1) Inform the student of your suspicions, explaining the evidence that you have to back-up your suspicions.
- 2) Submit all your evidence and suspicions to the Head of Academics.
- 3) Students who copy work and students who allow their work to be copied will receive disciplinary action. The Head of Academics will determine the disciplinary action to be taken.
- 4) Students who copy work from other students or allow theirs to be copied more than twice in one year may be brought to the Board for expulsion.

### Athletic Eligibility

In accordance with the Athletic policy (see Student/Parent Handbook) participation for athletics will be checked on the 15<sup>th</sup> and 30<sup>th</sup> of each month. Teachers must follow the procedures outlined below;

- Read and understand the athletic eligibility policies set forth by the school. These policies re in the Student Handbook.
- Ensure that the grade updates are submitted prior to the 15<sup>th</sup> and 30<sup>th</sup> of each month
- Respond, by the set deadline, to the email sent by the Athletic Director confirming ineligibility
- Speak directly to the Athletic Director with concerns or questions.

### Reporting Lost/Stolen Property

Staff is required to report all lost/stolen school property using the procedures outline below. This includes (but is not limited to) transspasses, computer equipment, calculators etc.

- Inform the Assistant Head of Academic Supports that property has been lost/stolen. This report shouldbe made immediately upon recognizing the items are missing.
- The report should be made by email and the subject line should read stolen/lost property attention needed .
- The email must specify what is lost/stolen, how many, when/where it was last seen.
- In the case of missing/lost transspasses please indicate who did not receive transspasses.

Example: Dear Dave;

2 of my transpasses have gone missing. They were on my desk yesterday when I left school and when I came in this morning they were gone. Mary Smith and John Bow did not receive their passes yesterday.

- Once this report has been made a meeting to discuss the incident will be set up. If it is determined that you did not take all reasonable precautions to secure the stolen/lost property then a repayment agreement will be created.

### Teacher Checkout

At the end of every academic year all teachers will not be able to begin their summer vacation until all checkout duties are fulfilled. Teachers who leave without satisfying all checkout duties will not receive their summer pay. Teachers will be responsible for the following during checkout:

- Submit all collected and missing booklists to the Head of Academic's Assistant
- Work with Director of Technology and Head of Academics to ensure all final grades are correct
- Work with Director of Technology and Head of Academics to ensure all final report card comments are correct
- Classrooms must be clean and orderly. No books, papers, posters, etc. left in the middle of the room or on walls. Assistant Head of Academic Supports will coordinate classroom checkout.

## FCS Laptop Cart Procedures and Policy

### Reservations

-Reserve cart at least 24 hours in advance. Reservations for Monday classes should be made before the weekend). Email your reservation request to [computersupport@freirecharterschool.org](mailto:computersupport@freirecharterschool.org).

-The cart key will be placed in your mailbox the night before your class. Return the key to the Director of Technology's mailbox when you are done.

-DO NOT lend or borrow the carts or laptops if you do not have a reservation. All reservations must be made in advance with the Director of Technology.

### Transportation and Storage

-Retrieve the cart from room 015 at least 10-15 minutes before the start of school. The cart may be parked in the designated area in the main office for temporary storage. Return the cart to room 015 at the end of the day. Retrieving the Cart from Room

-Be careful to UNPLUG the cart from the wall before moving it.

-Carts are heavy and awkward. Enlist the necessary help to transport them through the hallways.

-Be sure to plug the cart into an available power outlet when it is parked for temporary storage and when it is returned to the cart closet in room 015 at the end of the day.

-NEVER leave cart unlocked and unattended. Return Cart to the Main office for storage between classes. DO NOT leave carts Unattended in Classrooms. Staff may be held financially responsible for devices that are stolen due to lack of oversight.

## In the Classroom

- Take inventory of the cart and report any missing computers immediately.
- Inform Students that GPS tracking software is installed on computers. The software is activated when computers are removed from the classroom/school building. The school will prosecute theft to the fullest extent of the law.
- Inform student that their online activities are viewable by the Director of Technology. Live online monitoring of computer sessions are available upon request.
- Use the available forms to assign computers to individual students. Return both the forms and the keys to the Director of Technology's mailbox at the end of the day.
- Have students inspect for and report any damaged or defaced computers immediately. Inform students they will be held responsible for pre-existing damage they do not report. Monitor for students who may be removing keys, labels or writing on computers. Report damage to the Director of Technology and send student caught vandalizing to the Dean immediately.
- Allow for at least 10 minutes at the end of a class period for repacking of the laptop cart.
- Count laptops prior to dismissing class. Hold dismissal and report any missing laptops immediately.
- Students should SHUTDOWN (not log-off) laptops at the end of a session using the Start Menu. Holding the button down to power off the computer can result in damage to the file system.
- A single student or teacher must be responsible for returning the laptops properly to the carts. Laptops must be oriented correctly and plugged into their A/C adapters. DO NOT have students individually replace laptops on the cart at the end of a class.
- A/C adapters must NEVER be removed from the Carts. There are additional adapters available for low-battery situations.

## Technical problems and Troubleshooting

- Consult the laptop cart troubleshooting guide for quick fixes to common problems.
- Record the name of malfunctioning laptops with a brief description of the issue and report it to the Director of Technology.
- Request in-class assistance when necessary. The Director of Technology can be available to assist with classes if necessary.

## Certification

### Certification

- All teaching staff must have approved PA State certification.
- Teachers hired without approved certification must complete a written certification plan.
- This plan outlines the steps each teacher will take to become certified.
- Failure to adhere to this plan and get certified could result in contract termination for the next calendar year.

### Emergency Certification

#### Emergency Certification Guidelines

- This certification is good for a period of one year. (August to June)
- You must reapply for emergency certification each year.
- Under emergency certification guidelines it is required for you to **complete 9 educational** credits during the year you have been granted the emergency permit.
- Failure to complete these credits and show proof of the completed credits will result in a denial to renew the emergency certificate for another year and could result in contract termination for the next calendar year.

**MAKE SURE TO BE IN CLEAR COMMUNICATIONS WITH THE APPROPRIATE ADMINISTRATOR ABOUT WHAT IS REQUIRED FOR YOUR PARTICULAR CERTIFICATION AND WHAT FREIRE EXPECTS FROM YOU REGARDING CERTIFICATION.**

### HQT

All professional teaching staff is required to meet Highly Qualified Teacher Status. This means that the teacher must meet the requirements listed below.

- Hold a valid Pennsylvania Instructional I or II certificate or
- Have at least a bachelor's degree from an accredited college or university.
- Demonstrate subject matter competency for every identified core content area in which direct instruction is provided
- Competency can be demonstrated by the following means:
  - Take and pass core content Praxis exam
  - Hold a subject area major (30 hours) or a graduate degree in the core content area (degree must be IN the core content, not "related to")

### Level I Certificate Holders

Professional employees who hold a first level certificate (Level I) may receive credit for service time in a charter school, if they choose to do so. **However, years of service in a charter school will not accrue against the validity of Level I certificates.**

### Level II Certificate Holders

Level II certificates are permanent certificates. A professional is eligible for Level II when he/she satisfies the following criteria;

- Completes 3 years of service (satisfactorily);
- Completes an induction program; see Head of Academic Supports for information
- Completes 24 post graduate credits;

To apply for Level II please contact the Head of Academic Supports

### Out of State Certification

Employees who hold an out of state certificate must complete the following within one year of employment at Freire:

- Apply to the state of Pennsylvania for review of certification and issuance of Pennsylvania certification;
- Meet all testing requirements set forth for Pennsylvania certification.
- If directed by the Head of Academic Supports, apply for Emergency Certification.

### Field Trips

Field trips are an essential part of learning. They are encouraged. However, if you plan on taking students on a field trip outside the building please follow the field trip procedures outlined below.

- All field trips must be approved by the Head of Academic supports prior to the trip being announced.
- The proposal form can be obtained from the Head of Academic Supports
- Submit a field trip proposal form to the Head of Academic Support three weeks prior to the trip.
- Once the proposal form has been returned and approved follow the directions of the form.
- Attendance must be taken PRIOR to leaving for the trip.
- Please use the following guidelines when taking a field trip.
  - You should travel as a group not as individuals.
  - Students should be instructed that the Code of Conduct is still in effect.

NOTE:

**Failure to follow the above procedures will result in cancellation of the trip.**

**STUDENTS WHO HAVE NOT FILLED IN THE NECESSARY PERMISSION SLIP PAPERWORK FOR FIELDTRIPS MAY NOT ATTEND.**

## Office Procedures

### Supplies

A centralized supply cabinet is located in the Teachers Workroom. Requests for items not kept in the supply cabinet should be emailed to the Head of Administration who will review the request.

### **PLEASE NOTE:**

**Teachers should not send students to retrieve supplies from the supply cabinet at any time.**

### Purchasing

The Head of Administration is the Purchasing Agent for all office supplies, text books, furniture, appliances, non-computer equipment, Kinko's copying, and food for events. Please do not order these items yourself. Since Freire Charter School has corporate accounts with several vendors and has tax-exempt status, the Head of Administration must handle these purchases.

### Reimbursement Policy

Occasionally you may find it necessary to buy items on your own. In this event, you will be reimbursed by the school for approved purchases. (If you are not sure what an approved purchase is, check with the Head of Administration first). Make a copy of the completed reimbursement form and receipts for your records. Receipts should be stapled to the reimbursement form and placed in the Head of Administration's mailbox. Your reimbursement check will be issued at the next check cutting date.

### Teachers & the Phone System

To preserve confidentiality and create a professional environment, the teachers are asked to refrain from using public phones. We have provided a phone in the Teachers' Lounge and the Teachers' Workroom for teacher use. These spaces are private environments that will keep your business and the student's business confidential.

### Office Equipment

Each staff member is responsible for his/her own copying, printing, faxing, and mailing. Please report any problems with equipment to the Receptionist immediately.

### Office Cleanliness

We ask that in your extremely busy school day that you are aware of this and pick up after yourselves when using the office equipment. (Printer, photocopier, paper cutter, etc.) Please discard junk mail in the trash can.

### Visitor Policy

All visitors to the school including parents, mentors, vendors, contractors, etc. should first sign in with the receptionist. Visitors will be given a name tag which they must wear at all times while in the building. The name tag will say "VISITOR" and the date of the visit. If you see an unknown person wandering the halls, please alert the Deans' Office immediately.

### Bake Sales and Fundraisers

Bake sales and fundraisers that sell food that is contrary to our wellness policy are prohibited. All fundraisers must be approved by the Head of Academic Supports prior to the start of the fund raiser.

## Freire Business Principles

Freire is a school not a business. While we want to operate in an efficient “businesslike” way we must always remember this is a school, NOT a business. Everything we do is about the students, their safety and their success. Recognize that students will learn from everything we do – the way we act, the way we speak, the way we treat employees, the way we treat vendors, the way we dress, and the way we treat each other. Always remember the students are watching what we do and learning from it.

### Measures of success.

Student achievement is the measure of success of any school. Today the primary measurement is standardized test scores and achievement of the benchmarks identified as “Adequate Yearly Progress.” In addition, measures including students’ acceptance to and attendance of college, student retention and graduation rates, attendance, class size, teacher-student ratio, and parental involvement are all important measures of our success. Administrative staff, together with the educators, must track these measures the way a business tracks sales, expenditures, profits and losses. Of course we also must track our costs and our revenue, making sure we operate efficiently and within our budgets and produce reports on a timely basis. We are modeling this behavior for the students as well.

### **Business principles for the administrative team**

The Administrative team of Freire Charter School is:

- Safe
  - Safety is most important. Physical safety, emotional safety, and mental safety are all factors that combine to create a sense of security for everyone we support, not just the students. It is the key to our school’s philosophy and must be part of the responsibility of the administrative team as well.
- Accessible
  - We can get people on the phone. Someone answers the phone and makes the connection immediately or within a few minutes. Messages are checked, calls are returned, and questions are answered. Some people prefer email, some prefer the phone, and some (staff and students) will prefer to come into the school. We respond to each in the way they prefer. But most importantly, no one will ever be able to say that they could not get in touch with a member of the administrative team easily and get an answer to their question. We are always accessible.
- Responsive
  - When there is a question or a problem brought to our attention, we always respond quickly. It might not be the answer that the person wants, but we respond one way or another. If you want something done at FCS, you will call the administrative team and they will respond promptly and responsively. The people we support are not expecting immediate answers, but they are expecting immediate acknowledgement.
- Responsible
  - If an issue is raised to any member of the administrative team, it will be taken care of one way or another. No one ever says “that is not my job.” The team is responsible for every aspect of the business side of the school and every member of the team shares 100% of that responsibility. If we can’t do it ourselves, we find the person or persons that can do it but we follow through until the task is completed.
- Respectful
  - There is a lot of tension around money and paying of salary, benefits, vendors and dealing with crises. There is a tendency to be hardened by the complaints and demands that come from everywhere to the team that handles the money. But we remain at all times in every circumstance respectful of every person no matter how upset, obnoxious, demanding, unreasonable, or ignorant that person might be. Treating people with respect and courtesy is the hallmark of any organization that is destined to achieve great things.
- Professional
  - There are often tendencies to look for shortcuts and special deals that might save money or create some benefit. We don’t look for those or take that path if it is offered. We do

everything in a professional manner. We hire professionals to advise us when we need them. We are not a startup trying to get by in some half-baked, crazy deal kind of way. We do everything in a professional way.

- Supportive
  - The job of the administrative staff is to be supportive of the rest of the staff, the students and the parents. Teaching is a very difficult job, and those who are in the classroom need the support of the administrative team every day. It is not always clear what that support entails, but the idea as an administrative team is to embrace a mindset of being supportive and proactive to those who are dealing with the students every day. In addition, the leaders of the school need additional and sometimes different support. Support of the leaders might include scheduling, data tracking, and preparing information for board meetings or other traditional business-world administrative assistant type tasks.
- Attentive
  - We build credibility by producing superior work. Our work product should be complete, accurate and thorough. In the same way that quality merchandise leads to repeat business, we want our service to lead to repeat business from those we serve.
- Kind
  - It is a competitive, tough, difficult world today whether in business or in education or politics. Civility seems to be a lost art or a sign of weakness. Often the phrase “It’s only business” is used as an excuse for rude or obnoxious behavior. But if we are to be successful as a school in changing the way things are done then we need to act differently. There is no more powerful way to elicit change than simple, heartfelt, human kindness. We show kindness in everything we do. Kindness is the foundation of excellent customer service. It’s simple: treat others as you would want them to treat you.

**In order to live up to these principles, we:**

- Answer the phone.
- Check messages and return calls.
- Pay bills on time.
- Maintain complete and up to date files.
- Maintain budgets and financial reports.
- Number the pages.
- Send handouts in advance.
- Make sure things work all the time.
- Make repairs immediately.
- Meet deadlines.

**In addition to these principles, here are a few lists of things we hold out to be important:**

**Our team is:**

- Communicative
- Collaborative
- Cooperative
- Creative
- Committed
- Concerned
- Capable
- Careful

**Our people are:**

- Intelligent
- Articulate
- Deliberate
- Polite and Fair

### Professional Development

Staff members are entitled to spend up to \$1,000 on professional development.

In order to receive payment for professional development, the staff member must submit an application at least one month in advance to the SGC. The SGC will approve all requests that are reasonable.

Part of the \$1,000 is to pay for substitute coverage for the staff member if he/she will not be in school those days and is not attending something that the school has requested that the staff member attend (If staff member is attending something the school requests that they attend, the school will pick up the cost of the substitute for the length of absence).

If a staff member is not certified in the subject area in which he/she teaches/works, the \$1,000 must be spent on taking courses or taking the Praxis test(s) that will lead towards certification.

If by February 1st of each year a staff member has not spent any of the \$1,000 nor have they requested to spend it, this staff member will automatically default \$500 of the \$1,000. This defaulted \$500 will go back into the general professional development budget. The other \$500 is still available for use during the second half of the school year.

### Scholarships

There are special scholarships available to staff members who have served on Freire's staff for at least one year and who are returning back to school for either a Master's or a Doctorate in the field in which they teach, or one closely related. These scholarships allow teachers to go to school for four years at Freire's expense (the cost of tuition paid by Freire will be the equivalent of whatever it would cost at Temple University. Freire will pay for three courses per year) as long as the staff member teaches at Freire during all four years. If the staff member teaches for two years and not four, Freire will reimburse the staff member for half the cost. No payments are made for one or three years of service. These scholarships are few and an application is required. Scholarship availability will be announced via email.

### Mandated Reporting Procedures

All staff members are required to follow the mandated reporter statute as defined in PA law. Specifically, staff should report;

- **Any suspicion of neglect or abuse of a student regardless of source, evidence or confirmation.**
  - Staff should file a written report with the Head of Academic Supports or Assistant Head.
  - The Head of Academic Supports or Assistant Head will determine the course of action.

# **Benefits & Personnel Paperwork**

**The following benefits are provided to all staff that are scheduled to work at least 20 hours per week.**

## **Medical Care**

A comprehensive medical plan is offered for employees and their families through Independence Blue Cross. Freire Charter School pays 100% of the premiums. Freire Charter School also offers a Health Reimbursement Arrangement (HRA) through its benefits consultant.

## **Vision Care**

Vision benefit is provided by Davis Vision and is packaged with the medical plan.

## **Dental Care**

Dental benefits are provided by United Concordia. Freire Charter School pays 100% of the premiums.

## **Life and Accidental Death and Dismemberment**

Freire Charter School provides \$15,000 of Life insurance and \$15,000 of Accidental Death & dismemberment insurance at no cost to its staff. Employees may purchase higher levels of insurance at the Freire Charter School group rate.

## **Maternity Leave/Family Leave**

Five weeks paid leave is provided to any staff member having a child (through childbirth or adoption). An additional ten weeks may be taken as unpaid leave. The staff member must notify his/her team leader and all supervisors of family leave plans at least ten weeks in advance of that leave. In addition, prior to the leave the staff member must provide detailed plans to cover his/her responsibilities. The administration will find coverage for the staff member. Paid leave is granted to staff members who have completed at least one successful year at Freire.

## **Travel Assistance Program**

Staff can receive free, 24-hour emergency assistance while traveling for work or pleasure, if the travel takes place more than 100 miles from the employee's home. This includes worldwide travel.

## **Employee Assistance Program (EAP)**

Staff can receive free, 24-hour access to a full range of confidential work-life balance services for themselves and their families.

## **Short Term Disability and Long Term Disability**

Staff may purchase Short Term Disability and Long Term Disability insurance from UNUM. If an employee chooses this benefit, Freire Charter School will pay 50% of the premium.

## **Flexible Spending Account**

Staff can set up flexible spending for dependent care and medical expenses with pre-tax dollars.

## **Transportation Benefit**

Staff can pay for a Septa pass or monthly parking garage through automatic payroll deduction using pre-tax dollars.

## **Retirement 403(b) Savings Plan**

Staff can make tax-deferred contributions to a Vanguard retirement account. Freire Charter School does not match employee contributions.

## **Pay Checks**

Pay checks are distributed through direct deposit. Pay checks can be deposited into a checking or savings account or both. Pay checks will be deposited in the employee accounts on the 15th and 30th of each month. The pay stub will be distributed to all staff on those days.

### **Retirement Benefits**

All employees are required to contribute to the PA State Education Retirement System (PSERS). Employees and the school itself will contribute to PSERS for each eligible employee, with percentages congruent with what the law states for the minimum contribution.

### **Personnel Paperwork**

The Head of Administration will provide the needed paperwork to begin employment. It is the employee's responsibility to complete and return this paperwork within one week of accepting a position.

### **All employees must have the following forms in their personnel files:**

- resume
- certifications
- reference checks
- signed contract
- emergency contact info
- PA criminal background check
- PA child abuse clearance
- FBI fingerprint check
- W-4 form
- I-9 form with acceptable ID
- payroll form
- workers comp notice
- health insurance enrollment or waiver
- dental insurance enrollment
- life insurance enrollment
- disability insurance enrollment
- PSERS enrollment
- PA new hire form
- sexual harassment policy

### **SPECIAL NOTE:**

If not certified:  
Original transcripts from all schools attended  
Application for emergency certification  
Fee for emergency certification  
Scores for all tests taken  
Transcripts/Information from any current graduate school courses

# Staff Evaluations

Performance evaluations are performed formally and informally throughout the year. These evaluations take several different forms including the formal evaluation sheet or the 5x5 Walkthrough sheet. Feedback regarding performance evaluations will be shared after the evaluation. Formal evaluations will be completed on an as needed basis with each staff member being evaluated at a minimum of once per year.

## Staff Review Process for Staff Whose Contracts Need to Be Renewed

The evaluation process will consist of the following parts and processes:

### Part I:

(To incorporate voice of self):

- The staff member will fill out a staff evaluation form.

### Part II:

(To incorporate student voice):

- At least half of all students that teacher teaches will fill out an evaluation form.

NOTE: When the students fill out the evaluations, the teacher being evaluated will not be present, and the evaluations will be kept completely nameless and confidential. Students will also be instructed about the significance of these evaluations and that they are anonymous. Staff members will be able to review these evaluations only after the end of the contract year.

### Part III:

(To incorporate staff voice):

- Each staff member up for rehire will have two peers review their performance. These peers will be made up of the following:
  - one staff member of the rehire's choice
  - one randomly selected staff member
    - Each of these will evaluate the rehire by answering three questions. These are:
      - How does this colleague relate to students?
      - How does this colleague relate to staff?
      - How does this colleague contribute to Freire Charter School?

### Part IV:

(To incorporate parent voice):

- Parents of that teacher are randomly selected to fill out an evaluation form or answer questions over the phone about the teacher up for renewal.

### Part V:

(To incorporate performance directly on the job):

- The official evaluation forms written by Head of Academics and/or appropriate administrator (in case of teachers) or Directors in area where staff works will also be submitted as part of the renewal data.
- All peer reviews will be submitted as part of the performance summary for contract renewal.

### Part VI:

(To incorporate the rehire's reflection in action as a learning tool)

- Each teacher will keep a portfolio throughout the year. This portfolio will include the teacher's reflections on particular and targeted areas of instruction, samples of student work, and copies of 5x5 walkthrough feedback sheets as well as peer reviews. For this part of the data gathered for contract renewal, the portfolio will be reviewed to ensure that teachers are authentically and genuinely engaged in the reflective practice of teaching; and that this reflective practice has at its core the goal of improving ones skill as a teacher.

## **Part VII:**

(To analyze data collected in Parts I-VI)

- The Administration will subdivide, assigning each subdivision to a small group of teachers who are up for renewal. The Administration assigned to that teacher up for renewal will review parts I-III above.

In their review, they will report on:

- contributions this teacher makes to FCS community at large
- contributions this teacher makes to FCS in the particulars of his/her job
- needed areas of growth
- decision as to whether to rehire
- recommendations for continued growth (whether or not being rehired)

## **Administrative Procedure for Evaluations:**

### **Part I**

- The Administration will be looking for how the candidate perceives growth and development while at Freire as well as what the candidate does to contribute to Freire.

### **Part II**

- The Administration will be looking for patterns in the students' comments that indicate how comfortable the students are with this teacher as well as how many students perceive they are learning from this teacher.

### **Part III**

The Administration will look for how the Freire staff perceives this individual's involvement and compatibility.

### **Part IV**

The Administration will want to see how the rehire performs in the classroom as a teacher.

### **Part V**

The Administration will want to see how authentically and genuinely the rehire has engaged in reflection-in-action as demonstrated in their portfolio.

### **Other things to note:**

- If the rehire is also part of Administration, this person will step out of Administration meeting when they are being discussed.
- If the rehire works directly under a Director, when rehire is reviewed, the Director will be a part of conversation and decision-making process.
- **A staff member goes through this renewal process towards the end of his/her contracted term.**

## Wellness Policy/Procedures

Freire is 100% committed to doing anything and everything it can to provide for, facilitate and maximize student achievement and success at Freire and beyond in college.

This commitment to student achievement and excellence is behind Freire's wellness policy. Recent and ubiquitous research shows clearly that students who eat better do better in school. Research also shows that students who participate in physical activity several times or more during the week outperform their peers who do not participate in frequent physical activity.

In the coming years, as Freire continues to grow and to excel, so, too will the level of student and staff wellness. Our vision is that someday, all students and staff will have access to healthy, low cost nutritional foods at school all day long. Our vision also maintains that someday, all students and staff will participate in safe, healthy physical exercise 3 to 4 times per week.

Specific goals are as follows:

- Freire student will be drawn to healthy practices.
- Freire students will be drawn to physical exercise and healthy eating.
- Students will demonstrate fundamental knowledge of health and nutrition.
- Students will know how to care for themselves.
- Students will demonstrate their knowledge of how to provide basic care for others through the life cycle.
- Students will monitor their own health and command strategies for addressing the health problems of others.

Our current program at Freire affords all 10<sup>th</sup> graders a year long, full credit intensive course on health and wellness. As part of the course, students delve into sex education, body systems and maintenance, diseases and disease prevention, nutrition, exercise, and overall wellness. Part of this course includes weekly physical exercise.

Our current wellness program also includes the 12<sup>th</sup> grade senior project, where students choose topics in the health, wellness, and social science realm that they research for the year. This research culminates in poster presentations as well as oral exhibitions in front of peers and community members. These exhibitions allow seniors to present their findings in a public arena as well as stand as experts on their chosen topic. Further, this year-long project also includes a mandatory service learning component, where students must *do* something positive for the community.

In addition, 9<sup>th</sup>-12<sup>th</sup> grade students are able to choose to participate in our PIAA sports program, featuring football, basketball, volleyball, soccer, softball and track for girls and boys. Over 25% of our student body participates in at least one of these sports, and we are examining the idea of making participation in at least one sport per year a mandatory part of a Freire education.

Moreover, Freire ensures that our vending machines fit nutritional guidelines. These vending options contain a variety of items that provide more than 2 grams of fiber per serving; and avoid foods that contain added sugar as the first ingredient or have too much trans fatty acids. Vending machine beverages include water, 100% fruit juice not to exceed 8 ounces, or milk that will be 1% or lower in fat content and not contain any added sugar. No other beverages will be served.

We do not serve or sell food as part of any fundraisers that is fried, comes in more than single serving sizes, contains added sugar as the first ingredient or has excessive trans fats.

Any and all classroom parties, of which we have very few, are limited to serving fresh fruits and vegetables as well as water. We also do not use food as a reward unless the reward promotes a positive message. We also encourage parents to send their children with healthy food to school or to participate in our healthy foods initiatives. We do not have a school store or a faculty lounge.

Our goal for all of these standards is to promote healthy student eating and living as well as help prevent obesity in our students. Further, since we do not reimburse families for snacks, we will not provide access for families to foods at a substandard level.

Beth Terry is the person responsible for ensuring that Freire meets this policy. She has worked in tandem with parents, board members and students to develop this policy. She measures its effectiveness each year and will make sure that each year we improve from the year prior, promoting a steady increase to the highest student achievement and success possible, and to the overall wellness of the student and staff of Freire Charter School.

### **Food Allergy Management**

#### Parent responsibilities

- If your child has a food allergy it is essential that you notify the school nurse immediately (all information will be kept confidential) providing her with all the following pertinent information;
  - Type of allergy
  - Medical history regarding the allergy
  - Description of reaction to Medication (if applicable)
  - Doctor recommended responses if there is exposure
- Provide written medical documentation, instructions, and medications as directed by a physician.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Provide (update when necessary) all emergency contact information.

#### Student's responsibilities

- Do not trade food with others.
- Do not eat anything with unknown ingredients or known to contain any allergen
- Be proactive in the care and management of their food allergies and reactions.
- Notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

#### School responsibilities

Upon notification the school nurse will be responsible for the following;

- Contacting the parent to review all provided information as well as gather any additional information.
- At parent's request and with written consent will contact the medical professional directly to gather needed information/advice regarding the specific students needs.
- Meet with the parent, student, and any other necessary school staff, will have a team meeting and create a medical plan for the student. This plan will outline the schools response should the child be exposed to the allergen.
- The plan will contain;
  - Student's needs
  - Parent's requests
  - Doctor's recommendations
  - A detailed plan of how the school will respond in the event the student is exposed to the allergen

- A list of the names of the individuals who will be responsible for implementing the plan.
- The Plan will be distributed to all teachers and staff who work directly with the student. In addition the nurse will meet with the staff to review the plan.
- The School nurse will meet with the student and work individually with the student to educate them regarding the allergy.

# Emergency Procedures

## Fire and General Building Evacuation Procedure

If you **see a fire**, pull the nearest fire alarm and proceed to evacuate the building as you normally would. As you are leaving the building report the following to the nearest administrator:

- Exact location of the fire
- Any other important details (size of the fire, area it was spreading to, etc.)

If you **suspect there may be a fire in the building** because you smell smoke or something burning report this immediately to one of the following administrators who will investigate the situation right away:

<ul style="list-style-type: none"><li>• Head of Academic Supports</li></ul>
<ul style="list-style-type: none"><li>• Dean of Students</li></ul>
<ul style="list-style-type: none"><li>• Greeter</li></ul>
<ul style="list-style-type: none"><li>• Assistant to the Academic Support Team</li></ul>
<ul style="list-style-type: none"><li>• Head of Academics</li></ul>
<ul style="list-style-type: none"><li>• Lobby Greeter</li></ul>

### Building Evacuation Procedure

When the fire alarm sounds teachers should **immediately** instruct students to:

- Leave the room in a quiet and orderly fashion
  - Evacuate the building in a single file line
  - Evacuate quickly and quietly (it is **extremely** important for students to remain quiet at all times during a building evacuation)
- Teachers must bring the classroom Go-Kit from the room and bring it with them
- *Remove the high-visibility vest from the kit and put it on immediately*
- Close, but do not lock the door
- Follow your designated evacuation route and exit the building (see chart below). **If this exit is unsafe teachers should lead their class to the nearest exit that is safe to use as dictated by the situation**
- Following the evacuation route from your room to Primary evacuation site – this is identified in your schools safety manual
  - Should you require any assistance members of the Safety Team are stationed along the route and are wearing high-visibility vests
  - Make sure that your students **stay together** and travel as a class at all times
  - If you are missing any students report this information to a member of the Safety Team **immediately**
- When you arrive at the evacuation site check in with the Head of Academic Supports who will be at the park entrance crossing classes off of a master schedule upon their arrival

- The Head of Academic Supports will then direct you to a space at the evacuation site
- Proceed to that space and instruct your students to:
  - Stay in a single file line
  - Remain quiet and listen for additional directions

**Students are not permitted to leave your class at ANY TIME**

- Specific instructions regarding attendance are outlined in our school safety manual. ALL staff are required to read these instructions and follow them at all times
  - During the evacuation all staff should do the following,
    - Monitor your students for signs of mental distress. If you feel a student is in need of mental health supports please alert a member of the Safety Team. The student will be escorted to the School Counselor
    - 
    - Once attendance has been cross referenced with a complete school attendance report and all community members are accounted for the a member of the Safety Team will instruct you to do one of the following:
      - **1. Return to the school building:**
        - Once you have been formally dismissed by a member of the Safety Team you should:
          - Return to the school using the same route you used to get to the park
          - Upon reaching the school re-enter the building using the same set of doors you left through
- OR-
- **2. Commence Reunification procedures:**
    - **Please follow the reunification procedures outlined in your schools safety manual.**

### Evacuation Routes

- Are identified throughout the building with individualized charts in each classroom and common area.
- These routes are also published in the school safety manual
- All staff are required to know which route to take to the primary/secondary evacuation area in case of an emergency.

### Reunification

Reunification occurs when students are “reunified” with their parents. This procedure will vary depending on the specific campus. All staff are required to read and understand the reunification policy for their specific campus.

## Lockdown

- A lockdown is used when a situation occurs that poses an immediate threat to the safety of the school community. These threats can include (but are not limited to):
  - A trespasser or intruder is in the building
  - You have knowledge that a weapon is in the building
  - You suspect that a student has a weapon on their person
- If you **see/know** that there is an immediate threat to the safety of the school, **DO NOT ENGAGE THE SITUATION IN ANY WAY** instead, immediately report it to one of the following administrators:

Assistant Head of Academic Supports
Dean of Students
Head of Academics

- Your report should include:
  - Where this person/dangerous situation is located
  - Why you perceive there is an immediate threat
  - Any additional pertinent information (for example)
    - What the person looks like
    - Students who are involved
- Upon receiving your report the administrator will do the following:
  - Notify 911
  - Immediately place the school into lockdown by announcing over the two-way radio that “The school is entering lockdown, the school is entering lockdown”
- Upon receiving the notification that the school is entering lockdown the Safety Team will do the following:
  - Designated members will immediately report to the main office, which will serve as the school’s operations center for the duration of the lockdown
  - One Safety Team member will cover all windows while the others initiate the rapid response call procedure
  - The Ingerman greeter will lock the front and side doors to the school and then stand outside awaiting the arrival of emergency personnel
    - In the event that the school must enter a lockdown during the lunch period the Ingerman greeter will direct any students or staff member returning to the building to the 19<sup>th</sup> and Walnut Street entrance at Rittenhouse Square Park
    - The Head of Academics, Assistant Head of Academics and Head of Administration will immediately report to this park entrance to monitor these students and await further instruction
- Staff will be notified that the school is entering lockdown over the telephone
  - Classroom teachers:
    - Ensure that your classroom door is closed and locked
    - **CALMLY** announce to students that the school is now in lockdown and instruct them to:
      - Move away from the field of view of all internal doors and windows to the area of the room most difficult for someone in the hall to see into

- Remain silent
  - Cover all internal windows with paper/poster from the inside so there are not clear views into the room
  - Turn out all lights and all audio-video equipment as they may attract attention
- Offices and non instructional areas:
- Ensure that the door is closed and locked
  - Announce to anyone in the immediate area that the school is now in lock down
  - Everyone should immediately:
    - Move away from the field of view of all internal doors and windows to the area of the room most difficult for someone in the hall to see into
    - Remain silent
    - Cover all internal windows with paper/poster from the inside so there are not clear views into the room
    - Turn off all lights and all audio-video equipment as they may attract attention

**UNDER ABSOLUTELY NO CIRCUMSTANCES SHOULD YOU OPEN THE DOOR FOR ANYONE. School administrators and emergency personnel will have keys and will use them if they need to enter your room**

- If there is a medical emergency in your room utilize the first aid kit contained in the classroom Go-Kit
- If there is a severe medical emergency in your room send a text message to:

Head of Academic Supports (specific numbers are published in the Emergency Manual for your campus)

Dean of Students (specific numbers are published in the Emergency Manual for your campus)

- Be sure to include the following information in you text:
  - Your name
  - Your location
  - The number of injured individuals
  - The type and severity of the injury or injuries
- If you are in an area of the building that does not have adequate cell phone reception email one of the following administrators:

Head of Academic Supports (specific numbers/addresses are published in the Emergency Manual for your campus)

Dean of Students (specific numbers/addresses are published in the Emergency Manual for your campus)

- ***Remain in lockdown until a Safety Team member unlocks your door and informs you that the lockdown is being lifted – DO NOT LIFT OR ALTER LOCKDOWN PROCEDURES IN ANY WAY UNTIL THIS OCCURS***

## Shelter in Place

Shelter-in-place is a protective action used when hazardous conditions exist outside of the school building and it is deemed safer indoors. The most common cause for activating shelter in place is a release of harmful chemical substances into the air, whether by accident or natural disaster, but this procedure may be utilized in other situations as well.

This plan is implemented when directed by the Philadelphia Police or Fire Department, or when a potentially hazardous situation exists outside the school and the Safety Team needs time to verify the degree of danger.

### Procedure

1. The Head of Academic Supports will be alerted by the Philadelphia Police or Fire Department, or by a staff member that detects a potentially hazardous situation outside of the school building
2. If the situation dictates the need the Head of Academic Supports will shut down the HVAC system to minimize the entrance of outside air into the facilities. Additionally, the smaller HVAC unit that serves the main office will be shut down by flipping the circuit breaker located in closet 100C off the main office
3. The Head of Academic Supports will notify the Safety Team to alert all staff to Shelter in Place. The individual classrooms will be notified using the "Rapid Classroom Call List"
- Teachers should:
  - Listen to the instructions given by the Safety Team member regarding informing students of the situation. Since the circumstances under which the school enters shelter in place vary greatly the situation itself will dictate the information given to students
4. The front and side doors to the school will be locked by the Ingerman Greeter who will ensure that **no one aside from emergency personnel will be permitted to enter or leave the school.**
5. The shelter in place signage, located in the pocket of the "Emergency Drill Log Book" stored on the bookshelf behind the building Lobby Greeter, shall be placed on the front doors of the school in order to alert visitors to the situation
6. **Students will continue to attend class and school functions will continue normally until the situation dictates otherwise**
7. Parents/guardians will be informed of the situation by the Communications Team at the discretion of the Head of School

### Shelter in Place in Event of a SEPTA Interruption in Service

If for any reason SEPTA should have an interruption in service that extends to after school hours the school will enter a modified Shelter in Place.

## Medical Emergencies

- A medical emergency is defined as an injury or condition that requires immediate medical attention. Examples include, but are not limited to:
  - A person who loses consciousness
  - A person who is bleeding severely
  - A person who is having difficulty breathing
  - A person experiencing severe, unexplained pain

*When in doubt it is best to treat the situation as a medical emergency*

- In the event of a medical emergency the following procedure should be followed:
  - Remain Calm
  - Do not move the victim (unless they are in immediate danger)

- Immediately notify one of the following:

○ School Nurse
○ Head of Academic Supports
○ Dean of Students
○ Greeter
○ Assistant to the Academic Support Team
○ Head of Academics
○ Lobby Greeter

- An administrator will come to your location as quickly as possible
- Make sure an ADULT remains with the victims at all times
- **If this happens during class time:**
  - Reassure the students that everything will be OK and help is on the way
  - Do not allow students to crowd around the injured person – ask them to return to their seats and wait quietly
  - When the administrator arrives he/she will take charge of the situation so that you can take care of the rest of the students
  - In severe emergencies you and your class may be asked to relocate until the emergency is under control
- **If this happens in a common area (bathroom, hallway etc.):**
  - Remain Calm
  - Stay with the injured person
  - Designate a bystander to immediately go to the nearest teacher or administrator for help
  - That person should then notify one of the above administrators listed in the table above
  - While waiting for help to arrive keep the area clear of bystanders who may hinder responding personnel
  - Do what you can to ensure the safety and comfort of the injured person until help arrives

- Once the situation is under control you will be asked to fill out an incident report in order to document what has occurred

## Mental Health Emergencies

**Pennsylvania law requires that all personnel must report:**

**a) Suspected neglect or abuse of a child**

**b) If a child is in danger of hurting themselves or others**

***PLEASE NOTE: According to the Law you need only SUSPECT abuse or neglect - you do not have to have proof***

- Any staff member who discovers or suspects that a child is being abused or neglected is required to:
  - Immediately (or as soon as possible) convey your concern to:
    - Head of Academic Supports
  - Once you have contacted an administrator and they have taken over the situation you are required to fill out an incident report for the purposes of documentation
  - The Administrator who takes the report will then assist you in making a formal complaint to the Department of Human Services. This will be done in a confidential setting
- Any staff member who discovers or suspects that a child has threatened to harm themselves or someone else should:
  - Immediately (or as soon as possible) convey your concern to:
    - Head of Academic Supports
  - DO NOT allow the student to leave your presence
  - An administrator will respond and take over the situation. You will be asked to fill out an incident report for the purposes of documentation

## General Mental Health Concerns

- In the event that a staff member becomes aware of a student or other community member who may require mental health support (for any reason other than the two mentioned above) the staff member should take the following steps:
- If you feel that the situation **is** urgent or an emergency:
  - Remain calm
  - Immediately call:
    - Head of Academic Supports
  - The student will be escorted to the Academic Supports office or other suitable location and be provided with immediate mental health support
- If the situation **is not** an emergency you can make a general referral for mental health support:
  - Call or email the Head of Academic Supports
  - Make a report including the following information:
    - Student's name
    - Grade level
    - A brief description of your concerns
    - If you spoken to the student and/or parent/guardian about your concerns. If so, what was their response?
    - If you have told the student that you are referring them for additional support

## School Visitors & Security

NOTE: Freire Charter School utilizes video surveillance at all entrances and exits of the building in order to ensure the safety of all community members.

- Freire Charter School requires all visitors to enter and exit the building from the main entrance unless otherwise directed by a member of staff
- **Freire requires that all visitors check-in with a greeter upon arrival.** No visitors are allowed to enter the school environs without doing so. **If you have a guest arriving to the school please follow the following procedures:**
  - Inform the Greeter of:
    - Your guests name
    - Approximate time of their arrival
    - Where you will be so that you can be contacted
- All guests will receive a visitor's badge which they must wear at all times.
- If you encounter a person who is not a community member and who **does not** have a visitor's badge displayed you should immediately notify one of the following administrators:

Head of Academic Supports

Dean of Students

Head of Academics

- The administrator who takes your report will immediately investigate the situation and take the appropriate steps to ensure the safety of the school

**PLEASE NOTE: This visitor policy applies to all visitors including students/staff who are no longer members of the community. Alumni should be directed to the College Counseling Office in order to gain admittance to the school.**

# **Appendices**

## **APPENDIX A: HARRASSMENT PREVENTION EDUCATION POLICY**

The following is designed to help educate faculty and staff concerning harassment in the workplace. If faculty and staff have questions or concerns they should contact any of the individuals listed in the Harassment Prevention policy in the Employee Handbook.

If there are conflicts between the following and the Harassment Prevention policy in the Employee Handbook, the policy in the Employee Handbook will prevail.

### Harassment Defined

Harassment may include any unwelcome offensive or derogatory comments, gestures, or actions based on age, citizenship, color, disability, genetic information (including family members' genetic information), marital status, national origin, race, religion, sex (including pregnancy), veteran status, sexual orientation, or any other protected status:

- whenever submission to the action is an explicit or implicit condition of employment; or
- where submission to or rejection of the action is used as a basis for employment decisions affecting the employee.

Harassment may include conduct that has the purpose or effect of interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment.

Harassment typically does not include simple teasing, offhand comments, or isolated incidents that are not extremely serious. The conduct must be sufficiently frequent or severe to create a hostile work environment or result in a "tangible employment action," such as hiring, firing, promotion, or demotion.

Sexual harassment includes sexual advances, requests, or demands for sexual favors and other verbal, physical, or visual conduct of a sexual nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior which is not welcome, which is personally intimidating, hostile, or offensive, which debilitates morale, and which therefore interferes with work effectiveness.

While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include:

- promising, directly or indirectly, an employee a reward, if the employee complies with a sexually oriented request;
- threatening, directly or indirectly, to retaliate against an employee, if the employee refuses to comply with a sexually oriented request;
- denying, directly or indirectly, an employee an employment-related opportunity, if the employee refuses to comply with a sexually oriented request;
- engaging in sexually suggestive physical contact or touching another employee in a way that is unwelcome;
- displaying, storing, or transmitting pornographic or sexually oriented materials using School equipment or facilities;
- engaging in indecent exposure;

- making sexual or romantic advances toward an employee and persisting despite the employee's rejection of the advances;
- making sexual remarks using any form of electronic communications such as e-mail, cell phone, internet, etc.

Faculty and staff are prohibited from harassing other faculty and staff whether or not the incidents of harassment occur on the School premises and whether or not the incidents occur during working hours.

Sexual harassment can involve males or females being harassed by members of either sex. Although sexual harassment typically involves a person in a greater position of authority as the harasser, individuals in positions of lesser or equal authority also can be found responsible for engaging in prohibited harassment.

### Complaint Procedures/Responsibilities

#### Faculty and staff

Faculty and staff who feel they have been harassed in violation of this policy must:

- make their unease and/or disapproval directly and immediately known to the harasser, if appropriate;
- make a written record of the date, time, and nature of the incident(s) and the names of any witnesses; and
- report the incident to at least one of the individuals listed in the Harassment Prevention policy in the Employee Handbook.

#### Supervisory Personnel

Supervisory personnel must deal expeditiously and fairly with allegations of harassment within their departments whether or not there has been a written or formal complaint. Supervisory personnel must immediately inform at least one of the individuals listed in the Harassment Prevention policy in the Employee Handbook when allegations of harassment have been made or when the \*S\* observes or is made aware of offensive or derogatory comments, gestures, or actions that the \*S\* feels would be a violation of the harassment policy.

Supervisors who knowingly allow or tolerate harassment in violation of this policy are subject to discipline, up to and including termination of employment.

#### The School

The School is responsible for:

- ensuring both the individual filing the complaint (hereafter referred to as the complainant) and the accused individual (hereafter referred to as the respondent) are aware of the seriousness of a harassment complaint;
- explaining the School's Harassment Prevention Policy and investigation procedures to the complainant and the respondent;
- exploring means of resolving harassment complaints;
- notifying the police if criminal activities are alleged; and
- arranging for a prompt and non-discriminatory investigation of the alleged harassment and the preparation of a written report, if appropriate and necessary.

#### Confidentiality

All inquiries, complaints, and investigations are treated confidentially. The information will be kept in a separate, locked cabinet, apart from the location of personnel files with a designated specific person or persons having access to the file.

Information contained in a formal complaint is kept confidential. However, the identity of the complainant usually is revealed to the respondent, witnesses, and co-worker representatives if present. The School takes adequate steps to ensure that the complainant is protected from retaliation during the period of the investigation.

A copy of the investigation report and the final decision is included in the confidential personnel file of the respondent only if the investigation and decision-making panel conclude that the individual engaged in prohibited conduct.

No record of a complaint is kept in the complainant's personnel file unless the investigation concludes that the complaint was reckless, malicious, and/or frivolous. The School maintains all information pertaining to a harassment complaint or investigation in secure files.

## **Appendix B: HEALTH AND SAFETY POLICY**

The School is committed to providing a safe and healthy workplace for all its faculty and staff. Management and all faculty and staff share the responsibility for the success of the safety and health program.

The objective of the safety and health program is to reduce or eliminate disabling injuries and illnesses. It is the policy of the School to exercise all reasonable precautions necessary to protect faculty and staff from injury.

Injuries caused by an employee's own intoxication or illegal drug use are not covered under the Workers' Compensation Act. Faculty and staff discharged or temporarily suspended due to the employee's failure to submit and/or pass a drug test conducted pursuant to the School's established substance abuse policy are ineligible for unemployment compensation.

All faculty and staff must comply with safety rules at all times. The School makes every effort to place applicants and faculty and staff in positions for which they are qualified. Faculty and staff and job applicants are not placed in a position where, with or without a reasonable accommodation, they create a direct threat to the safety or health of themselves or others.

Our safety and health program may include:

- providing mechanical and physical safeguards to the maximum extent possible.
- conducting a program of safety and health inspections to find and eliminate unsafe working conditions or practices, to control health hazards, and to comply fully with the safety and health standards for every job.
- training all faculty and staff in good safety and health practices.
- providing necessary personal protective equipment and instructions for its use and care.
- developing and enforcing safety and health rules and requiring that faculty and staff cooperate with these rules as a condition of employment.
- investigating, promptly and thoroughly, every accident to find out what caused it and to correct the problem so it will not happen again.
- setting up a system of recognition and awards for outstanding safety service or performance.

We recognize that the responsibilities for safety and health are shared. The School accepts the responsibility for leadership of the safety and health program, for its effectiveness and improvement, and for providing the safeguards required to ensure safe conditions. Supervisors are responsible for developing the proper attitudes toward safety and health and for ensuring that all operations are performed with the utmost regard for the safety and health of all personnel. Faculty and staff are responsible for wholehearted, genuine cooperation with all aspects of the safety and health program including compliance with all rules and regulations - and for continuously practicing safety while performing his/her duties.

## Appendix C: Field Trip Proposal Form

### FREIRE CHARTER SCHOOL FIELD TRIP PROPOSAL FORM

Submit to Head of Academic Supports three weeks prior to trip

Teacher Requesting Trip: \_\_\_\_\_

Field Trip Details:

Location: \_\_\_\_\_

Event description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How will you be traveling? \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_      Departure time: \_\_\_\_\_      Return time: \_\_\_\_\_

Participants:

# of Students: \_\_\_\_\_      grade(s): \_\_\_\_\_

# of Teachers: \_\_\_\_\_      Names: \_\_\_\_\_

\_\_\_\_\_

Costs:

Transportation Cost: \_\_\_\_\_

Event/Admission Cost: \_\_\_\_\_

Other cost: \_\_\_\_\_ (please use space below to describe)

Explanation: \_\_\_\_\_

Total: \_\_\_\_\_

\*PLEASE NOTE – Field trip costs (except for chaperone cost) must be paid in full by the students. Exceptions can be made by the Head of

Academics ONLY

School cost: \$ \_\_\_\_\_

Student cost: \$ \_\_\_\_\_

Explain the accommodations for the students not attending the trip.

Explain how teacher's responsibilities will be covered in their absence. List each teacher and the plan.

Describe how this is being integrated into your current curriculum.  
Which assessment anchor will this trip help to teach or reinforce?

**OFFICE USE ONLY**

Proposal is \_\_\_\_\_ approved                      Please submit a copy of your permission slip by \_\_\_\_/\_\_\_\_/\_\_\_\_

Proposal is \_\_\_\_\_ not approved (see explanation below)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix D: Field Trip Permission Form

**Freire** Charter School

2027 Chestnut Street, Philadelphia, PA 19103

Phone: (215) 557-8555 ~ Fax: (215) 557-9051

[www.freirecharterschool.org](http://www.freirecharterschool.org)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Address (include city, state, and zip): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home Phone: \_\_\_\_\_ Emergency Phone or Business: \_\_\_\_\_

Date of Event/Field Trip: \_\_\_\_\_

Type of Field Trip: \_\_\_\_\_

Destination: \_\_\_\_\_

Estimated Time of Departure: \_\_\_\_\_ Return: \_\_\_\_\_

Teacher/Individual in Charge: \_\_\_\_\_

Mode of Transportation: \_\_\_\_\_

Student Cost: \_\_\_\_\_

I, \_\_\_\_\_ (parent/guardian), grant permission for \_\_\_\_\_ (student) to participate in the above named activity and I warrant that my child is in good health. In consideration of my child's participating, I agree to indemnify the school from any claims or law suits brought against the school by myself, my child or others that arises out of any behavior by my child at the event/activity described above. I also agree to pay reasonable attorney's fees or expenses incurred by the school in defense of such a claim/suit.

**EMERGENCY MEDICAL TREATMENT:** In the event of an emergency, I give permission to transport my child to a hospital for medical treatment. I wish to be advised prior to any further treatment by a doctor or hospital. In the event of any emergency, if you are unable to reach me at the above numbers, contact: \_\_\_\_\_ at \_\_\_\_\_.  
(Name) (Phone Number)

**OPTIONAL** Medical Information (as you wish):

Medication my child is taking at present: \_\_\_\_\_

Family Health Plan Number: \_\_\_\_\_

Family Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

As a parent/guardian, I agree to all of the above stated considerations and conditions.

Parent/Guardian Signature and Date: \_\_\_\_\_

## Appendix E: Lap Top Policy Contract

I realize that it is my responsibly as the borrower of this cart to do everything in my power to ensure that the technology is secure at all times. I promise to abide by the policies/procedures detailed above to ensure that the technology is secure.

I understand and agree that I will NEVER allow the computer cart to be left unsecured anywhere in the building with the exception of the main office.

I realize that should I fail to follow any of the above policies and procedures and a computer or computer(s) is stolen, then **I will be held financially responsible** for the replacement of that computer(s).

---

Teacher Signature

---

Date

# Appendix F: Sexual Harassment Prevention/Contract

10/7/2013

## Harassment/Sexual Harassment Policy

In order to provide a productive and pleasant working environment, it is important that Freire Charter School maintain a workplace characterized by mutual respect. Accordingly, all forms and types of harassment in our workplace, including but not limited to sexual harassment, will not be tolerated.

## Prohibited Sexual Harassment

Sexual harassment has been defined as a form of sex discrimination, consisting of unwanted sexual advances. Examples of prohibited sexual harassment include:

- Supervisors or managers explicitly or implicitly suggesting sex in return for a hiring, compensation, promotion or termination decision.
- Verbal or written sexually suggestive or obscene comments, jokes, or propositions
- Unwanted physical contact, such as touching, grabbing, or pinching
- Displaying sexually suggestive objects, pictures, or magazines
- Continual expression of sexual or social interest after an indication that such interest is not desired
- Conduct with sexual implications when such conduct interferes with the employee's work performance or creates an intimidating work environment
- Suggesting or implying that failure to accept a request for a date or sex would adversely affect the employee in respect to a performance evaluation or promotion

## Harassment by Non-employees

It is not acceptable that our employees be subject to unwelcome harassment from business partners, vendors, or customers. We will endeavor to protect employees from harassment by such persons who have workplace contact with our employees.

## Complaint Procedure

An employee who feels that he or she has been harassed is strongly urged to immediately bring the subject to the attention of the appropriate supervisor or to the head of Human Resources. Inquiries and/or complaints will be investigated as appropriate, and Freire Charter School will not retaliate against employees who raise concerns of harassment.

## Discipline

Any employee found to have harassed another employee or applicant for employment will be subject to appropriate disciplinary procedure action, including reprimands, suspension, or termination of employment.

An employee committing unlawful harassment may also be held personally liable for his or her actions under applicable law.

**I have read, understand and acknowledge the above policy.**

---

**Employee Signature**

---

**Date**

# Appendix G: Exception for Communication Policy

Cell Phone/Communication Policy  
Request for Exception

*This form must be submitted to the Head of Academic Supports.*

Date: \_\_\_\_\_

Name of Staff Member requesting exception: \_\_\_\_\_

I acknowledge that Freire Charter School has a policy prohibiting communication with students using private (non school issued) communication devices (including but not limited to; cell phones, private email accounts etc.).

**I am requesting an exception from this policy.** Specifically I am asking the School to authorize the following communication.

1) Specifically (please check all that apply) I am requesting

- Permission to provide student with my personal non cell phone number
- Permission to provide students with my personal email address
- Permission to contact students using my personal cell phone

2) I intend on contacting the following groups of students using the private means indicated above

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) The reason(s) why it is necessary to use a private communication tool as opposed to a school issued tool is as follows:.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Please specify the basic types of information to be exchanged when you contact students/they are contacting you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OFFICE USE ONLY

Approved \_\_\_\_\_

Date: \_\_\_\_\_

Contract Signed \_\_\_\_\_

Date: \_\_\_\_\_

Special Conditions

## ACKNOWLEDGEMENT

I hereby acknowledge receipt of this Employee Handbook and a separate Benefits Overview document containing the School's currently effective policies, procedures and benefits. I understand and agree it is my responsibility to read and familiarize myself with the policies and procedures in this Handbook and Benefits Overview.

I agree to read the Handbook within seven (7) days of receipt. I understand any clarification of School policies and procedures noted in the Handbook should be requested by me within the seven (7) day timeframe.

I understand these policies and procedures have been formulated to achieve order and consistency among the School faculty and staff.

In particular I acknowledge and agree to adhere the specific policies outlined below.

- Staff who utilizes any social networking sites such as, such as Facebook™, Twitter™, LinkedIn™, MySpace™, YouTube™, Flickr™, and Plaxo™ etc. are required to keep their status marked as private at all times.
- Electronic communication between staff and students is prohibited unless using school provided and approved communication tools such as; school based email accounts, and gagle network.
- I will enforce the code of conduct at all times.
- Faculty and staff are required to report acts of misconduct, dishonesty, or breaches of School rules to **Head of Academic Supports**.
- The school prohibits staff from transporting students in their personal vehicles. Only the Head of School can make an exception to this policy.
- I understand that I may be held financially responsible for any transpasses that are lost or stolen while in my possession.\*
- I understand I will be held responsible for any school property (including but not limited to; calculators, computers, books) in my possession that is lost or stolen.\*

\*The school will not hold individuals responsible if they can demonstrate that they took every reasonable precaution to secure the school property and that the incident was reasonably beyond their ability to control.

I understand my employment with the School is at-will and that nothing in this Handbook creates or is intended to create a promise or representation of continued employment. I understand the School can change any of the policies, procedures, or practices in this Handbook and/or the benefits provided in the Benefits Overview at any time.

---

Printed Name of Employee

---

Signature of Employee

---

Date

---

Printed Name of Management Personnel

# FREIRE CHARTER HIGH SCHOOL



## FUNDAMENTAL SAFETY PROCEDURES

***-STAFF EDITION-  
2013-2014***

*UPDATED 09/24/2013*

**Please Direct any Safety or Security Concerns to one of the following staff members:**

<b>Name and Title</b>	<b>Extension (school hours)</b>	<b>Cell (non-school hours)</b>
David Shahriari, Head of Academic Supports	X1901	(484) 620-6578
Andrea Zepp, Assistant Head of Academic Supports	X1930	(215) 432-3789
Lynn McGinley, Dean of Students	X1925	(215) 219-5526

## Fire and General Building Evacuation Procedure

If you **see a fire**, pull the nearest fire alarm and proceed to evacuate the building as you normally would. As you are leaving the building report the following to the nearest member of the safety team:

- Exact location of the fire
- Any other important details (scope of the fire, area it was spreading to, etc.)

If you **suspect there may be a fire in the building** because you smell smoke or something burning report this immediately to an administrator who will investigate the situation right away. Use the “**Emergency**” button on the phone.

### Building Evacuation Procedure

When the fire alarm sounds, or when directed to enact evacuation procedures by a member of the safety team, teachers should **immediately** instruct students to:

- Leave the room in a quiet and orderly fashion
  - Evacuate the building in a single file line
  - Evacuate quickly and quietly (it is **extremely** important for students to remain quiet at all times during a building evacuation)
- Teachers must bring the classroom Go-Kit from the room with them
- *Remove the high-visibility vest from the kit and put it on immediately*
- Close the classroom door behind you
- Exit the building by following the designated evacuation route (see chart below). **If this route is unsafe teachers should lead their class to the nearest exit that is safe to use as dictated by the situation**
- Follow the evacuation route from the school building to Rittenhouse Square Park
  - Should you require any assistance members of the safety team are stationed along the route and are wearing high-visibility vests
  - Make sure that your students **stay together** and travel as a class at all times
  - If you lose track of any students report this information to a member of the safety team **immediately**
- When you arrive at the park check in with the Dean of Students who will be at the park entrance crossing classes off of a master schedule upon their arrival to ensure that all classes are accounted for.
- Once you have checked in proceed to a spot in the park with ample room for your class. Try to use the same spot every time as it will make the process of coordinating attendance easier for the safety team.
- Instruct your students to:
  - Stay in a single, orderly group
  - Remain quiet and listen for additional directions

<b>Students are not permitted to leave your class at ANY TIME</b>
---

- As soon as students are settled take attendance using the following procedures:
    - **Use the class rosters located in the Go-Kit**
      - **Find the envelope with your name on it**
      - **Identify the roster for your current class**
        - **Circle the name or names of any student or students who are NOT with your class at the present time**
        - **Draw a line through the name(s) of any student who you know is no longer on Freire's roll**
    - A member of the safety team will collect your completed attendance roster in short order
    - If reunification procedures need to be enacted the safety team member will also escort any student whose name is **highlighted** on your roster to the Dean of Students
      - **Note that these students *will not* return to your class as they have special instructions surrounding their dismissal.**
  
  - Once attendance has been cross referenced with a complete school attendance report and all community members are accounted for a member of the safety team will instruct you to do one of the following:
    - **1. Return to the school building:**
      - Once you have been formally dismissed by a member of the safety team you should:
        - Return to the school using the same route you used to get to the park
        - Upon reaching the school re-enter the building using the same set of doors you left through
- OR-
- **2. Commence Reunification procedures:**
    - A member of the safety team will escort one teacher and their class at a time to the park entrance at 18th and Walnut (note that this is not the entrance we use when arriving at the park)
    - The teacher and safety team member will dismiss the class from this location
    - The safety team member will have SEPTA tokens and will distribute them to any student who does not have their transpass
    - Once your class has been dismissed, proceed to the 19<sup>th</sup> and Walnut Street park entrance. The Dean of Students will provide an update on the emergency and direction for staff members
    - This process will be repeated until all classes are dismissed

**Special note for 2031 Chestnut Street regarding building evacuation:**

The School Counselor is the Safety Officer for 2031 Chestnut Street and will direct the evacuation effort. During a building evacuation staff members in 2031 Chestnut Street should follow the evacuation routes posted in every room. Staff members working with students during an evacuation are in charge of the safety of these students and must escort them out of the building and to the park. Upon arriving at the park the staff member must personally deliver these students to their appropriate class so their attendance can be recorded.

## **Evacuation Routes – School Building**

### **Basement Evacuation Routes**

<b>Room</b>	<b>Evacuation Exit</b>	<b>Route to Evacuation Site</b>
Office 001	Main stairs to first floor entrance	Left onto Chestnut to 20 <sup>th</sup> Right onto 20 <sup>th</sup> to Walnut Left onto Walnut to park entrance
Teachers' Workroom 002		
Classroom 013		
Office 006	Rear stairs next to girls bathroom to first floor entrance	Right onto Chestnut to 21 <sup>st</sup> street Left onto 21 <sup>st</sup> to Walnut Left onto Walnut to park entrance
Classroom 007		
Office 008		
Bathroom 009		
Bathroom 010		
Classroom 014	Back stairwell by classroom 018	Right onto Ranstead street to 20 <sup>th</sup> Right onto 20 <sup>th</sup> to Walnut Left onto Walnut to park entrance
Bathroom 012		
Classroom 015		
Classroom 016		
Classroom 018		

### **1<sup>st</sup> Floor Evacuation Routes**

<b>Room</b>	<b>Evacuation Exit</b>	<b>Route to Evacuation Site</b>
Lobby Area	Main entrance	Left onto Chestnut to 20 <sup>th</sup> Right onto 20 <sup>th</sup> to Walnut Left onto Walnut to park entrance
Main Office 100A, 100B, 100E		
Classroom 101		
Gym 105	Rear gym exits	Right onto Ranstead street to 20 <sup>th</sup> Right onto 20 <sup>th</sup> to Walnut Left onto Walnut to park entrance
Bathrooms 102, 103		

### **2<sup>nd</sup> Floor Evacuation Routes**

<b>Room</b>	<b>Evacuation Exit</b>	<b>Route to Evacuation Site</b>
Office/Workspace 203	Main stairs to first floor main entrance	Right onto Chestnut to 21 <sup>st</sup> street Left onto 21 <sup>st</sup> to Walnut Left onto Walnut to park entrance
Classroom 200		
Classroom 201		
Office 201A, 202, 202B		
Bathrooms 201C, 202A		

### **3<sup>rd</sup> Floor Evacuation Routes**

<b>Room</b>	<b>Evacuation Exit</b>	<b>Route to Evacuation Site</b>
Classroom 300	Main stairs to first floor main entrance	Left onto Chestnut to 20 <sup>th</sup> Right onto 20 <sup>th</sup> to Walnut Left onto Walnut to park entrance
Office 301		
Classroom 302		
Office 303		
Classroom 304	Rear stairwell near bathrooms to first floor rear gym exits	Right onto Chestnut to 21 <sup>st</sup> street Left onto 21 <sup>st</sup> to Walnut Left onto Walnut to park entrance
Bathrooms 305, 307		
Classroom 309		
Classroom 310		
Classroom 311		
Classroom 312	Rear fire tower stairwell by room 314 to street	Left onto Ranstead Street Left onto 21 <sup>st</sup> to Walnut Left onto Walnut to park entrance
Classroom 313		
Classroom 314		
Classroom 315		

### **Evacuation Routes – 2031 Chestnut Street**

<b>Room</b>	<b>Evacuation Exit</b>	<b>Route to Evacuation Site</b>
College Counseling Office Suite	Main entrance	Left onto Chestnut to 20 <sup>th</sup> Right onto 20 <sup>th</sup> to Walnut Left onto Walnut to park entrance
Family Therapy Office Suite	Rear exit in Family Therapy Office	Right onto Ranstead street to 20 <sup>th</sup>
Apartment 2F Office Suite		Right onto 20 <sup>th</sup> to Walnut Left onto Walnut to park entrance

## Lockdown

- A lockdown is used when a situation occurs that poses an immediate threat to the safety of the school community. These threats can include (but are not limited to):
  - A trespasser or intruder is in the building
  - You have knowledge that a weapon is in the building
  - You suspect that a student has a weapon on their person
  
- If you **see/know** that there is an immediate threat to the safety of the community, **DO NOT ENGAGE THE SITUATION IN ANY WAY** - instead, immediately report it to an administrator. Use the “**Emergency**” button on the phone.
  
- Your report should include:
  - Where this person/dangerous situation is located
  - Why you perceive there is an immediate threat
  - Any additional pertinent information (for example)
    - What the person looks like
    - Students who are involved
  
- Upon receiving your report the administrator will investigate the threat. If they determine that the school needs to go into lockdown they will do the following:
  - Notify 911
  - Immediately place the school into lockdown by using the PA function on the phones and announcing “**The school is entering lockdown, the school is entering lockdown.**” This announcement will also be made over the two-way radios to ensure that all safety team members are aware.
  
- Upon receiving the notification that the school is entering lockdown the safety team will do the following:
  - Designated members will immediately report to the main office, which will serve as the school’s operations center for the duration of the lockdown
  - The Ingerman greeter will lock the front and side doors to the school and then stand outside awaiting the arrival of emergency personnel
    - In the event that the school must enter a lockdown during the lunch period the Ingerman greeter will direct any students or staff member returning to the building to the 19<sup>th</sup> and Walnut Street entrance at Rittenhouse Square Park
    - A member of the safety team will immediately report to this park entrance to monitor these students and await further instruction
  
- Upon hearing the announcement that the school is entering lockdown **classroom teachers** should immediately do the following:
  - Ensure that your classroom door is closed and locked
  - **CALMLY** announce to students that the school is now in lockdown and instruct them to:
    - Move away from all classroom doors and windows to the corner of the room most difficult for someone in the hall to see into
    - Remain silent
  - Pull down the “Lockdown Shade” in your room so that individuals in the hallway will not be able to see into your room

- Turn out all lights and all audio-video equipment as they may attract attention
- Upon hearing the announcement that the school is entering lockdown staff members in **offices and non instructional areas** should immediately do the following:
  - Ensure that any and all doors are closed and locked
  - Announce to anyone in the immediate area that the school is now in lockdown
  - Everyone should immediately:
    - Move away from all doors and windows to the area of the room most difficult for someone in the hall to see into
    - Pull down the “Lockdown Shade” in the room (if one is available) so that individuals in the hallway will not be able to see into your room. If no “Lockdown Shade” is installed in the room cover all internal windows with paper/poster from the inside so there are not clear views into the room
    - Remain silent
    - Turn off all lights and all audio-video equipment as they may attract attention

**ALL STAFF MEMBERS:**

**1. UNDER ABSOLUTELY NO CIRCUMSTANCES SHOULD YOU OPEN THE DOOR TO YOUR ROOM FOR ANYONE WHILE THE SCHOOL IS IN LOCKDOWN. School administrators and emergency personnel will have keys and will use them if they need to enter your room**

**2. REMAIN IN LOCKDOWN UNTIL A SAFETY TEAM MEMBER UNLOCKS YOUR DOOR AND INFORMS YOU THAT LOCKDOWN IS BEING LIFTED. Do not lift or alter lockdown procedures in any way until this occurs**

- If there is a medical emergency in your room during lockdown utilize the first aid kit contained in the classroom Go-Kit
- If there is a severe medical emergency in your room that requires immediate professional medical attention send a text message to:

Head of Academic Supports	(484) 620-6578
Assistant Head of Academic Supports	(215) 432-3789
Dean of Students	(215) 219-5526

- Be sure to include the following information in you text:
  - Your name
  - Your location
  - The number of injured individuals
  - The type and severity of the injury or injuries

**Special note for 2031 Chestnut Street Regarding Lockdown**

The School Counselor is the Safety Officer for 2031 Chestnut Street and will direct the lockdown effort. Staff members working in 2031 Chestnut Street should follow the same procedures used in the school building during a lockdown. Office doors should be locked and windows should be covered. Any students in the building should remain there in a secure space with staff members and should not return to the school building. The Safety Officer will maintain an open line of communication with the safety team who will be working in the main office.

## Medical Emergencies

- A medical emergency is defined as an injury or condition that requires immediate medical attention. Examples include, but are not limited to:
  - A person who loses consciousness
  - A person who is bleeding severely
  - A person who is having difficulty breathing
  - A person experiencing severe, unexplained pain or distress

***When in doubt it is best to treat the situation as a medical emergency***

- **In the event of a medical emergency the following procedure should be followed:**
- **If the medical emergency occurs in your classroom:**
  - Immediately use the “**Emergency**” button on the phone and report that there is a medical emergency at your location - a member of the safety team will come to your location as quickly as possible
  - Stay with the injured person
  - Reassure the students that everything will be OK and help is on the way
  - Do not allow students to crowd around the injured person – ask them to return to their seats and wait quietly
  - When the safety team member arrives they will take charge of the situation so that you can take care of the rest of the students
  - In severe emergencies you and your class may be asked to relocate until the emergency is under control
- **If the medical emergency occurs in a common area (bathroom, hallway etc.):**
  - Remain Calm
  - Stay with the injured person
  - Designate a bystander to immediately go to the nearest teacher or administrator for help
  - While waiting for help to arrive keep the area clear of bystanders who may hinder responding personnel
  - Do what you can to ensure the safety and comfort of the injured person until help arrives

## Mental Health Emergencies

Pennsylvania law requires that all personnel must report:  
a) Suspected neglect or abuse of a child  
b) If a child is in danger of hurting themselves or others

***PLEASE NOTE: You need only SUSPECT abuse or neglect of a child in order to be required to make a report - you do not have to have proof. Failure to report suspected neglect or abuse is a criminal act in the state of Pennsylvania, and is also considered willful misconduct by the school.***

- Any staff member who discovers or suspects that a child is being abused or neglected is required to:
  - Immediately convey your concern to the:
    - Head of Academic Supports (X1901) or Assistant Head of Academic Supports (X1930)
  - The administrator who takes your report will then assist you in making a formal report to the Department of Human Services. This will occur in a confidential setting and the administrator will walk you through the process
- Any staff member who discovers or suspects that a child has threatened to harm themselves or someone else should:
  - Immediately convey your concern to:
    - Head of Academic Supports (X1901) or Assistant Head of Academic Supports (X1930)
  - DO NOT allow the student to leave your presence
  - An administrator will respond and take over the situation. You will likely be asked to complete an incident report for the purposes of documentation

## General Mental Health Concerns

- In the event that a staff member becomes aware of a student or other community member who may require mental health support (for any reason other than the two mentioned above) the staff member should take the following steps:
- If you feel that the situation **is** urgent or an emergency:
  - Immediately call:
    - Head of Academic Supports (X1901) or Assistant Head of Academic Supports (X1930)
  - The community member will be escorted by a member of the safety team to the Academic Supports office or other suitable location and be provided with immediate mental health support
- If the situation **is not** an emergency you can make a general referral for mental health support:
  - Call or email the Head of Academic Supports (X1901)
  - Make a report including the following information:
    - Student's name
    - Grade level
    - A brief description of your concerns
    - If you spoken to the student and/or parent/guardian about your concerns. If so, what was their response?
    - If you have told the student that you are referring them for additional support

## School Visitors & Security

Freire Charter School utilizes video surveillance at all entrances and exits of the building in order to ensure the safety of all community members.

- Freire Charter School requires all visitors to enter and exit the building from the main entrance unless otherwise directed by a member of staff
- **Freire requires that all visitors check-in with a greeter upon arrival.** No visitors are allowed to enter the school environs without doing so. **If you have a guest arriving to the school please follow the following procedures:**
  - Inform the Ingerman Greeter of:
    - Your guests name
    - Approximate time of their arrival
    - Where you will be so that you can be contacted
- All guests will receive a visitor's badge which they must wear at all times.
- If you encounter a person who is not a community member and who **does not** have a visitor's badge displayed you should immediately notify one of the following administrators by using the "emergency" button or calling:
  - The administrator who takes your report will immediately investigate the situation and take the appropriate steps to ensure the safety of the school

**PLEASE NOTE: This visitor policy applies to all visitors including students/staff who are no longer members of the community. Alumni should be directed to the College Counseling Office in order to gain admittance to the school.**

## Locking of Doors in School Facilities

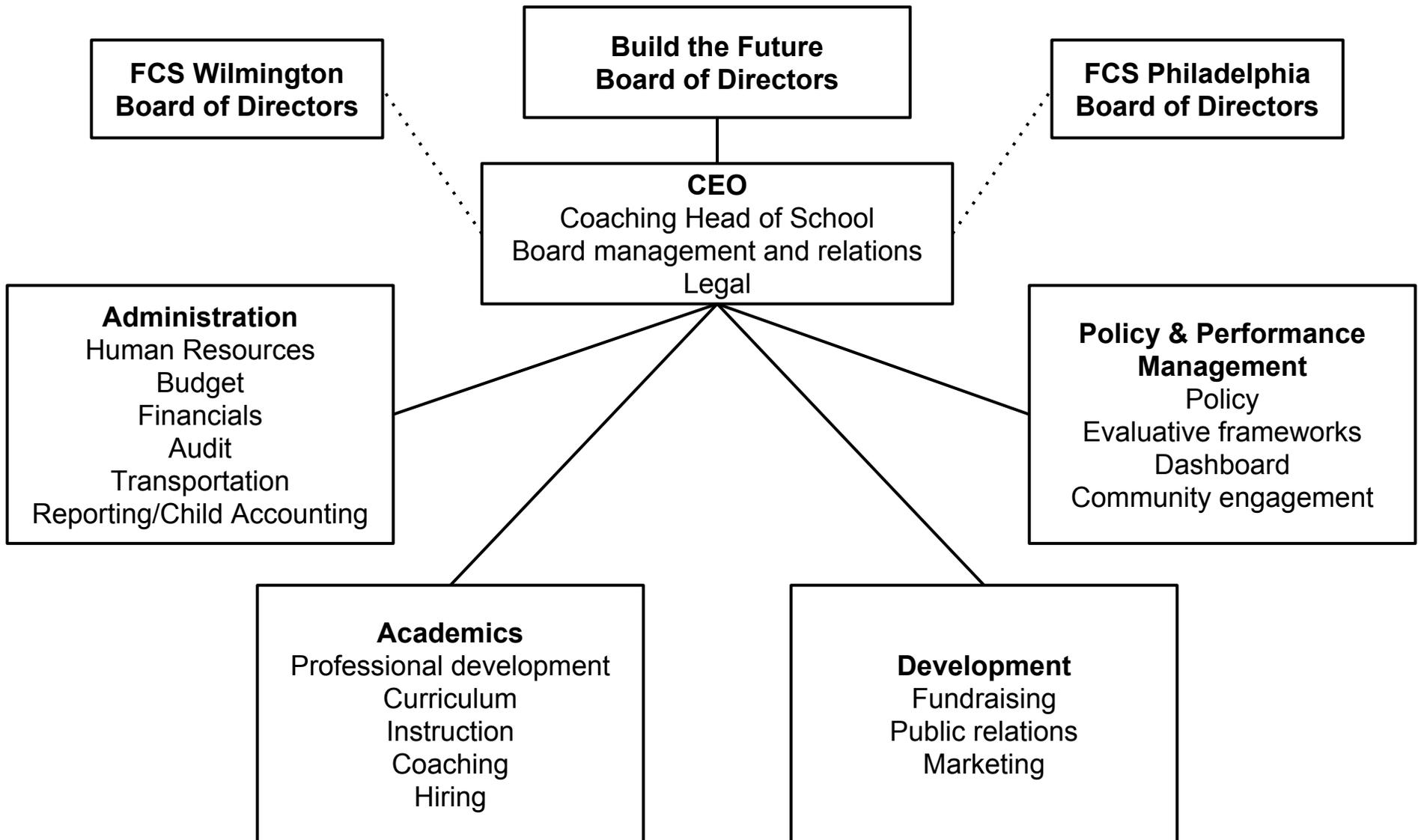
The following guidelines apply to all spaces owned or operated by Freire Charter School

- **Classrooms:**
  - Classroom doors must be *closed* and *locked* at all times, both during class and when a room is not in use. As the authority in the room it is the teacher's responsibility to ensure that the classroom door is locked during class and that it remains locked at the conclusion of class.
- **Offices and Non-Instructional Areas:**
  - The doors of offices and non-instructional areas must be *closed* and *locked* when these spaces are not in use. When they are in use the locking of these doors is left to the discretion of the FCS employee(s) responsible for the space.

**PLEASE NOTE: It is the professional responsibility of all FCS employees to follow the above guidelines in order to secure school resources. If an employee fails to follow these guidelines and school resources are lost/stolen the employee may be held responsible financially and/or professionally.**

# Build the Future (Charter Management Organization) General Governance and Management Structure

*DRAFT - 12/12/2013*



Report: NEW Launchpad  
 School: Freire Charter School

Test/Grade	Subject	School Value Added		School Performance Diagnostic			
		2013	3 Year Average	BB	B	P	ADV
PSSA Grade 5	Math	▽		●	◆	◆	◆
	Reading	■		●	◆	○	◆
	Writing	▽			◆	◆	
PSSA Grade 6	Math	▲		●	●	●	◆
	Reading	▲		●	●	●	●
PSSA Grade 8	Math	▼		○	○	○	◆
	Reading	▲		●	●	●	●
	Science	▼		○	◆	◆	
	Writing	▲			●	●	
Keystone	Algebra I	▲		●	○	●	
	Literature	■		○	○	○	
	Biology	▲		○	●	○	

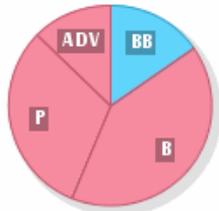
### School Value Added

- ▲ Significant evidence that the School exceeded the standard for PA Academic Growth
- ▲ Moderate evidence that the School exceeded the standard for PA Academic Growth
- Evidence that the School met the standard for PA Academic Growth
- ▼ Moderate evidence that the School did not meet the standard for PA Academic Growth
- ▽ Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

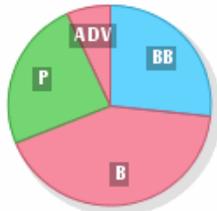
### School Performance Diagnostic

- Moderate evidence that the group exceeded the Std. for PA Acad. Growth.
- Evidence that the group met the Std. for PA Acad. Growth.
- ◆ Moderate evidence that the group did not meet the Std. for PA Acad. Growth.
- There were not enough students to define growth.

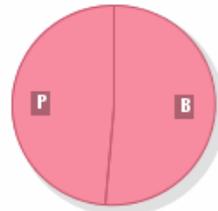
**PSSA Grade 5  
Math**



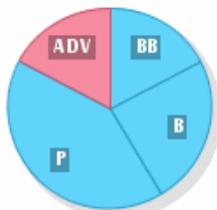
**PSSA Grade 5  
Reading**



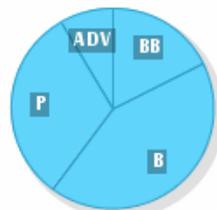
**PSSA Grade 5  
Writing**



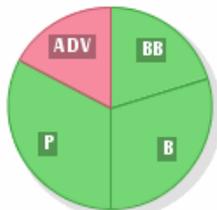
**PSSA Grade 6  
Math**



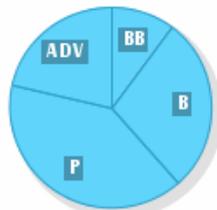
**PSSA Grade 6  
Reading**



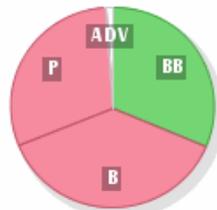
**PSSA Grade 8  
Math**



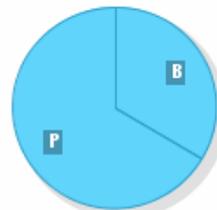
**PSSA Grade 8  
Reading**



**PSSA Grade 8  
Science**



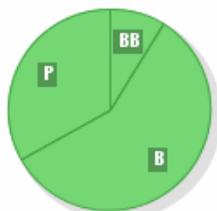
**PSSA Grade 8  
Writing**



**Algebra I  
Keystone  
Math**



**Literature  
Keystone  
Reading**



**Biology  
Keystone  
Science**



# Freire Charter School Parent and Student Handbook

2013 - 2014



## General Policies & Procedures

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## **School Mission**

### **Mission**

The mission of Freire Charter School is to provide a college preparatory learning environment with a focus in the individual avenues of problem solving, freedom, critical thinking, and the collective values of nonviolence, safety, community and teamwork.

### **Vision**

Freire Charter School is the power to build your future.

As captured in our vision statement, we can offer your child all of the tools needed for a bright future, but ultimately this success depends on your child taking full advantage of these tools himself or herself.

### **Shared Values**

Freire's core values are: safety, love, professionalism, integrity, accountability and excellence. Our value statement reads as follows:

We, as a team of educational leaders, value the opportunity to serve as agents for effective change through collaborative efforts at providing quality education that empowers students with an expansive array of avenues and opportunities for success. We value a school in which all community members learn and feel safe - safe from physical harm and safe to take risks in education.

### **The Only Rules**

All community members (students, staff, parents, board, and community) are learning.  
All community members are equals, but student success is at the center of everything we do and why we do it.  
All community members are safe and cared for.  
All students get to achieve their highest potential.

## **10 Things You Need To Know About Freire Charter School**

1. **Freire Charter School serves any and all 5th-12th grade students in the City of Philadelphia.** Where there are too many students and not enough spaces, Freire uses a random lottery system to determine enrollment. We do not discriminate based on race, gender, creed, sexual orientation, academic ability – or anything whatsoever.
2. **The students who succeed at Freire are the ones who take action to help themselves.** Students who see a bright future for themselves are willing to do whatever it takes (i.e. long nights of homework; studying on the weekends; going to the library on a sunny day) to get the best education available.
3. **We mean what we say at Freire.** Perhaps other schools tell you that if you break their code of conduct there will be consequences. Then, when it comes right down to it, many of these schools do not enforce their rules. At Freire, we enforce everything we say. Honestly. We do what we say we are going to do, and we expect you to do the same.
4. **We are a 100% nonviolent school.** Safety is our first priority. If a student acts violently – whether in words or in actions – to anyone at school, on the subway, OR ANYWHERE – he or she will be expelled. There are no second chances. Our second priority is helping students learn to resolve conflicts peacefully and without violence.
5. **Freire Charter School is for students who plan to go to college.** Do not send your child to Freire if college is not in the future plan. Your sons and daughters will not be happy at Freire if they want to do something other than college after high school.
6. **Remaining a student at Freire takes hard work, courage, honesty, and constant determination every day.** Getting into Freire means getting a space through our lottery. That's the easy part. The hard part is staying at Freire. We guarantee there will be challenges at Freire, and we will ask community members to do things they think are beyond their abilities. Those who succeed at Freire are the ones who never stop trying, and who are willing to work as hard as it takes to achieve excellence. No excuses.
7. **Freire teachers and staff are some of the most talented, dedicated, and caring in the country.** These professionals come to Freire to serve students and families to the best extent ever imagined in a school.
8. **Parents/Guardians must be involved and must participate in their child's education with us as equal partners.** We will expect and demand this of all our families. Freire students need support, family involvement and encouragement every step of the way through high school.
9. **Learning at Freire is painful and joyous, hard and exciting.** Learning happens everywhere - in classrooms, on school trips, at internships, on athletic fields, using the internet, planning the school dance, eating healthy food before school, and doing homework at night.
10. **Freire is a place to take risks, dream big, and then work hard every day to meet those dreams head on.** We strive for excellence in our community every minute of every day. Freire is a school for those who want to do and be their best all the time.

## FCS's "No Second Chances Non-Violence Policy" in Plain English

Freire Charter School is a 100% non-violent community. Any student who does something violent (even if they do something violent while defending themselves) must be recommended for expulsion from the school.

At Freire our definition of violence is:

**"Any act that harms another community member physically or emotionally"**

"Expulsion" means that a student is banned from Freire for a year or more. An expulsion goes on a student's record so other schools will know that a student has been expelled from Freire. "No Second Chances" means that if a student breaks this rule they can't have another "chance" to be part of the Freire community.

The Non-Violence policy treats every student the same. That means a student will always be recommended for expulsion if they do something violent, even if they have the highest grades in the school and have never broken a rule before.

Freire students represent the school 24/7 and need to follow the policy at all time and everywhere that they go, including:

- During, before, and after school
- In the school building and in the neighborhood
- On field trips and other school events alike dances, games, etc.
- While on SEPTA or the school bus

*...and everywhere else including places not listed above!*

The No Second Chances Non-Violence Policy covers two different types of violence: physical violence and verbal violence. Have a look at the examples below to learn more.

### **Physical violence:**

- Some examples of physical violence are (this is not a complete list):
- Punching, hitting, kicking, shoving or any other type of striking
- Hair pulling, wrestling, or any other type of grabbing
- Spitting or Biting
- Getting in someone's space out of anger

### **Verbal violence:**

- At the high school a student that uses verbal violence is *always* recommended for expulsion
- At the middle school a student that uses verbal violence *may* be recommended for expulsion depending on how serious what happened was, or if the student has used verbal violence before

Some examples of verbal violence are (this is not a complete list):

- Threatening another person's life or safety
- Telling someone that you will have someone else hurt or fight them

- Yelling, screaming or cursing at someone
- Threatening to hurt another student over text, or over social media sites like Facebook, Twitter, and Instagram

**Other actions that break the No Second Chances Non-Violence Policy are:**

- Using verbal or physical violence to “protect” or “defend” yourself
- Repeatedly bullying or harassing other students
- Getting your family or friends to bully or harass another student (in person, over text, or over social media sites like Facebook, Twitter, and Instagram)
- Destroying or damaging something that belongs to the school or another student on purpose

**Other actions that break the No Second Chances Non-Violence Policy and Require the School to Notify the Police are:**

- Bringing any kind of weapon (knife, gun, airgun, or anything else designed to hurt someone) to school or a school event
- Bringing any type of illegal drug (including alcohol) to school or a school event
- Trying to sell any type of illegal drug (including alcohol) to school or a school event

**If you have any questions at all about Freire’s “No Second Chances Non-Violence Policy”  
you can always call:**

Ms. Beth at the Middle School: 267.670.7499 x2901

Mr. Dave at the High School: 215.557.8555 x1901



## **Roles and Responsibilities**

### **All Students Must:**

1. Communicate honestly and openly with each other in order to build excellence into every part of Freire;
2. Support all other community members;
3. Act lawfully and responsibly and always with care for others;
4. Uphold the rules set forth in the Code of Conduct;
5. Arrive to school on time;
6. Follow all policies and procedures of the school;
7. DO YOUR BEST AT ALL TIMES;
8. Strive at all times to solve conflict in a peaceful way that emphasizes respect for all parties;
9. Report any potential bullying, harassment, or violent activities that they have knowledge of.

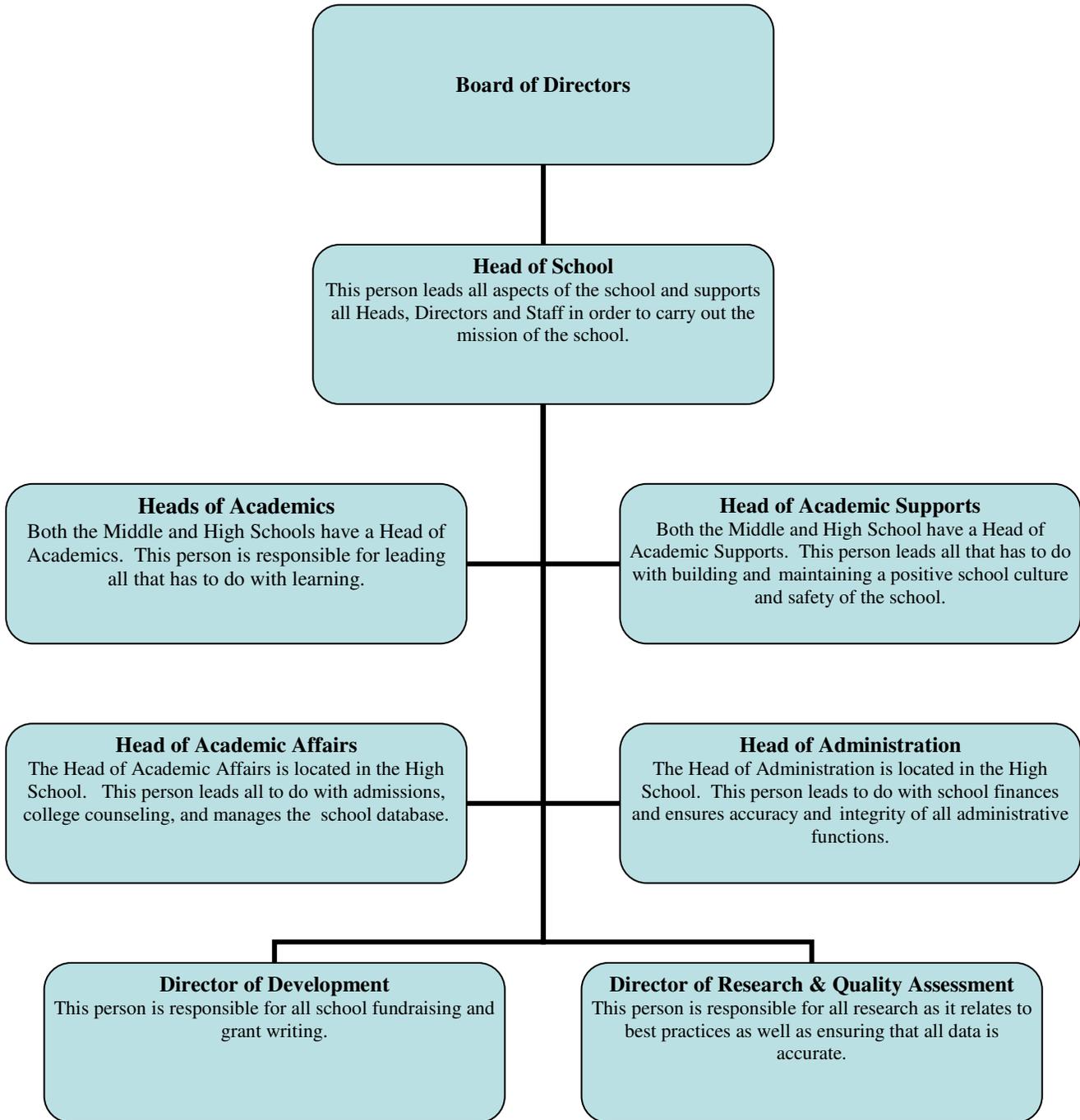
### **All Parents Must:**

1. Communicate honestly and openly with each other in order to build excellence into every part of Freire;
2. Support other parents and community members;
3. Act lawfully and responsibly and always with care for others;
4. Help your child uphold the rules set forth in the Code of Conduct;
5. Make sure your child arrives to school on time;
6. Help your child follow all policies and procedures of the school;
7. Call the school when you do not get mail at the right times;
8. Help your child DO HIS/HER BEST AT ALL TIMES!!
9. Join the Parents and Friends of Freire Association (PFFA);
10. Assume an active role in furthering the success of all students;
11. Strive at all times to solve conflict in a peaceful way that emphasizes respect for all parties;
12. Report any potential bullying, harassment or violent activities that they have knowledge of.

### **Parent Code of Conduct:**

All parents must sign in with the receptionist upon entering the building;  
Parents will be given a visitor's pass which must be displayed at all times;  
Parents are expected to model adherence to all rules of the student code of conduct;  
All parents must strive to work in a mutually respectful, collaborative effort with Freire staff and constituents;  
Parents must checkout in the lobby with the receptionist upon leaving the building.

# Organizational Chart



# School Family Involvement Policy

## Program Information for Parental Involvement

Freire Charter School is fully committed to finding meaningful, and mutually enriching ways for parents to participate in our school that involve improving the quality of teaching and learning for all of our students and at every level.

Freire works hard to help parents understand how we assess our students, as well as how Pennsylvania and the nation as a whole assess them to determine whether or not they are college-ready. In the fall each year, Freire presents a special Family Association event, where the lead academic team of the Freire staff invites parents to come in and discuss not only what is expected at the state and national level for their children to learn, but also, how their individual children actually are performing at the present time. The event starts out with all parents and administrators together, reviewing the general expectations, assessments and standards. It concludes with parents having one-on-one conferences with senior administrators about their children's performance to date. Similar one-on-one events happen with parents throughout the year.

In addition, and also as part of our regular academic calendar, parents and school staff discuss achievement, standards, assessments and student academic growth at the following events:

- Regularly held family meetings where often a member of the Freire staff is there highlighting college counseling, or the Dean's office, after school activities, the therapy program, etc.
- Family visits for all students identified as needing additional supports held either at the home of the new student with parent present, or held at the school on an individual basis
- Back to School Night (each grade level has its own date for Back to School Night) – Back to School Night happens very early in the school year and is the first chance parents have to meet their children's teachers in person.
- Student-Parent-Teacher conferences – At Freire, conferences occur best when both the student *and* parent attend with the teacher. That way, together we can build on each student's individualized strengths and make sure we all follow the plan as a team.
- Exhibition Nights – Exhibition nights happen once per year for each grade, and are a time when parents, siblings, aunts/uncles, other family and friends come together with students as they present what they have been learning at school over the past months. This is a night for the entire Freire community to listen to students articulate what they have learned, how they have learned it, and why this learning is meaningful to them.

## **Contract for Excellence (sample)**

From the students themselves, their parents/guardians, teachers, and support staff- *each and every one of us* has a critical role to play in supporting success for our learners. To make sure each of us knows our role in the process, we all must agree to and sign the Freire Contract for Excellence. Inside this document, it establishes the following:

### **Student Commitment**

- I will arrive to Freire Charter School every day by 7:50 AM (Monday-Friday)
- I will remain at Freire Charter School until 4:30 or 5 PM when necessary, and longer if I need extra academic work.
- I will make arrangements to attend Freire functions during times beyond the traditional school day, with little exception.
- I will complete all Freire summer work required of me including all summer reading assignments.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow students and me to learn.
- I will only be absent for excused reasons (sick, family emergency, legal issue, etc.) and I will call the school to let the staff know. Also, I will bring an official doctors note, court notice, etc.
- I will ask questions and for help if I do not understand something.
- I will always make myself available to my parents/guardians and school staff, and address any concerns they might have.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- I will always behave to protect the safety, interests, and rights of all individuals involved with Freire Charter School.
- I will always listen to my fellow community members and give everyone my respect.
- I am responsible for my own behavior, and I will follow the staff's directions. I will also bring home any and all papers the school asks me to.
- I will do whatever it takes to aim towards college including doing my homework everyday, reading at least 30 minutes per day outside of school time, and getting involved in extra-curricular activities, volunteering and sports.
- I promise to solve differences in a peaceful manner.

### **Staff Commitment**

- I will arrive to Freire Charter School every day by 7:50 AM (Monday-Friday).
- I will remain at Freire Charter School, or my designated location, until my obligations are complete (Monday-Friday).
- I will make arrangements to attend Freire functions during times beyond the traditional school day, with little exception.
- I will ask questions if I do not understand something.
- I will always teach and/or work in the best way I know how and I will do whatever it takes for students to learn.
- I will always make myself available to students and parents, and address any concerns they might have.

- I will always protect the safety, interests, and rights of all individuals involved with Freire Charter School.
- I will do whatever it takes to move students towards college including providing the highest quality curriculum and instruction for all children, participating fully in professional development opportunities inside and outside the school, and communicating with parents and students about student progress.
- I will attend and participate in Parent-Teacher-Student conferences two times per year or whenever necessary, and contact the parents when there is a concern.
- I will read my email frequently and respond to emails from parents/guardians/students in a timely manner.
- I promise to be available every day M-F for office hours from 3-3:30 PM.
- I promise to solve differences in a peaceful manner and to treat others with respect at all times.

### **Parent/Guardian Commitment**

- I will make sure my student arrives at Freire Charter School every day by 7:50 AM (Monday-Friday).
- I will make arrangements so my student can remain at Freire Charter School until 3:00 PM, and longer if necessary.
- I will make arrangements for my student to attend Freire functions beyond the traditional school day, with little exception.
- I will ask questions if I do not understand something and know that I am a welcome part of the Freire community at any time including participating at board meetings, in committees, observing classes, volunteering, etc.
- I will ensure that my student completes the Freire Summer Orientation at the beginning of 9<sup>th</sup> grade and all summer reading.
- I will always help my student in the best way I know how and I will do whatever it takes for him/her to learn. This means that I will:
  - Attend Parent-Teacher-Student conferences two times per year or whenever necessary.
  - Contact the teachers and staff if there is a concern.
  - Remain active in my student's education.
  - Do whatever it takes to move my student towards college.
  - Read any and all papers that the school sends home to me.
  - Make sure my student completes homework every evening.
  - Serve the Freire community to the extent possible by participating in advisory groups, attend the Freire Family Association meetings, and/or volunteer.
- I will always make myself available to my student and the school, and address any concerns they might have.
- I will ensure that my student only misses school for excused reasons (sick, family emergency, legal issue, etc.). If my student is going to miss school, I will call and notify the school as soon as possible.
- I will allow my child to go on Freire field trips and participate in other off-campus events.
- I understand that my student must follow Freire Charter School rules and the Code of Conduct to protect the safety, interests, and rights of all individuals in our community. I am responsible for the behavior and actions of my student.
- I will encourage and expect my student to solve conflicts only in a peaceful manner.

## **School Commitment**

- The school will involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely way.
- The school will involve parents in the joint development of any school wide program plan in an organized, ongoing and timely way.
- The school will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of the parents to be involved in Title I, Part A programs.
- The school will provide to parents a description of the school's curriculum, the forms of academics assessment used to measure student progress, and the proficiency levels students are expected to meet.
- At the request of parents, the school will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
- In the very rare, if never occurring event that a child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified, the school will provide each parent timely notice.
- The school will provide to each 12<sup>th</sup> grade parent an individual student report about the performance of their child on the PSSAs in math, reading, writing and science.

## **Materials and Training Available to Parents/Guardians**

### **Power School Training**

Freire is committed to doing everything possible to help parents have the tools they need to support their students in school. To that end, Freire holds several trainings per year so that parents feel equipped at using our student database (PowerSchool) from their homes and offices. With PowerSchool, parents can log into PowerSchool on a bi-weekly basis and receive up-to-date information about their individual student. From PowerSchool they have access to their student's daily attendance, current overall grades as well as test and quiz grades, homework performance, and in school behavior.

Training for PowerSchool usually occurs in the month of September as part of our Back to School Night but is also offered through individual tutorials. There, all parents receive a username and password in order to enter into their account on PowerSchool. As part of that training, parents also learn how to access the information they want to see about their child's progress. For any parents who miss Back to School Night and still want to learn how to access their child's progress on line, and as mentioned above, our Academic Advisors are available by appointment throughout the year to help parents access this very important feature.

### **Academic Advisors**

Each child has an Academic Advisor at Freire. The job of the academic advisor is to support students in their academic growth by following student progress on a regular basis, communication with a students parent/guardian in times of concern, help link students to the extra help and support centers Freire has available to all students, help ensure that the staff at school and parents at home are doing all we can to support our students' academic success.

## **Family Therapy**

Another fundamental way that we support parents in helping their children's achievement and potential soar is through our family therapy program. In Freire's family therapy program, all students in need of therapy are served on a regular basis either by our in-house certified family therapist or by one of the handful of graduate school interns studying the science of family therapy and working closely at our family therapist's direction. Not only are Freire students served in our family therapy program, but also, any and all family members of a Freire student are welcome to participate in family therapy sessions.

## **"Technology University"**

Last, and thanks to the Pennsylvania Department of Education's 21<sup>st</sup> Century Community Grant, Freire provides scholarships for parents to attend university non-credit courses. The funds are limited, as are the number of spaces. If you are interested in being a part of Freire's "technology university" scholarship program, please contact Katie Flowers at 215.557.8555.

## **Parent Concerns**

When parents/guardians have a concern about something going on in a classroom or at the school, the best thing to do is first contact their child's academic advisor or classroom teacher to discuss the matter. After that, if the situation still not been resolved, the parent needs to contact either the Head of Academics (for any matters relating to the teaching and learning of the school) or the Head of Academic Supports (for any matters in the school not directly related to the teaching and learning).

## **Parent Conduct**

All parents must represent Freire and Freire's values at all times. While this rarely, if ever occurs at Freire, in the case that a parent/guardian comes to the school or to a school event and is not conducting him/herself appropriately or violating our school safety policies, that parent/guardian will be asked to leave the school property, and if necessary law enforcement may be called. Severe instances may lead to a parent/guardian being permanently prohibited from entering school property and/or school events.

## **Education for Our Educators about the Importance of Parents in Student Success**

In order for Freire to maximize every teaching and learning opportunity available during the secondary school experience, there needs to be a strong partnership between the student's parents and teachers. As a result, Freire provides trainings for all staff in the summer training/orientation back as well as at least one other educator training yearly on the important role that parent's play and how we need to work together. Issues about differences in culture, expectation, communication styles, etc. are addressed. Furthermore, one of the primary roles of our Academic Advisors is to serve as a liaison to and for parents with the school, and to make sure to give voice to parent concerns, feedback, and positive experiences.

## **Understandable Communication**

At Freire, we are 100% committed to all parents having access to any and all information they need in order to support their child's academic and social growth. So far to our knowledge, only a very small number of our Freire parents are unable to speak English. As a result, and thanks to Pennsylvania Department of Education's 21<sup>st</sup> Century Community Grant, we make available to parents a summer-long free ESL course taught at Freire. We also make periodic calls home and in person when possible, making sure that they have the information they need. Further, when needed, Freire employs the simultaneous interpretation and translation services of Language Line - a language service in over 170 languages that can provide simultaneous interpretation and rapid translation with a simple phone call.

## **Other Important Parent Involvement Information**

At Freire, we are always working to form stronger, better partnerships with parents. Some ways that we do that that are not mentioned above are as follows:

- One parent from the Middle School and one from the High School each serve on the school's Board of Directors.
- Parents are surveyed yearly for input on the quality of their children's teachers and staff of the school.
- Parents receive a weekly email newsletter updating them of any and all activities, events, issues, etc.
- Parents receive mailings frequently through the regular mail.
- Parents serve on Freire's Title I Parent Involvement Advisory Committee, the school's Fundraising and Development Committee, ESL Committee, and in other places and roles in the school.
- Freire contracts with the "One Call" system so that parents can be notified by phone when necessary.
- Freire teachers take the time to write comments on report cards thereby giving parents more specific information than just a grade.
- The interview process for hiring candidates includes a parent piece where achievable, and in particular with senior administrative staff members.

# Admissions Policy

Freire Charter School values diversity and seeks students from diverse backgrounds. Freire Charter School does not discriminate on the basis on race, gender, sexual orientation, religion, ethnic origin, or disability in its admissions policies.

## **When is open house at Freire Charter School?**

The date of Freire’s open house is posted on the Freire website.

## **How do I apply to Freire Charter School?**

Please follow the instructions on the application form which can be found on the Freire website.

## **When can I apply?**

Any student can submit an application at any time.

## **How are students selected?**

All students are selected using a lottery system. The lottery is typically held in February, and all announcements about our lottery date are made via our website.

Freire Charter School often receives many more applications than the number of available spots. Any students not drawn during the lottery are placed into a waiting group. We continue to randomly draw, as necessary, from that waiting group.

## **What happens to the students that are NOT selected during the lottery?**

In early January, the Director of Admissions sends a letter to each student not selected informing them that although they were not drawn in the most recent lottery, they will be placed in a waiting group from which Freire randomly draws students as necessary throughout the year.

## **How are students notified that they have been selected during the lottery or from the waiting group?**

Within two days of the drawings, the Director of Admissions sends an acceptance letter to each selected student. The letter specifies the documents that are needed from the students in order to begin their enrollment at Freire Charter School.

## **What happens if I do not submit all the required documents by the deadline stated in the acceptance letter?**

Due to the fact that Freire Charter School receives so many applications, you will forfeit your spot at Freire. It will be given to another student randomly drawn from the waiting group.

## **What happens after I submit all of the required documents by the deadline stated in the acceptance letter?**

Freire Charter School will review your official transcript to ensure that you have the proper number of credits to enroll in the grade level for which you have applied.

We will then send you an enrollment letter stating which grade level you are eligible for. The letter will also include additional documents for you to sign and return.

**What happens if I disagree with the grade level that Freire Charter School wants me to enroll in?**

Please refer to our Academic Policy on the Freire website for clarification of our requirements. If you have further questions, please call Bill Porter at 215-557-8555 x203.

If you do not want to enroll in the grade level recommended, you may withdraw your application by notifying the Director of Admissions in writing.

**What happens if I change my mind about enrolling at Freire Charter School?**

You may withdraw your application at any time before September 1 by notifying the Director of Admissions in writing.

After September 1, you will be considered enrolled at Freire Charter School and will have to transfer out of Freire by completing the required paperwork if you no longer wish to attend.

**Who do I contact if I have questions?**

At any point during the Admissions Process, you may contact:

William Porter, Head of Academic Affairs  
Freire Charter School  
2027 Chestnut Street  
Philadelphia, PA 19103  
Phone: 215-557-8555 ext. 203  
Fax: 215-557-9051

## Homeless Students Policy

The Board of Trustees (“Board”) of Freire Charter School (“Charter School”) recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other Charter School students. The Board shall make reasonable efforts to identify homeless children, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law regulations.

Specifically, The No Child Left Behind Act of 2001 (Sec. 721(1)) states that it is the policy of Congress that indicates educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education as provided to other children and youths. Specifically, Section 722(g) (3) (A) of the Act indicates:

*“the local educational agency serving each child or youth to be assisted [under this Act] shall according to the child’s best interest: (i) continue the child’s or youth’s education in the school of origin for the duration of homelessness, (I) in any case in which a family becomes homeless between academic years or during an academic year; or (II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or (ii) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.”*

The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation, and success in Charter Schools of homeless students, based on the recommendation of the Head of School.

### **Definitions**

Homeless students are defined as individuals lacking a fixed, regular, and night-time residence, which include the following conditions:

- Sharing the housing of other persons due to loss of housing or economic hardship.
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency, transitional, or domestic violence shelters.
- Abandoned in hospitals.
- Awaiting foster care placement.
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings.
- Living as migratory children in conditions described in previous examples.
- Living as run-away children.
- Abandoned or forced out of homes by parents or caretakers.
- Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

*The term “migratory children” means children who are, or whose parent or spouse are, migratory agricultural workers, including migratory dairy workers, or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to*

*obtain or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work. See 20 U.S.C 6399(2).*

### **Delegation of Responsibility**

The Board designates the Head of School or his/her designee to serve as the Charter School's Liaison for homeless students and families.

The Charter School's liaison shall coordinate with:

- Local service agencies that provide services to homeless children, youth and families.
- School districts on issues of records transfer, per pupil allocation, transportation and special education programs to ensure that homeless children who are in need of special education and related services are located, identified, and evaluated.
- State and local housing agencies responsible for comprehensive housing affordability strategies.

### **The Charter School Liaison has the following responsibilities:**

- Identify homeless children and youth;
- Inform parents or guardians of educational rights and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children;
- Disseminate public notice of the educational rights of homeless students where children and youth receive services under the Act and forms to such places as schools, family shelters, and food pantries;
- Mediate enrollment disputes in accordance with the Enrollment Dispute section and ensure immediate enrollment pending resolution of disputes;
- Inform the parent/guardian of a homeless child or youth, and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services;
- Assist children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records;
- Understand the Pennsylvania Department of Education guidance issued for the education of homeless students in order to distribute information on the subject as well as to present workshops for school personnel, including office staff.

## General Policies & Procedures

### Telephone Calls

**Students will not be allowed to use the phones for any reason.** Exceptions may be made on a case-by-case basis, but this emergency use will be left up to the determination of the Deans of Students. Students who need to use the phone should approach the Deans' office, not the Main Office or the Receptionist. In the absence of the Deans they should go to Head of Academics or Academic Supports.

### Incoming Calls/Messages from parents

Students often receive emergency phone calls from parents with messages. **We will not interrupt a class with these messages unless it is a dire emergency.** The Assistant to the Head of Academic Supports will determine the severity of the emergency; therefore, all calls will be forwarded by the receptionist to the Assistant. The Assistant to the Head of Academic Supports will assess the situation. If the situation is not deemed an emergency, then a message will be taken and given to the student after class has ended.

### Flag Salute and Pledge of Alliance

The school acknowledges every student's right as a citizen to show proper respect for the flag. Students who, based on their own personal or religious beliefs, wish to decline to recite the pledge may do so as long as they respect the rights and interests of others who wish to participate.

### Freedom of Expression

The Constitution of the United States and Commonwealth guarantee a student's right to freedom of speech. This right is guaranteed in school unless the right to express themselves a) materially and substantially interferes with the education process, b) threatens harm to the school or community, c) encourages unlawful activity or d) interferes with another individual's rights. In these circumstances the school will take action necessary to protect the educational environment. Student publications, handbills, announcements, assemblies, group meetings, buttons, and other means of communication must conform to the additional conditions including; a) all posted, distributed or printed material must be presented to the Head of Academic Supports or her designee for approval prior to distribution or posting, b) identify at least one student who is interested in posting or distributing the information, c) the students must obey laws governing libel and obscenity, and d) be aware of the feelings and opinions of others and give others a fair opportunity to express their views.

## Corporal Punishment

The physical punishment of students for infractions of the discipline policy is strictly prohibited. The school authorities may use reasonable force under the following circumstances;

- To quell a disturbance
- Obtain possession of dangerous objects
- Self defense
- Protection of persons or property

## Transportation

Students in 5<sup>th</sup> and 6<sup>th</sup> grades, who live more than 2 miles from the school, will receive free transportation via Philadelphia School District buses. Please refer to the Middle School section for bus policies, procedures and expectations. Students in 7<sup>th</sup> -12<sup>th</sup> grades, who live more than 2 miles from the school, will receive a weekly transpass from the School District of Philadelphia. Please refer to the High School section for further information regarding transpasses. In either case, the transportation that is provided is done so by the Philadelphia School District. The district is responsible for determining eligibility and setting up transportation. **This can sometimes take several weeks and parents need to be aware that it is their responsibility to provide transportation during this period.** Students who reside in a district other than Philadelphia need to contact the district directly. Please refer to the appropriate school section for more details.

## Visitor Policy

All visitors to the school including parents, mentors, vendors, contractors, etc. should first sign in with the receptionist. Visitors will be given a name tag which they must wear at all times while in the building. The name tag will say "VISITOR" and the date of the visit. **Any visitor who fails to adhere to this policy will be considered a trespasser. The administration will deal with trespassing by contacting the police.**

## Parent Visitation

The administration and faculty of Freire Charter School consider the parents/guardians as our partners in the educational journey of the students who attend our school. In order to make your visit to school more profitable to you and us, and safe for all students we ask:

- Please schedule your visit in advance. A phone call to the school will alert all staff of your presence.
- Classroom visits must be approved by the Head of Academics and scheduled through the respective teacher.
- If you desire a conference with a teacher, make an appointment through the office of the Head of Academics. Classes will not be interrupted for this purpose.
- All visitors must abide by the above visitor policy or risk being denied entrance to the school.

## **Lost and Damaged School Property**

Students are expected to care for all school property that is provided for their use. This includes computers, books, laptops, etc. Students will be responsible for replacing any lost, stolen or damaged items.

## **Field Trips**

Field trips are an essential part of learning. At Freire, students are required to participate in them unless a parent gives notice as to why a child is not permitted to participate. In addition, **STUDENTS WHO HAVE NOT RETURNED THE APPROPRIATE PERMISSION SLIP PAPERWORK MAY NOT ATTEND THE TRIP. THE SCHOOL WILL NOT ACCEPT VERBAL PERMISSION FROM PARENTS.**

## **Prescription Medication Administration Policy**

Ideally, the administration of medication should take place at home. However, students with health problems may require medication administration during school hours in order to function optimally in the classroom. If a physician determines that a student has such a need, Freire Charter School will administer the medication under the following procedure:

- The student's legal guardian, in conjunction with the student's Physician, must fully complete a MED-1 form. This form is available upon request please contact the school nurse. This form **MUST** be returned to the school nurse
- Upon receipt of the properly completed MED-1 form the Certified School Nurse will review and approve the document.
- The student's parent/guardian will supply the medication. The medication must be properly labeled and packaged by a Registered Pharmacist.
- **All medications MUST be personally delivered by the parent/guardian to the Nurse.** The nurse will not accept medication from anyone but the parent/guardian
- The medication will be kept in a locked and secure place at all times.
  - **EXCEPTION:** These will be made when the prescribing doctor requires student to have medication on them at all times. This directive must be stipulated on the MED-One form and should be required only when necessary. In these cases a medication plan will be required. See below for medication plans:
    - Reasons for exceptions:
      - Epinephrine auto injectors
      - Asthma inhalers
- The medication will be administered to the student per the Physician's instructions. Administration will be performed by the School Nurse or a senior school administrator in the absence of the Nurse. A written record of each administration will be made.
- When deemed necessary, as determined by the School Nurse, a medication plan will be established. This plan will be shared with all relevant staff, as well as the student and parent.
  - A personalized medication plan will be created for all students who required self administration and possession of medications:
    - Epinephrine auto injectors & Asthma inhalers

## **ID cards**

Identification pictures will be taken at orientation and then again on a make-up day. Any student who is not present during these opportunities WILL NOT receive a picture ID. IDs are provided free of charge. However, only one ID will be issued. If the card is lost it will not be replaced. Students must carry their identification at all times and produce it when requested. Failure to do so will result in disciplinary action.

## **Emergency School Closings**

### Closing prior to the opening of school

All school closings will be listed on our school website which is [www.freirecharterschool.org](http://www.freirecharterschool.org). Listen to KYW or watch NBC 10 for our school number or other closing information. FCS KYW school closing number is 192.

### Closing of school during the school day

If it becomes necessary to close after school has started, every effort will be made to have the information of an early closing broadcast on KYW and NBC 10. In addition to those broadcasts, the school will post the closing on the website and send out an automated phone call and text alert to all people who subscribe to that service.

### Delayed Admission

In the case of a delayed opening, the school will notify parents via local news stations, (KYW and NBC 10) posting it on the website, automated call system, and through the text alert system to all people who subscribe to that service.

### Text Alert System

Automated text alerts can be sent to your mobile phone. These alerts will keep you up-to-date in the event of some emergency at the school.

## **Volunteer Practices/Procedures**

All volunteers (parents, grandparents, community members) must have the required clearances including criminal, child abuse, and FBI. Volunteers are assigned duties by Head of Academic Supports or Head of Administration and will work directly with an administrator who will work with faculty or staff for appropriate placement and directions of the volunteer work. Any other arrangements must be cleared by the Head of Academic Supports. Paperwork to obtain the proper clearance can be provided by the Head of Administration.

## **Lost and Damaged Property**

Students are responsible for taking care of and returning school property provided for their use - including but not limited to books, locks, lockers, lab equipment, laptops, sports uniforms, sport equipment, etc. Families will be billed for lost or damaged items. Students will be required to pay off all account balances prior to receiving transcripts or diplomas.

# Student Technology Policy

Freire Charter School (FCS) provides students with computer equipment, computer services, the system network, and Internet access. FCS has the right to place reasonable restrictions on this privilege.

All access and rights are privileges granted by FCS and students should expect only limited privacy in the contents of personal files and access. The situation is similar to the rights you have in the privacy of your locker. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that any files stored on district servers would always be private. Routine maintenance and monitoring of the FCS system may lead to discovery that this policy, the FCS Code of Conduct, or the law has been violated.

All users agree to abide by applicable federal, state, and local laws and FCS rules when using FCS technology. FCS will not assume legal or other responsibility for any use deemed unacceptable or for any content students find online.

The use of FCS technology is a privilege, not a right, and the purpose of this agreement is to define acceptable and unacceptable use of computer equipment, computer services, the system network, and the Internet as defined by FCS. Unacceptable use, as defined by this agreement, or at the discretion of the Technology Director, Staff, or Administration, may result in restriction or cancellation of access (even for required works) as well as other disciplinary or legal action.

## **Technology**

Technology resources are defined as any electronic tool, device, program, or system that aids the academic environment for a student. Technology includes:

- All computer software and hardware
- Personal digital assistants including Palms, pocket PCs, cell phones, etc.
- Analog and digital networks (e.g., data, video, audio, voice, and multimedia)
- E-mail systems and communications technologies
- Servers, routers, hubs, switches, and Internet gateways,
- Administrative systems, media systems, and learning information systems
- Smartboards
- Related and forthcoming systems and new technologies

## **Acceptable Use**

Acceptable use of FCS technology is any use that is consistent with the educational objectives of FCS and in accordance to the FCS Code of Conduct. This includes academic work, college exploration and research, and employment exploration and research. For further clarification on uses not listed here, please refer to the Technology Director. All use is subject to review by the Technology Director, Staff, and Administration.

Students are responsible for good behavior on school computer networks just as they are in a classroom, a school hallway, or in the community. Communications on the network are often public in nature and general school rules apply. Students must respect the rights of others in both the school community and in the global community.

## Unacceptable Use

- **Illegal Activity** – It is unacceptable use to promote or engage in any activities which are deemed criminal under federal, state or local laws.
  - Copyright Laws – It is a violation of copyright laws to copy, distribute, display, exhibit, or perform copyrighted works without authority of the owner of the copyright. A copyright notice is not required.
  - Students may not utilize peer-to-peer file-sharing applications or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized music, movies, and other intellectual property, etc.
  - Students may not use the FCS network to arrange for the purchase of illegal substances, alcohol, engage in criminal activity, or threaten the safety of any person(s).
- **Plagiarism** – Students may not plagiarize works that they find on the Internet or other resources.
- **Vandalism** – It is unacceptable use to harm or destroy the hardware, software or data of another user, whether at FCS or at any site connected to the Internet. This includes, but is not limited to, the creation or spreading of computer viruses. **I understand that if I break a piece of equipment while using it, my family and I are responsible for replacing that equipment.**
- **Security** – Under no conditions should you provide your password to another person. It is also unacceptable to change individual or system passwords. It is unacceptable to trespass in others' folders, work or files or to use or to attempt to use another's account, including the System Administrators' accounts. It is unacceptable to post information that could cause damage or a danger of disruption.
- **Offensive Behavior and Harassment** – It is unacceptable use to harass, insult, or attack others. It is unacceptable to send or receive any data, which is offensive and/or obscene according to the FCS Code of Conduct. *Note that what may meet “legal” requirements may very well be beyond what is acceptable at Freire.* Any repeated or unwanted communication may constitute harassment. Any communication with the direct intention of harassing, threatening, implying, or otherwise causing harm to individuals and classes of individuals is a violation of school policy. Be sure to save copies of all harassing material. Provide hard copies to the Technology Director, Staff, and/or Administration. Harassment is taken very seriously at FCS and anyone who makes false accusations will be penalized.
  - Kinds of Harassment
    - Sending/Forwarding unsolicited e-mail, junk mail, or propagating chain letters.
    - E-mail “bombing,” spamming, etc.
    - Inappropriate images, text, audio, commentary, etc. that demeans based on ethnicity, race, religion, sexuality, sexual orientation, age, class, etc.
    - Forging electronic information.
    - Creating, altering, or deleting the attribution of origin (“from” in e-mail, IP address headers, etc).
    - Sending messages under someone else’s address.

- **Respect for Resource Limits** – It is unacceptable to intentionally waste limited computer resources. It is unacceptable to download large files. It is unacceptable to post or forward chain letters, send “bomb” e-mails, or engage in "spamming". Sending numerous or large e-mail messages to one person is considered “e-mail bombing.” Spamming is sending an annoying or unnecessary message to a large number of people.
- **Respect for Privacy** – It is unacceptable to repost a message that was sent to you privately without permission of the person who sent you the message. It is unacceptable to post private information about another person.
- **Personal Safety** – It is unacceptable to post personal contact information about yourself or other people. Personal contact information includes your address, telephone, work address, etc. It is unacceptable to agree to meet with someone you have met online for non-academic reasons. This is subject to review by the Technology Director, Staff, or Administration.
- **Commercial Use** – It is unacceptable to offer, provide, or purchase products or services through FCS.
- **System Tampering** – Any unauthorized alteration of operating systems, individual accounts, software, networking facilities, and/or other programs.
- **Obscenity** – Students may not use the network to access material that is profane or obscene. This includes pornography, music, text, etc.

## Student Technology Agreement (sample)

No student shall be allowed to use FCS technology or the Internet until he/she has signed and returned this Agreement.

- I have read the Freire Charter School Student Technology Policy.
- I understand the terms and conditions set forth by Freire about acceptable and unacceptable use of technology.
- I understand that if I break a piece of equipment while using it, my family and I are responsible for replacing that equipment.
- I understand that unacceptable use, as defined by this agreement, or at the discretion of the Technology Director, Staff, or Administration, may result in restriction or cancellation of access (even for required works) as well as other disciplinary or legal action.

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Print Name

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Parent Signature  
(Required for Middle School)

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Date

## Wellness Policy

Freire is 100% committed to doing anything and everything it can to provide for, facilitate and maximize student achievement and success at Freire and beyond in college.

This commitment to student achievement and excellence is behind Freire's wellness policy. Recent and ubiquitous research shows clearly that students who eat better do better in school. Research also shows that students who participate in physical activity several times or more during the week outperform their peers who do not participate in frequent physical activity.

In the coming years, as Freire continues to grow and to excel, so, too will the level of student and staff wellness. Our vision is that someday, all students and staff will have access to healthy, low cost nutritional foods at school all day long. Our vision also maintains that someday, all students and staff will participate in safe, healthy physical exercise 3 to 4 times per week. Program goals are listed below:

- Freire students will be drawn to healthy practices.
- Freire students will be drawn to physical exercise and healthy eating.
- Students will demonstrate fundamental knowledge of health and nutrition.
- Students will know how to care for themselves.
- Students will demonstrate their knowledge of how to provide basic care for others through the life cycle.
- Students will monitor their own health and command strategies for addressing the health problems of others.

Our current program at Freire affords all Middle School students (5<sup>th</sup> -8<sup>th</sup> grades) a Physical Education class. Additionally all 10<sup>th</sup> graders complete a year long, full credit intensive course on health and wellness. As part of the course, students delve into sex education, body systems and maintenance, diseases and disease prevention, nutrition, exercise, and overall wellness. Part of this course includes weekly physical exercise.

In addition, 9<sup>th</sup>-12<sup>th</sup> grade students are able to choose to participate in our PIAA sports program, featuring football, basketball, volleyball, soccer, softball and track for girls and boys. Over 25% of our student body participates in at least one of these sports, and we are examining the idea of making participation in at least one sport per year a mandatory part of a Freire education.

All food served during the school day meets or exceeds the Government guidelines.

Freire Charter School is a nut-free environment. Due to potentially deadly allergies, students, faculty, and community members are prohibited from bringing any nuts, or any product that contains nuts into the school for any reason.

All foods served during the day meet or exceed government guidelines. In order to maximize learning potential, we recommend that parents support students bringing healthy snacks and

lunches. Attention and concentration will wane on an empty stomach. Healthy snacks such as fresh fruit, granola bars, yogurt, dried fruit, and water provide extended hours of energy for learning, whereas sugary snacks provide only short term energy with a “crash”.

Additionally, students in the Middle School are prohibited from bringing soda, candy, or gum to school. These items may not be consumed on a daily basis.

We do not serve or sell food as part of any fundraisers that is fried, comes in more than single serving sizes, contains added sugar as the first ingredient, or has excessive trans fats.

Any and all classroom parties, of which we have very few, are limited to serving fresh fruits and vegetables as well as water. On special occasions, certain classes may serve refreshments as part of a special event. These occasions must be approved in advance by the Head of Academic Supports. We also do not use food as a reward unless the reward promotes a positive message. We also encourage parents to send their children with healthy food to school or to participate in our healthy foods initiatives. We do not have a school store or a faculty lounge.

Our goal for all of these standards is to promote healthy student eating and living as well as help prevent obesity in our students. Further, since we do not reimburse families for snacks, we will not provide access for families to foods at a substandard level.

### **Food Allergy Management**

#### **Parent Responsibilities**

- If your child has a food allergy it is essential that you notify the school nurse immediately (all information will be kept confidential) providing her with all the following pertinent information:
  - Type of allergy
  - Medical history regarding the allergy
  - Description of reaction to Medication (if applicable)
  - Doctor recommended responses if there is exposure
- Provide written medical documentation, instructions, and medications as directed by a physician.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Provide (update when necessary) all emergency contact information.

#### **Student's Responsibilities**

- Do not trade food with others.
- Do not eat anything with unknown ingredients or known to contain any allergen.
- Be proactive in the care and management of their food allergies and reactions.
- Notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

## **School Responsibilities**

Upon notification the school nurse will be responsible for the following:

- Contacting the parent to review all provided information as well as gathers any additional information.
- At parent's request, and with written consent, will contact the medical professional directly to gather needed information/advice regarding the specific students needs.
- Meet with the parent, student, and any other necessary school staff, will have a team meeting and create a medical plan for the student. This plan will outline the schools response should the child be exposed to the allergen.

## **Allergy Plan**

The plan will contain:

- Student's needs
- Parent's requests
- Doctor's recommendations
  - A detailed plan of how the school will respond in the event the student is exposed to the allergen
  - A list of the names of the individuals who will be responsible for implementing the plan.
- The Plan will be distributed to all teachers and staff who work directly with the student. In addition the nurse will meet with the staff to review the plan.
- The School nurse will meet with the student and work individually with the student to educate them regarding the allergy.

## Supports for Students with Freire’s Nonviolence Policy

Nonviolence has come to be a way of life inside Freire Charter School, driven in large part by the students themselves. In 1999, as the school began with 100 8<sup>th</sup> graders, students entered Freire’s space each telling stories of horror, fear, and attack from fellow students and teachers alike at their previous schools. What these students talked about was raw and emotionally felt and each and every one of them hoped that Freire would be a place where students and teachers felt safe and secure to do the learning they knew colleges would demand of them later in their education. During that first year, the Freire students worked weekly with the school leadership, striving to build the core elements of what Freire would one day later become. Nonviolence was by far the students’ first priority, followed by high quality academics. At the end of that school year, Freire students and school leadership had written and ratified Freire’s Nonviolence Policy, which is still in effect today. Now years later, students, staff, and parents count on the Nonviolence Policy to keep everyone safe and binds the Freire community together in trust and mutual respect for each other’s safety one and all.

This nonviolent and safe atmosphere is critical to high academic achievement. Students cannot learn in an environment where they do not sense physical safety. So we are not a school with high academic achievement *and* a rigid nonviolence policy; we are a school with high academic achievement *because* we have a rigid nonviolence policy. You cannot have one without the other.

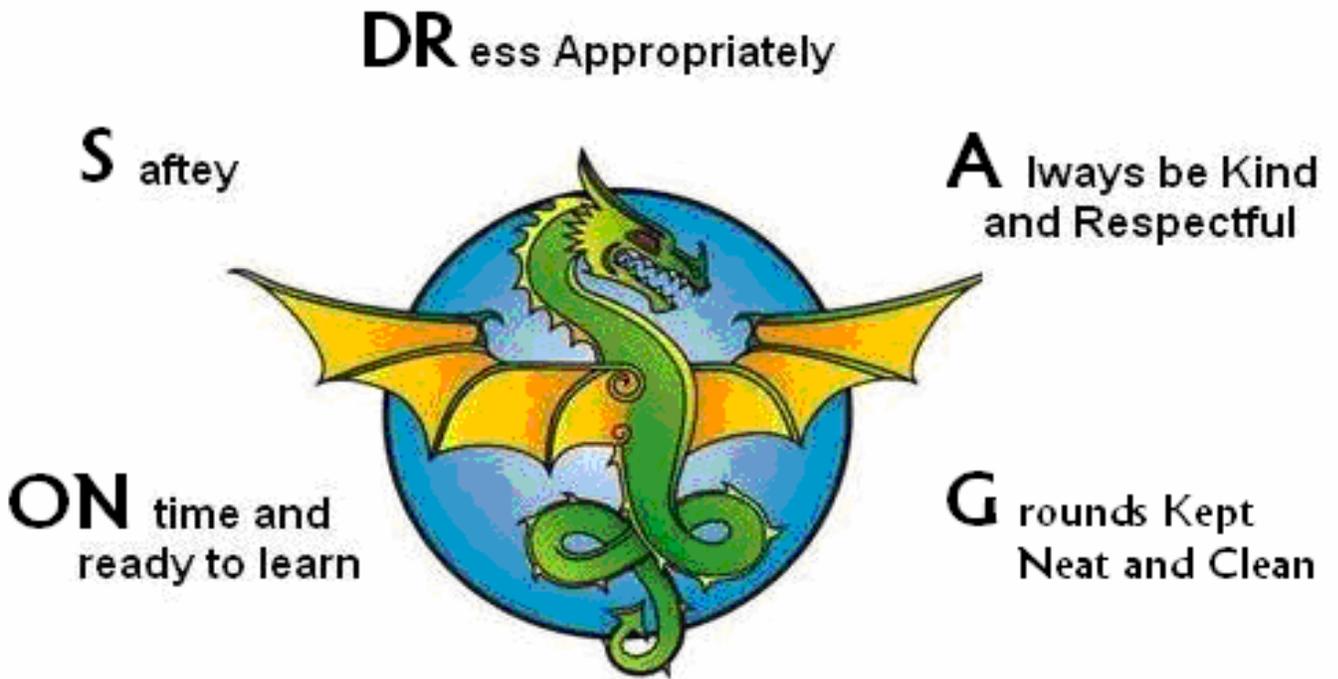
Because the Freire Nonviolence Policy is unique, and as an educational institution committed to supporting the growth and success of every one in the community, Freire Charter has structured a comprehensive set of supports and structures for students as they enter the Freire culture. These supports are as follows:

- Any and all students entering the school must take a week-long course in the summer about Conflict Resolution and Nonviolence. We call this “Clinic” and dedicate the time to work with incoming students around the following:
  - **Conflict resolution**
    - This training is designed specifically to teach kids 1) what conflict is, 2) the ways to solve conflict, 3) the idea of win-win solutions, 4) body language and how you can interpret it, 5) provide kids with the ability to role play and find win-win solutions for all parties, 6) help students identify emotionally to why conflicts arise as well as what it feels like to be victimized by conflict.
  - **Bullying**
    - The objective of this training is to define bullying, explore the reasons for bullying, explore how bullying affects people, identify ways to stop bullying, and explore the resources in the school that are there to help students who feel bullied.

- **Peer Mediation training**
  - The objective of this program is to introduce students to the concept of peer mediation. In these seminars, students learn what mediation is, the rules of mediation, how mediation works at FCS, how to become a trained mediator, and how to get help when you need it.
- **Nonviolence**
  - Students learn what physical and verbal violence are, and that they are not permitted under any circumstances at Freire. They meet directly with the Dean to discuss the Freire Nonviolence Policy in detail, and that there are “No Second Chances” around using violence at Freire.
  - In order to be a student at Freire, students must sign the “No Second Chances” form acknowledging that a) they understand Freire’s Nonviolence Policy and b) that they agree to follow Freire’s Nonviolence Policy.
  - Parents of all incoming students also get a special meeting with the Dean to go over Freire’s Nonviolence Policy, our Peer Mediation Program, and the “No Second Chances” rule.
- Programs and supports offered by the school during the school year to prevent Nonviolence:
  - **Peer Mediation**
    - Anyone in the community can fill out a mediation form and submit the form, and the form can be submitted anonymously. The mediation will take place within 24 hours if the person requesting it indicates that the situation is serious and needs to be mediated immediately.
    - Once the mediation form is submitted to the mediation coordinator then the mediation is arranged.
    - Mediations are 100% confidential and led by other students that have passed Freire’s mediation training program.
    - The Dean and other staff also refer students to mediation when a problem between students is identified.
  - **Teacher Training**
    - Each summer during PD, teachers are provided with training on how to identify students who are in crisis and the how to respond to those crises. This training goes over a comprehensive list of all the supports available to students and staff alike, and how to get the appropriate support for a student in need.
    - All staff members are required to follow the Nonviolence Policy themselves, including participating in mediations when requested.
  - **Anger Management**
    - Students who are identified as needing additional help with controlling their anger are referred for this program. The program is run by one of the counselors and aims to provide a safe “productive” outlet for students and their anger. Recommendation for the program come from staff members, and parents, and students can also refer themselves.

- **Individual Counseling**
  - Students who are having problems (in school or out of school) have the option to participate in individual counseling. Students who are referred to this program work with a counseling intern on a weekly basis. Referrals for the program come from:
    - Teachers referral
    - Self-referral
    - Dean referral
  - The Mental Health Team, made up of Freire's Head of Academic Supports, Crisis Counselor, and Family Therapist, meet on a weekly basis to discuss individual cases and make sure that students are being supported and that the student is growing. When bullying or any other inappropriate behavior is suspected the counselors refer the case to the Dean. The Dean investigates all potential situations, leaving no stone unturned.
- **Family Counseling**
  - Families present and past, at Freire have access to Family Therapy at no charge. These services are offered anytime, from early morning into the evening, and can be held at the family's residence, or off site at the Family Therapist's office
- **Support from the Dean's Office**
  - As a part of our anti-bullying policy the Dean's office is committed to taking every report of suspected bullying seriously. We thoroughly investigate every complaint. This investigation includes:
    - a. Interviewing the bullied student(s)
    - b. Interviewing the alleged student doing the bullying
    - c. Interviewing the teachers
    - d. Interviewing any witnesses that have been identified
    - e. Reviewing any computer information (if applicable)
  - Upon conclusion of the investigation the Dean determines the appropriate consequence.
- **School -Wide Events to Promote Nonviolence:**
  - Take Back the City is a yearly student-driven event, designed to help grow and sustain a healthy school culture. The student body chooses the topic for the year, and then works with the Staff Take Back the City Committee to lead a day and a half long exploration for students into the topic. This event is led by students in partnership with their teachers, and takes a break out of the traditional academic schedule. Prior topics include bullying, nonviolence, drugs, portrayal of African Americans in the media, and music.

# Freire Charter School Code Of Conduct



The basic principles of Freire Charter School (FCS) are as follows:

- Dress like a Scholar
- Think and Act like a Scholar
- Treat others like a Scholar
- Study like a Scholar

# Code of Conduct Definitions

## **Purpose for a Code of Conduct at FCS**

We believe that it is important for FCS to set forth the expectations of all community members. This Code of Conduct is designed to support FCS' mission and provide a college preparatory learning environment with a focus on the individual avenues of problem solving, freedom, and critical thinking, as well as the collective values of nonviolence, safety, community, and teamwork.

## **Code of Conduct Guiding Principle**

As an educational institution we recognize that it is our responsibility to educate students regarding nonviolence and the code in general. Our practice is based upon the belief that as students progress from one grade to the next they become more responsible for the rules and gain for a greater capacity for independent decision making.

## **Community**

This includes students, parents, mentors, teachers, administrators, board members, and all other community members. These integral parts join together to create a special community.

## **Student**

A person enrolled in the Freire Charter School.

## **Parent/Guardian**

The official caregiver of a minor child, including, but not limited to mother, father, stepparent, grandparent or court-appointed guardian, including DHS workers and/or group home employees **as identified at time of admission or amended in writing thereafter**; or an emancipated minor (of which proof is required).

## **Staff**

Any person employed by, or volunteering at, Freire Charter School.

## **Community Member**

Any person a student encounters while on school grounds (defined below).

## **School Grounds**

FCS' surroundings are unique in that we share building space with other organizations and we frequently use outside community resources during the day (restaurants, nearby parks, nearby public buildings, public transportation, on school buses (5th and 6<sup>th</sup> grades only), etc.) FCS defines the school grounds as starting outside of the students home when they leave in the morning, continuing to include anywhere the student travels on the way to school and during the school day (including field trips), and ending at the student's door when they return home at the conclusion of all school related activities. Community members will be held accountable for behavior at all times when on school grounds as defined above.

## **Intervention**

If a student chooses to violate the Code of Conduct, an intervention will result. The purpose of the intervention is so that student understands that their behavior was unacceptable. Repeated violations of the Code of Conduct will result in more severe interventions. Students who do not respond to repeated interventions and continue to behave in ways that violate the Code of Conduct and challenge the expectations of the community may be asked to leave the community.

## **Mediation program**

Every student has the opportunity to participate in mediation when there is a conflict with another community member so that the conflict can be resolved in a constructive, nonviolent manner. Mediations are to be used in a proactive manner **PRIOR** to an infraction of the Code of Conduct, not as a result of an infraction of the Code of Conduct.

## **Family Therapy**

Any student/family referred by Freire to participate in family therapy is encouraged to do so. Family therapy is provided free of charge and is a very important part of building and strengthening our community. In certain cases mandatory meetings with a member of the family therapy team may be assigned by the school as a behavioral intervention.

## **Reporting a Freire Community Member**

Any member of the public or school community may report another community member for breaking the rules listed in the Code of Conduct. All reports will be followed up by the office of the Dean of Students.

## **Retaliation Policy**

It is the policy of Freire Charter School that a positive, open environment be maintained at all times. Therefore, the school encourages all community members to report problems or concerns **without fear of retaliation or reprisal**. All reports will be promptly investigated. Freire is committed to doing whatever is necessary to protect students from retaliation resulting from a concern or complaint. Should the school determine that retaliation has indeed occurred, or that a community member is planning retaliatory action, disciplinary steps will be taken. The consequences could include any of the following; 1) community service, 2) written apology 3) suspension 4) informal hearing or 5) recommendation for expulsion.

## **Expectations of Students**

Freire Charter School will provide our students with skills that they need for the future. The teachers, counselors, administrators and custodial staff at Freire are dedicated to the education and well-being of our students. In turn, Freire expects and requires all students to show respect and care for the staff, volunteers, visitors, the building, each other, and people of all cultures represented in the school. Freire also expects students to take care of the property within the school and in the community as defined above.

## **Lockers**

All lockers are assigned at the discretion of the Deans' Office for the convenience of each student and remain the property of Freire. All students who receive permission to use a locker must sign an agreement stating the terms and conditions for its use. Only school issued locks may be put on a locker and non school issued locks will be immediately removed. Students are to only use the locker assigned to them. Sharing lockers are not permitted. As the school reserves the right to inspect lockers, students must open them upon request. All items found in lockers not assigned to that specific student, or those that do not have a school issued lock on them, will be removed. The school reserves the right to periodically and randomly inspect lockers.

## **Non-Discrimination Clause**

Freire Charter School does not discriminate against any community member, applicant, or any other person because of race, color, religious creed, ancestry, national origin, gender, sexual orientation, age, or handicap status. Freire Charter School takes affirmative action measures to ensure that community members are treated without regard to their race, color, religious creed, ancestry, national origin, gender, sexual orientation, handicap, and/or age.

## **Conduct of Friends and/or Family**

Students who bring outside guests to any school sponsored function will be held accountable for their guests' behavior as if it was the student's own behavior.

## **Search and Seizure Policy**

Freire Charter School reserves the right to search students and their belongings and/or lockers to find weapons, drugs, stolen property, and other contraband. In addition, students may be asked to empty pockets, purses, etc. If a student is found in the possession of items that are illegal, the student will be charged with the appropriate school offense, the Philadelphia Police Department will be notified; the student may be held for the police, and charges may be filed. Any student who refuses to cooperate with school authorities is subject to expulsion from Freire. All searches of a student's locker, belongings, or person will be done with at least two Freire staff members present.

## **ACT 26**

Act 26 of 1995 (the Safe Schools Act) – Creates a mandatory one-year expulsion for the possession of weapons on school property, including school-sponsored events. (It requires parents to provide a sworn statement upon registering their child in school as to whether the child had previously been suspended or expelled from another school.) Act 26 also requires schools to maintain records on acts of violence and weapon possession and to forward student discipline records when a student transfers to another school.

Act 26 defines the term weapon as, “including but not limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, or instrument capable of inflicting serious bodily injury.” The law requires action for documented cases of weapon possession in school or while traveling to and from any school or school program, including while on public transportation or school buses.

A student found in possession of a weapon will be considered in violation of the Code of Conduct and will be recommended for expulsion.

# SAFETY FIRST

## No Second Chances and Nonviolence Policy

Freire is a nonviolent community. This policy, written by the Freire Charter School Board, **mandates recommendation of expulsion for all acts of violence (including acts committed in self defense or retaliation)**. The recommendation will be made by the designated school personnel and will be carried out regardless of the circumstances surrounding any specific event or the disciplinary history or academic standing of any student involved.

**Students are expected to adhere to the policy at all times and in all places including:**

- During school hours
- Before and after school
- In the community
- During school sponsored activities
- During field trips, sports events (both at and away from the school) and at any event where they are representing Freire Charter School.
- Traveling to and from school on public transportation and on school buses (5<sup>th</sup> & 6<sup>th</sup> grades)

The above list serves only as examples of places and is not to be considered an exhaustive list.

**Acts of violence towards another person include, but are in no way limited to, the following:**

- **Physical Violence:**
  - Punching
  - Hitting
  - Slapping
  - Kicking
  - Biting
  - Hair Pulling
  - Spitting
  - Throwing things at another person
  - Any other type of striking or grabbing
  - Physically invading another individual's personal space in order to intimidate them.
- **Verbal Violence:**
  - Bullying (as described in the Freire Anti-Bullying Policy)
  - Threatening another person's life
  - Threatening the safety of another person
  - Threatening to bring another person to school to hurt someone
  - Yelling
  - Taunting/teasing
  - Screaming
  - Cursing

NOTE:

Verbal violence in the High School will automatically result in recommendation for expulsion. Verbal violence in the Middle School may result in recommendation for expulsion depending upon the severity of the incident. Repeated incidents of verbal violence may also be grounds for recommendation for expulsion from the Middle School.

**Other actions prohibited under the nonviolence policy/no second chances policy**

- Using violence to defend yourself
- Harassment of a community member by outside family or friends. This includes threats made in person, by text, video, or using any type of social networking site (Twitter, Facebook, etc.)
- Possession of weapons – “including but not limited to, any knife, cutting instruments, cutting tools, nunchaku, firearm, shotgun, rifle, and any other tool or instrument capable of inflicting serious bodily injury” (ACT 26 of the 1995 Safe Schools Act)\*
- Destruction of Property
- Possession of, or attempt to distribute, any illegal substance\*
- Threatening another community member (in any way including social media) with physical harm
- Stealing

\*In these instances, Freire must follow the law. The law requires the school to report any of these violations to the authorities, which will then determine whether criminal charges will be filed. The school will continue its internal disciplinary processes separately from the authorities.

## NO SECOND CHANCES AND NONVIOLENCE POLICY CONTRACT (sample)

Freire is a nonviolent community. This policy, written by the Freire Charter School Board, **mandates a recommendation of expulsion for all acts of violence (including acts committed in self defense)**. The recommendation will be made by the designated school personnel and will be carried out regardless of the circumstances surrounding any specific event or the disciplinary history or academic standing of any student involved.

My child and I have read, discussed and agree to the following:

- Freire Charter School is a nonviolent school and as a member of the school my child and I promise that he/she will not to be involved any act of violence, no matter the circumstances, including acts of self defense.
- There are **NO SECOND CHANCES**. Any violation of the above policies will result in my child being recommended for expulsion.
- I understand that Freire Charter School is a school of choice and that it is my right to withdraw my child at any time. If my child is recommended for expulsion for a violation of the nonviolence policy **withdrawing them from Freire will immediately stop the expulsion process** as the school cannot move to expel a student that is no longer enrolled in the school.
- I acknowledge that Freire Charter School provides many different programs that are specifically designed for my child to learn how to solve conflict in a nonviolent way. These programs include mediation, character building, anger management, individual counseling, family therapy, and bullying prevention programs. It is my responsibility, as a parent, to contact the school and request additional support should I feel that my child requires it in order to be successful at Freire Charter School.
- I understand that Freire teachers and staff are here to support my child in any way they can so that neither my child nor I will ever use violence at Freire Charter School.

**There are NO SECOND CHANCES for  
students who break this policy.**

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> through 9<sup>th</sup> grades)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Freire Anti-Bullying and Cyber Bullying Policy

Bullying is defined as “actions (or threats of action), either physical or verbal, which instill fear or which serve to demean an individual and are committed by a community member over a period of time”.

Bullying includes verbal and physical taunting or intimidation for any reason. Examples include, but are not limited to race, religion, sexual orientation, and so on. Bullying can occur in person, over the Internet (Twitter, Facebook, etc.), or through cell phones, cameras and video.

Students and staff alike can be victimized. Similar to sexual harassment, **bullying can occur regardless of the intentions of the bully(s); it is the perception of the victim that must be taken into consideration.** Bullying often involves more than one person; bystanders (the “audience”) can take a passive role by encouraging the bully or by willingly not doing anything to prevent the abuse from occurring.

Freire takes a firm stance against bullying and is committed to address this negative behavior as it is detrimental to the well being of an individual, is a major disruption to the learning environment, and is damaging to the community as a whole.

Depending upon the facts and circumstances, **Freire may define bullying as an act of violence and therefore a violation of the Nonviolence Policy (See NO Second Chances/ Nonviolence Policy).** The Dean may then **make a recommendation for expulsion if it is deemed necessary.** In these cases the Dean will be required to review the reason for the decision to the student and parent, Head of Academic Supports, and the Board of Directors.

If bullying is reported, the school will take the following course of action:

- Students will be separated (as deemed necessary)
- A full investigation will be conducted by the Dean’s office
- If bullying has been substantiated then the following events will occur:
  - Student(s) who participated in the bullying may be suspended
  - Reinstatement meeting with parent/guardian upon conclusion of the suspension
  - Contract (if deemed appropriate by the Dean) stating that any future infraction for bullying will result in a recommendation for expulsion from the school
  - The contract may include any or all of the conditions outlined below:
    - A formal letter of apology written by the bullying student(s) to the victim and the victim’s family, if appropriate.
    - A supervised project on bullying, including a research paper and daily public announcements about the topic.
    - Mandatory counseling for the bullying student(s).
    - Mandatory appearance before the Board of Trustees for an official reprimand.
    - Mandatory attendance at a bullying seminar
    - Any student, who is a repeat offender, will be recommended for expulsion from the school (for violation of the No Second Chances/Nonviolence policy)

**The following steps will be taken if there is a suspected violation of the No Second Chances and Nonviolence Policy:**

- A Preliminary investigation to determine whether the policy was violated will be conducted.
- If it is determined the policy was violated then the following steps will be taken:
  - Any student(s) who violated the policy will be suspended (length of suspension to be determined by the Dean)
  - Upon return to school from the suspension term an informal hearing will be held. During this hearing the following procedures will be followed:
    - Student will have the opportunity to tell his/her side of the story.
    - Parent will have the opportunity to tell his/her side of the story.
    - The Dean's office will present the evidence that has been collected during the investigation.
  - Evidence may include:
    - Statements from each student involved
    - Statements from student by-standers/witnesses
    - Statements from staff/community members
    - Any additional information found to be relevant (such as information gained from the Dean's discussions with community members during the course of the investigation.)
    - Police report (if applicable)
  - Once the Dean has provided the family with the opportunity to explain their story and all of the evidence has been discussed the Dean will determine two things:
    - Did the student know about the policy?
    - Did the student break the policy?
- Should the Dean find that the student both knew about and violated the nonviolence policy then the Dean is required to recommend the student for expulsion from the school.

**PLEASE NOTE: The Dean's recommendation is a recommendation only. A student is not formally expelled until after a formal expulsion hearing is held and the Board of Directors votes to expel the student.**

- Upon the recommendation for expulsion the student and his parent will be provided with the following:
  - Their rights and responsibilities as a student/parent
  - The formal hearing/expulsion policy and procedures
  - Since Freire Charter School is a school of choice the parent/guardian may decide to withdraw their student at anytime, therefore ending the expulsion process entirely.

## **Sexual Harassment Policy**

Sexual harassment is prohibited anywhere in the Freire Charter School Community. Sexual harassment consists of interaction between individuals of the same or opposite sex that is characterized by unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (including but not limited to gestures, comments, sexual innuendos, or touching) when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

Hostile environment sexual harassment is unwelcome sexual conduct that is sufficiently severe or pervasive to the extent that it alters the conditions of education and creates an environment that a reasonable person would find intimidating, hostile or offensive. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include the frequency of the conduct, its severity, and whether it is threatening or humiliating.

If any community member expresses that they have experienced undesired acts then it will be treated as sexual harassment.

Upon receiving a complaint that alleges sexual harassment the following steps will be followed by the administration:

- The school will separate all parties involved (if necessary).
- The school will conduct a complete and full investigation and determine the credibility of the allegations.
- A written report of the investigation findings will be issued to both the alleged victim and alleged perpetrator.
- Upon conclusion of the investigation, an appropriate consequence will be assigned.
- Any student found to have violated the school's sexual harassment policy will be suspended for a minimum of 2 days.
- Extreme circumstances or repeated violations of the policy may result in the recommendation for expulsion from the school.

## Cell Phone & Electronics Policy

FCS understands that cell phones and electronic devices are an important part of a person's everyday life. However, cell phones and other electronic devices are not permitted in an FCS classroom, because they serve as an educational distraction and can promote cheating. If a parent needs to contact a child during the course of the instructional day please call the front desk and we will get a message to your child. If your child has a need to contact a parent during the course of the school day, they are permitted to use an FCS telephone at the front desk. We encourage students to take cell phones on class trips as a safety precaution.

**Students are permitted to bring cell phones and electronic devices to school provided the following guidelines are followed:**

- Students must turn their cell phones & electronic devices off PRIOR to entering school.
- **Detention and after-school tutoring are all considered classroom activities. Therefore, cell phones must remain turned off at all times during these activities.\***
- FCS is not financially responsible for lost or stolen property that a student voluntarily brings to school including cell phones and other electronic devices.
- Cell phones & electronic devices are expected to be stored in a student's locker during school hours (including during after school activities, sports, homework club, etc.) Any cell phone or electronic device that is **seen or heard** during the day will be confiscated. (Please see below for procedures for picking up confiscated phones)

**If a phone/electronic device are confiscated then refer to the procedures at your campus (High School or Middle School).**

### Pick- up Procedures

#### HIGH SCHOOL ONLY

**\*Phones can only be picked up by the person listed as parent/guardian on PowerSchool unless previously approved by the Dean's office.** Confiscated items will only be returned to the parent/guardian identified in the PowerSchool system. Appointments must be made to retrieve items. **Please call 215.557.855 ext 1925 to schedule an appointment for the High School and 267.670.7499 ext 2929 to schedule an appointment for the Middle School:**

- First Offense - Cell phone will be returned when a parent or guardian makes an appointment to come into the school to personally claim the device.
- Second Offense - Cell phone will be returned to a parent/guardian one month from the day it was confiscated.
- Third Offense - Cell phone will be returned to a parent/guardian at the end of the quarter or one month from the day it was confiscated – whichever is longer.

## **MIDDLE SCHOOL ONLY**

- Appointments must be made to retrieve items. Please call 215-557-855 to schedule an appointment for the High School and 267-670-7499 to schedule an appointment for the Middle School
  - **First Offense** - The student will be sent home with a form requiring a guardian signature. Cell phone will be returned to the student when the form is signed and returned. Cell phones will not be returned on the same day they were confiscated.
  - **Second Offense** - Cell phone will be returned when a parent/guardian **makes an appointment** and comes into the school to personally claim the device. Parent/guardian will need to sign a document indicating their understanding and agreement of this policy.
  - **Third Offense** - Cell phone will be returned when a guardian **makes an appointment** and comes into the school to personally claim the device **one month** from the day it was confiscated. Student will be prohibited from being in possession of any cell phone for the remainder of the school year.
  - **Subsequent Offenses:** Students who repeatedly break the cell phone/electronic policy will have a mandatory parent meeting with the Dean, and the Head of Academic Supports. Cell phone may be returned on the last day of the school year.

If a student is found using a friend's phone, the phone will be confiscated and both students will face disciplinary action.

**\*Freire Charter School will take all necessary precautions to adequately secure all confiscated cell phones. However, FCS is not financially responsible for any lost, misplaced or stolen items.**

### **Middle & High Schools**

**Refusal to surrender a requested cell phone or removing the SIM chip from the phone will be considered an act of extreme defiance and will result in the following actions:**

- The student's parent will be contacted immediately
- The student will be sent home for the remainder of the day
- A mandatory informal hearing will be held the next school day
  - During this hearing the parent and student will be warned future behaviors like this may lead to more severe consequences
- One (or more) of the following consequences will be assigned:
  - Contract
  - Loss of school privileges
  - Community service

**\*Please refer for Middle School section for additional items that are prohibited at school.**

**\*Freire Charter School will take all necessary precautions to adequately secure all confiscated cell phones. However, FCS is not financially responsible for any lost, misplaced or stolen items.**

## **Student Attendance/Lateness Policy**

State law requires all children of schooling age to be enrolled in school (“compulsory education”), and Philadelphia School District policy requires Freire to report any incidences of truancy (i.e. three or more days of unexcused absence) to the Philadelphia School District’s Truancy Office. In addition, Freire places a high value on student attendance. Regular school attendance is a primary factor in a student’s successful academic and social development and lays the groundwork for a successful and productive life beyond school. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even with extra after-school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits of schooling.

### Attendance Definitions

*Excused Absence:*     **An excused absence is any absence that is for official business.**  
Examples include, but are not limited to; court dates, death in family, doctor or dentist appointments, etc. Excuses of this kind must be documented on official letterhead or back to work slips (stamped by the doctor’s office). Hand-written notes will not be accepted as proof of official business. In addition, suspensions will be counted as excused absences.

*Truant Absence:*     Any absence that is not acknowledged by either official or unofficial notification. *These absences are reported to the Truancy Office of Philadelphia on a monthly basis.*

*Unexcused Absence:* Any absence from school that is acknowledged through parent notification such as a hand-written note (unofficial notification).

**Procedures for reporting absences can be found in either the Middle or High School Procedures and Routines section of the handbook.**

### Consequences if student accumulates multiple unexcused absences:

- Student may fail any class that has been missed 20 or more class days from a year-long course (or 10 or more days from a semester-long course).
- All students who miss between 20-24 unexcused absences will be placed on probation, and a mandatory parental meeting with the Head of Academic Supports will be held.
- Mandatory retention for any students who accumulates between 25-30 unexcused absences in one school year (regardless of student’s end of year grades).
- Mandatory retention and recommendation for expulsion for any student who accumulates more than 31 unexcused days in one school year.

### **Parental Notification of Absences:**

The school will use the following methods to notify parents/students of their attendance record:

- Daily automated attendance call to all students who are absent (**please make sure that the school has the most up-to-date contact number for you at all times**).
- Attendance will be printed on all official grade reports that are sent home on a quarterly basis.
- A letter will be sent out when your child reaches 10, 15, and 20 unexcused absences.
- Mandatory attendance conferences (after 15 unexcused absences).

### **NOTE:**

Parents may view attendance through their personal access to the power school system.

A student absent from school may not participate in any after school activity on the day they were absent. It is the responsibility of the student to make up any and all assignments missed as a result of an absence (illness, suspension, field trip, etc.).

All suspensions are considered as excused absences.

### **NOTE:**

**PA law requires that we remove any student from the roll who has accumulated 10 consecutive unexcused absences. A certified letter will be sent to notify parents of their child's removal from the school roll.**

### **Truant Absences:**

Any child who is absent from school without a valid written reason for the total of three (3) days or more is considered truant.

- In this event the school will implement the Truancy Elimination Plan as outlined below:

## School-Family Conference and Truancy Elimination Plan (TEP)

The Truancy Elimination Plan (TEP) is developed cooperatively with involved stakeholders through a school-family conference, which is required upon Freire Charter School's ("Charter School") notice to the student's parent/guardian upon the third unexcused absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, a plan of action should be implemented, including (but not limited to):

- Sharing and reviewing school policy on attendance and student responsibilities with students and families
- Contacting the student's parent/guardian upon his/her absence
- Meeting individually with students to discuss reason(s) for absence
- Following up with the building principal (or assigned administrator)
- Making referrals to guidance counselors
- Collaborating with Student Assistance Teams as appropriate.

The Charter School will notify the parent/guardian regarding the need for a joint conference upon the third unexcused student absence. The school-family conference engages all participants involved in the student's life to explore possible solutions to increase the student's school attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

**The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to facilitate regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services, and school personnel should be invited to participate, as needed. During the school-family conference, a Truancy Elimination Plan (TEP) shall be developed cooperatively with the student and other meeting participants.**

Issues to be addressed at the school-family conference should include but not be limited to:

- Appropriateness of the student's educational environment
- Possible elements of the school environment that inhibit student success
- Student's current academic level and needs
- Social, emotional, physical, mental and behavioral health issues
- Issues concerning family and home environment
- Any other issues affecting the student's attendance

The participants in the school-family conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This school-family conference also

provides an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The primary goal of the school-family conference is the development of a comprehensive TEP which is understood by, agreed upon and supported by the student, the parent/guardian, the school representatives and all other conference participants. The TEP may include but not be limited to the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s)
- Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the school and/or community organization(s)
- Identification of the school environment issues that affect the student's success and solutions to address these issues
- Explanation of the student's strengths and responsibilities related to the TEP
- Explanation of the family's strengths and responsibilities related to the TEP
- Clarification of method(s) used for monitoring the effectiveness of the TEP
- Explanation of the consequences for each stakeholder if the TEP is not fully implemented
- Discussion of the benefits for successfully implementing the TEP
- Following up and reporting the outcome of the TEP

The TEP substantiates efforts made by the school, the family and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the "good faith" effort between the school and the student's family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency, disciplinary action, expulsion, etc.).

## **Suspension/Reinstatement Procedures**

Suspension is defined as "taking away permission to attend classes, activities, and all other privileges of enrollment at Freire Charter School." This includes but is not limited to dances, shows, athletics, field trips and special events.

The following actions will result in a suspension from school activities:

- Jeopardizing the safety of another community member including but not limited to, any act of violence, pulling fire alarms, setting off alarm doors, or use of fire extinguishers except in life-threatening emergencies.
- Active or passive participation in the destruction of property.
- Possession of weapon, drugs, or other illegal items.
- Breaking the nonviolence policy.
- Cutting class or leaving the classroom without permission/out of bounds.
- Involving other community members (or your friends) in personal matters and situations that began in school.
- Stealing
- Sexual harassment: Sexual harassment, including creating or maintaining a sexually hostile environment and/or seeking or demanding any sexual 'quid pro quo', is forbidden on the part of students, faculty, staff, and all adults.

If a student is suspended he/she is required to attend a reinstatement meeting with their parent or guardian upon their return to school. Students may not return to school until this mandatory meeting occurs.

### **Goal of the reinstatement meeting:**

The reinstatement will serve as a warning to alert the student and their parent/guardian that he/she has seriously or chronically violated the school's Code of Conduct. It is further hoped that the student will realize the impact his/her behavior has had on his/her learning and that of his/her fellow students, and therefore make all necessary changes in his/her behavior while in school.

**During testing times, students may not be suspended at the discretion of the school administration. However, any infractions that accrue during that time may lead to a suspension once testing is completed.**

### **Steps and procedures for suspension:**

- Student is informed of reason for suspension at the time of suspension verbally and in written form.
- Student is given opportunity to respond.
- School must notify parent/guardian of suspension. Please note that a suspended student will not be sent home until the school is able to communicate with that student's parent/guardian.

**If a student has been suspended, he/she will be prohibited from attending school, being on school grounds or participating in or attending school activities.**

**Students are required to make up all class work and tests missed during a suspension.**

# Hearing Process/Procedures

## Informal Hearings:

Informal hearings are held in cases where a serious infraction of the Code of Conduct has occurred. Formal hearings will follow the format described below.

- During the informal hearing the school will state the concerns and observed behaviors.
- The school will provide the results of any investigation should the incident have required one.
- Both parent and student will have the opportunity to provide their observations, comments and concerns regarding the incident.
- Upon conclusion of the meeting the school will determine the next action. The Dean will recommend one of two consequences; recommendation for expulsion or a probationary behavioral or contract.
  - Recommendation for Expulsion:
    - See formal Hearing/Expulsion policy (next page)
  - Behavioral or Probationary Contract:
    - The administrator will review with the student the written warning, which states the student understands:
      - This is his/her final warning from Freire.
      - Students will be required to fulfill the conditions of the contract.
      - Failure to fulfill the conditions of the contract may result in a recommendation for expulsion from the school.
      - In order for a contract to be issued the student and parent must agree to follow the terms being presented by the Dean's office.
      - The contract will establish a time and date when the compliance of the contract will be reviewed.

## NOTE:

Contracts are non-negotiable. Students and parents must agree to follow all terms of the contract. Since contracts are issued in lieu of a recommendation for expulsion if a parent/student doesn't agree to follow the terms of the contracts, then there is a possibility that the refusal could result in a recommendation for expulsion. Prior to this, a meeting to review the contract will be held by the Head of Academic Supports. This meeting will include the parent/guardian, student, and the Dean.

## Formal Hearing/Expulsion Policy

**If a student is recommended for expulsion as a consequence of his/her actions, they have the right to request a formal expulsion hearing. This hearing must commence within 15 days of formal charges (unless mutually agreed upon by both parties).**

- A formal hearing is **REQUIRED** in all expulsion actions.
- All students who are recommended for expulsion are entitled to a formal expulsion hearing.
- An expulsion hearing will be arranged and notification of the charges, all evidence, and the rights of students/parents shall be sent to the student's parents or guardians at least 3 days prior to the hearing. All information will be sent via regular and certified mail.
- The hearing will commence on the agreed upon date with an independent Fact Finder presiding over the hearing.
- The school will present evidence, statements, and their case; giving the parent and student chance to view all information.
- Parents and students will be given the opportunity to question witnesses and present their own information.
- The hearing shall be held in private unless the student or parent requests a public hearing.
- The Fact Finder will write a summation of facts that will be presented at the following Board Meeting.
- The Board of Directors, through a vote, determines whether a student is to be expelled.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

NOTE:

All student/parent rights and responsibilities are described in detail in the next section.

## Parent and Student Rights

- In a case involving a possible expulsion, the student is entitled to a formal hearing.
- A formal hearing is required in all expulsion actions.
- This hearing will be conducted by an impartial Fact Finder.
- The Board of Directors is given a summation of facts by the Fact Finder and 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:
  - 
  - Notification of the charges shall be sent to the student's parents or guardians by certified mail.
  - At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, 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. Otherwise the hearing will proceed as scheduled.
  - The hearing shall be held in private unless the student or parent requests a public hearing.
  - The student may be represented by counsel, at the expense of the parents or guardians, and must have the parent or guardians (as identified in the PowerSchool database) attend the hearing.
  - The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
  - The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
  - The student has the right to testify and present witnesses on his/her own behalf.
  - A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
  - The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
    - Laboratory reports are needed from law enforcement agencies.
    - Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. § § 1400—1482).
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- 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. Parents have 5 days to find the appropriate placement and notify the school.

## Dress appropriately

### Expectations:

Freire Charter School expects students to dress like a college scholar. In Middle school that means that students are expected to wear the uniform at all times. The only exception to this rule will be on dress down days. These will be announced in advance. Please refer to the special activities guidelines below for acceptable clothing.

### Middle School -

**For safety reasons, students are expected to be in full uniform at all times including as they travel to and from school, and during all school activities, including before and after school activities, during intervention breaks, Saturday interventions, and field trips. Students who do not adhere to this policy will face disciplinary consequences.**

### Uniform

#### Girls

Grey Skirt or Pants  
White Freire Oxford Shirt  
Black Freire Cardigan (OPTIONAL)  
FCS Tie  
Black Shoes  
Solid Grey or black knee socks

#### Boys

Grey Pants (belt required)  
White Freire Oxford Shirt  
Black Freire Cardigan (OPTIONAL)  
FCS Tie  
Black Shoes  
Solid Grey or black socks

### Please note-

- **Shirts must be tucked in at all times.**
- **Pants must be worn above the waist**
- **Tie must cover top button from view**
- **Skirts must be knee-length or longer.**
- **Sneakers are not allowed (except during special activity days and during PE).**  
Students must wear black shoes to school and can change into sneakers before PE class.
- **Jewelry must be modest (Special Activity days included)**
  - Small earrings – no bigger than a quarter
  - Simple bracelets – no more than three per arm
  - Simple Rings – no more than three
- **No head coverings are allowed** – (religious exceptions granted).
- **Students may not wear anything (including coats) over their uniforms.** The Freire black cardigan sweater is optional; however, students may not wear other sweaters, hoody sweatshirts, or long-sleeved shirts under a short-sleeved oxford shirt if they are cold.

### PE Uniform

Black FCS sweatpants or shorts and Grey FCS T-shirt

### **Vendor Information**

All uniforms items including the PE uniform **must** be purchased at Cramer's Uniforms online: [www.cramersuniforms.com](http://www.cramersuniforms.com) or at the following locations.

Cramer's Uniforms  
1001 Market St. #370  
(215)238-1400

Cramer's Uniforms  
4533 Frankford Avenue  
(215) 743-0750

**First Offense:** Phone call home, infraction recorded in Power School; Loaner item for missing items (if available; if no loaner item is available, student will be referred to PBS room until parent is able to bring replacement item to school. Loaner items must be returned on the day they are borrowed.); lunch detention on the day of the violation;

**Second Offense:** In addition to all of the consequences listed under First Offense, loss of privilege for the next dress down day.

**Third Offense:** In addition to all Second Offense consequences, student and parent must participate in mandatory conference, during which the family must provide a full additional uniform to be kept at the school. All uniform pieces must be labeled with the child's name. Student may lose privileges for all future dress down days. Student may be suspended for repeated violations of the same type of uniform infraction.

#### NOTE(S):

In the event that a piece of the uniform becomes lost or damaged to the point that it is no longer wearable, parents must send in a letter stating this. First Offense interventions will be followed. Parents will have two school days (including the day the first day the item is missing) to rectify the problem by replacing the lost/damaged item. If the problem is not corrected after the second day, the student will be suspended at home and not permitted to return to school until the student is able to come to school in full uniform.

Students who abuse the privilege of special activity days by wearing ANY prohibited items (including hoods covering their heads) during those days will lose that privilege for the remainder of the school year.

### **Dress Down Day And Summer School Guidelines**

Special activity days will be announced one week prior to the event. On these days students may opt out of wearing their uniform and instead wear their own clothing that meet the standards below. Special activity days are a privilege and not a right. The school reserves the right to restrict students from participating as a behavioral consequence. For summer school, students will be notified if they are required to wear their uniform, or if they may dress down.

#### Acceptable

- Bottoms
  - Jeans (no holes or rips allowed) – **BOYS MUST WEAR BELTS**
  - Skirts (must be knee length)
- Tops
  - All tops **MUST** have short or long sleeves
  - Cover from the shoulders to the waist
  - Be free of any obscene language, profanity, unacceptable images
- Shoes
  - Sneakers
  - Flat shoes
  
- **PROBITED ITEMS-**
  - Sunglasses in the classroom
  - High Heels
  - Hats, hoods and head coverings (except for religious purposes)
  - Flip Flops
  - Jeggings
  - Bandanas/Scarves
  - Shorts (except the approved FCS gym shorts, when appropriate)
  - Tights (expect under a knee length skirt)
  - Any shirt that reveals cleavage, shoulders, mid-section or undergarments

Violations of the uniform policy are considered violations of the school's Code of Conduct and repeated violations will be dealt with increasing severity.

## **Dress Appropriately - High School Junior Academy – (9<sup>th</sup> Grade ONLY)**

### **Freire Charter School Policy on Green Shirts**

As a rigorous college preparatory school, Freire understands the importance of providing a number of supports for our students as they navigate the path to college. One of the supports in place is green shirts. All new students enter Freire wearing green shirts, and some students may return to wearing a green shirt during their time at Freire.

Ultimately, a student's actions will determine whether he or she wears a green shirt or not. Students who behave like a college bound professional will earn the privilege of wearing their own clothes. Students whose actions are contrary to academic and professional success will continue to wear a green shirt until their behaviors change.

Please review the information below for further information regarding green shirts:

### **9<sup>th</sup> Grade**

All 9<sup>th</sup> grade students enter Freire wearing green shirts. Green shirts are to be worn at all times on Freire's grounds and/or school-related trips. A black Freire cardigan is the only article of clothing that can ever be worn over a student's green shirt - students may not wear any other article of clothing over their green shirt.

9<sup>th</sup> grade students must also attend Skills Center two times per weeks while wearing a green shirt. Skills Center provides support for students after school and is another opportunity for students to improve their academics.

During the course of the year, 9<sup>th</sup> grade students will be reviewed individually by Freire's Advisory Council. These meetings will happen 4-6 times per year, and each meeting will provide an opportunity for a student to exit both his/her green shirt and Skills Center..

The Advisory Council consists of four staff members, the three grade-level academic advisors and the Assistant to the Head of Academic Affairs. The five staff members will review each 9<sup>th</sup> grade student holistically using a variety of data points including the following:

- Days Present in School
- Days On-Time to School
- Positive Behavior in Class and on School Grounds
- High Homework Completion Rate
- Maintaining School Dress Code
- Preparation for Class and Eager Participation
- Behavior, Effort, and Attitude in Homework Club

If two of the four Advisory Council members agree that a student is excelling in each of the above areas when reviewing the written data, then the student will exit his/her green shirt and Skills Center until the next meeting of the Advisory Council. If any student who earned his or her way out of the green shirt regresses in the above expectations of a Freire student, then he or she may return to a green shirt and Skills Center upon the next meeting of the council.

All students who did not earn their way out of a green shirt and Skills Center will be notified specifically why the Advisory Council felt they were not ready to exit Skills Center at that time. This notification will serve as a personal action plan so that each student knows in exactly what area(s) he or she is not meeting the expectations of a college bound professional. Likewise, students who exit Skills Center will be provided feedback on what they are doing well.

Any student who believes he or she has been incorrectly assigned to a green shirt and Skills Center may, after two consecutive meetings where the Advisory Council decided to keep the student in a green shirt, appeal directly to the Head of Academic Affairs. Within five school days of receiving the decision to remain in a green shirt, the student must make his or her case (using specific evidence) as to why he or she should not have to wear the green shirt anymore. The Head of Academic Affairs will then decide to override the council or not.

**All other clothing expectations outlined below for other classes are expected to be followed by the 9<sup>th</sup> grade class.**

**Junior and Senior Academy Expectations:** Freire Charter School expects students to dress like a college scholar. This means that students are expected to wear clothing that is appropriate for the educational environment and not offensive to anyone.

**The following actions conflict with our expectations and are unacceptable.**

- Wearing Head coverings (religious exceptions granted).
- Wearing clothing with obscene language, phrasing, or logos displaying violence or drugs (including alcohol) on any clothing or accessories.
- Allowing any undergarments to show. This includes; bras, bras straps, see through tights, panties, boxers, and briefs.
- Wearing tops with straps that are less than three fingers wide.
- Wearing shirts without straps (even under sweaters, jackets, etc.)
- Wearing halter shirts or mid-drifts exposing shirts.
- Wearing low cut shirts that expose cleavage.
- Tights/leggings/jeggings can only be worn with a top/sweater/shirt that is at least one full extended arm length over them.
- Yoga pants or other extremely tight sweatpants.
- shorts/Skirts/Dresses – Shorts, skirts and dresses must not be shorter than a full extended arm length.
- Wearing or displaying handkerchiefs.
- Pants below the waist.
- Belt buckles larger than 3 inches.

The administration reserves the right to determine on a case-by-case basis what exceptions to the dress code are permissible, as it is impossible to list every deviation from the dress code. Therefore the above list should not be considered exhaustive.

The consequence for not following the dress code:

Students will be asked to change into proper attire. If they cannot, the Dean will inform parent that the student is being sent home so that they can get dressed appropriately. The expectation is that the student will return the same day, if the student does not return; their absence will be considered unexcused. The Dean will treat their absence as cutting class.

**Repeated or excessive violation of the same rule will result in more severe consequences.**

# Always Be Kind and Respectful

Creating and maintaining a good relationship with the entire surrounding community both inside and outside of the school grounds is an important goal of our school.

## **Expectations:**

- Freire Charter School expects students to treat others like a scholar at all times. Community members are expected to act in the following manner:
  - Speak to students, teachers, and our neighbors with courtesy.
  - Use considerate phrases such as “Please”, “Thank you”, and “Excuse me.”
  - Help others in the school and community.
  - Tell the truth.
  - Be courteous of others on the sidewalks, at bus stops, and at local businesses.
  - Encourage others.
  - Be willing to listen openly to the opinions of others.
  - Accept and be open to personal differences.
  - Be open to the school’s mediation program.
  - Know all policies surrounding the Code of Conduct.
  - Keep your hands to yourself and don’t touch others.
  - Refrain from any public displays of affection.

## **The following actions conflict with our expectation and are unacceptable:**

- Horseplay or play fighting, inside or outside of school.
  - Horseplay and play fighting are defined as rough, noisy, unruly, or rowdy play that may or may not involve physical contact.
- Public displays of affection are prohibited. These include; kissing, hugging and hand-holding
- Loitering on the street corners or sitting on the steps of surrounding buildings.
- Running down the stairs or hallways in the school, around school, and outside of the school.
- Making excessive noise when entering the building or leaving the building.
- The use of profanity (cursing) anywhere inside or out of the building.
- Throwing objects anywhere in the building (extreme circumstances could lead to recommendation for expulsion).
- Interrupting the learning environment.
- Speaking to or treating any community member in a rude/disrespectful manner.
- Using local businesses as places to hang out, or gathering inside stores, restaurants or local businesses before or after school.

Students who do not adhere to our expectations will receive a consequence. This consequence will be assigned by the Dean and is expected to be completed.

**Repeated or excessive violation of the same rule will result in more severe consequences.**

## **Grounds Kept Clean and Neat**

**Expectations:** Freire Charter School expects students to act and think like a college trained professional at all times. Community members are expected to act in the following manner:

- Use trash receptacles inside and outside of the school grounds.
- Keep desks, lockers, walls, and all other property free of graffiti, stickers, ink, and all other damage/destruction.
- Students are to use only the locker assigned to them.
- Return shared materials to proper place in good condition (including laptops!).
- Leave things better than you found them.
- Dispose of gum (high school only) and trash in appropriate locations.
- Gum is prohibited in the Middle School (see prohibited items in Middle School Section)
- In the High School gum is allowed. However, each teacher has the discretion to determine if gum is allowed in their particular classroom.
- Eat only in the cafeteria or outside of the school building. Eating in classrooms is permitted only if there is adult supervision during lunch or special events; not during academic time unless authorized by an administrator.
- Clean up your own area (desk, floor, lunch area).

### **The following actions conflict with our expectations and are unacceptable:**

- Littering anywhere near the school grounds – inside or outside.
- Sharing a locker.
- Students who share lockers will be held responsible if it contains any items deemed inappropriate or prohibited (all students using that locker will receive disciplinary action).
- Eating or drinking in any area except the designated areas.
- Eating can only happen in classrooms if there is adult supervision during lunch or special events; not during academic time unless authorized by an administrator.
- Possession of a glass bottle.
- Disposal of gum in a place anywhere other than trash cans.
- Gum is prohibited in the Middle School (see prohibited items in Middle School Section)

Students who do not adhere to our expectations will receive a consequence assigned by the Dean. The list of consequences is at the end of this section. Repeated violations will result in more severe consequences.

**Repeated or excessive violation of the same rule will result in more severe consequences.**

## **On Time and Ready to Learn**

The community believes that learning and maintaining an appropriate learning environment is essential for success.

### **Expectations:**

Freire Charter School expects students to study like a college trained professional at all times in order to maintain an appropriate learning environment. Community members are expected to act in the following manner:

- Adhere to and follow your schedule. Make and keep appointments.
- Be prepared with materials, bring a pencil or pen to every class every day.
- Complete homework.
- Listen to others, wait your turn, raise your hand/follow directions at all times.
- Arrive to school on time (refer to Middle School or High School section for details).
- Carry an appropriate hall pass if you leave a classroom.
- Although electronics are prohibited in the school, should a student bring an electronic device at his/her own risk, they must be placed in lockers or handed in to homeroom teachers during school hours.
- Go to the appropriate authorities if you need to make an emergency phone call. If there is an emergency and a student needs to use their phone or a phone, **THEY MUST** go to the Dean's office, the main office, or an office of one of the Heads of School.

**NOTE:** Any student arriving to school after 10am without a record of official business will not be allowed in school.

### **The following actions conflict with our expectation and are unacceptable:**

- Using school telephones without permission.
- Sleeping in class.
- Roaming of the building without a pass.
- Talking in class
- Disrupting the learning environment in any way
- Playing cards, dice, or gambling in any way.
- Being tardy to class.
- Cheating and/or Plagiarizing (refer to Middle School or High School section for details).

Students who do not adhere to our expectations will receive a consequence assigned by the Dean.

**Repeated or excessive violation of the same rule will result in more severe consequences.**

## **Safety First**

The community members of FCS believe that having a clean, safe environment is mandatory and non-negotiable. Feeling safe to explore, to make mistakes, and to learn is essential.

**Expectations:** Freire Charter School expects students to act like a college trained professional at all times in order to maintain a safe environment. Community members are expected to act in the following manner.

- Notify staff of dangerous or illegal weapons or situations inside or outside of school.
- Notify staff of strangers in and outside of the building.
- Keep your hands to yourself.
- Avoid unnecessary physical contact.
- If physical contact is necessary make sure that it is neither aggressive nor sexual.
- Depart for home immediately after the last class of the day or completion of an after-school program.
- Carry a student ID at all times and produce it when requested.
- Follow all procedures and policies outlined in appropriate section of this manual.

### **The following actions conflict with our expectations and are unacceptable:**

- Not producing student ID when asked.
- Lost student ID's will cost \$5 to replace (ID's that are in poor shape will be replaced free of charge).
- Participating in horseplay or play fighting.
- Horseplay and play fighting are defined as rough, noisy, unruly, or rowdy play that may or may not involve physical contact.
- Speaking to any community member in a way that makes them feel unsafe or violated. (Extreme circumstance may lead to a suspension and or recommendation for expulsion)
- Turning lights off in the gym, hallway, restroom, or classrooms without permission.

**There are no second chances for violation of the nonviolence policy. Any act of violence is immediate grounds for expulsion. NO EXCEPTIONS.**

**Repeated or excessive violation of the same rule will result in more severe consequences.**

## Interventions

If a student chooses to act in an unacceptable way, the Dean's office will assign a consequence for the student's actions. **Each intervention is meant to be used as a warning that the student's behavior is unacceptable and therefore should NOT BE REPEATED.**

**A student whose behavior does not change or intensifies will be subject to interventions of increased severity.** All students and parents will receive a warning notification if unacceptable behavior continues, or the frequency of that behavior increases.

The following is a list of interventions which may be used by the Dean. (This is not an exhaustive list but rather a sample of the interventions the Dean may use.):

- Anger management
- Apology letter
- Community outreach/service
- Behavior contract
- Probationary contract
- Detention
- Saturday school
- Educational Seminars
- Hours outside of school time
- Informal Hearing
- Losing privileges to attend school functions
- Losing Special Activity day privileges (MIDDLE SCHOOL ONLY)
- Loss of privilege to go out at lunch (10<sup>th</sup> – 12<sup>th</sup> grade only)
- Mandatory uniform (green shirt) (HIGH SCHOOL ONLY)
- Parent conference (phone or personal)
- Personalized Improvement Plan (PIP)
- Public apology (written or verbal)
- Research project
- Support groups
- Teacher/Student Conference
- Teacher detention
- Therapy

# Student Services Policy and Procedures

## Confidentiality

### Student Confidentiality Procedures for Staff

Student records and information regarding students shall remain confidential to the extent consistent with applicable state and federal laws and regulations, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. § 1232(g), as amended, and its accompanying regulations at 34 C.F.R. Part 99; the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA"), 20 U.S.C. § 1417(c) as amended, and applicable implementing regulations at 34 C.F.R. Part 300; the Pennsylvania Public School Code of 1949, including Sections 24 P.S. § 5-510, 14-1409 and 13-1304-A-1307-A; Chapter 12.31-12.32 of Title 22 of the Pennsylvania Code; and Chapter 711.8 of Title 22 of the Pennsylvania Code.

Student information shall not be shared with anyone who does not have a legitimate educational interest in that information. Generally, if a person is not directly involved with the student or his/her information then that person does not need to know the information. To protect confidential student records and information and still give staff the information needed to perform their job duties, these guidelines have been set-up:

1. Read and understand the School's Student Records Policies and Procedures. If you have any questions regarding the school's policies or procedures regarding student records and the confidentiality of student information, direct those questions to the CEO or her designee. Maintain the confidentiality of student records and information in accordance with the School's Student Records Policies and Procedures.
2. Do not discuss any student or his/her situation in public.
3. Discuss student matters on a need to know basis only. Only discuss information with another staff member if that person is directly involved with the student or otherwise has a legitimate educational interest in that information as defined in the school's Student Records Policies and Procedures.
4. Keep your parent guardian contact list in a place that is not accessible to students.
5. Do not discuss a student with another student or parent/guardian and do not volunteer any type of information for any reason to another student or parent/guardian. (This information includes but is not limited to academic standing, discipline violations, and family situations/crises.)
6. Do not use the office phone to call students/parents/guardians. In the event you need to speak to a parent/guardian always use a private phone such as the phone in the Teachers' Lounge.
7. If requiring information from a student's file, please sign the file out and do not remove it from the office. When you are finished return the file to the appropriate cabinet in the appropriate section.
8. Go to the student's advisor with any questions or to discuss any issues regarding a student when reading or relaying information about a student.

**Confidentiality Form for Student Leaders:**

Student workers and representatives shall read, understand and comply with the school’s Student Records Policies and Procedures and shall adhere to the school’s policies and procedures regarding maintaining the confidentiality of any student information and/or records to which they have access.

**The following are the consequences for violation of this policy. Note: These consequences may differentiate at the discretion of Administration depending upon the severity of the violation and relevant circumstances:**

- **1<sup>st</sup> offense** – suspension depending on the severity of the disclosed information released.
- **2<sup>nd</sup> offense** – being brought before the Board of Trustees for a possible expulsion.

**Students subject to the school’s Confidentiality Policy include but are not limited to:**

- Student Representatives on the Board of Directors
- Student Government
- Mediators
- Anyone working in the office
- Anyone working with the Senior administrative staff, the Dean of Students, the Assistant Dean of Students, and/or any teacher(s) or staff that you may work with where you may witness confidential information.

**These are a few examples of information consistent with the confidentiality policy:**

- Test scores
- Mediation records
- Disciplinary information
- School records

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**By signing this contract, you agree to keep all disclosed information confidential and understand that failure to maintain the confidentiality of student information will result in disciplinary consequences including, but not limited to, suspension or expulsion from the charter school.**

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

# **FREIRE CHARTER SCHOOL**

## **CONFIDENTIALITY OF STUDENT EDUCATION RECORDS**

### **Student Records Policy**

The Board of Trustees of Freire Charter School recognizes the need to protect the confidentiality of student records. The Charter School shall adhere to applicable state and federal laws and regulations pertaining to student records, including but not limited to, the Family Educational Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. § 1232(g), as amended, and its accompanying regulations at 34 C.F.R. Part 99; the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA"), 20 U.S.C. § 1417(c) as amended, and applicable implementing regulations at 34 C.F.R. Part 300; the Pennsylvania Public School Code of 1949, including Sections 24 P.S. § 5-510, 14-1409 and 13-1304-A-1307-A; Chapter 12.31-12.32 of Title 22 of the Pennsylvania Code; and Chapter 711.8 of Title 22 of the Pennsylvania Code. The CEO/CAO of the Charter School is designated as the Administrator responsible for the maintenance, access and release of student records in accordance with applicable laws and regulations.

An official student record shall be maintained for each student of the Charter School. This record shall contain only certified information of recognized importance as described more fully herein and may be used only in accordance with applicable state and federal laws and regulations.

Any other records shall be considered provisional and temporary and shall be destroyed when their usefulness is no longer apparent or when the student leaves the school.

This policy has been prepared to address the collection, storage, maintenance disclosure, and destruction of student records.

### **I. DEFINITION OF TERMS**

- A. The term "disclosure" means permitting access to or the release, transfer or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written or electronic means. 34 C.F.R. § 99.3.
  
- B. The term "educational institution" or "educational agency or institution" means any public or private agency or institution which is the recipient of funds under any federal program referenced in applicable law. The term refers to the agency or institution recipient as a whole, including all of its component parts. 20 U.S.C. § 1232g(a)(3). For purposes of this Policy, a charter school is included in this definition.
  
- C. The term "education records" means those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The record can be recorded in any form, including but not limited to, handwriting, print computer media, electronic files, electronic mail, video or audio tape, film, microfilm and microfiche. The term does not include:

1. Records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of 34 C.F.R. § 99.8;
3. Records relating to an individual who is employed by an educational agency or institution that:
  - a. Are made and maintained in the normal course of business;
  - b. Relate exclusively to the individual in that the individual's capacity as an employee; and
  - c. Are not available for use for any other purpose

However, records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and are not excluded under this provision.

4. Records on a student who is eighteen years of age or older, or is attending an institution of post-secondary education that are:
  - a. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in her professional capacity or assisting in a professional capacity;
  - b. Made, maintained or used in connection with the treatment of the student; and
  - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
5. Records that only contain information pertaining to time periods after the individual is no longer a student at the Charter School. 20 U.S.C. § 1232g(a)(4).
6. The term "Charter School" means the Charter School and its officers, employees and agents, individually or collectively. The term does not include any other public or private school, other educational agency, or any officer, employee or agency thereof, at which the Charter School students are enrolled or from which the Charter School students receive services. 24 P.S. § 17-1715A.
7. The term "student" except as otherwise means any school-age person who is attending the Charter School and with respect to whom the Charter School maintains education records. 20 U.S.C. § 1232g(a)(6).

8. The term "eligible student" means a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the permission or consent shall be required of, and the right accorded to the student, except that the parent of an exceptional child or a disabled child as defined by state and federal law or a parent who claims the student as a dependent under Section 152 of the Internal Revenue Code of 1986 shall have the right of access to the student's records and information contained therein (as provided in Section IV.A.).
9. The term "parent" means a natural or lawfully-adoptive parent or legal guardian of a student, or a surrogate parent appointed in accordance with 34 C.F.R. § 300.515 of the regulations implementing Part B of the Individuals with Disabilities Act, or a person acting as a parent who is supporting a student gratis and has signed an affidavit assuming educational responsibility for the student in accordance with Section 1302 of the Public School Code, 24 P.S. § 13-1302. The Charter School shall afford to any person who qualifies as a "parent" under this section all of the rights afforded to parents by this policy or by any state or federal law, unless the responsible administrator receives and has reasonable opportunity to review a lawful custody order, divorce decree, separation agreement or similar document expressly terminating the right of that person to receive or have access to the student's records. 34 C.F.R. § 99.4. The Charter School does not assume responsibility for the discovery or location of such documentation.
10. The term "directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. 34 C.F.R. Part 99.3.
11. The term "school official with a legitimate educational interest" includes:
  - a. Any person in one or more of the following positions:
    - i. the Chief Executive Officer and his or her specifically authorized designees;
    - i. the responsible administrator and his or her specifically-authorized designees;
    - ii. the CEO or Principal of any building to which the student is assigned and any other administrators employed by the Charter School who are responsible for the administration of programs in which the student is enrolled or participating;

- iii. employees and contractors, including: instructional staff, counselors, psychologists, social workers, educational diagnosticians, psychiatrists, program specialists, related service providers, counselors, therapists, physicians, and nurses who are employed or used by the Charter School and are involved in the provision of education or other services to the student;
- iv. attorneys or similar legal representatives of the Charter School, when the attorneys or legal representative is providing advice to the Charter School concerning the education or discipline of the student or where the records are relevant or thought to be relevant to the legal matter for which the attorney or legal representative is being consulted;
- v. members of any Charter School student assistance program team to which the student is referred, including members who are not employed by the Charter School;
- vi. special education due process hearing officers and administrative review officers designated by the Secretary of Education for the Commonwealth of Pennsylvania.
- vii. clerical staff of the above that are responsible for the maintenance and security of education records and to consultants, and school board members when school board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or legal dispute.

- b. A school official has a legitimate educational interest in personally identifiable information when access to that information is required for the effective, efficient or proper provision of education or other services to the student to whom the information pertains or with respect to required investigations, administrative or legal proceeding. The Charter School shall maintain for public inspection and for access under Section IV.A.4 of this policy a list of the names and positions of school officials who are entitled to disclosure under this paragraph. 20 U.S.C. § 1232g(b)(1)(A).

- 12. The term “destruction” or “destroy” means the physical destruction, obliteration or permanent removal of all or any portion of the information in a student record. Permanent removal of a record from the custody, care and control of the Charter School shall constitute destruction of that record even if the information contained therein is maintained by another agency or entity.
- 13. The term “record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, microfiche. 34 C.F.R. § 99.3.
- 14. The term “applicable law” shall mean all statutes and regulations applicable to the student records that are in effect when any action is taken or is to be taken and shall include, but not necessarily be limited to, the Family Education Rights and Privacy Act, the Code of Federal Regulations, Title 34 Part 99, the

United States Code § 1232 and the regulations of the Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 *et. seq.*

15. The term “emancipated minor” means a student below the age of 21 who has chosen to establish a domicile apart from the continued control and support of parents and guardians. The term includes a minor living with a spouse.

## **II. RESPONSIBILITY AND AUTHORITY**

The Freire Charter School Board has primary responsibility for the development of the policy and oversight of its implementation. Only records mandated by the Commonwealth or federal government or specifically permitted by this Board may be compiled.

Toward that end, the Director of Freire Charter School is designated to implement administrative procedures which incorporate relevant legal provisions regarding the compilation, maintenance, access to and security of pupil education records and to supervise adherence to this Policy.

## **III. MANAGEMENT OF STUDENT RECORDS**

### **A. COLLECTION OF INFORMATION**

No information shall be collected from students without either prior representational consent of the CEO or informed individual consent from the parent and/or students.

#### **1. Prior Consent**

Prior to the collection of anecdotal materials for the purpose of preparing reports, informed consent of the parent or eligible student must be requested, except as indicated in subparagraph a. below.

- a. Representational Consent** - Representational consent is hereby granted to the appropriately elected school representatives and may satisfy the principle of consent for gathering of information which does not require individual consent by the parent or eligible student under state and federal law.
  - i. The Board of Trustees shall have the authority to grant consent for the collection of all Category “A” and Category “B” information as stated below.
  - ii. In situations in which representational consent is sufficient, students and their parents shall be informed in advance, by school officials, annually of the purposes and character of the information collection and shall be given reasonable opportunity by the Board of Trustees to contest the necessity or desirability of the collection process or the proposed use of the information.

- b. Individual Consent** - If individual consent by the parent of eligible student is required by state and federal law, prior to gathering such information, such consent shall be obtained in writing.
  - i. Individual consent from parents and/or “eligible” students shall be required for all Category “C” information as stated below:
    - a) Prior to the requesting of individual consent, parents shall be fully informed, in writing, as to the methods by which the information will be collected;
    - b) The uses to which it will be put;
    - c) The methods by which it will be retained; and the persons to whom it will be retained;
    - d) The persons to whom it will be available, and under what conditions.
    - e) If the above explanations are impossible or undesirable, the reasons shall be presented.
    - f) In all situations where individual consent is obtained, it shall be in writing.

## 2. Special Situations

Where the principle of informed consent cannot be met, as for example in the course of interviews by school personnel, the following procedures will be followed:

- a. The charter school will inform the student as fully as possible about the data that is likely to be obtained;
- b. The charter school will stress the voluntary nature of the student’s participation;
- c. Where reasonable doubts exist as to the capacity of the student to understand the implications of the situation, either because of the student’s age or other circumstances, parental permission will be sought before proceeding. In addition, where a student clearly in need of intervention declines to participate, the professional involved will seek parental consent.
- d. In either case, if parental consent cannot be obtained or is not given, further steps to provide assistance will be initiated only if:
  - i. The guidance counselor or designated school official is entirely convinced, giving full attention to the privacy interests involved, that intervention is imperative;
  - ii. Both the student and parents have been fully informed to the extent that is possible; and
  - iii. Appropriate school authorities such as the school’s review panel have consented.

## **B. INFORMATION COLLECTED FOR NON-SCHOOL PURPOSES**

1. Where the information and/or data to be collected are for non-school purposes, either by school personnel or outsiders then the above recommendations shall be fully applied with the further provision that prior informed consent must be obtained from the responsible school authorities.
2. In cases where the information is to be collected under conditions of anonymity, the collecting agency must still obtain the appropriate form of consent. The charter school authorities shall establish procedures for regulating the collection of such information, including the following:
  - a. Notification to the students and parents that their participation is voluntary.
  - b. Careful review of the instruments and procedures to be used for any such information collection to determine whether the methods and/or inquiries constitute a significant potential invasion of privacy, even though the information is to be collected under conditions of anonymity.

**C.** The Board of Trustees does not consent to the collection of education records without consent if the collection of such records is accomplished by use of a survey, analysis, or evaluation that requires or encourages the student to reveal: political affiliations or beliefs of the student or student's family, psychological problems potentially embarrassing to the student or family without legitimate education relevance, sexual behavior or attitudes, illegal behavior, critical appraisals of persons with whom the student has close family relationships, information protected by legal privilege; income, unless income information is necessary to determine eligibility for participation in a program of assistance; religious practices, affiliations, or beliefs of the student or student's family.

When a survey, analysis, or evaluation (meaning a planned method of inquiry or method of collection used on a group or individual basis) is used to obtain such information, the Charter School shall obtain prior informed consent in writing and in a form consistent with the Collection Section of this policy. This does not include ordinary exchanges of information in the school setting (i.e. teacher/student, counselor-student when the student participates voluntarily and consent is not required by applicable state or federal regulations). Consent is not required to investigate child abuse or neglect when there is a good faith basis to suspect child abuse or neglect.

Items required to be collected as part of state and/or federal regulations shall be collected in accordance with applicable state and/or federal regulations.

### **1. Notification of Rights:**

- a. Parents and eligible students shall be notified annually of their rights under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

The notice must inform parents of students currently in attendance, or eligible students currently in attendance, of their rights under the Act and this part.

The notice must inform parents or eligible student that they have the right to:

- i. Inspect and review the student's education records;
  - ii. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
  - iii. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and § 99.31 authorize disclosure without consent; and
  - iv. The procedure to file complaints for non-compliance concerns.
  - v. The parent or eligible student who wishes to file a complaint with regard to compliance of this policy may do so by contacting the CEO.
  - vi. If further appeal is necessary, the parent or eligible student may contact the Family Educational Rights and Privacy Act Officer, Department of Education, Washington, D.C. 20202-8520. 34 C.F.R. § 99.7.
- b. A listing of the types, content and location of education records maintained by the Charter School shall be made available annually to include the names, titles, and addresses of the school officials responsible for such records.
  - c. The annual notification shall be accomplished by publication in the local newspaper and distributed to parents of currently attending students.

### **III. CLASSIFICATION OF INFORMATION COLLECTED**

All information collected in the pupil record shall be classified accordingly:

#### **A. CATEGORY "A" INFORMATION**

This category includes official administrative records that constitute the minimum personal information necessary for the operation of the educational system. If collected, it shall include the following items:

1. The student's name, address, telephone number, birth date, sex, date of entry, and date of withdrawal;
2. Standardized Achievement Test results;
3. The student's grades and class rank;
4. The student's record of participation in school activities, awards, etc.
5. The names and addresses of parents or guardians and other family background of non-confidential nature.

These records should be maintained without time limitation and for at least 100 years.

## **B. CATEGORY “B” INFORMATION**

This category includes verifiable information of clear importance, but not absolutely necessary to the school, over time, in helping the child or protecting others. If collected, it shall include the following items:

1. Scores on standardized intelligence and aptitude test;
2. Students Health data;
3. Interests inventories;
4. Family background information;
5. Systematically gathered teacher or counselor ratings and observations;
6. Verified reports of serious or recurrent behavior patterns.

## **X. CATEGORY “C” INFORMATION**

This category includes potentially useful information but not yet verified or clearly needed beyond the immediate present. This information is highly confidential information and should be reviewed at least once a year and destroyed as soon as their usefulness is ended or transferred to Category “B”. Transfer to Category “B” may be made if two conditions are met, namely:

1. The continuing usefulness of the information is clearly demonstrated, and
2. Its validity has been verified, in which case parents must be notified and the nature of information explained.

If collected, may include the following:

1. Legal or clinical findings including certain personality test results;
2. Unevaluated reports of teachers, counselors and others which may be needed in ongoing investigations and disciplinary or counseling actions.

## **Δ. CATEGORY “D” INFORMATION:**

Confidential, Personal Files of Professionals in the Charter School (School Psychologist, Social Workers, Counselors)

We recognize that, in some instances, professional working in the school may maintain personal and confidential files containing notes, transcripts of interviews, clinical diagnoses and other memory aids for their own use in counseling pupils. Any and all data that are considered to be the personal property of the professional should be guarded

by the rules given above in addition to those dictated by professional ethics, subject to the terms of the employment contract between the charter school and the professional and any special agreements made between the professional and individual parent and/or students. Such records kept in the sole possession or the maker of the record and not accessible or revealed to any other person except a temporary substitute for the maker of record are not considered education records, and therefore, are not subject to access requirements enumerated in this policy. Upon termination of professional employment with the Charter School, all personal data, and files are to be destroyed or reclassified. 20 U.S.C. § 1232g(a)(4)(B)(i).

#### **IV. MAINTENANCE OF RECORDS**

All student information shall be retained and maintained in the Charter School in accordance with procedures identified with the classification of the material. Education records shall be transferred and converted in accordance with the procedures and schedules herein or as otherwise prescribed by applicable state and federal laws and regulations.

All files from which access or disclosure might be had or made must contain a disclosure log with the following information: the identity of the person or agency to which access is granted to or disclosure made from the file; the purpose for which access was granted to or disclosure made; the date of access or disclosure; the name or initials of the person granting access or making the disclosure; and in the case of disclosures to persons who will make further disclosures or allow further access on behalf of the school, the identity of the person or agency to whom or to which, and the specific purpose for which, such further disclosure or access will be made or allowed.

##### **A. CATEGORY “A” INFORMATION AS OUTLINED ABOVE:**

Information in this category shall be retained by the school without time limitation and for at least 100 years.

##### **B. CATEGORY “B” INFORMATION AS OUTLINED ABOVE:**

1. Great care must be exercised by the Charter School to ensure the accuracy of the information in this category. In particular, reported behavior patterns and specific incidents must be unambiguously described and clearly verified before they become part of any continuing record.
2. The charter school shall give serious consideration to the elimination of unnecessary information in this category at periodic intervals such as at points of transition from elementary school to middle school and from middle school to senior high school.
3. All information in this category shall be destroyed, or else retained under conditions of anonymity for research purposes, when the student leaves the charter school. Exceptions may be made where, under rigorous standards and impartial judgment, good cause for retention can be shown or according to statute.

- a. Parents shall be periodically informed of the content of Category “B” records, and of their right of access to this data.
- b. The health record and Category “B” information shall be maintained for a period of at least 5 years after the pupils’ class graduation date. Thereafter, these records shall be destroyed.

**C. CATEGORY “C” INFORMATION AS OUTLINED ABOVE:**

Information in this category shall be reviewed at least once a year and destroyed as soon as its usefulness is ended. It may be transferred to Category “B” under certain conditions.

1. Transfer to Category “B” may be made only if the following two conditions are met:
  - a. The continuing usefulness of the information is clearly demonstrated.
  - b. The validity of the information has been verified in which case the parents must be notified and the nature of the information explained.
2. If for any reason temporary unevaluated information is held for more than one year, the existence of this information must be discussed with the parent and the reason for its maintenance explained fully. Parents then should have an opportunity to challenge the decision to maintain such information.
3. The previously defined review panel composed of qualified professional personnel should determine the validity of Category “C” data.

**V. ADMINISTRATION OF SECURITY**

- A. The CEO or his/her designee shall be responsible for record maintenance and access and release of records. Staff training programs will be conducted for the professional staff on the record policy, with emphasis placed on security and confidentiality.
- B. Student records will be kept in locked filing cabinets at all times under the supervision of designated personnel, e.g., the CEO of the Charter School or his/her designee.
- C. The Charter School shall protect the confidentiality of personally identifiable information including at the collection, storage, disclosure, and destruction stages of that information. The Charter School will insure that any records kept or transmitted electronically are subject to high standards of electronic security. The Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All of the Charter School electronic mail correspondence shall include the following:

**CONFIDENTIALITY NOTICE**

The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling the Charter School at 215-557-8555. Send the original transmission to us by mail. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

## **VI. CHALLENGING THE VALIDITY OF INFORMATION**

If the parent or student wishes to challenge any portion of an education record that he or she believes is inaccurate, misleading or in violation of the student's right to privacy, and if the conflict cannot be resolved informally, the following formal procedures will be followed:

- A. The parent or student must submit a written request for amendment of the record of the student. The request will contain a brief statement which specifies the records to be amended and the reason that the amendment is requested. This request will be submitted to the CEO. If a verbal request is made, the CEO shall inform the person of the requirement to submit the request in writing.
- B. The challenge will be reviewed by the school's review panel within a reasonable period not to exceed thirty (30) days from the receipt of the written request.
  1. If the charter school decides to refuse to amend the information in accordance with the request of the parent, the charter school shall inform the parent in writing of both the refusal and the specific reasons for the refusal and shall notify the parent in writing of the right to request and receive a hearing.
  2. The hearing shall be conducted according to the following provisions:
  3. The hearing shall be held at mutually agreed upon time and place to be held within a reasonable time after the charter school received the request for a hearing from the parent. Such hearing shall be held within ten (10) days of the request for a hearing, where reasonable.
  4. The parent shall be notified in writing of the date, place and time of the hearing, no later than five (5) days in advance of the hearing.
  5. The hearing shall be conducted by the review panel which does not have direct interest in the outcome of the hearing. The duties of the review panel shall be the following:
    - a. To review challenges made by parents and/or students and render decisions as to the correction or deletion of inaccurate or misleading information. Determine the validity of category "C" data and the transfer of category "C" data to category "B".

- b. To grant representative consent in situations where the intervention is judged to be imperative, parental consent cannot be obtained, and there is reasonable doubt as to the capacity of the student to understand the implications of the situation.
  - c. To grant representative consent to persons or agencies to conduct studies involving the school population under the conditions of anonymity.
- C. The party conducting the hearing may be an official of the charter school, including the CEO or designee.
- D. The parent shall be afforded a full and fair opportunity to present evidence relevant to information in the educational records that the parent believes is inaccurate, misleading, or violates the privacy or rights of the child.
- E. The parent may, at the hearing, be assisted or represented by persons of his/her choice at his/her expense, and such persons may include legal counsel.
- F. The charter school shall render a written decisions on the issues presented at the hearing and shall render such decision within thirty (30) days after the conclusion of the hearing. The decision shall be based solely upon evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.
- G. If as a result of the hearing the review panel finds that the information is inaccurate, misleading or otherwise in violation of the privacy or rights of students, the charter school shall amend the education records accordingly and so inform the parent in writing.
- H. If as a result of the hearing the review panel decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, the review panel shall inform parent of his/her right to place in the educational records of the student a statement which sets forth the written comments of the parent in the educational records of reasons for disagreeing with the decision of the review panel or both written comments and reasons.
- I. The statement of the parent shall be appended by the charter school to the educational records so long as the record or the contested portion thereof is maintained by the charter school.
- J. If the education records of the student or the contested portion thereof are released by the charter school to any party, the statement of the parent shall also be released to the party.

Nothing in this section on parent requests for amendment of records shall be interpreted to mean that the parent and the charter school may not, by mutual agreement, meet prior to either a parent request for a hearing or the hearing itself in order to discuss the concerns of the parent regarding the accuracy or inaccuracy of the records of the student.

## VII. ACCESS TO AND DISCLOSURE OF STUDENT RECORDS

- A. The Charter School shall allow the parents or eligible student to inspect and review the education record of the student within forty-five calendar days of receipt of a verbal or written request to do so. The Charter School shall make every reasonable effort to ensure that requested records are provided to the parents at the earliest possible date.
- B. The Charter School shall respond to all reasonable requests from the Parents or eligible student for an explanation or interpretation of information contained in the education record.
- C. If circumstances effectively preclude the parents or eligible student from inspecting or reviewing the education record, or any portion thereof, the Charter School shall provide the parents or the eligible student with a copy of the record subject to the request. When copies are not required to ensure that the parents or the eligible student has the opportunity to inspect and review the education record, the Charter School may charge a reasonable fee in accordance to copy requested portions of the education record, unless the parents or the eligible student can establish that they are unable to pay the amount thus charged.
- D. When the Charter School receives a request to inspect and review the education record of a student with disabilities in anticipation of a meeting of the IEP or multi-disciplinary team or a due process hearing, the Charter school shall respond to such request within a reasonable time prior to the meeting or hearing in accordance with IDEA 2004 and its implementing regulations.
- E. When parents or an eligible student seek to inspect and review a record that contains personally identifiable information concerning more than one student, the Charter School shall provide access only to that portion of the record that pertains to the student in question.
- F. School officials with a legitimate educational interest may at any time inspect and review, and obtain copies of, the education record and personally identifiable information in which they have such interest.
- G. Any disclosure of personally identifiable information concerning a student to any person other than the parent, the eligible student, or school officials with a legitimate educational interest shall require the prior written consent of the parent or the eligible student. Any document providing such consent shall—
  - 1. Identify the particular portions of the education record or the particular information or types of information concerning the student that shall be disclosed;
  - 2. Identify the person or agency to whom or to which disclosure will be made; and
  - 3. Contain the signature of at least one parent or the eligible student.

- F. Prior written consent from the parent or the eligible student is not required when the disclosure of education records or information is to one of the following persons or agencies under the following circumstances:
1. To an educational agency or institution at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records, as long as:
    - i. the parent or eligible student is provided on request with a copy of the records thus disclosed; and
    - ii. the parent or eligible student is afforded on request a hearing as described in above;
  2. To appropriate parties in connection with a health or safety emergency, when such disclosure is necessary to protect the health or safety of the student or others;
  3. To state and federal educational and other agencies for purposes of investigation and auditing, when those agencies are bound by the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g;
  4. To persons seeking directory information, when— 1) parents and eligible students have received notice in the form of the annual publication of this policy in a newspaper of general distribution or a school publication of the policy of the Charter school to disclose directory information without parental consent; and
    - i. the parent or the eligible student objecting to the release of such information without consent has not notified the Charter School in writing by the date set forth on the Annual Notification Form that they object to the disclosure of some or all of the information designated as “directory information”.
  5. To the student who is not an eligible student;
  6. To the parents of an eligible student who remains a “dependent student” as defined in the Internal Revenue Code;
  7. To accrediting organizations to carry out their accrediting functions;
  8. To comply with the terms of a judicial order or lawfully-issued subpoena, when the charter school has made reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, unless the terms of a judicial order bar such notification;
  9. To a court or administrative hearing officer in the context of litigation between the charter school and the parents or the eligible student, when the information disclosed is relevant to the action or proceeding, and when

the charter school has made reasonable effort to notify the parent or eligible student of the intent to disclose such information;

10. To armed forces recruiters seeking such information, a list of the names, addresses, and, if available, telephone numbers of all students expected to graduate high school at the end of the school term during which, or in anticipation of which, such request is made, provided, however, that such disclosure shall be subject to the limitations established by law and this policy upon the disclosure of directory information;
11. Under such additional circumstances and to such additional persons and agencies as are permitted by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulation.

The Charter School shall send or deliver all notices and requests for consent required under this policy to the address identified as the residence of the child in the enrollment/packet/registration information maintained by the Charter School unless specific written information to the contrary is received from the custodial parent.

The Charter School shall presume that all persons with authority to make educational decisions for the student have received or had the opportunity to review and respond to notices and requests sent or delivered to the student's residence/last known address identified on the enrollment packet/registration information. In the event of a change of address, it is the parent's responsibility to notify the Charter School in writing and the Charter School will update information and provide notices and requests to the updated address.

The Charter school will send notices and requests to separate addresses only when:

- A. A person with joint authority to make educational decisions for the student, such as a divorced or separated natural parent or guardian, resides at that separate address; and
- B. That person notifies the Charter school in writing that he or she is not receiving, or has not had the opportunity to review and respond to, notices and requests sent to the residence to which the student is registered.

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

## **PPRA Notice and Consent/Opt-Out for Specific Activities**

The protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Freire Charter School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (protected information surveys”):

- Political affiliations or beliefs of the student or student's parent
- Mental or psychological problems of the student or student's family

- Sexual behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- Religious practices, affiliations, or beliefs of the student or parents
- Income, other than as required by law to determine program eligibility

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive, and for surveys and activities scheduled after the school year starts, the Freire Charter School will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities. Parents will be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

## **Freire Charter School**

**2027 Chestnut Street**

**Philadelphia, PA 19103**

### ***Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2012-2013 School Year /Notice to Parents and Guardians Regarding the Disclosure of Student “Directory Information”***

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are briefly summarized below and are explained more fully in the Board’s Student Records Policy which is on file at the school and is available upon request. You are encouraged to review the School’s Student Records Policy for a full explanation of privacy rights:

1. The right to inspect and review the student’s education records within 45 days of the day the Freire Charter School (“School”) receives a request for access. Parents or eligible students should submit to the School CEO a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School CEO, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the school; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school, school district, school system, or institution of higher learning in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202**

### **Directory Information:**

Directory information includes information contained in the educational record of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school-related publications or notices.

As part of the School's annual notification under FERPA, we designate for the school year 2012-2013 the following types or categories of information as "directory information":

- Student Name
- Participation in officially recognized activities, clubs and sports
- Naming of Student to the Honor Roll, National Honor Society or as Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Examples of how and where the School may disclose directory information include disclosing the directory information in the following, by way of example:

- Newsletters
- A playbill, showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists

- Staff and/or Student Directories and/or listings
- School Website
- School Bulletin Boards
- Organizations conducting studies
- Military recruiters requesting directory information
- Institutions of Higher Learning requesting directory information

These examples are for illustration only and are not an exclusive list of the manner in which directory information may be disclosed. This notice provides you as a parent or eligible student with an opportunity to object in writing to any or all of those types of information that the School has designated as directory information. You have the right to refuse to permit the release by notifying the School in writing that you do not want any or all of those types of information to be designated as directory information for your child or yourself.

Please submit any refusal with the types of information you wish removed from the list of directory information and mail your written objections on or before **September 1, 2012**, to the CEO of the School at:

**Freire Charter School  
2027 Chestnut Street  
Philadelphia, PA 19103**

Please note that an opt-out of directory information disclosures does not prevent the School from identifying a student by name or from disclosing a student's electronic identifier or institutional e-mail address in class. The right to opt out of directory information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications.

If you have any questions regarding this notice, please call or write the CEO of the School at: 2027 Chestnut Street, Philadelphia, PA 19103, (215) 557-8555. **If you do not submit a written refusal on or before September 1, 2012 then the School may disclose directory information without your prior consent.**

**THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE CEO OF FREIRE CHARTER SCHOOL FOR AN EXPLANATION. THE SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF, BLIND, OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION). IF A STUDENT HAS A DISABILITY, ADDITIONAL INFORMATION IS AVAILABLE IN THE SCHOOL'S ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND RIGHTS FOR STUDENTS WITH DISABILITIES.**

### **Freire Charter School Child Find and Public Awareness Policy and Procedures**

Freire Charter School is committed to the identification of students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and Chapter 711.

#### **Public Notice:**

- Freire Charter School participates in the annual Charter School Public Awareness Notice in the Philadelphia newspapers and public radio.
- Freire Charter School provides access to informational brochures detailing the special education process in Pennsylvania Charter Schools at all parent meetings and in the main office.
- Freire Charter School publishes an annual notice regarding special education on the school's website and in the school's parent and student handbook.

### **Academic School Year Child Find Process:**

Freire Charter School has created a multi-disciplinary team to determine the need for further evaluation. The process is as follows:

- Every quarter, academic deans as well as teachers compile curriculum-based performance reports for each student assigned to their caseload. This may take the form of a report card, a progress note, or some other format.
- Teachers screen these reports to determine which students are struggling academically. Any students appearing to need extra support are referred to the Assistant Head of Academics for either informal instructional support or some level of our response to intervention program, depending upon the needs of each student.
- Parents and students are notified and invited to an informal meeting to discuss student needs and teacher/parent concerns. A determination is made to refer students for response to intervention remediation and support, and/or a multi-disciplinary evaluation.
- Midway through the following quarter, academic deans check on the grades and progress of these students using a three-pronged criteria:
  - Is the student coming for extra help?
  - Is the student completing homework assignments?
  - Is the student passing?
- Teachers are then asked to determine whether the student appears to need further evaluations and/or supports. This may lead to an eventual full evaluation, conducted by a school psychologist. In the case of a full evaluation, parents, teachers and student meet to discuss the results and potential outcomes of the evaluation process. NOTE: In order for a Freire student to go through a full evaluation with a school psychologist, the parent must give consent on Freire's Permission to Evaluate form.
- A student is referred for a full evaluation only after reasonable regular education and response to intervention options have been exhausted and/or the student's needs have demonstrated significant resistance to intervention within the regular education classroom.

### **Summer Child Find Process:**

In an effort to most efficiently and proactively identify students with disabilities Freire Charter School extends its Child Find process to encompass the summer school program; as it is likely that unidentified students with disabilities will experience a degree of academic difficulty that requires the attendance of summer school.

The administrators and teachers at Freire Charter School will review the academic histories and transcripts of the students attending the summer school program. The school officials may

identify students who have experienced chronic educational difficulties to be referred for a formal educational screening and/or a Full Scale Evaluation by our school psychologist (MDE). The following guidelines will be utilized to determine which students require assessment as a component of the school wide Child Find process.

- If a student is enrolled in summer school for the second consecutive year or more, such students may be referred for a screening and/or a Full Scale Evaluation by our school psychologist.
- If the student is enrolled in summer school for the areas of science, social studies, and language arts, such students may be referred for a screening and/or a Full Scale Evaluation by our school psychologist.
- If the student is an eighth grader and is enrolled in two or more summer school classes, the student may be referred for a screening and/or a Full Scale Evaluation by our school psychologist in attempt to actively identify students with disabilities prior to the development of a chronic pattern of educational failure at Freire Charter School.
- Students who present evidence of underachievement and/or whose educational difficulties are related to factors other than a disability may not be referred for a screening and/or a Full Scale Evaluation by our school psychologist. However, efforts will be made to identify other resources and supports to assist in meeting the educational needs of such a student. Further, Freire Charter School strongly encourages the parents of such students to actively engage in working with their son/daughter to address the barriers to his/her educational success.

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_:

**The enclosed Procedural Safeguards Notice describes your rights and the procedures that safeguard your rights under state and federal special education law, including the Individuals with Disabilities Education Act, commonly referred to as "IDEA 2004". These laws and regulations require school districts to provide a free appropriate public education (FAPE) to all students with disabilities who are in need of special education. A free appropriate public education, or FAPE, means special education and related services designed to meet the individual educational needs of your child provided, at no cost to you, in conformity with your child's Individualized Education Program (IEP).**

The information contained in this Procedural Safeguards Notice is important to you and your child. Please take time to review it. While we have attempted to consolidate a great deal of information into a readable format, we recognize that the information can be cumbersome. If you need clarification, you can seek help from personnel in your school district. You also have the right to be informed of organizations that are established to assist parents in understanding their rights under these laws. Some of these resources are listed below and also contained in the Procedural Safeguards Notice.

If you have a concern about your child's educational program, you may wish to contact your child's teachers, principal, or district administrators. This type of communication is often helpful in resolving concerns.

You also have the right under federal law to file a complaint with the Pennsylvania Department of Education and/or to initiate due process procedures as described in Section VI of this Procedural Safeguards Notice.

Sincerely,

Director of Student Services

## LOCAL RESOURCES FOR PARENTS\*

\*Additional Resources are listed on the Procedural Safeguard Notice.

If you have a child with mental retardation and/or emotional disturbance, he/she is entitled under the Pennsylvania Mental Health and Mental Retardation Act of 1966 and the Pennsylvania Mental Health Procedures Act of 1976 to the services of a local Mental Health/Mental Retardation (MH/MR) Center for an independent medical, psychological, and educational evaluation to be performed by a state-certified professional at no cost to you.

NAME/ADDRESS/PHONE NUMBER OF MH/MR BASE SERVICE UNIT:

MH/MR (215) 685-5460  
1101 Market St.  
7<sup>th</sup> Floor  
Philadelphia, PA 19107

LOCAL CHAPTER OF THE PENNSYLVANIA ASSOCIATION FOR RETARDED CITIZENS:

2350 W. Westmoreland St. (215) 229-4550  
Philadelphia, PA 19140

### LEGAL ASSISTANCE

#### **PARENT EDUCATION NETWORK**

2101 Industrial Highway  
York, PA 18618  
717-600-0100 (Voice/TTY)  
800-522-5827  
800-441-5028 (Spanish)  
717-600-8101 (Fax)  
www.parentednet.org

#### **EDUCATION LAW CENTER OF PA**

901 Law and Finance Building  
429 Fourth Avenue  
Suite 901  
Pittsburgh, PA 15219  
412-391-5225 (Phone)  
412-391-4496 (Fax)  
412-467-8940 (TTY)

#### **EDUCATION LAW CENTER OF PA**

The Philadelphia Building  
1315 Walnut Street, Suite 400  
Philadelphia, PA 19107  
215-772-3125 (Fax)  
215-789-2498 (TTY)

#### **PENNSYLVANIA BAR ASSOCIATION**

P. O. Box 186  
Harrisburg, PA 17108  
800-932-3111 (Phone)  
www.pabar.com  
elc@elc-pa.org  
elc.pgh@elc-pa.org

#### **EDUCATION LAW CENTER OF PA**

(Pennsylvania School Reform Network)  
300 North Second Street  
Harrisburg, PA 17101  
717-238-7171 (Phone)  
717-238-7552 (Fax)  
215-238-5892 (TTY)  
[www.psrn.org](http://www.psrn.org)

# PROCEDURAL SAFEGUARDS NOTICE

## SECTION I: PRIOR WRITTEN NOTICE

*When prior written notice must be provided*

A Local Educational Agency (LEA) must provide the parent with prior written notice each time it:

- Proposes to initiate or change the identification, evaluation, or educational placement of the child;
- Refuses to initiate or change the identification, evaluation, or educational placement of the child;
- Proposes or refuses to make changes regarding the provision of a free appropriate public education (FAPE) to the child; and
- No later than the date on which the decision to take disciplinary action is made, LEA must notify the parent of that decision and of all available procedural safeguards.

*What prior written notice must contain:*

Prior written notices must be written in the native language of the parent, unless it clearly is not feasible to do so. Prior written notice must contain:

1. A description of the action proposed or refused by the LEA;
2. An explanation of why the LEA proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action;
3. A description of other options considered by the Individualized Education Program (IEP) Team and the reasons why those options were rejected;
4. A description of the factors that are relevant to the LEA's proposal or refusal;
5. A statement that the parent of a child with a disability has procedural safeguards protection and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
6. Sources the parent may contact to obtain assistance in understanding these provisions;
7. A statement informing the parent about the state complaint procedures, including a description of how to file a complaint and the timelines under those procedures.

\*In Pennsylvania, prior written notice is provided on the form "Notice of Recommended Educational Placement" (NOREP).

## SECTION II: PROCEDURAL SAFEGUARDS NOTICE

*When a Procedural Safeguards Notice must be provided*

A copy of the Procedural Safeguards Notice must be given to the parent one (1) time a year, except that a copy must also be given to the parent:

1. Upon initial referral for evaluation;
2. Upon the parent's request for evaluation;
3. Upon receipt of the first occurrence of the filing of a request for due process; and
4. Upon request by the parent.

A LEA may place a current copy of the Procedural Safeguards Notice on its Internet website if such website exists.

*What a Procedural Safeguards Notice must contain:*

The Procedural Safeguards Notice must include a full explanation of available procedural safeguards, written in the native language of the parent, unless it is clearly not feasible to do so. It must be written in an easily understandable manner, describing the procedural safeguards available relating to:

- Independent educational evaluation;
- Prior written notice;
- Parental consent;
- Access to educational records;
- Opportunity to present and resolve complaints, including the time period in which to file a Due Process Hearing Request;
- The opportunity for the LEA to resolve the Due Process Hearing Request;
- The availability of mediation;
- The child's placement while due process proceedings are pending;
- Procedures for children who are subject to placement in an interim alternative educational setting;
- Requirements for unilateral placement by the parent of a child in private school at public expense;
- Due process hearings, including requirements for disclosure of evaluation results and recommendations;
- State level appeals;
- Civil actions, including the time period in which to file such actions;
- Attorneys' fees; and
- State complaint procedures, including applicable time periods.

### **SECTION III: WHEN PRIOR PARENTAL CONSENT MUST BE OBTAINED**

Parental consent must be obtained by the LEA prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

Consent for Wards of State. The Individuals with Disabilities Act of 2004 contains language about seeking parental permission for initial evaluations when a child is a ward of the State. In Pennsylvania, however, if a child is designated a ward of the State, the whereabouts of the parent is not known or the rights of the parent have been terminated in accordance with State law; someone other than the parent has been designated to make educational decisions for the child. Consent for an initial evaluation should therefore be obtained from the individual designated to represent the interests of the child.

## **SECTION IV: ABSENCE OF PARENTAL CONSENT**

If the parent does not provide consent for an initial evaluation, or the parent fails to respond to a request to provide consent, the LEA may pursue an initial evaluation of the child through mediation or due process procedures.

If the parent does not provide consent for the child to receive special education and related services, the LEA will not provide special education and related services, nor will the LEA use mediation or due process procedures.

If the parent refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide consent, and therefore the child does not receive special education and related services, the LEA will not be in violation of its requirement to make a free appropriate public education (FAPE) available to the child for its failure to provide special education and related services to the child; and the LEA does not have to convene an Individualized Education Program (IEP) meeting or develop an Individualized Education Program (IEP) for the child regarding special education and related services.

## **SECTION V: INDEPENDENT EDUCATIONAL EVALUATION**

The parent has the right to obtain an independent educational evaluation of their child at public expense if the parent disagrees with an evaluation obtained by a LEA. An independent evaluation is an evaluation by a qualified professional who is not an employee of the LEA responsible for the child.

Once the parent requests an independent evaluation at public expense, the LEA must, without unnecessary delay, either request a due process hearing to demonstrate that its evaluation is appropriate, or ensure that an independent evaluation is conducted. If a due process hearing is requested by the LEA, and the final decision is that the LEA's evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense.

If the parent asks for an independent evaluation, the LEA may ask for the parent's reason why he or she objects to the evaluation. However, the parent is not required to give this explanation and the LEA may not unreasonably delay either providing the independent evaluation at public expense or requesting a due process hearing.

If the parent obtains an independent evaluation at private expense, the results of the evaluation must be considered by the LEA if the evaluation meets LEA criteria, in any decision made with respect to the provision of a free appropriate public education (FAPE) to the child; and may be presented as evidence at a due process hearing.

If a Hearing Officer requests an independent evaluation as part of a hearing, the cost of the evaluation must be at public expense.

The LEA will provide, on request, information about where an independent evaluation may be obtained.

Whenever an independent evaluation is conducted at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the LEA uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent evaluation.

## **SECTION VI: DISPUTE RESOLUTION SYSTEMS**

When disputes arise between the parent and a LEA, the following formal systems are available to assist in resolving the dispute:

### **Pre-Hearing Conferences**

(Not applicable to charter schools)

Although not a federal requirement, Pennsylvania requirements allow the parents to request a Pre-Hearing Conference before a formal due process request. The Pre-Hearing Conference is intended as an opportunity for the parent and LEA to try to resolve special education disagreements about a child's identification, evaluation, program, and/or educational placement. It also gives the parties an opportunity to understand the reason for the other's position. In many cases, disputes are resolved by this process. Because a Pre-Hearing Conference is optional, either the parent or LEA may waive the right to a Pre-Hearing Conference and proceed straight to a due process hearing.

If a Pre-Hearing Conference is held, the following requirements apply. The conference will be scheduled within ten (10) days of the date the LEA receives the parent's request. The conference will be chaired by the superintendent, chief executive officer, or a designee. If an agreement is reached, the agreement will be implemented. If agreement is not reached, a due process hearing will be arranged, if requested.

If the Pre-Hearing Conference results in agreement, the provisions regarding Individualized Education Programs (IEPs) shall be applied.

Within five (5) days of the agreement, a parent may notify the LEA, in writing, of a decision not to approve the identification, evaluation, recommended assignment or the provision of a free appropriate public education (FAPE). When the parent gives notice not to approve the identification, evaluation, recommended assignment, or the provision of a free appropriate public education (FAPE), or if the Pre-Hearing Conference does not result in an agreement, either party has the right to proceed to due process.

### **Mediation**

Mediation is a voluntary process in which the parent and LEA involved in a dispute regarding special education both agree to obtain the assistance of an impartial mediator to resolve the conflict. Mediation is available for parties to special education disputes involving any special education matter, including matters arising prior to the filing of a Due Process Hearing Request. Mediation can be requested alone, or in conjunction with due process. Mediation cannot be used to deny or delay the parent's right to a due process hearing or to deny any other rights of the parent.

The Pennsylvania Department of Education's Bureau of Special Education, through the Office for Dispute Resolution, maintains a list of individuals who are qualified mediators and knowledgeable in laws and regulations regarding the provision of special education and related services. Mediators are not employed by any local or state agency providing direct services to

the child, and the mediator must not have a personal conflict of interest. The mediator's services are paid for by the Pennsylvania Department of Education.

Mediations are scheduled in a timely manner and are held in a location that is convenient for the parties to the dispute. Discussions that occur during the mediation process are confidential and may not be used as evidence in any subsequent due process hearing or court proceeding. The mediator may not be called as a witness in future proceedings.

In the event the parties resolve the dispute through mediation, they are required to execute a legally-binding agreement that sets forth the resolution terms; states that all discussions that occurred during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearing or civil proceedings; and is signed by both the parent and a representative of the LEA who has the authority to bind the LEA. This agreement is enforceable by a court.

### **Due Process Hearings**

The parent or LEA may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education (FAPE) by filing a "Due Process Hearing Request". A due process hearing will not proceed until all required information is provided and procedures followed.

Timeline for requesting Due Process. The parent or LEA must request a due process hearing through the filing of a Due Process Hearing Request within two (2) years of the date the parent or the LEA knew or should have known about the alleged action that forms the basis of the Due Process Hearing Request.

There are limited exceptions to this timeline. This timeline will not apply to the parent if the parent was prevented from requesting the due process hearing due to the specific misrepresentations by the LEA that it had resolved the problem forming the basis of the Due Process Hearing Request; or if the LEA withheld information from the parent which was required to be provided to the parent.

Service of Due Process Hearing Request. A copy of the Due Process Hearing Request must be sent to the other party and, at the same time, to the Office for Dispute Resolution.

Contents of Due Process Hearing Request. The Due Process Hearing Request must contain the following information:

- The name of the child; the address where the child lives, and the name of the school the child is attending;
- If the child or youth is homeless, available contact information for the child and the name of the school the child is attending;
- A description of the nature of the problem, including facts relating to such problem; and
- A proposed resolution of the problem to the extent known and available to the party filing the Request.

Challenging Sufficiency of the Due Process Hearing Request. The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and

the other party in writing within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above.

Response to Request. If the LEA has not sent a prior written notice (NOREP) to the parent regarding the subject matter contained in the parent's Due Process Hearing Request, the LEA must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following information:

- An explanation of why the LEA proposed or refused to take the action raised in the parent's Due Process Hearing Request;
- A description of other options the Individualized Education Program (IEP) Team considered and the reasons why those options were rejected;
- A description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; and
- A description of the factors that are relevant to the LEA's proposal or refusal.

Filing this response to the parent's Due Process Hearing Request does not prevent the LEA from challenging the sufficiency of the Due Process Hearing Request. If the LEA has already sent prior notice (NOREP) to the parent, or it is the parent receiving the Due Process Hearing Request, then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request.

Hearing Officer Determination of Sufficiency of Due Process Hearing Request. Within five (5) days of receiving a party's challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request, whether the Request meets requirements. The Hearing Officer must immediately notify both parties in writing of his or her determination.

Amended Due Process Hearing Request. Either the parent or a LEA may amend its Due Process Hearing Request only if:

- The other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a preliminary meeting/resolution session; or
- The Hearing Officer grants permission for the party to amend the Due Process Hearing Request. However, the Hearing Officer may grant this permission not later than five (5) days before a due process hearing occurs.

Subject Matter of the Hearing. The party requesting the due process hearing is not permitted to raise issues at the due process hearing that were not raised in the Due Process Hearing Request (or Amended Due Process Hearing Request) unless the other party agrees otherwise.

Preliminary Meeting/Resolution Session. Before a due process hearing will take place, the LEA must convene a preliminary meeting with the parent and the relevant member or members of the Individualized Education Program (IEP) Team who have specific knowledge of the facts identified in the Due Process Hearing Request in an attempt to resolve those issues without the need to proceed to a due process hearing. This preliminary meeting must be convened within fifteen (15) days of the LEA's receiving the parent's Due Process Hearing Request. A

representative of the LEA who has decision-making authority must be present at this meeting. The LEA may not have an attorney attend the meeting unless the parent is also accompanied by an attorney.

At the meeting, the parent will discuss the Due Process Hearing Request, and the LEA will be provided the opportunity to resolve the Due Process Hearing Request, unless the parent and the LEA agree, in writing, to waive this meeting, or agree to use the mediation process.

If the parent and LEA resolve the issues in the Due Process Hearing Request at the preliminary meeting, they must put the agreement terms in writing, and both the parent and a representative of the LEA who has the authority to bind the LEA must sign the agreement. The agreement is a legally-binding document and may be enforced by a court.

Either the parent or LEA may void the agreement within three (3) business days of the date of the agreement. After three (3) days, the agreement is binding on both parties.

Administrative Matters at Preliminary Meetings, Mediation and Due Process. When carrying out administrative matters such as scheduling, exchange of witness lists, and status conferences, the parent and LEA may agree to use alternative means of meeting participation, such as video conferences and conference calls.

Timeline for Completion of Due Process Hearing. If the LEA has not resolved the Due Process Hearing Request within thirty (30) days of receiving it, or within thirty (30) days of receiving the Amended Due Process Hearing Request, the due process hearing may proceed and applicable timelines commence. The timeline for completion of due process hearings is forty-five (45) days, unless the Hearing Officer grants specific extensions of time at the request of either party.

Disclosure of Evaluations and Recommendations. Not less than five (5) business days prior to a due process hearing, each party must disclose to all other parties all evaluations completed by that date, and recommendations based on the offering party's evaluations that the party intends to use at the due process hearing. Failure to disclose this information may result in a Hearing Officer prohibiting the party from introducing the information at the hearing unless the other party consents to its introduction.

Due Process Hearing Rights. The hearing for a child with a disability or thought to be a child with a disability must be conducted and held in the LEA at a place and time reasonably convenient to the parent and child involved.

- The hearing must be an oral, personal hearing and must be closed to the public unless the parent requests an open hearing. If the hearing is open, the decision issued in the case, and only the decision, will be available to the public. If the hearing is closed, the decision will be treated as a record of the child and may not be available to the public.
- The decision of the Hearing Officer must include findings of fact, discussion and conclusions of law. Although technical rules of evidence will not be followed, the decision must be based upon the substantial evidence presented at the hearing.
- A written, or at the option of the parent, electronic verbatim record of the hearing will be provided to the parent at no cost to the parent.

- Parent may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to the problems of children with disabilities.
- Parent or parent representative must be given access to educational records, including any tests or reports upon which the proposed action is based.
- A party has the right to compel the attendance of and question witnesses who may have evidence upon which the proposed action might be based.
- A party has the right to present evidence and confront and cross-examine witnesses.
- A party has the right to present evidence and testimony, including expert medical, psychological or educational testimony.

Decision of Hearing Officer. A decision made by a Hearing Officer must be made on substantive grounds, based upon a determination of whether the child received a free appropriate public education (FAPE). In disputes alleging a procedural violation, a Hearing Officer may find that a child did not receive a free appropriate public education (FAPE) only if the procedural inadequacies impeded the child's right to a free appropriate public education (FAPE); significantly impeded the parent's opportunity to participate in the decision - making process regarding the provision of a free appropriate public education (FAPE) to the parent's child; or caused a deprivation of educational benefits.

A Hearing Officer may still order a LEA to comply with procedural requirements even if the Hearing Officer determines that the child received a free appropriate public education (FAPE). The parent may still file a Complaint with the Bureau of Special Education regarding procedural violations.

Administrative Appeal - Impartial Review. In most cases, a party dissatisfied by the findings and decision of a Hearing Officer in a due process hearing may appeal to a panel appointed by the Pennsylvania Department of Education (called "the Appellate Panel Officers" or "Appeals Panel"). For a school-aged child, the only exception to the right to appeal to the Appeals Panel is when the due process hearing addresses Section 504/Chapter 15 issues only. In that case, any appeal from a Hearing Officer order goes directly to court, not the Appeals Panel. If the due process hearing addresses both Section 504/Chapter 15 cases and other matters, that portion of the case dealing with non-Section 504 issues may be appealed to the Appeals Panel.

For early intervention preschool special education cases, the Appeals Panel review is not available and, therefore, any appeal from a Hearing Officer's order should go directly to court. In addition, it must be noted that Section 504/Chapter 15 issues do not apply to early intervention preschool cases.

On appeal, the Appeals Panel will do the following:

- Examine the entire due process hearing record.
- Ensure that the procedures at the hearing were consistent with the requirements of due process.
- Seek additional evidence if necessary, at the discretion of the Appeals Panel. If a hearing is held by the Appeals Panel to receive additional evidence, any party to such a hearing generally has the right to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;

- Present evidence and confront, cross-examine, and compel the attendance of witnesses;
  - Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
  - Obtain a written or, at the option of the parent, electronic, verbatim record of the hearing at no cost to the parent;
  - The parent's representative shall be given access, if such was not already provided prior to or at the due process hearing, to educational records, including any tests or reports upon which the proposed action, or decision not to act, is based.
  - Each hearing must be conducted at a time and manner that is reasonably convenient to the parent and child.
- Afford the parties an opportunity for oral or written argument, or both, at the discretion of the Appeals Panel. Oral arguments must be conducted at a time and place that is reasonably convenient to the parent and child.
  - Make an independent decision upon completion of the record review.
  - Provide the parent a written, or, at their option, an electronic copy of the findings of fact and decision.

Appeals Panel decisions are completed within thirty (30) days after request for review, unless at the request of either party the Appeals Panel grants a specific extension to file Exceptions or Answers to them. Requests for a specific extension of time in which to file appeal documents with the Appeals Panel must be directed to the particular Appeals Panel assigned to the matter. Contact information can be obtained from the Office for Dispute Resolution.

The decision by the Appeals Panel is final, unless a party brings a civil action under the procedures described below.

Disclosure of Appeals Panel Decisions. A copy of the Appeals Panel Decision, with the child's name removed from the Decision, is made available to the public, as required by law, through posting on the Office for Dispute Resolution webpage, and through dissemination to the State Special Education Advisory Panel. Questions regarding documents posted on the webpage should be directed to the Office for Dispute Resolution.

Civil Action. Either the parent or LEA who disagrees with the findings and decision of the Hearing Officer (in the case of Section 504/Chapter 15 cases and early intervention cases) or the Appeals Panel (for all other cases) has the right to file an appeal in state or federal court. Sometimes the issues in a due process case deal not only with special education issues, but also regarding a child's status and/or claim as a gifted child. In that instance, the final order of the Appeals Panel -- to the extent it deals with issues of giftedness -- can only be appealed to Commonwealth Court. For all other appeals, the party filing an appeal is encouraged to seek legal counsel to determine the appropriate court with which to file an appeal. A party filing an appeal to state or federal court has ninety (90) days from the date of the Hearing Officer decision in which to do so.

Attorneys' Fees. A court, in its discretion, may award reasonable attorneys' fees as part of the costs:

- To a prevailing party who is the parent of a child with a disability;
- To a prevailing party who is a State Educational Agency or LEA against the attorney of the parent who files a Due Process Hearing Request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation; or
- To a prevailing State Educational Agency or LEA against the attorney of the parent, or against the parent, if the parent's Due Process Hearing Request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

Fees awarded will be based on rates prevailing in the community in which the action or proceeding arose for the kind and quantity of attorney services furnished.

The federal law imposes certain requirements upon the parent and LEA and in some circumstances may limit attorney fee awards. Parents should consult with their legal counsel regarding these matters. The following rules apply:

- Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedures, or, in the case of an administrative hearing, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court finds that the relief finally obtained by the parent is not more favorable to the parent than the offer of settlement.

An award of attorneys' fees and related costs may be made to the parent who is the prevailing party and who was substantially justified in rejecting the settlement offer.

Attorneys' fees may not be awarded relating to any meeting of the Individualized Education Program (IEP) team unless the meeting is convened as a result of an administrative proceeding or judicial action.

A due process resolution session is not considered to be a meeting convened as a result of an administrative hearing or judicial action, nor an administrative hearing or judicial action for purposes of reimbursing attorneys' fees.

The Court may reduce the amount of any attorneys' fee award when:

- The parent, or the parent's attorney, during the course of the action or proceeding unreasonably protracted the final resolution of the controversy;
- The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation and experience;
- The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or

- The attorney representing the parent did not provide to the local educational agency the appropriate information in the Due Process Hearing Request.

These reductions do not apply in any action or proceeding if the court finds that the State or LEA reasonably protracted the final resolution of the action or proceeding.

Child's Status during Administrative Proceedings. Except for discipline cases, which have specific rules, while the due process case (including an appeal to the Appeals Panel) or appeal in court is occurring, the child must remain in his or her present educational placement unless the parent and LEA agree otherwise. If the decision of the Appeals Panel agrees with the child's parent that a change of placement is appropriate, that placement must be treated as an agreement between the LEA and the parent. If the due process hearing involves an application for initial admission to public school, the child, with the parental consent, must be placed in the public school program until completion of all the proceedings, unless the parent and LEA agree otherwise.

## **SECTION VII: PARENTAL CLAIMS FOR TUITION REIMBURSEMENT**

If the parent of a child with a disability, who previously received special education and related services under the authority of a LEA, enroll the child in a private school without the consent of or referral by the LEA, a court or a Hearing Officer may require the LEA to reimburse the parent for the cost of that enrollment if the court or Hearing Officer finds that the LEA had not made free appropriate public education (FAPE) available to the child in a timely manner prior to that enrollment. However, the cost of reimbursement may be reduced or denied if:

- At the most recent Individualized Education Program (IEP) meeting that the parent attended prior to removal of the child from the public school, the parent did not inform the Individualized Education Program (IEP) Team that the parent was rejecting the placement proposed by the LEA to provide free appropriate public education (FAPE) to the child, including stating the parent's concerns and intent to enroll the child in a private school at public expense; or
- Ten (10) business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parent did not give written notice to the LEA of the information listed above;
- Reimbursement may also be reduced or denied if prior to the parental removal of the child from the public school, the LEA informed the parent, through prior written notice, of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the child available for such evaluation; or
- Upon a judicial finding of unreasonableness with respect to actions taken by the parent.

Despite the requirement that the LEA provide prior written notice, the cost of reimbursement will not be reduced or denied for failure to provide such notice if:

- The LEA prevented the parent from providing such notice; or
- The parent had not received prior written notice explaining the notice requirement; or
- Complying with the provision to give notice at the Individualized Education Program (IEP) meeting of the intent to remove the child or complying with the provision to give

ten (10) day written notice of the intent to remove the child, would likely result in physical harm to the child; and

- Reimbursement may not be reduced or denied for failure to provide notice, in the discretion of the Hearing Officer or court, if:
  - The parent is illiterate and cannot write in English; or
  - Compliance with the notice provisions would likely result in serious emotional harm to the child.

## **SECTION VIII: RIGHTS REGARDING DISCIPLINE AND SUSPENSION**

There are special rules in Pennsylvania for excluding children with disabilities served by school districts for disciplinary reasons. (Children in charter schools follow the federal rules unless indicated otherwise.)

When a child is excluded from school for more than ten (10) school days in a row or fifteen (15) total school days in any one (1) school year, (the “10/15 day rule”) this will be considered a pattern, deemed a change in placement, and requires a prior written notice (a Notice of Recommended Educational Placement or “NOREP”). The exclusion of a child with mental retardation who attends either a school district or a charter school, for any amount of time is considered to be a change in placement and requires prior written notice (assuming the disciplinary event does not involve drugs, weapons and/or serious bodily injury). If the parent does not agree with the change in placement on the Notice of Recommended Educational Placement (NOREP), the child remains in the existing placement until due process is completed, unless school officials take further action and go to court. A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs and/or serious bodily injury.

There are significant changes in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The following requirements apply:

Placement in alternative educational setting. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of child conduct. School personnel may remove a child with a disability who violates a code of child conduct from their current placement to an appropriate interim alternative setting, another setting, or suspension, for not more than ten (10) school days (to the extent such alternatives are applied to children without disabilities). The determination of an interim alternative educational setting is made by the Individualized Education Program (IEP) Team.

Pennsylvania’s “10/15 day rule” will still apply under these circumstances:

- If the current disciplinary exclusion, in conjunction with any prior disciplinary exclusion, results in a total of fifteen (15) total school days in one school year where the child was excluded, a Notice of Recommended Educational Placement (NOREP) must be issued.
- If the parent does not agree with the change in placement on the Notice of Recommended Educational Placement (NOREP), the child remains in the interim placement until due process is completed, unless school officials take further action and go to court.

School personnel who seek to order a change in placement that would exceed ten (10) school days when the behavior that gave rise to the violation of the school code of conduct is determined not to be a manifestation of the child's disability, may apply the relevant discipline in the same manner and for the same duration in which the procedures would be applied to children without disabilities, although it may be provided in an interim alternative educational setting. A child may not be suspended under Pennsylvania's "10/15 day rule" unless the school district has issued a Notice of Recommended Educational Placement (NOREP) and obtained parental consent for any removal exceeding the Pennsylvania "10/15 day" rule.

Special Circumstances. School personnel may remove a child to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability in the following cases:

- The child carries or possesses a weapon to or at school, on school premises, or to or at a school function;
- The child 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;
- The child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The term "serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Any time a child is given a disciplinary change of placement, or any time a placement is changed for possession of weapons or drugs, or due to serious bodily injury, school officials must still provide a free appropriate public education (FAPE) so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's Individualized Education Program (IEP); and receive, as appropriate, a functional behavior assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Manifestation Determination. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of child conduct, the LEA, the parent, and relevant members of the Individualized Education Program (IEP) Team (as determined by the parent and LEA), must review all relevant information in the child's file, including the child's Individualized Education Program (IEP), any teacher observations, and any relevant information provided by the parent to determine:

- If the conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the Individualized Education Program (IEP).

If the LEA, the parent, and relevant members of the Individualized Education Program (IEP) Team determine that either of these circumstances applies, the child's conduct shall be determined to be a manifestation of the child's disability. Once the determination has been made

the conduct is a manifestation of the child's disability, the Individualized Education Program (IEP) Team must:

- Conduct a functional behavioral assessment, and implement a behavioral intervention plan for the child, assuming the LEA had not already conducted such an assessment prior to the child's conduct and resulting manifestation determination resulted in a change of placement;
- Where a behavioral intervention plan was already in place when the child engaged in conduct leading to a change in placement and manifestation determination, the Individualized Education Program (IEP) team must review the behavioral intervention plan and modify it, if necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the child was removed under "Special Circumstances" listed above, the LEA is not required to return the child to the placement from which he was removed even if the conduct was a manifestation of the child's disability. When "Special Circumstances" apply, school personnel may remove the child for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation.

Appeals Regarding Placement and Manifestation Determinations. The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or a LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may request a due process hearing. The Hearing Officer will hear and make a determination regarding the issues raised. In making this determination, the Hearing Officer may order a change in the placement of the child with a disability. In those situations, the Hearing Officer may:

- Return a child with a disability to the placement from which the child was removed; or
- Order a change in placement to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the Hearing Officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or others.

While due process has been requested by either the parent or the LEA, and during the pendency of the due process proceeding, the child must remain in the interim alternative educational setting pending the decision of the Hearing Officer or until the expiration of the applicable time period, whichever occurs first, unless the parent and LEA agree otherwise.

When an appeal has been initiated, the State or LEA must arrange for an expedited hearing, which must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing.

Protections for Children Not Yet Eligible for Special Education and Related Services. A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of child conduct, may be able to claim any of the disciplinary protections afforded the child already deemed to be eligible for special education if the LEA had knowledge that the child was a child with a disability before the behavior that resulted in disciplinary action occurred.

A LEA shall be deemed to have knowledge that a child is a child with a disability if, prior to the behavior that resulted in disciplinary action, any of the following occurred:

- The parent expressed concern in writing to supervisory or administrative personnel, or a teacher of the child, about the need for special education and related services;
- The parent has requested an evaluation;
- The teacher of the child or other school personnel have expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of the LEA or to other supervisory personnel of the agency.

School officials will not be deemed to have knowledge that the child is a disabled child in the following instances:

- If the parent has not allowed an initial evaluation of the child; or
- The parent has refused special education and related services for the child; or
- If the child has been evaluated and it was determined that the child was not a child with a disability.

If the LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures applied to children without disabilities who engaged in similar behaviors.

If a request is made for an evaluation during the time period the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. If the child is determined to be a child with a disability, the LEA must provide special education and related services except that pending the results of the evaluation the child must remain in the educational placement determined by school authorities.

Nothing in these requirements is to be construed to prohibit a LEA from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and State law to crimes committed by a child with a disability.

Transmittal of Records. A LEA reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

## **SECTION IX: SURROGATE PARENTS**

Each LEA must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or the LEA, after reasonable efforts, cannot locate the parent. The LEA must have a method of determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child.

The LEA may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency, the LEA or any other agency that is involved in the education or care of the child. For a child who is a ward of the State, a surrogate may be appointed by a judge overseeing the child's care or by the LEA.

For a homeless youth, not in the physical custody of the parent or guardian, the LEA must appoint a surrogate. The State Educational Agency must make reasonable efforts to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by the LEA that the child needs a surrogate.

## **SECTION X: RIGHTS PERTAINING TO EDUCATIONAL RECORDS**

The LEA must permit the parent to inspect and review all educational records relating to their child with respect to the identification, evaluation and educational placement of the child, as well as the provision of a free appropriate public education (FAPE) to the child, which are collected, maintained, or used by the LEA. The LEA must comply with a request without unnecessary delay and before any meeting regarding an individual education program or hearing relating to the identification, evaluation, or placement of the child and in no case more than forty-five (45) days after the request has been made.

The parent's right to inspect and review education records under this section include the right to a response from the participating agency to a reasonable request for explanations and interpretations of the records; the right to have a representative inspect and review the records; and the right to request that the LEA provide copies of the records containing the information if failure to provide these copies would effectively prevent the parent from exercising their right to inspect and review the records.

The LEA may presume that the parent has authority to inspect and review records relating to their child unless the LEA has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.

If any educational record includes information on more than one child, the parent has the right to inspect and review only the information relating to their child or to be informed of that specific information.

The LEA must provide the parent, on request, a list of the types and locations of educational records collected, maintained, or used by the LEA.

Fees for Searching, Retrieving and Copying Records. The LEA may not charge a fee to search for or to retrieve information, but may charge a fee for copies of records which are made for the parent if the fee does not effectively prevent the parent from exercising their right to inspect and review those records.

Record of Access. The LEA must keep a record of parties obtaining access to educational records collected, maintained, or used (except access by the parent and authorized employees of the participating LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Amendment of Records at Parent's Request. If the parent believes that information in educational records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of their child, they may request the LEA that maintains the information to amend this information. The LEA must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the LEA decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and of their right to a hearing as set forth below.

The LEA must, on request, provide an opportunity for a hearing to challenge information in educational records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. The hearing is conducted by the LEA, not a due process Hearing Officer. If, as a result of the hearing, the LEA decides that information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, the LEA decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the right to place in the records it maintains on their child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the LEA. An explanation placed in a child's records under this section must be maintained by the LEA as part of the records of the child as long as the record or contested portion is maintained by the LEA; if the records of the child or the contested portion is disclosed by the LEA to any party, the explanation must also be disclosed to the party.

## **SECTION XI: COMPLAINT PROCEDURES**

Parents who believe that the educational rights of their child are being violated may file a Consumer Request Intake Form with the Bureau of Special Education, Pennsylvania Department of Education, requesting that this agency investigate the alleged violation. Requests for complaint investigation must be in writing, and should be sent to:

Chief, Division of Compliance, Monitoring and Planning  
Bureau of Special Education  
Pennsylvania Department of Education  
333 Market Street, 7<sup>th</sup> Floor  
Harrisburg, PA 17126-0333

Parents may request a Consumer Request Intake Form by calling the Bureau of Special Education's ConsultLine, a parent helpline, at 800-879-2301.

The Bureau of Special Education's Compliance Advisor assigned to the region where the LEA is located will investigate the complaint in a timely manner to determine whether the LEA has failed to comply with State and/or federal laws and regulations. The investigation may include obtaining written or oral information and an on-site visit. Except in extenuating circumstances, the Bureau of Special Education's Compliance Advisor will complete the complaint investigation and issue a report of findings within sixty (60) calendar days.

If a written complaint is received that is also the subject of a due process hearing, or the written complaint contains multiple issues, of which one or more are part of that due process hearing, the State must set aside any part of the complaint that is being addressed in the due process hearing, until the conclusion of the hearing. However, any issue in the Consumer Request Intake Form that is not part of the due process action must be resolved using the time limit and procedures.

If an issue is raised in a Consumer Request Intake Form filed under this section that has previously been decided in a due process hearing involving the same parties, the hearing decision is binding and the Bureau of Special Education must inform the person filing the Consumer Request Intake Form of this fact.

A Consumer Request Intake Form Alleging a LEA Failure to Implement a Due Process Decision must be Resolved by the Bureau of Special Education, not a Due Process Hearing Officer.

Either an organization or an individual may file a signed written Consumer Request Intake Form. The Consumer Request Intake Form must include a statement that a public agency has violated a requirement of Part B of the Individuals with Disabilities Education Act (IDEA) or applicable State regulations, and the facts on which the statement is based. The Consumer Request Intake Form must allege a violation that occurred not more than one (1) year prior to the date that the Consumer Request Intake Form is received, unless a longer period of time is reasonable because the violation is continuing, or the person filing the Consumer Request Intake Form is requesting compensatory education for a violation that occurred not more than three (3) years prior to the date the Consumer Request Intake Form is received.

**SECTION XII: APPLICABLE LAWS AND REGULATIONS**

This Procedural Safeguards Notice has been written in accordance with The Individuals with Disabilities Education Improvement Act (IDEA 2004). Federal regulations underlying IDEA 2004 have not yet been issued so to the extent the new federal regulations alter the information contained within this Notice, it will be revised. The following sources have been used in whole, or in part, to develop this Procedural Safeguards Notice:

- 20 USC 1401 et. seq. The Individuals with Disabilities Education Improvement Act (2004)
- 34 CFR, Parts 300-303, Rules and Regulations for Individuals with Disabilities Education Act (in part)
- 22 Pa. Code, Chapter 14, Regulations of the State Board of Education (in part)
- 22 Pa. Code, Chapter 711, Regulations of the Department of Education (in part)

**SECTION XIII: RESOURCES AND REQUEST FORMS**

**PARENT EDUCATION NETWORK**

2101 Industrial Highway  
York, PA 18618  
717.600.8100 (Voice/TTY)  
800-522-5827 (Voice/TTY)  
800-441-5028 (Spanish)  
717-600-8101 (Fax)  
[www.parentednet.org](http://www.parentednet.org)

**EDUCATION LAW CENTER OF PA**

The Philadelphia Building  
1315 Walnut Street, Suite 400  
Philadelphia, PA 19107-4717  
215.238.6970 (Phone)  
215-772-3125 (Fax)  
215-789-2498 (TTY)  
[elc@elc-pa.org](mailto:elc@elc-pa.org)

**EDUCATION LAW CENTER OF PA**

901 Law and Finance Building  
429 Fourth Avenue  
Suite 901  
Pittsburgh, PA 15219  
412-391-5225 (Phone)  
412-391-4496 (Fax)  
412-467-8940 (TTY)

**EDUCATION LAW CENTER OF PA**

(Pennsylvania School Reform Network)

300 North Second Street

Harrisburg, PA 17101

717-238-7171 (Phone)

717-238-7552 (Fax)

215-238-5892 (TTY)

[www.psrn.org](http://www.psrn.org)

**PENNSYLVANIA BAR ASSOCIATION**

P. O. Box 186

Harrisburg, PA 17108

800-932-0311 (Phone)

[www.pabar.org](http://www.pabar.org)

**BUREAU OF SPECIAL EDUCATION'S CONSULTLINE, A PARENT HELPLINE**

800-879-2301

ConsultLine personnel are available to parents and advocates of children with disabilities or children thought to be disabled to explain federal and state laws relating to special education; describe the options that are available to parents; inform the parents of procedural safeguards; identify other agencies and support services; and describe available remedies and how the parents can proceed.

**OFFICE FOR DISPUTE RESOLUTION**

6340 Flank Drive, Suite 600

Harrisburg, PA 17112-2764

717-541-4960 (Phone)

800-222-3353 (Toll Free in PA only)

800-992-4334 (Toll Free)

800-654-4984 (TTY)

717-657-5983 (Fax)

[ODR.pattan.net](http://ODR.pattan.net)

The Office for Dispute Resolution administers the mediation and due process systems statewide, and provides training and services regarding alternative dispute resolution methods.

**THE PENNSYLVANIA TRAINING AND TECHNICAL ASSISTANCE NETWORK**

[www.pattan.net](http://www.pattan.net) Request Forms are attached to this Notice.

**DEPARTMENT OF PUBLIC WELFARE  
Early Intervention Program**

**Due Process Request**

(Completed by County Office)

A Due Process Hearing Request Form is submitted to the Office for Dispute Resolution (ODR) within three (3) calendar days from the date of written request. Documentation such as a copy of the IFSP (draft accepted) or evaluation, etc. shall be attached to this form. Submit copies of request to parents(s) and OMR Regional Office. Maintain a file copy in MH/MR Office.

Date of Written Request: \_\_\_\_\_ Name of Child: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Exceptionality: \_\_\_\_\_

County MH/MR Office: \_\_\_\_\_

County MH/MR Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

County Legal Representative (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Schedule Hearing with:  County MH/MR Person or  Legal Representative

Parent(s) Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Parents' representative: (Insert the name or "None") \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Schedule Hearing with:  Parents or  Representative

Reason for Hearing: \_\_\_\_\_

**Time of Hearing**

Preferred:  9:00a.m. - 12:00p.m.  1:00p.m. - 4:00p.m.  5:00p.m. - 7:00p.m.

Type of Hearing:  Open to the Public  Closed (participants only)

Language Preferred by the Parents: \_\_\_\_\_

Alternative Mode of Communication: \_\_\_\_\_

County MH/MR Office has provided a site for the hearing accessible for individuals with disabilities at the following address:

Please enclose a map and/or directions to the site of the hearing.

Form Completed by: \_\_\_\_\_  
(Print name)

Phone: \_\_\_\_\_

Date: \_\_\_\_\_

For a downloadable copy of the ODR Request Form (for Mediation and Due Process Hearing requests), click here:

[ODR Request Form](#)  
[ODR Request Form](#)

**Please submit this Form and Documentation to:**

**Office for Dispute Resolution  
6340 Flank Drive  
Harrisburg, PA 17112-2764**

**Phones:**

**717-541-4960  
800-222-3353 (PA only)  
800-992-4334  
800-654-5984 (TTY)**

# Freire Charter School

## Calendar at a glance

2013-2014

### August

23<sup>rd</sup> 9<sup>th</sup> & 10<sup>th</sup> grade student Orientation  
 26<sup>th</sup> 11<sup>th</sup> & 12<sup>th</sup> grade student Orientation  
 First day of School (Middle School)  
 27<sup>th</sup> First Day of School (High School)  
 30<sup>th</sup> School Closed (Labor Day weekend)

### September

1<sup>st</sup> School Closed (Labor Day)  
 5<sup>th</sup> – 6<sup>th</sup> School Closed (Rosh Hashana)  
 13<sup>th</sup> Professional Development (12:00 pm dismissal Middle and High School)  
 12<sup>th</sup> Back to School Night (Middle School)  
 19<sup>th</sup> Back to School Night (High School)  
 27<sup>th</sup> Professional Development (12:00 pm dismissal Middle and High School)

### October

11<sup>th</sup> Professional Development Middle & High School Closed  
 14<sup>th</sup> School Closed (Columbus Day)  
 15<sup>th</sup> Professional Development (12:00 pm dismissal Middle and High School)

### November

1<sup>st</sup> Quarter 1 ends (Middle & High School)  
 4<sup>th</sup> Quarter 2 begins (Middle & High School)  
 8<sup>th</sup> Professional Development (12:00 pm dismissal Middle and High School)  
 11<sup>th</sup> School Closed (Veterans Day)  
 15<sup>th</sup> Middle School Parent & Teacher Conferences (Middle School Closed)  
 20<sup>th</sup> - 22 Middle School Intervention  
 25<sup>th</sup> – 26<sup>th</sup> Fall Break (Middle School only)  
 27<sup>th</sup> – 29<sup>th</sup> School Closed (Fall Break - Middle & High School)

### December

23<sup>rd</sup> – 31<sup>st</sup> School Closed (Winter Break - Middle & High School)

### January

1<sup>st</sup> School Closed (Winter Break - Middle & High School)  
 10<sup>th</sup> Professional Development (12:00 pm dismissal Middle and High School)  
 20<sup>th</sup> School Closed (Martin Luther King Day)  
 21<sup>st</sup> Quarter 2 ends (High School Only)  
 22<sup>nd</sup> – 24<sup>th</sup> Mid-Terms (High School)  
 31<sup>st</sup> Professional Development (Middle & High School Closed)

### February

11<sup>th</sup> Parent Teacher Conferences (High School only 12:00 pm dismissal)  
 14<sup>th</sup> Professional Development (12:00 pm dismissal Middle and High School)  
 17<sup>th</sup> School Closed (President's Day)  
 18<sup>th</sup> Middle School Closed  
 1<sup>th</sup> – 21<sup>st</sup> Middle School Intervention  
 28<sup>th</sup> Middle School Parent & Teacher Conferences (Middle School Closed)  
 High School Professional Development 12:00 pm dismissal

## March

14 <sup>th</sup>	Professional Development (12:00 pm dismissal Middle and High School)
18 <sup>th</sup> – 20 <sup>th</sup>	PSSA testing 5 <sup>th</sup> – 8 <sup>th</sup> grade
21 <sup>st</sup>	School Closed (Middle & High School)
25 <sup>th</sup> – 27 <sup>th</sup>	PSSA testing 5 <sup>th</sup> – 8 <sup>th</sup> grade
28 <sup>th</sup>	Quarter 3 ends (High School ONLY)
	Professional Development (12:00 pm dismissal Middle and High School)
31 <sup>st</sup>	Quarter 4 begins (High School ONLY)

## April

1 <sup>st</sup> – 2 <sup>nd</sup>	PSSA – Writing 8 <sup>th</sup> grade
8 <sup>th</sup>	Quarter 3 ends (middle School ONLY)
9 <sup>th</sup> – 11 <sup>th</sup>	Middle School Intervention
	High School Professional Development 12:00 pm dismissal
14 <sup>th</sup> – 21 <sup>st</sup>	Spring Break Middle & High School Closed
22 <sup>nd</sup>	Quarter 4 begins (Middle School ONLY)
25 <sup>th</sup>	Professional Development (12:00 pm dismissal Middle and High School)
29 <sup>th</sup> – 30 <sup>th</sup>	PSSA Science test 8 <sup>th</sup> grade

## May

2 <sup>nd</sup>	Parent Teacher Conferences (Middle School ONLY)
16 <sup>th</sup>	Professional Development (12:00 pm dismissal Middle and High School)
26 <sup>th</sup>	School Closed (Memorial Day)
30 <sup>th</sup>	Professional Development (12:00 pm dismissal Middle and High School)

## June

3 <sup>rd</sup> – 5 <sup>th</sup>	Senior Finals
9 <sup>th</sup>	Last Day of Instruction (High School ONLY)
10 <sup>th</sup> – 12 <sup>th</sup>	High School Finals
13 <sup>th</sup>	High School Final make-ups
16 <sup>th</sup>	Graduation (tentative) (Middle & High School Closed)
24 <sup>th</sup>	Last Day of Instruction (Middle School)

## **Middle School Procedures, Routines & Policies**

### **School Contact Information**

Mailing address for the school is:

Freire Charter School

1026 Market Street

Philadelphia PA 19107

267-670-7499 (t)

267-670-7740 (f)

### **Administrative Contact Information**

Kelly Davenport, Head of School, 215-592-4252 [kelly@freirecharterschool.org](mailto:kelly@freirecharterschool.org)

Sue Thompson, Head of Academics, 267-670-7499 ext 2919 [suet@freirecharterschool.org](mailto:suet@freirecharterschool.org)

Beth Terry, Head of Academic Supports, 267-670-7499 ext. 2901 [beth@freirecharterschool.org](mailto:beth@freirecharterschool.org)

Michael Kelly, Dean of Students, 267-670-7499 ext 2929 [micheal.kelly@freirecharterschool.org](mailto:micheal.kelly@freirecharterschool.org)

### **Staff List & Contact Information**

A complete list of staff and how they can be contacted can be found on our website [www.freirecharterschool.org](http://www.freirecharterschool.org).

# Academic Policies

## **General Promotion Guidelines**

Students will be promoted to the next grade level if they are on grade-level in reading and math and have completed all of the required projects and portfolio work expected in each core area.

## Academic Policies

## **General Promotion Guidelines**

Promotion is contingent on the following criteria.

- Students must complete all core courses with a year end average of a 75% or higher.
- Students must be on grade-level in reading and math.
- Students accumulating more than 25 unexcused absences will be retained.
- Students who fail **one** of the core courses may attend summer school in order to be promoted.
- Students failing more than one core course will be retained.

## **Move up Ceremony Requirements (8<sup>th</sup> grade only)**

The move up ceremony is contingent on the following criteria.

- Students must complete all core courses with a year end average of a 75% or higher.
- Students must be on grade-level in reading and math.
- Students accumulating more than 25 unexcused absences will be retained.
- Students who fail **one** of the core courses may attend summer school in order to be promoted. *Students attending summer school may participate in the move up ceremony only if the make-up course has been paid for by the deadline.*
- Students failing the summer school course will be retained.

## **Grading Policy**

Grading will be done according to a combination of mastery of the content and participation in the learning process. Students will be assessed in specific domains throughout the year. Successful completion and mastery of standards will be the major part of the cumulative grade. Additionally, students will be assessed on the college-readiness benchmarks along with content mastery. The two will be used to determine the success of the student.

## **Report Cards**

Report cards will be issued at the end of each quarter. Parents are required to pick up the report cards at parent-teacher conferences or make arrangements to pick them up at an alternate time. Report cards **MUST** be picked up within one week of the date of Parent-Teacher conferences.

## **Formal Assessments**

Students will be required to take the PSSA state assessment according to which grade level they are in. Grades 5-8 are required to take the Reading and Mathematics PSSA. Grades 5 and 8 will take the Writing PSSA. Grade 5 will also be required to take a Writing Field Test. Grade 8 will take the Science PSSA.

### **Intervention Periods**

Over the course of the school year, there are mandatory intervention periods for students who may be falling behind. It is our responsibility as a school to ensure that your student is as successful as they can be, as a result, throughout the school year the students will be assessed to determine their progress over time. Students who require remediation will be scheduled to attend classes during the intervention periods. In addition, other programs will be available during those times for students who require remediation and students who do not.

### **Parent-Student-Teacher Conferences**

Parent-Student-Teacher conferences will be held once each quarter. Parents and students are required to attend each conference. During the conferences parents and students will have the opportunity to talk to the teacher(s) about their child's academic progress. We encourage parents to be proactive and not wait until the conference time to address any concerns or issues that arise. Please feel free to contact your child's Academic Advisor if you have any concerns or questions. Requests for meetings can be made through the office of the Head of Academics.

### **Homework**

Homework is an essential part of learning. Students will be required to do a significant amount of homework to prepare them for a college prep experience. Students who do not complete their homework are likely to fall behind and although they may master some of the material and standards, they are likely not to be successful in the college readiness benchmarks and may be held back as a result.

### **Parent/School Communication**

Freire Charter School has an open door policy for parents. If a parent has a concern we want to know about it. In order to provide you with the most personalized service we ask that you inform us of your concerns in a timely manner. You may wish to do this either by telephone or email. Upon receiving your complaint we will certainly respond to you quickly and in a personalized manner.

### **Make-up Policy**

#### **How do I make up work after I have been absent?**

It is the responsibility of a student who has been absent to obtain missed work homework and assignments from the teachers.

Each teacher will have a wall where students can collect the missed material. Should a student be absent for 3 or more consecutive days, the student and parent should set up a meeting with the academic advisor to ensure the student gets back on track.

### **Pre-arranged absences**

- If a student knows ahead of time they will be absent or miss a class, they should make every effort to collect work from their teachers the day before and/or contact teachers or classmates about missed assignments before they return to school.

### **Unexpected absences**

#### **Missed homework/class work policy**

- Students who are absent must make up missed homework/class work assignments as soon as possible. **The number of days a student is absent is equal to the number of days a student has to make up an assignment.**

### **Missed quizzes/test**

- Students who are absent (excused or unexcused) **on the day of a test or quiz will be expected to take the test or quiz on the day that they return to school**, unless other arrangements have been made with their teachers. It is the student's responsibility to make up this missed test or quiz. It is recommended that the student make up these assessments during recess or lunch the following day if at all possible.

### **Missed project/papers**

- At a teacher's discretion, papers and other assignments that students knew about before being absent are due upon the student's return, or by email. If it is not handed in on the day of their return or e-mailed as required by the teacher, the assignment loses 10% each day for no more than 3 days. Please refer to the syllabus provided by the teacher.

### **Excessive class absence**

If a student misses more than 25 days in the course of a school year due to absences s/he will automatically need to repeat the school year unless other arrangements have been made.

### **Power School Parent Protocol**

Freire Charter School uses a database system called "Power School." Parents and students are provided the ability to access to their grades on-line. It is a privilege to have access and any abuse of this privilege will result in those privileges being terminated. Parent access to student's grades will provide an opportunity for on-going conversations with your child regarding their progress in school. It will allow you the ability to see missing assignments. It will give you access to the date that grades were last updated for your child in a specific class by a specific teacher. It will also allow you to see attendance and tardies to school over a two week period.

Each parent will get a username and password to login to see their child's grades. Often times grades are not updated on a daily basis and it is important to note when the gradebook was last stored which shows at the bottom of the individual class screen.

It is also important to recognize that Power School access is not a way to check daily progress. Should a parent have questions regarding any information on Power School, we ask that they follow the procedures outlined below:

- Parents are to email teachers regarding any questions they may have about information on Power School. There is a list of all staff email addresses that can be found at [www.freirecharterschool.org](http://www.freirecharterschool.org).
- Teachers will have 2 business days to respond to parent inquiries.
- We encourage parents to have a conversation with the students while they await the teacher's response. By involving the student in the conversation, parents will start to build the foundation for students to become more responsible and self reliant for academic success.
- If you still have further concerns you may contact the Head of Academics of the Academic Dean

***SPECIAL NOTES:***

**Many teachers DO NOT accept late assignments. If the student has an excused absence they are allowed to make them up. If the student has an unexcused absence the teacher may determine whether he or she will accept the assignment.**

**Teachers will be expected to update their grades every 3 weeks.**

**Progress reports will ONLY have comments for those students who are not performing. Teachers will do as much as possible to clearly label the assignment or make notes.**

## Transportation

### School Bus Transportation – 5<sup>th</sup> & 6<sup>th</sup> grades only

School bus transportation is provided for all eligible students in 5<sup>th</sup> -6<sup>th</sup> grades through a bus service provided by the Philadelphia School District. All students who ride the school bus are required to follow the bus policies and procedures as defined below. Any student who does not follow these procedures risks losing their bus privileges. **Parents are ultimately responsible for ensuring students have transportation to and from school.** If a child loses his/her privilege it is the parent's responsibility to provide transportation to school.

#### **IMPORTANT INFORMATION:**

**PLEASE BE ADVISED THAT THE SCHOOL DISTRICT OFTEN DOES NOT HAVE THE BUS SCHEDULES IN PLACE AT THE BEGINNING OF THE SCHOOL YEAR; IT IS THE PARENTS RESPONSIBILITY TO MAKE ARRANGEMENTS TO DROP OFF AND PICK-UP YOUR CHILD WHEN THE BUSES ARE NOT AVAILABLE.**

#### Bus Behavior and Expectations

Students who take a school bus are expected to act according to the Freire Code of Conduct and related policies (including but not limited to, No Second Chances/Nonviolence policy, Anti-Bully policy, Bus Behavior Contract etc.) these rules apply whenever a student is on a school bus, at the bus stop or traveling to/from the bus stop. Any student who does not follow the code of conduct will be subject to the appropriate consequences for their behavior as outlined in the code.

#### Expected Conduct on the School Bus

- **Abide by the Freire Charter School Code of Conduct at all times.**
  - Any student who does not follow the code of conduct will face consequences for their behavior as outlined in the code as well as possibly losing their bus privilege.
  
- Get on and off the bus in a safe and orderly manner.
  - Wait for the driver to signal it is ok to board or exit the bus.
  - Board and exit the bus quickly and quietly.
  - Board and exit the bus in a single file line.
  - Students should wait for the person in front of them to sit down before taking their own seats.

- **Student MUST remain SEATED at all times during the bus trip. They may not get out of their seats, stand-up, kneel or change seats for any reason during the trip.** (The only time students may move around the bus, or get out of their seats is when boarding and exiting the bus)
- Students may use electronic devices as long as they do not become disruptive.
- Be respectful of the bus property and the property of others.
- Remain quietly in your seat. (*Students may talk quietly with the student sitting next to them*)
- Do not engage in any activity, which might be distracting to the driver or endanger the safety of anyone on the bus. Including;
  - Screaming or Yelling
  - Standing
  - Moving around the bus (except for boarding and departure)
  - Throwing things
- No eating or drinking on the bus.
- Follow the bus driver's directions promptly, the first time they are given.
- Keep hands, head and arms in the bus at all times.

**The school is committed to taking the following actions in order to facilitate responsible and respectful bus behavior, including but not limited to:**

- All students and parents will receive a letter in the mail outlining bus policies and procedures.
- Bus policies and procedures will be posted on the web site.
- The Head of Academic Supports or his/her designee will review expectations for appropriate bus behavior at all Family Orientations.
- Classroom teachers will review expectations for appropriate bus behavior.
- The Head of Academic Supports or his/her designee will meet each bus every morning to ensure appropriate student behaviors with the bus driver.
- The Head of Academic Supports or his/her designee will contact any parent or guardian whose child has failed to follow the above expectations on the bus and impose the appropriate consequences for the misbehavior.

### Consequences for inappropriate bus behavior

Since school officials do not ride the bus, the school considers the bus driver to be an agent of the school during transportation. The bus driver is the main disciplinarian while students are on the bus. All disciplinary write ups from the bus driver will be investigated and students will face consequences as outlined below.

OFFENSE	CONSEQUENCE
First bus write-up	Lunch detention
Second write-up	Parent phone call
Third write-up	One week minimum suspension from bus
Fourth write-up in a quarter	Suspension from bus for the remainder of the quarter
Fifth write-up	Personal Parent meeting
Sixth write-up	Suspension from the bus for the remainder of the quarter.

- **Minor Incidents** – Warning Letter & Phone Call to Parent
  - Examples
    - Not sitting in seat
    - Eating on the bus
    - Teasing, vulgarity or mild cursing
  
- **Moderate Incidents** – **One week minimum suspension from the school bus** and assigned seat upon reinstatement. **Mandatory Parent/Student reinstatement meeting** to review the incident and the expectations.
  - Examples
    - Not following instructions of the bus driver/disrespectful to the driver
    - Throwing objects inside the bus
    - Standing on the seat or moving around the bus
    - Horseplay
    - Severe cursing and obscene vulgarity
    - Being loud and unruly
  
- **Severe Incidents** – **Dismissal from the school bus for the remainder of the school year** (child may not ride the school bus). **Mandatory Parent/Student meeting** to review the parent’s alternate transportation plan for the remainder of the school year.
  - Examples
    - Destruction of school bus property
    - Endangering self or others
    - Shouting from the bus at pedestrians/throwing objects out of the bus

**Please note the following.**

- **Students will be held accountable for the Code of Conduct at all times. Students who do not abide by the Code of Conduct policies will face consequences for their behavior. (This includes the NO Second Chances/Nonviolence Policy.)**
- **These expectations and consequences will apply to children at or around the school bus stop, in the bus line (at school) and on the school bus.**
- **If a student is suspended from school bus service, a parent must continue to provide a means of transportation to the school for the student. Suspension from the bus does not mean suspension from school. School attendance is mandatory. Parents are responsible for finding an alternate means of transportation.**

### **Appeal of bus-related decision**

In cases where the parent disagrees with the bus related decision and they feel that they have additional evidence that would alter the decision, the parent may appeal to the Head of Academic Supports by completing the following steps.

- Schedule an appointment with the Head of Academic Supports to discuss the decision.
- At the meeting the parent will be asked to provide new evidence as to why they feel that the decision should be overturned.
- If the parent is unable to provide new evidence regarding the situation then the decision will be upheld.

### **Transpass Policies - 7<sup>th</sup> & 8<sup>th</sup> grades only**

Students who reside in Philadelphia and meet eligibility requirements will receive a weekly transpass from the school district of Philadelphia. Although Freire is responsible for distributing the transpasses the School district of Philadelphia is responsible for determining eligibility and then issuing passes to the school for distribution. Although Freire Charter School does not determine eligibility or do we have any authority over transpasses, we still encourage parents to contact us with any questions and concerns. We will work to resolve any outstanding issues. If you **DO NOT** reside in the Philadelphia School District you need to contact the district you reside in. Please refer to out of district section below for contact information. The Assistant to the Head of Academic Supports is responsible for all transpass issues and can assist you with any question or concerns

### **Eligibility for Transpasses**

- Reside in the Philadelphia School District
  - residents outside the district please refer to the following section
- Live **GREATER** than 2 miles from the school
  - The Philadelphia School District determines this through addresses and zip codes.

### **Process for determining Eligibility**

- At the beginning of the year the district will process the addresses of all students registered at Freire Charter School.
- The students who are deemed eligible (see eligibility requirements) will be placed on a list that is sent to the school.

- The district will provide Freire with a list of eligible students and a transpass for EACH of those students. Please note: The school ONLY receives a transpass for the students whose names appear on the eligibility list.
- This process takes sometimes up to a month or more before the district has coordinated all of the information. During this period Freire relies on parents to ensure that students have transportation to and from school.

Please note: Freire submits all paperwork to the district in a very timely fashion. Once that paperwork is submitted Freire (and parents) have to wait until the district determines eligibility and then issues a transpass.

### **Out of District Residents**

Students who reside outside of the Philadelphia School District must contact their home district directly in order to receive transportation.

- William Penn School District – Thomas Bradley – 610-824-8000
- Upper Darby School District – Jacob Bierling, Jr. 610-352-7112

According to PA state law districts are not required to provide transportation to students who attend a school that is more than 14 miles away from the home district.

**Freire Charter School is not responsible for lost or stolen passes. If a student loses their pass or it is stolen the student/parent will be responsible for his/her own transportation during that week. Please Note: The district provides one transpass per student. There are no “extra” transpasses.**

### **Car drop off – 5<sup>th</sup> – 8<sup>th</sup> grades**

Parents who wish to drop off their children in the morning must do so dropping off students on \_\_\_\_\_ street. Students must leave the car on the curb side of the street and use all cross walks in appropriate fashion in order to reach the school in a safe manner.

### **Car drop off – 5<sup>th</sup> – 8<sup>th</sup> grades**

Parents who wish to drop off their children in the morning must do so dropping off students at the Market Street entrance. Students must leave the car on the curb side of the street and use all cross walks in appropriate fashion in order to reach the school in a safe manner. Upon entering the school students should proceed to the gym.

## **Middle School Policies**

### **Inappropriate Public Displays of Affection**

Romantic physical contact such as, but not limited to: hand holding, hugging, and kissing is prohibited at all times. Students who engage in appropriate public displays of affection may be subject to disciplinary measures. Inappropriate Public Displays of Affection distract from college preparatory environment that is expected at Freire Charter School at all times. Age and circumstance will be taken into consideration when applying discipline measures for inappropriate public displays of affection.

### **Prohibited Items**

The following items are not allowed in school at anytime. If brought to school, these items will be confiscated by a staff member, kept in a safe place\*, and returned to the parent at the school's discretion. Students who bring prohibited items face disciplinary action.

- Gum, Soda & Candy
- Weapons
- Squirt guns, toy weapons, and toys of any kind
- PSPs, gameboys, or any other electronic toys
- Cash other than lunch money, field trip money, and/or money directly related to school activities
- Cards
- IPOD's, MP3 players, CD players, or any other electronics

\* Freire Charter School is not financially responsible for any lost, misplaced or stolen items.

### **Arrival Procedures**

**NOTE: STUDENTS ARE NOT ALLOWED TO LEAVE THE BUILDING ONCE THEY HAVE ENTERED. ADDITIONALLY, ONCE A STUDENT LEAVES THE BUILDING HE/SHE MAY NOT REENTER**

The school building opens at 7:30 am every day.

Bus Students (5<sup>th</sup> & 6<sup>th</sup> grade students):

- Bus students will be dropped off on Ludlow Street.
- These students must enter the building and report directly to the third floor
- Once on the third floor students should go directly to their locker and store their personal belongings
- Once this is done students are to report directly to their classrooms.

Students arriving by car:

- Parents who drop their students off are asked to do so at the Market Street entrance.
- Students will be required to report directly to the cafeteria.
- In the cafeteria, students who wish to eat breakfast will be provided with the opportunity.
- Students must remain in the cafeteria until they are escorted to their rooms by their teachers.

Students arriving by Public Transportation (7<sup>th</sup> & 8<sup>th</sup> grade students):

- Students arriving via SEPTA who do not wish to participate in the breakfast program should report directly to their classrooms.
- Students arriving via SEPTA who do wish to participate in the breakfast program should report directly to the cafeteria. Once finished with breakfast they should report to their classrooms.

### **Lateness**

Arrive to school on time. (See appropriate section for policies and procedures) The school day begins at 8:00 am. Students not in their classrooms at 8:00am will be considered late. Students arriving late will report to their scheduled class.

- Students who are habitually late will be placed on a contract
- Any student that exhibits pattern of habitual or excessive lateness will be required to attend a mandatory meeting. At this time, the student will be placed on a contract with consequences to be discussed at the time of the meeting.

### **Departure Procedures**

Upon conclusion of the day, students are expected to depart for home immediately. Loitering in the vicinity, waiting for people, or socializing is prohibited.

Bus Students (5<sup>th</sup> & 6<sup>th</sup> grade students):

- Buses will be called via the intercom system every afternoon. Students are not allowed to leave their classrooms from 2:45 till the bus is called.
- Once a bus is called students are to report quickly and quietly to the back hallway and line up.
- Students who do not report when called will miss their bus.
- If a student misses his/her bus parents will be called and someone will need to pick up the child.

Students departing by car:

- Parents who pick up their students are required to come into the building and wait in the basement for dismissal.
- Parent pick-up will be dismissed with SEPTA riders.

Students departing by Public Transportation (7<sup>th</sup> & 8<sup>th</sup> grade students):

- SEPTA students will be dismissed first.
- Once SEPT has been called students are expected to leave the building immediately. Students are not allowed to go to their lockers at this time.
- Students who ride SEPTA will be required to exit the building using the Market Street entrance.
- Students are required to do so in an orderly fashion.
- Students are required to vacate the area quickly. Students who loiter in the area will be subject to disciplinary measures.

### Uniform Policy

Students are required to wear a uniform (see Code of Conduct for details of the uniform and vendor information). Students who do not adhere to the policy will face disciplinary action.

### Lunch Program & Procedures

#### IMPORTANT NOTE ABOUT NSLP APPLICATIONS:

**We need all families to fill out the Free/Reduced lunch application in September of each school year. Without it we are denied substantial support funds for the students. Please do not write “NOT ELIGIBLE” on the form if you know your family does not qualify. Instead, simply enter an income (from the chart) that is over the eligibility limit. Without these forms we run the risk of not being eligible for important funding that would enhance the school programming.**

Freire provides breakfast, lunch and a snack for students. At the beginning of the year we request that all families fill out the Free/Reduced lunch application. Once that application is received and processed, families will receive a letter with their status, free, reduced or full pay. Students whose status is free may participate in each meal without any charges. Breakfast cost will be 30¢ for reduced status and \$1.00 for paid status. Lunch costs will be 40¢ for reduced status and \$2.00 for full pay status. All reduced and free status students ARE REQUIRED to set up a lunch account at the beginning of the year. See specific details below:

#### Lunch Accounts

The school will set up a lunch account for each student. The lunch account will include:

- National School Lunch Program status (free, reduced, paid) (this is confidential information)
- Payments made on the account.

Parents are asked to activate their account by placing a payment at the beginning of the year.

#### Lunch Account Payments

All lunch accounts will be billed directly to the parent. CBS foods will be responsible for all billing and collection.

#### **Please note:**

**Parents may access the student’s lunch account on PowerSchool. It is the parent’s responsibility to keep track of their child’s account balance information to ensure that funds are sent in as necessary.**

**Parents may opt to fill out a National School Lunch Program application at any time during the year.** Once the application is processed you will be notified of the status of the application. If the status has changed the change will go into effect immediately.

### **Snack:**

All students who participate in organized after school activities are eligible for afternoon snack. The snack is free no matter what the student's eligibility status for the lunch program.

### **Breakfast/Lunch Procedures:**

In order to ensure that the school has enough food to feed all who want to participate, as well as reducing waste, we ask that parents and students follow the procedures below regarding participation in breakfast and lunch:

- Menus will be posted on the website, sent home monthly and posted in the weekly newsletter. Parents and students are asked to review the menu daily to determine if they wish to participate in the program.
- Each morning the teacher will take breakfast and lunch counts for the following day. This count will go into the computer system so that we can make sure that the school has enough food for the next day.
- Should a student be absent on a Friday the school will automatically order food for that student for the week.
- Although this count is important the school will not refuse to serve any student.
- It is really important that students and parent commit to this process. By doing so you can help us to ensure that we always have the appropriate amount of meals for all kids in the school.

### **Lunch/Cafeteria Procedures:**

- Students are only permitted to eat in the cafeteria.
- Students must remain in the cafeteria during the entire lunch period.
- Students are only allowed to use the restrooms on the cafeteria level during lunch.

### **Early dismissal**

There is a strong relationship between attendance and academic success; therefore, it is Freire's goal for every student to attend school **every day** in order to maximize their learning experience. To help us meet that goal, we request that all medical appointments be scheduled outside of school hours. Freire will approve early dismissals for **emergencies only**, which include:

- Medical /Dental emergency
- Family emergency
- Medical or dental appointment that could not be scheduled outside of school hours
- Court Appointments
- Funerals

### Requesting an early dismissal

In order for an early dismissal to be approved the following procedures **MUST** be followed. Failure to follow these procedures will result in denial of the request.

- The request must be made prior to 8:30am on the morning of the dismissal. This way, we will be able to ensure your child will not be missing any tests and will not be on a school trip.
- The request needs to include the following information
  - Time of the dismissal
  - Reason for the dismissal
  - Name of the person picking up the student
  - Please **DO NOT** call and request your child be released early after 8:30am as we will be unable to comply with your request. Students will not be dismissed early after 2:30pm.

### Early dismissal procedures

- All students **MUST** be picked up personally by an authorized person listed in the PowerSchool system.
- **Individuals NOT listed in PowerSchool will NOT be able to pick up the student.**
- **ALL** adults must present proper identification (a valid photo id) when requesting an early dismissal for a student.
- Parent/Guardian **MUST** come into the building to complete the necessary paperwork.

### Parent/Guardian Pick-Up

- Students waiting to be picked-up will wait quietly in the basement.
- Students will have the option of doing homework or reading a book **ONLY**.
- Students should know the phone number to Freire and/or have it programmed into their cell phones in case of emergency.

### **Important Notes:**

Official attendance is taken at 10:00 am every day. A student **MUST** be present at this time in order to be marked present for that day. Therefore **ANY** student who receives an early dismissal prior to this time will be marked absent for the day.

The Head of Academic Supports or his/her designees are the **only people who can make exceptions to this policy**. If there is a situation that requires an exception then you must speak directly to the Head of Academic Supports. S/he will consider your request and determine the necessary steps to be taken.

### Visiting Freire/Dropping items off

- If you have items to drop-off to your student during school hours (lunch, homework, etc.) all items must be dropped off between 9:00am and 10:00am **ONLY**. You will **NOT** be allowed to drop off items to your student after 10:00am.
- Parent Classroom Observation must be scheduled with the Head of Academics. Family members may not walk-in to observe their children unannounced.
- Teachers are unable to accept phone calls during school hours as they are instructing students. Parents may contact teachers via email or leave a message and they will be contacted as soon as possible.

- Messages will not be taken for students unless it is an emergency. In the case of emergency, messages can be given when the student is not in the classroom.

Students may not leave and re-enter the building at any time. Any student seen leaving and re-entering the building before or after school will be sent to speak with the Dean immediately.

### **Illness:**

If a student becomes ill in the class and he or she is no longer able to stay in class and work, the teacher will contact the nurse. The nurse will go to the classroom and collect the student. In the event the nurse is not available the teacher will call the Assistant to the head of Academic Supports to collect the student.

### **Times when the nurse is not on site:**

On days that the nurse is not at the Middle School, the school will honor the wishes of the parents/guardians as to whether the student should stay in school for the day. In the event the nurse is not available, and the school and parent do not agree about the resolution, the Head of Academics will have the authority to determine whether the student is too ill to stay in school. In the event a student is too ill to remain in school, the student **MUST** be picked up by the parent/guardian or their designee. Please refer to the early dismissal policy. Students who are sick will not, under any circumstances, be allowed to leave school without being picked up by a parent/guardian or person they designate.

### **Times when the nurse is on site:**

When the nurse is on site, she is the person who will determine whether or not the student is able to return to class. If the nurse determines that a student needs to leave then she will contact the parents and request that they pick up their student. The nurse is the only person who has the authority to determine if a student must leave for the day. On days when the nurse is not available, the Assistant to the Head of Academic Supports will call the parent/guardian and then follow their wishes.

### **Prolonged/Extended injury and Illness:**

If a student is unable to attend school for a prolonged period (more than two weeks), the parent is required to personally meet with the Head of Academic Supports and the school Nurse. At this meeting, the parent will be required to provide the official doctor's excuse note. This meeting is essential so that the school can understand and then arrange the appropriate supports. Therefore, during the meeting, the school will require either a) the parent to sign a consent so that the school can speak directly to the physician regarding restrictions and requirements or b) a written letter from the physician to outline the following; 1) an official diagnosis, 2) why this diagnosis prevents the child from attending school, 3) the prognosis, 4) specific restrictions the child has due to his/her condition.

Parents must accompany any child who is returning from a prolonged illness (more than 3 days) for which they have been under a doctor's care, and meet briefly with the nurse to discuss the details of the absence. Parents are encouraged to call the Nurse or the Head of Academic Supports and notify them prior to bring a child back to school. **Students who return without a**

**parent will be denied entrance until the parental meeting occurs.** On days the nurse is unavailable, the Head of Academic Supports will meet with the parents.

**Medical Emergencies & Accidents:**

In the event your child has a medical emergency (defined as an incident that requires immediate medical attention), we will make him/her comfortable and begin appropriate first-aid procedures. If your child needs to be transported to a hospital, an ambulance will be called. A school staff member will accompany your child to the hospital and stay with him/her until you arrive. If you cannot be reached, we will attempt to contact the emergency numbers you have listed as emergency contacts.

## Academic Integrity

Freire Charter School's mission is to prepare students for college. This mission is at the heart of everything that we do. To that end, we believe that it is important to have a policy that emphasizes academic integrity, and gives emphasis to academic honesty. Students must be able to understand the importance of academic honesty and recognize that it is expected of them in any educational institution they may enter in the future.

### What is plagiarism?

Plagiarism is claiming someone else's words or ideas as one's own. "Plagiarism is the practice of claiming, or implying, original authorship or incorporating material from someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgment" (<http://en.wikipedia.org/wiki/Plagiarism>).

Examples of Plagiarism include (but are not limited to):

- Copying another student's work (test answers, homework assignments, class work, computer files, etc.) and submitting it as your own.
- Working on an assignment with another student and then submitting the assignment as if the student completed it individually.
- Quoting, paraphrasing, or summarizing another person's work (from a book, article, speech or other source,) and not crediting the source.
- Copying works from an Internet source and not crediting the source.
- Using another's wording or phrase, paraphrasing another's argument and submitting it, in part or in its entirety, as your own.
  - This can include parent help. It is important for all students to clearly relay to the teacher who helped support them in their work.
- Falsifying documentation of a source (Bibliography/Works cited sources falsely listed).

### Why is plagiarism wrong?

When work is plagiarized everyone involved loses. The person who plagiarizes work deprives his/herself of the opportunity to truly learn and understand the material. Student who plagiarize, cheat the person whose thoughts, or ideas were taken because they pass them off as their own and does not give credit where credit is due. When teachers receive work, they assume it is original and make educational decisions based on the student's work. If the material is plagiarized, this can lead to a teacher making a false assumption that the student understands the material. Ultimately this can affect the effectiveness of the instruction. Teachers might continue the instruction assuming a student has mastered the material when in actuality they have not. In college, plagiarism is treated as a very serious offense. Colleges work on an academic honor system and students who break that code by plagiarizing are usually asked to leave the school.

### Consequences for Plagiarism:

The following consequences are designed to help students recognize plagiarism and to provide a learning opportunity for students so they can learn why their actions are wrong and take active steps to make sure that they do not repeat the undesirable action.

**5<sup>th</sup> grade and Quarter 1 & 2 of 6<sup>th</sup> grade:**

- Teacher contacts parent within one day of acknowledgement of plagiarism
- Teacher ensures student understanding of expected skills and behaviors and re-teaches if necessary
- Student re-submits assignment with necessary changes within 5 calendar days of teacher acknowledgement of plagiarism for a grade not to exceed a 75%. If the student does not re-submit the assignment within 5 calendar days, he or she will not receive credit for the assignment
- Teacher notifies the Head of Academics

**Quarter 3 & 4 6<sup>th</sup> grade and 7<sup>th</sup> and 8<sup>th</sup> grade:**

- Teacher contacts parent within one day of acknowledgement of plagiarism
- Teacher ensures student understanding of expected skills and behaviors
- Student re-submits assignment with necessary changes within 3 calendar days of teacher acknowledgement of plagiarism for a grade not to exceed a 65%. If student does not re-submit assignment within 3 calendar days he or she will not receive credit for the assignment
- Teacher notifies the Head of Academics

If a student repeatedly plagiarizes, the student may be subject to more serious consequences as determined by the Head of Academics.

## Emergency Procedures

### **WHAT THE SCHOOL NEEDS FROM PARENTS/GUARDIANS IN AN EMERGENCY:**

- In the event of an emergency remain calm
- Do not call the school, the school will communicate with you as soon as we can via either text message, automated phone calls, or updates to our website
- *Please review this entire plan and ask questions.* Make sure that you understand exactly what will happen and the steps the school will take in response to an emergency
- An emergency can happen at any time, so we need you to make sure that the following information is always up to date in our system:
  - Guardian/Parent phone numbers
    - Cell
    - Work
    - Home
  - Emergency Contacts
  - Name/relationship and contact numbers

## **Fire and General Building Evacuation Procedure**

***THESE PROCEDURES WILL BE FOLLOWED AT ALL TIMES IN ALL FACILITIES  
THAT FREIRE CHARTER SCHOOL OCCUPIES***

In the event that the building needs to be evacuated students will be evacuated to one of the two evacuation sites:

### **Primary:**

- Washington Square Park

### **Secondary:**

- 8<sup>th</sup> and Market SEPTA concourse

Parents will be informed of the evacuation as soon as possible. The following communication tools will be used during an emergency:

### **ONE CALL AUTOMATED SYSTEM**

- Calls will be sent out periodically so that parents/guardians can have up to date information.

### **TEXT ALERT**

- Please note that only students or parents who have signed up for this service will receive these messages. Contact the Assistant to the Head of Academic Supports at the school if you would like to sign up.

### **WEB SITE POSTINGS**

- Please refer to the school's website for in depth information.
- [www.freirecharterschool.org](http://www.freirecharterschool.org)

### **PARENTS/FAMILIES or QUICK LINKS menu**

- On [www.freirecharterschool.org](http://www.freirecharterschool.org), click on Emergency Preparedness
  - Once students have arrived at the evacuation site, and attendance has been taken, the administration will take one of the following steps:
    - If the building is safe students will return to it and resume normal school activities.
    - If the building is deemed unsafe then the students will be dismissed from the evacuation site
- Early dismissal notification.

### **ONE CALL, TEXT, and website updates:**

- Reunification procedures begin. Details are provided on page 15 of this manual.

***Students will not be permitted to return to the building, which means that they may not have some of their belongings including coats, bags, etc.***

Students/Staff and Parents will be directed to the following media outlets for further updates regarding the schedule for the days following the emergency evacuation since the school building may be unusable for a period of time.

### **ONE CALL AUTOMATED SYSTEM**

- These will be dispatched periodically informing parents of pertinent information

### **TEXT ALERT**

- Please note that only student/parents who have signed up for this service will receive these messages

### **WEB SITE POSTINGS**

- Please refer to the school's website for in depth information
- [www.freirecharterschool.org](http://www.freirecharterschool.org)

### **PARENTS/FAMILIES or QUICK LINKS menu**

- Click on Emergency Preparedness
- NBC 10
- KYW school number 192
- In the event of a medical emergency during an evacuation the following provisions have been made:
  - School nurse will respond to all emergencies with an extensive first aid kit. Included in the kit are:
    - Epinephrine pen (prescribed by the school's physician)
    - Albuterol inhaler (prescribed by the school's physician)
    - These items will be used only at the discretion of the nurse
    - In the event that the nurse is not available during an evacuation the Head of Academic Supports will bring a similarly equipped first aid kit.
- Steps the administration will follow should a medical emergency occur:
  - Move effected student to the nearest safe location.
  - Call 911
  - Notify School Nurse
  - Student's family will be contacted by the school's Communications Officer

## Lockdown

***THESE PROCEDURES WILL BE FOLLOWED AT ALL TIMES IN ALL FACILITIES THAT FREIRE CHARTER SCHOOL OCCUPIES***

- A lockdown procedure will be enacted during one of the following situations:
  - An intruder has entered the school building.
  - An intruder is defined as individuals who have not received permission from the school to be on school premises.
  - A violent/potentially violent event has happened outside of the school building and is a threat to students and staff in the school.
  
- The school will follow the procedures below when enacting a lockdown:
  - 911 is immediately notified.
  - All students in common areas will be cleared moved to a secure area.
  - The command center will notify all classrooms that the school is entering lockdown.
  
- Procedures that will be followed in classrooms and offices:
  - All doors will be locked.
  - Windows will be covered.
  - Lights and all equipment will be turned off.
    - Students and teachers are expected to stay away from the door and be silent until the lock down is lifted.
    - The school will await the response of the police.
    - Once the police are on the scene, the school will await their assessment of the situation and cooperate with them fully.
    - The front doors will be secured and locked and **no one will be allowed in or out of the building** (unless the dangerous individual attempts to leave).
    - The only external communication during a lockdown will be from the school's Communications Officer.
    - As soon as possible, the communications officer will alert parents of the situation via one of the following communication tools:

### **ONE CALL AUTOMATED SYSTEM**

- These will be dispatched periodically informing parents of pertinent information.

### **TEXT ALERT**

- Please note that only student/parents who have signed up for this service will receive these messages.

## **WEB SITE POSTINGS**

- Please refer to the school's website for in depth information:
  - [www.freirecharterschool.org](http://www.freirecharterschool.org)

## **PARENTS/FAMILIES or QUICK LINKS menu**

- Click on Emergency Preparedness

Once the police have cleared the building or declared the situation safe the school will either return to a normal schedule, or dismiss the students.

- If the administration deems that students are able to return to a normal schedule the school day will continue as usual with dismissal at the normal time.
- Dismissal – If the administration decides to dismiss the students due to the situation then the reunification plan commence. (See page 15)
- Should a medical emergency occur during a lockdown staff are equipped with a first aid kit that is stored in the classroom emergency kit.
- Emergency Medical personnel will be on hand to deal with any potential injuries when the police deem the building safe.
- Parents will be notified when the lockdown has been lifted and will be given any additional pertinent information.

## Shelter in Place

***THESE PROCEDURES WILL BE FOLLOWED AT ALL TIMES IN ALL FACILITIES  
THAT FREIRE CHARTER SCHOOL OCCUPIES***

Shelter in place will be enacted under the following conditions:

- The school is directed by the Philadelphia Police or Fire Department to implement the plan, or when the school determines that a dangerous condition exists outside the school building and that it is unsafe for community members to leave the school building.
- The procedure for shelter in place is as follows:
- The HVAC system will be shut down to minimize the entrance of outside air into the facilities.
- Any other building system that needs to be shut down (depending upon the situation) will be done so accordingly.
- Safety Team will alert all staff to shelter in place:
- Students will continue to attend class and school functions will continue normally until the situation dictates otherwise.
- The front door to the school will be locked and **no one except emergency personnel will be permitted to enter or leave the school.**
- The safety team will ensure that all other doors are secured.
- As soon as possible, the communications officer will alert parents to the situation via one of the following communication tools:

### **ONE CALL AUTOMATED SYSTEM**

- These will be dispatched periodically informing parents of pertinent information.

### **TEXT ALERT**

- Please note that only student/parents who have signed up for this service will receive these messages.

### **WEB SITE POSTINGS**

- Please refer to the school's website for in depth information:
- [www.freirecharterschool.org](http://www.freirecharterschool.org)

### **PARENTS/FAMILIES or QUICK LINKS menu**

- Click on Emergency Preparedness

Should the need arise for shelter in place to continue beyond the normal school day, the reunification plan will commence:

- Students will not be dismissed until the school administrators have been alerted by the Fire or Police that it is safe to dismiss, or the school administration deems that it is safe for community members to leave the building.
- The school will provide necessary food, water and other provisions to all community members during a shelter in place scenario.
- Parents/guardians will be informed of the situation, and when students will be available to be picked up, as per the reunification procedures.

## **Death of a Community Member**

In the event a Freire Charter School community member should die, the school will put the following procedures into place to support the community:

- Parents will be alerted to the situation by a letter from the administration
- This communication will include:
  - An outline of all supports that the school will provide for community members.
  - Details of how community members can access the supports.
  - When and where these supports will be provided.
  - Any alterations to the school schedule in order to provide these supports.
  - Grief Counseling will be available to all community members who wish to participate.
  - The details of this support will be provided in the communication to parents.
  - The school's counselors will be used as the primary resource for grief counseling.
  - The school will utilize the following resources if we cannot adequately support grief counseling in house:
    - The Center for Grieving Children, Teens, and Families: (215) 744-4025
    - The City of Philadelphia Department of Behavioral Health and Mental Retardation Services Mobile Emergency Team (MET): (215) 685-6440
    - The school will make accommodations for and community members that wish to attend funeral services or memorial services planned by the family of the deceased.
    - The school will provide support and counseling for community members immediately before and immediately following the funeral or memorial services.
    - Freire will continue to provide ongoing personal and group support for grieving community members for as long as members require the services.

## **Memorial Policy**

**The School prohibits physical memorials such as stuffed animals, candles, etc. because they can create a safety hazard. The school will always work with community members in order to find a meaningful way to remember the deceased.**

## School Visitors and Security

**Freire Charter School utilizes video surveillance at all entrances and exits to the school building. This surveillance is used to ensure the safety of all community members.**

- All visitors must enter and exit the building from the main entrance unless otherwise directed by a member of the administrative staff
- **All visitors must check-in with the greeter, located on the lower floor;** no visitors are allowed to enter the school environs without doing so.
- Procedure for Visitors:
  - The greeter will obtain the visitor's name and reason for their visit.
  - If the visitor has a valid reason for entering the school the greeter will give them a sticker marked "Visitor" and then contact the appropriate party within the school.
  - If the visitor does not have a valid reason for entering the school the greeter will ask them to leave school property immediately.
  - Should the person refuse, 911 will be called and the visitor will be considered a trespasser.
- Freire Charter School will prosecute all trespassers to the fullest extent of the law.
- Should the individual enter the building without approval, the Head of Academic Supports or designee may decide to initiate the lockdown procedure. Details are provided on page 4 of this manual.

## **Pandemic Flu Response Plan**

This plan is designed to manage the impact that any pandemic flu may have on the Freire community.

- **The Pandemic Flu Response Plan will be implemented whenever:**
  - A new strain of flu virus capable of infecting humans emerges and is present in the school's general geographic area.
  - The flu season is predicted to be uncharacteristically heavy.
  - Absenteeism of students and/or staff is high due to flu like illness.
  
- **The school plans to achieve this goal by instituting the following measures:**
  - Cleaning Measures
  - Completed at a minimum of once per day:
  - All common touch areas will be wiped down with a 10% bleach solution (1:9 ratio of bleach to water).
  - Sensitive electronic equipment such as computer keyboards will be disinfected with bleach containing wipes. This disinfecting will be performed **once** daily
  - All bathrooms will be checked **thrice daily** to insure the presence of soap and paper towels in sufficient quantities
  - All classrooms will be checked **every morning** to ensure they have tissues available
  - All hand sanitizer dispensers in the school will be checked **daily** to ensure they are full and functional
  
- **Completed on a weekly basis:**
  - All lockers in the school building will be wiped down with a 10% bleach solution on a weekly basis
  - Maintenance staff will make disinfectant wipes available throughout the school should staff or students wish to utilize them to disinfect their lockers, phone receivers, etc.
  
- **Social Distancing Measures:**
  - Students and staff with flu-like symptoms will be asked to remain home until at least 24 hours after they are free of fever (100°F or greater), or signs of a fever, without the use of fever reducing medications.
  - Students and staff with flu like symptoms upon arrival to school, or who develop flu-like symptoms during the day will be promptly separated from the general school population until they can return home
  - The room used for separation will be determined based upon the usage of school space at that particular time

- **Education Measures:**
  - Education around respiratory and hand hygiene will be implemented:
  - Signage encouraging proper hand washing and covering respiratory secretions whilst coughing or sneezing will be heavily posted throughout school facilities.
  - Teachers will be asked to remind students of the essentiality of proper hand and respiratory hygiene practices.
  
- **Communication Measures:**
  - Parents and Students:
    - In the event of a pandemic flu outbreak, a letter will be sent home with all students and a copy will be mailed to their home. This letter will provide the following information:
    - Accurate and up to date information on the outbreak
    - Parents will be reminded to keep their children home from school if they are exhibiting flu-like symptoms
  - The letter will also detail the school's response measures and provide any other pertinent information
  - Additionally the school will use all the communications means at our disposal to keep parents up to date
  
- **Community Partners:**
  - The school will maintain open lines of communication with the Philadelphia Department of Public Health (PDPH) during any period of increased flu activity.
  
- **Attendance Policy:**
  - The school's attendance policy of requiring a note from a student's doctor when that student is absent due to illness will remain in place until the burden of absenteeism becomes such that this policy is no longer feasible.
  - When the school has made this determination parents will be required to contact the Head of Academic Supports or Assistant Head of Academic Supports, and report their student's absence directly to this individual in place of obtaining a doctor's note.
  - Once the disease outbreak subsides the attendance policy will return to normal. The change in attendance policy will be announced to parents via a "One Call" phone message

## Alternate Transportation Plan (for 8<sup>th</sup> graders ONLY)

In the event that SEPTA is not running, the school will enact the Alternate Transportation Plan.

- The school will provide transportation via four yellow school buses for students using the plan outlined below.
  - The buses will run every day and leave their points of departure at the times indicated in order to arrive at the school by 8:00 am.
  - All buses will make appropriate stops in order to achieve a balance between convenience for the students and timeliness of arrival.
  - On the return trip the buses will be waiting outside of 1026 Market Street (behind the building on Ludlow St.) at 3:00 and will leave by 3:15, from whence they will follow the reverse of their morning routes adjusted for traffic flow as necessary.
- **Security:** All students must show their Freire Charter Middle School identification card in order to board the bus anywhere other than in front of the school building for the trip home.
- **Staggered Arrivals:** In the event that a staggered arrival of students to the school is necessary due to testing or other considerations special plans will need to be made.
- **The school will continue to provide this service until one of the following occurs:**
  - SEPTA begins operation
  - The school can no longer financially afford the service
  - Should SEPTA cease operation in the middle of the day the school will immediately enact shelter in place until one of the following can occur:
    - Alternative transportation can be arranged
    - SEPTA service is reinstated
    - PARENTS pick up their students

## **Reunification Plan**

In the aftermath of an emergency, including a lockdown, Freire Charter Middle School will enact the reunification plan. Upon the administrators' determination that students will be dismissed, the school, parents, and students will follow these procedures:

### **In the event that students stay at 1026 Market Street:**

- The Communication Officer will alert all parents/guardians via ONE CALL, TEXT, and WEBSITE posting when dismissal will begin.
- At the chosen dismissal time, students will proceed to their homeroom with their belongings.
- The greeter will be stationed at a table at the front door.
- The greeter will check ID's to make sure that the person picking up a student is a parent/guardian, of the child or a designated person from the emergency form.
- Once verified, the parent/guardian will proceed to the cafeteria.
- A school official will be in the cafeteria, where the parent/guardian will relay their child's name. The school official will radio up to the school designee on the second floor, and the child will be sent down to meet up with the parent/guardian.
- When reunified, the parent/guardian and child will "check out" with a school official positioned at the Ludlow Street exit.

### **In the event that students go to the emergency location:**

- The Communication Officer will alert all parents/guardians via ONE CALL, TEXT, and WEBSITE posting when dismissal will begin.
- Students will follow their teacher to the emergency location, with their belongings if at all possible.
- Students will sit with their class in a specific area of the location, so that their safety is maximized.
- The greeter will be stationed at the location referenced in the ONE CALL, at a table in the front of the locale.
  - Parent/guardian will be directed to the check-in area.
  - The greeter will check ID's to make sure that the person picking up a student is a parent/guardian of the child, or a designated person from the emergency form.
  - Once verified, the parent/guardian will proceed to the meeting place as their child's name is radioed to a school official assigned to the teacher's area.
- A staff member will proceed to the student's area, and escort the student to the meeting place where the parent/guardian is waiting.
- When reunified, the parent/guardian and child will "check out" with a school official positioned at a designated exit.
- In the event that a parent/guardian/emergency contact person cannot be reached, the student will remain with school officials until contact/reunification is made.

## Alternate School Space

In the event a Freire Charter School is no longer inhabitable then the school will relocate to an alternative space.

Parents will be alerted to the situation by a ONE CALL, the call will include:

- Directions and address to the alternative school space.
- Schedule adjustments (if necessary).
- When school will resume.
- Pertinent information regarding materials/books/etc.
- Communication tools that you can use to stay up to date regarding the situation.
- The school will provide community members with support and assistance in order for them to relocate to the alternative site:
- The details of this support will be provided in the communication to parents.
- The school will make schedule and calendar adjustments as needed to ensure that the adequate amount of instructional time is maintained.
- The school and administration will work hard to replace all instructional materials in a timely fashion.

## High School Procedures, Routines & Policies

### School Contact Information

Freire Charter School  
2027 Chestnut Street  
Philadelphia, PA 19103  
**Telephone 214.557.8555**  
**Fax 215.557.9051**

### Administrative Contact Information

Kelly Davenport, Head of School, 215-592-4252, [kelly@freirecharterschool.org](mailto:kelly@freirecharterschool.org)

Chris Zagacki, Head of Academics, ext. 1046, [chrisz@freirecharterschool.org](mailto:chrisz@freirecharterschool.org)

David Shahriari, Head of Academic Supports, ext 1901, [daves@freirecharterschool.org](mailto:daves@freirecharterschool.org)

Bill Porter, Head of Academic Affairs, ext 1900, [bill@freirecharterschool.org](mailto:bill@freirecharterschool.org)

Deb Seyler, Director of Student Services, ext 1932, [Deb.Seyler@freirecharterschool.org](mailto:Deb.Seyler@freirecharterschool.org)

Lynn McGinley, Dean of Students, ext 1925, [lynn@freirecharterschool.org](mailto:lynn@freirecharterschool.org)

### Staff List & Contact Information:

A complete list of staff and how they can be contacted can be found on our website, [www.freirecharterschool.org](http://www.freirecharterschool.org).

### **Grading Policy:**

- Grades incorporate a student's work in the following areas:
  - Homework
  - Class Participation / Class work
  - Major Projects/Tests/Quarterly Final Exams or Projects
  - Quizzes
  - Other forms of teacher generated assessments
- Grades must reflect the following percentage assignment: 70% demonstrated mastery of material and 30% effort (homework and participation).

Most courses count for one credit unit (C.U.). Other courses may be assigned less credit. How much credit a course is assigned varies depending upon how frequently the course meets, for how much time it meets, as well as the particular requirements for that course.

### **Mid Terms and Final Exams :**

Freire teachers will give mid terms at the end of the first semester and final exams at the end of the second semester. Freire will follow amended schedules during these testing days. There will be one exam make-up day for absent students.

*During exams, all students must:*

- Study hard and come prepared for their exams
- Report to each exam **ON TIME**
- Stay for entire testing period for final exams (no early dismissals)
- Take an exam for each subject

### **Mid Terms and Final Exam Weighting:**

Mid term and final exams will count as a percentage toward the semester grade. The percentages increase by grade and are shown below:

- 9<sup>th</sup> grade – 10%
  - 10<sup>th</sup> grade – 15%
  - 11<sup>th</sup> grade – 15%
  - 12<sup>th</sup> grade – 20%
- 
- **Senior Exemption:** Any Senior holding a 93% average in a class as of the last grade check prior to Final exams will be exempt from taking the final exam for that class. (**12<sup>th</sup> grade ONLY**)

### **Parent-Student-Teacher Conferences:**

Parent-Student-Teacher Conferences are held once each year, in February, so that students can use their teachers' feedback in order to directly impact their grade for the remainder of the year.

All parents/guardians are strongly encouraged to meet with every teacher, regardless of how successful the student's performance may be. In some cases, conferences are mandatory for parents/guardians

### **Plagiarism & Cheating:**

Freire students are expected to create their own original work at all times. Any student who copies work from another student, another written source, or the Internet will not receive credit for that work. Students who copy work and students who allow their work to be copied will receive disciplinary action. Students who copy work from other students or allow theirs to be copied more than twice in one year may be brought to the Board for expulsion.

Consequences for Plagiarism:

- First Offense – Consequence assigned by the Head of Academics
- 2nd Offense- Parent meeting and academic contract
- 3rd offense – Informal hearing and recommendation for expulsion

NOTE: “Plagiarism is the practice of claiming, or implying, original authorship or incorporating material from someone else's written or creative work, in whole or in part, into ones own without adequate acknowledgment” (<http://en.wikipedia.org/wiki/Plagiarism>)

Lateness

Arrive to school on time. The school day begins at 8:00 am. Students not in their classrooms at 8:00am will be considered late. Students arriving late will report to their scheduled class.

- Any student that exhibits pattern of habitual or excessive lateness will be required to attend a mandatory meeting. At this time the student will be placed on a contract with consequences to be discussed at the time of the meeting.
- Any student who arrives after **9:00 am** without official documentation regarding an appointment (court, doctor, dentist, etc.) will not be permitted to stay. Parents will be contacted and the student will be sent home.

Student Absences:

Please see the Code of Conduct for definitions of excused and unexcused absences, as well as the attendance policy.

Excused student absence will be defined as an absence that is documented by one of the following; 1) doctor's note, 2) court note, 3) other note from a professional (dentist, therapist etc.).

**\*Parent notes will not be accepted as excused absences or to avoid truancy.**

### **Make-up Policy:**

**How do I make up work after I have been absent?**

It is the responsibility of a student who has been absent to obtain missed work homework and assignments from the teachers.

### **Prearranged absences:**

If a student knows ahead of time they will be absent or miss a class, they should make every effort to collect work from their teachers the day before and/or contact teachers or classmates about missed assignments before they return to school.

### **Unexpected absences:**

#### **Missed homework/class work policy:**

- Students who are absent must make up missed homework/class work assignments as soon as possible. **The number of days a student is absent is equal to the number of days a student has to make up an assignment.**

#### **Missed quizzes/test:**

- Students who are absent (excused or unexcused) **on the day of a test or quiz will be expected to take the test or quiz on the day that they return to school**, unless other arrangements have been made with their teachers. It is the student's responsibility to make an appointment with a teacher to make up this missed test or quiz. Students who miss this make-up appointment will not be eligible to receive credit for this test or quiz.

#### **Missed project/papers:**

- At a teacher's discretion, papers and other assignments that students knew about before being absent are due upon the student's return, or by email. If it is not handed in on the day of their return or e-mailed as required by the teacher, the assignment loses 10% each day for no more than 3 days. Please refer to the syllabus provided by the teacher.

### **Excessive class absence:**

If a student misses more than 25 classes in the course of a school year due to absences (or lateness) s/he will automatically need to redo that credit.

### **Homebound Policy**

In accordance with PA Code, a principal or teacher **may**, upon receipt of satisfactory evidence of mental, physical, or other urgent reasons, excuse a student for non-attendance during a temporary period and **may** provide those students with homebound instruction for a period not to exceed 3 months.

Parents can request homebound instruction in the event that a child is medically unable to attend school for a period of 4 weeks to 3 months due to:

- Physical disability
- Illness (acute or chronic)
- Injury
- Psychological or psychiatric condition

To submit a request for Homebound Instruction, parents must follow the following procedures:

- Parent must obtain from and return to the school nurse a completed Physician's Referral Form. The form **MUST** be completed by the doctor treating the specific condition causing the child's absence from school.
- Incomplete forms or forms with missing information will be considered; however, lack of information may be sufficient reason for a denial of homebound services.

- All information provided will be considered by the school team to determine whether or not homebound services should be provided. Parents will be informed of approval or denial of services.
- If services are approved, a meeting will convene in order to create a Homebound Instructional Plan for the student for the duration of the approved absence. A parent/guardian must attend this meeting and sign the plan and consent form.

Homebound instruction will be based on the Instructional Plan and the student will be marked “present” for school while receiving approved homebound instruction. The school nurse will monitor medical progress of student by contact with parent/guardian at least once during the scheduled absence. Once a student is ready to return to school, the school team will meet with a parent to review progress and suggest additional supports necessary to return the child to school. Progress reports from the home bound teacher will be used by teachers and administrators in the determination of a student's overall class grade.

**NOTICE:** Homebound instruction can only be granted for a period of 3 months. In the event that a student requires services for longer than 3 months, a parent must reapply for services following the procedure above. For students diagnosed with chronic illnesses requiring extended periods of homebound instruction throughout the school year, school teams may refer the student for evaluation for continuation of services under IDEA or Section 504 of the Rehabilitation Act.

**Parent/School Communication:**

Freire Charter School has an open door policy for parents. If a parent has a concern we want to know about it. In order to provide you with the most personalized service we ask that you inform us of you concerns in a timely manner. You may wish to do this either by telephone or email. Upon receiving your complaint we will certainly respond to you quickly and in a personalized manner.

**PowerSchool Parent Protocol:**

Parent access to student’s grades through PowerSchool will provide an opportunity for on-going conversations with your child regarding their progress in school. It will allow you the ability to see missing assignments. It will give you access to the date that grades were last updated for your child in a specific class by a specific teacher. It will also allow you to see attendance and tardies to school over a two week period.

Each parent will get a username and password to login to see their child’s grades. Often times grades are not updated on a daily basis and it is important to note when the gradebook was last stored which shows at the bottom of the individual class screen.

It is also important to recognize that PowerSchool access is not a way to check daily progress. As such, we are instituting a specific procedure for parent use.

- Parents are expected to communicate with their children 1st regarding any questions they have about a teacher’s gradebook or specific assignment.
- If the child cannot answer the parent’s question, the child is to ask the teacher for clarification of the assignment and score.

- If there is still further confusion or misunderstanding, then, and only then, should the parent contact the teacher. As teachers spend most of the day in their classrooms, it might be best to e-mail any questions or concerns you have once the above steps have been taken.
- Teachers will have 2 business days to respond to parent inquiries
- If you still have further concerns, you may contact the academic advisor.

***SPECIAL NOTES:***

**Many teachers DO NOT accept late assignments. If the student has an excused absence they are allowed to make them up. If the student has an unexcused absence the teacher may determine whether he or she will accept the assignment.**

**Teachers will be expected to update their grades on the 15<sup>th</sup> and 30<sup>th</sup> of each month.**

**Teachers will do as much as possible to clearly label the assignment or make notes.**

Early dismissal

- All students **MUST** be picked up personally by an authorized person if they need to leave prior to the end of the day
- **THE ONLY EXCEPTION:** If your child has prearranged medical appointment he/she be dismissed without being picked up **ONLY IF** they provide an official appointment card prior to the appointment. Otherwise we will require an authorized person to come to the school to sign to the child.
- Please **DO NOT** call and request your child be released early as we will be unable to comply with your request.
- **ONLY** adults listed in PowerSchool (as a parent, guardian or emergency contact) may sign out a student for an early dismissal. Individuals **NOT LISTED** in PowerSchool will not be allowed to pick up a student, **UNLESS** the parent/guardian provides permission via the phone.
- **ALL** adults must present proper identification (a valid photo id) when requesting an early dismissal for a student. **NO EXCEPTIONS**
- **Parent/Guardian MUST** come into the building to request an early dismissal. For your convenience, we have three parking spaces in the front of the building which are available for free for a maximum of 20 minutes.
- A student **MUST** be present in second period (official attendance period) in order to be marked present for that day. Therefore **ANY** student who receives an early dismissal prior to this time will be marked absent the remainder of the day.

Please note: For safety reasons the school will deny an early dismissal in the event that any of the above procedures are not followed.

### **Illness:**

If a student becomes ill in the class and he or she is no longer able to stay in class and work, a teacher will send him or her to the Assistant to Academic Support Team with a corridor pass. The corridor pass must specify the nature of the complaint. The Assistant will then send the student to the appropriate place. Students are NOT allowed to proceed to the nurse without the approval of the Assistant to the Head of Academic Supports.

### **Times when the nurse is not on site:**

On days that the nurse is not at the High School, the school will honor the wishes of the parents/guardians as to whether the student should stay in school for the day. In the event the nurse is not available and the school and parent do not agree about the resolution, the Head of Academic Support will have the authority to determine whether the student is too ill to stay in school. In the event a student is too ill to remain in school the student **MUST** be picked up by the parent/guardian or their designee. Please refer to the early dismissal policy. Students who are sick will not, under any circumstances, be allowed to leave school without being picked up by a parent/guardian or person they designate.

### **Times when the nurse is on site:**

When the nurse is on site she is the person who will determine whether or not the student is able to return to class. If the nurse determines that a student needs to leave then she will contact the parents and request that they pick up their student. The nurse is the only person who has the authority to determine a student must leave for the day. On days the nurse is not available the Assistant to the Head of Academic Supports will call the parent/guardian and then follow their wishes.

### **Medical Emergencies & Accidents:**

In the event you child has a medical emergency (defined as an incident that requires immediate medical attention) we will make him/her comfortable and begins appropriate first aid procedures. If your child needs to be transported to a hospital, an ambulance will be called. A school staff member will accompany your child to the hospital and stay with him/her until you arrive. If you cannot be reached, we will attempt to contact the emergency numbers you have listed as emergency contacts.

### **Athletic Eligibility:**

A student who participates in interscholastic athletics at Freire Charter School which is a member of the Pennsylvania Interscholastic Athletic Association, Inc. (P.I.A.A.) must adhere to the P.I.A.A. eligibility rules for student athletes.

To be eligible to participate in a sport, you must follow the guidelines below:

- **Academic/Behavioral Expectation:**
  - Must be passing 5 of their 6 classes.
  - Must come to school on time.
  - Must submit a doctor's note to return to school and to participate in sports if absent for three days or greater.
  - Must not be suspended or have any serious\* discipline issues for the reporting period.

\*Serious is defined as a write-up for defiance, disrespect or disruption.

NOTE: Any student who is suspended will lose their eligibility for a 5-day period that will begin on the first day of reinstatement.

- **Assessment of Eligibility:**
  - Athletic participation lists will be generated on the 15<sup>th</sup> and the 30<sup>th</sup>/31<sup>st</sup> of each month. All students who do not meet the expectations outlined above will not be able to participate for a 5 day period. After 5 days the ineligible student's academic record will be check again. If they meet the eligibility requirements the will be cleared to play until the next eligibility period. **There will be no exceptions.**
  
- **General Expectations:**
  - Must be a leader inside and outside of the school.
  - Must get all work covered and missed while away from school due to a game.
  - Must have a physical completed before joining the team.
  - Must have a parent permission form completed.

A student may not have reached their 19<sup>th</sup> birthday by June 30 immediately preceding the school year.

### **National Honor Society**

*Selection Procedures:* For many students, selection as a member of the National Honor Society (NHS) is the pinnacle of their achievements in school. This honor, recognized throughout the nation, is both the public recognition of accomplishment and the private commitment to continued excellence on the part of the new member.

One must remember, however, that selection to the National Honor Society is a privilege and not a right. In an effort to clarify how students are selected to the NHS at Freire, the steps of the selection process are outlined below.

### **Selection Procedures:**

- The Head of Academic Affairs reviews the transcripts of the members of the Junior and Senior classes. Any student who has a cumulative grade point average (GPA) of 85.00 and higher is placed on a list of potential members, and this list is given to the NHS advisor.
- The NHS advisor distributes a "Student Activity Information Form" to each student on the above list. Students must complete this form by the stated deadline if they wish to be considered for membership.
- The NHS advisor forwards all returned "Student Activity Information Forms" to a 5-member Faculty Council. The advisor also requests a "character summary" for each student from the Dean of Students. This information from the Dean is also forwarded to the Faculty Council.

- The Faculty Council meets to review each student's completed form and the Dean's remarks. The council examines each student in terms of his or her character, leadership, and service.
- After assessing the data, the members of the Faculty Council take a vote on each student to decide whether he or she will become a member of the NHS. A student who wins a majority of the votes is approved for membership to the NHS.
- Students are notified in writing about their selection to the National Honor Society.

**Dismissal Procedures:**

Every National Honor Society member should remember that he or she must be the embodiment of scholarship, service, leadership, and character. These four pillars are what earned you the honor of becoming an NHS member in the first place. At times, a member may fail to maintain the expected high standards, and it will become necessary to formally warn this member.

The following actions will result in a formal warning:

- Failing to attend a scheduled meeting without informing advisor in person of your absence in advance
- Accumulating more than 5 write-ups in any quarter
- Failing to complete an assigned responsibility (e.g. not showing up at an activity you are scheduled to do)
- G.P.A. drops below 85.00
- Severe violations of the Code of Conduct

The Faculty Council will meet once every three months—unless an emergency meeting is called—to review the records of each NHS member. If as a body, the Faculty Council decides you have not fulfilled your duty as a National Honor Society member, the honor of being a member of this society may be removed from you. You have the right to a pre-dismissal hearing and to be notified in writing of the actions being taken against you, the reasons for such actions, the time and date of the hearing. You have the right to respond either in writing or orally.

## Transportation

Students in grades 9<sup>th</sup> -12<sup>th</sup> who reside in Philadelphia and meet eligibility requirements will receive a weekly transpass from the school district of Philadelphia. Although Freire is responsible for distributing the transpasses the School district of Philadelphia is responsible for determining eligibility and then issuing passes to the school for distribution. Although Freire Charter School does not determine eligibility nor do we have any authority over transpasses, we still encourage parents to contact us with any questions and concerns. We will work to resolve any outstanding issues. If you DO NOT reside in the Philadelphia School District you need to contact the district you reside in. Please refer to out of district section below for contact information. The Assistant to the Head of Academic Supports is responsible for all transpass issues and can assist you with any question or concerns.

### Eligibility for Transpasses:

- Reside in the Philadelphia School District
  - Residents outside the district please refer to the following section
- Live **GREATER** than 2 miles from the school
  - The Philadelphia School District determines this through addresses and zip codes.

### Process for determining Eligibility:

- At the beginning of the year the district will process the addresses of all students registered at Freire Charter School.
- The students who are deemed eligible (see eligibility requirements) will be placed on a list that is sent to the school.
- The district will provide Freire with a list of eligible students and a transpass for EACH of those students. Please note: The school **ONLY** receives a transpass for the students whose names appear on the eligibility list.
- This process takes sometimes up to a month or more before the district has coordinated all of the information. During this period Freire relies on parents to ensure that students have transportation to and from school.

Please note: Freire submits all paperwork to the district in a very timely fashion. Once that paperwork is submitted Freire (and parents) have to wait until the district determines eligibility and then issues a transpass.

### Out of District Residents:

Students who reside ***outside*** of the Philadelphia School District must contact their home district directly in order to receive transportation.

- William Penn School District – Thomas Bradley – 610-824-8000
- Upper Darby School District – Jacob Bierling, Jr. 610-352-7112

According to PA state law districts are not required to provide transportation to students who attend a school that is more than 14 miles away from the home district.

**Freire Charter School is not responsible for lost or stolen passes. If a student loses their pass or it is stolen the student/parent will be responsible for his/her own transportation during that week. Please Note: The district provides one transpass per student. There are no “extra” transpasses.**

## **Lunch Program & Procedures**

### **IMPORTANT NOTE ABOUT NSLP APPLICATIONS:**

**We need all families to fill out the Free/Reduced lunch application in September of each school year. Without it we are denied substantial support funds for the students. Please do not write “NOT ELIGIBLE” on the form if you know your family does not qualify. Instead, simply enter an income (from the chart) that is over the eligibility limit. Without these forms we run the risk of not being eligible for important funding that would enhance the school programming.**

Freire provides lunch and a snack for students. At the beginning of the year we request that all families fill out the Free/Reduced lunch application. Once that application is received and processed families will receive a letter with their status, free, reduced or full pay. Students whose status is free may participate in each meal without any charges. Lunch costs will be roughly 40¢ for reduced status and roughly \$2.00 for full pay status. All reduced and free status students ARE REQUIRED to set up a lunch account at the beginning of the year. See specific details below.

### **Lunch Accounts:**

- The school will set up a lunch account for each student. The lunch account will include:
  - National School Lunch Program status (free, reduced, paid) (this is confidential information)
  - Payments made on the account.
- Parents are asked to activate their account by placing a payment at the beginning of the year. Parents may make a payment in the following ways:
  - Online (through pay pal) at [http://freirecharterschool.org/?page\\_id=93](http://freirecharterschool.org/?page_id=93)
    - This option is to pay via credit card only.
  - In person
    - Students can bring in money to pay for lunch accounts. All in person payments must be made to the main lobby greeter. In person payments must be in the form of cash or money order.

## Emergency Procedures

### **WHAT THE SCHOOL NEEDS FROM PARENTS/GUARDIANS IN AN EMERGENCY:**

- In the event of an emergency remain calm
- Do not call the school, the school will communicate with you as soon as we can via either text message, automated phone calls, or updates to our website
- If you DO NOT want you child dismissed to SEPTA should the school need to dismiss students from an evacuation site make sure that the reunification request is filed with the school. Contact David Shahriari: (215) 557-8555 X1901
- Please realize that if you child is dismissed to use public transportation they MOST likely will not have their personal belongings with them. This includes cell phones, coats, book bags, purses etc.
- The school will provide emergency SEPTA tokens for students who do not have their transpasses with them when the school building is evacuated
- Please review this entire plan and ask questions. Make sure that you understand exactly what will happen and the steps the school will take in response to an emergency
- An emergency can happen at any time, so we need you to make sure that the following information is always up to date in our system:
  - Guardian/Parent phone numbers:
    - Cell
    - Work
    - Home
  - Emergency Contacts:
    - Name/relationship and contact numbers
  - Reunification paperwork up to date and submitted

## **Fire and General Building Evacuation Procedure**

***THESE PROCEDURES WILL BE FOLLOWED AT ALL TIMES IN ALL FACILITIES  
THAT FREIRE CHARTER SCHOOL OCCUPIES***

In the event that the building needs to be evacuated students will be evacuated to one of the two evacuation sites:

- Primary: Rittenhouse Square Park  
19<sup>th</sup> and Walnut Street entrance
- Secondary: First Unitarian Church  
2125 Chestnut Street
- Parents will be informed of the evacuation as soon as possible. The following communication tools will be used during an emergency:

### **ONE CALL AUTOMATED SYSTEM**

- Calls will be sent out periodically so that parents/guardians can have up to date information

### **TEXT ALERT**

- Please note that only students or parents who have signed up for this service will receive these messages. Contact David Shahriari (215) 557-8555 X1901 at the school if you would like to sign up

### **WEB SITE POSTINGS**

- Please refer to the school's website for in depth information
- [www.freirecharterschool.org](http://www.freirecharterschool.org)

### **PARENTS/FAMILIES or QUICK LINKS menu:**

- Click on Emergency Preparedness

Once students have arrived at the evacuation site and attendance has been taken the administration will take one of the following steps:

- If the building is safe students will return to it and resume normal school activities.
- If the building is deemed unsafe then the students will be dismissed from the evacuation site.
- Early dismissal notification:
  - ONE CALL, TEXT, and website updates
  - KYW (#192) and NBC 10
  - DISMISSAL PROCEDURES:
  - Student's whose parents have elected for them to take SEPTA will be dismissed first.
  - The school will provide an emergency token for students who do not have their transpass

- The administration will then notify the parents/guardians of any student who has not been given permission to leave on their own and follow their reunification instructions.

***Students will not be permitted to return to the building which means that they may not have some of their belongings including coats, bags, etc.***

Students/Staff and Parents will be directed to the following media outlets for further updates regarding the schedule for the days following the emergency evacuation since the school building may be unusable for a period of time.

In the event of a medical emergency during an evacuation the following provisions have been made:

- School nurse will respond to all emergencies with an extensive first aid kit. Included in the kit are:
  - epinephrine pen (prescribed by the school's physician)
  - Albuterol inhaler (prescribed by the school's physician)
    - These items will be used only at the discretion of the nurse
- In the event that the nurse is not available during an evacuation the Head of Academic Supports will bring a similarly equipped first aid kit.
- Steps the administration will follow should a medical emergency occur:
  - Move affected student to the nearest safe location.
  - Call 911
  - Notify School Nurse
  - Student's family will be contacted by the school's Communications Officer

## **Lockdown**

***THESE PROCEDURES WILL BE FOLLOWED AT ALL TIMES IN ALL FACILITIES  
THAT FREIRE CHARTER SCHOOL OCCUPIES***

A lockdown procedure will be enacted during one of the following situations:

- An intruder has entered the school building
  - An intruder is defined as individuals who have not received permission from the school to be on school premises
- A violent/potentially violent event has happened outside of the school building and is a threat to students and staff in the school
- The school will follow the procedures below when enacting a lockdown:
  - 911 is immediately notified
  - All students in common area's will be cleared moved to a secure area.
  - The command center (main office) will notify all classrooms that the school is entering lockdown.
- Procedures that will be followed in classrooms and offices:
  - All doors will be locked
  - Windows will be covered
  - Lights and all equipment will be turned off
  - Students and teachers are expected to stay away from the door and be silent until the lock down is lifted
  - The school will await the response of the police
  - Once the police are on the scene the school will await their assessment of the situation and cooperate with them fully
- The front doors will be secured and locked and no one will be allowed in or out of the building (unless the dangerous individual attempts to leave)
- The only external communication during a lockdown will be from the school's Communications Officer
- As soon as possible the communications officer will alert parents of the situation via one of the following communication tools:

### **ONE CALL AUTOMATED SYSTEM**

- These will be dispatched periodically informing parents of pertinent information.

### **TEXT ALERT**

- Please note that only student/parents who have signed up for this service will receive these messages.

### **WEB SITE POSTINGS**

- Please refer to the school's website for in depth information
- [www.freirecharterschool.org](http://www.freirecharterschool.org)

### **PARENTS/FAMILIES or QUICK LINKS menu**

- Click on Emergency Preparedness

Once the police have cleared the building or declared the situation safe the school will either:

- Return to a normal schedule
- If the administration deems that students are able to return to a normal schedule the school day will continue as usual with dismissal at the normal time.
- Dismissal – If the administration decides to dismiss the students due to the situation then the reunification plan will be followed:

#### **DISMISSAL PROCEDURES**

- Student's whose parents have elected for them to take SEPTA will be dismissed first.
- Communications Officer will then notify the parents/guardians of any student who has not been given permission to leave on their own.
- These students **MUST** be picked up by a parent/guardian or designated emergency contact.
- Should a medical emergency occur during a lockdown staff are equipped with a first aid kit that is stored in the classroom emergency kit.
- Emergency Medical personnel will be on hand to deal with any potential injuries when the building is deemed safe by the police.
- Parents will be notified when the lockdown has been lifted and will be given any additional pertinent information.

## Shelter in Place

***THESE PROCEDURES WILL BE FOLLOWED AT ALL TIMES IN ALL FACILITIES  
THAT FREIRE CHARTER SCHOOL OCCUPIES***

Shelter in place will be enacted under the following conditions:

The school is directed by the Philadelphia Police or Fire Department to implement the plan, or when the school determines that a dangerous condition exists outside the school building and that it is unsafe for community members to leave the school building.

The procedure for shelter in place is as follows:

The HVAC system will be shut down to minimize the entrance of outside air into the facilities. Any other building system that needs to be shut down (depending upon the situation) will be.

Safety Team will alert all staff to shelter in place:

Students will continue to attend class and school functions will continue normally until the situation dictates otherwise.

The front door to the school will be locked and **no one except emergency personnel will be permitted to enter or leave the school.**

The safety team will ensure that all other doors are secured.

As soon as possible the communications officer will alert parents to the situation via one of the following communication tools

### **ONE CALL AUTOMATED SYSTEM**

- These will be dispatched periodically informing parents of pertinent information.

### **TEXT ALERT**

- Please note that only student/parents who have signed up for this service will receive these messages.

### **WEB SITE POSTINGS**

- Please refer to the school's website for in depth information
- [www.freirecharterschool.org](http://www.freirecharterschool.org)

### **PARENTS/FAMILIES or QUICK LINKS menu**

- Click on Emergency Preparedness

Should the need arise for shelter in place to continue beyond the normal school day special arrangements will be made accordingly:

- Students will not be dismissed until the school administrators have been alerted by the Fire or Police that it is safe to dismiss, or the school administration deems that it is safe for community members to leave the building.
- The school will provide necessary food, water and other provisions to all community members during a shelter in place scenario.
- Parents/guardians will be informed once the situation has been resolved.

## Appendix A: Code of Conduct & Handbook Contractual Agreement

Please Read Below and write your initials next to each statement and sign below.

I \_\_\_\_\_ have read and understand the Code of Conduct and the Freire  
(Print Student Name)

Charter School Student/Parent Handbook. I agree to follow all the rules and regulations outlined in the Code of Conduct and the Student/Parent Handbook which have been defined by the Freire Community.

\_\_\_\_\_ I realize it is my responsibility to take the code of conduct home and give it to my parents to review.

\_\_\_\_\_ I understand there are NO second chances for breaking the nonviolence policy.

\_\_\_\_\_ I understand that verbally harassing/abusing another person may be considered an act of violence.

\_\_\_\_\_ I understand that electronic devices of any type (including cell phones) are prohibited. I also realize that if I bring one of these items to school I do so at my own risk and the **school will not take financial responsibility for lost/stolen items.**

\_\_\_\_\_ I understand that I must dress appropriately.

\_\_\_\_\_ I understand that I must Always Be Kind and Respectful.

\_\_\_\_\_ I understand that I must keep the Grounds Neat and Clean.

\_\_\_\_\_ I understand that I must be ON Time and Ready to Learn.

\_\_\_\_\_ I understand that I must be Safe myself and with others.

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix B: Freire Charter School Attendance Agreement

Please Read Below and write your initials next to each statement and sign below.

\_\_\_\_\_ I understand that an excused absence is only an absence for official business like a court date, death in family, doctor or dentist appointments. I understand that I MUST bring in proof of these events with back to work slips and/or other documentation to prove my absence was for official business.

\_\_\_\_\_ I understand the attendance policy of Freire Charter School. I realize that if I reach 20 unexcused absences I will attend a mandatory meeting with my parent.

\_\_\_\_\_ I understand that after 25 unexcused absences I will be retained in my current grade, regardless of my academic standing or passing grades.

\_\_\_\_\_ I understand that after 31 unexcused absences I will be retained, regardless of my academic standing or passing grades, and asked to leave Freire Charter School.

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Date

## Appendix C: Freire Charter School Locker Contractual Agreement

Please Read Below and write your initials next to each statement and sign below.

I \_\_\_\_\_ have read and understand the locker policy as set forth in the Code of Conduct and the Freire Charter School Student/Parent Handbook. I promise to keep my locker in good shape as it is the property of the school. In addition, I will keep my school-issued lock on the locker.

\_\_\_\_\_ I understand that no one else may use my locker at any time.

\_\_\_\_\_ I understand I am responsible for the contents of the locker at all times.

\_\_\_\_\_ I understand that the contents of my locker may be searched at anytime.

\_\_\_\_\_ I understand that if my locker is left unlocked, the contents will be emptied and I may forfeit my right to have a locker.

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Locker Combination

\_\_\_\_\_  
Locker #

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Date

## **Appendix D: Freire Charter School Anti-Bullying Policy/Contract**

Bullying is defined as “actions (or threats of action) either physical or verbal which instill fear or which serve to demean an individual, committed by a community member over a period of time”. Bullying includes verbal and physical taunting or intimidation for any reason. Examples include, but are not limited to race, religion, sexual orientation, and so on. Bullying can occur in person, over the Internet (Myspace, Facebook, etc.), or through cell phones, cameras and video. Students and staff alike can be victimized. Similar to sexual harassment, bullying can occur regardless of the intentions of the bully(s); it is the perception of the victim that must be taken into consideration. Bullying often involves more than one person; bystanders (the “audience”) can take a passive role by encouraging the bully or by willingly not doing anything to prevent the abuse from occurring.

Freire takes a firm stance against bullying and resolves to address this negative behavior as it is detrimental to the well being of an individual, and it is a major disruption to the learning environment. To that end, FCS reserves the right to hold an “anti-bullying” policy.

In the event that a community member is found to be bullying (either as an aggressor or as a bystander) a member of the Freire community, the following steps shall be implemented effective immediately:

The student(s) involved will be suspended for a minimum of two days. Also, any student found to be in violation of local, state, or federal law will be referred to the local law enforcement agency and, if deemed necessary by said authority, arrests will be made.

Upon returning to school after the suspension, the student and a parent/guardian will meet with a school administrator (Dean) to outline the conditions for the student’s return. These conditions will be enumerated in a Student Contract. Those conditions can be, but are not limited to:

- A formal letter of apology written by the bullying student(s) to the victim and the victim’s family, if appropriate.
- A supervised project on bullying, including a research paper and daily public announcements about the topic.
- Mandatory counseling of the bullying student’s family.
- Mandatory appearance before the Board of Trustees for an official reprimand.
- An Informal Hearing and Contract will be issued to the bullying student, stating that any future infraction for bullying will result in the school’s recommendation of expulsion to the Board.
- Mandatory attendance at the bullying seminar

I have read the Freire Charter School Bullying Policy and agree to abide by the policy at all times.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Date

## Appendix E: Commitment to Excellence

### STUDENT COMMITMENT - *I fully commit to Freire Charter School in the following ways:*

- I will arrive at Freire Charter School every day by 7:50 A.M. (Monday-Friday).
- I will remain at Freire Charter School up until 4:30 P.M. when necessary, and longer if I need extra academic work (Monday-Thursday.) On Fridays, I'll be dismissed at 3:00.
- I will make arrangements to attend Freire functions during times beyond the traditional school day, with little exception.
- I will complete Freire Summer Orientation, as well as the summer reading assignment.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow students and me to learn.
- I will only be absent for excused reasons (sick, family emergency, legal issue, etc.) and I will call school to let the staff know. Also, I will bring an official doctors note, court notice, etc.
- I will ask questions if I do not understand something.
- I will always make myself available to my parents/guardians and school staff, and address any concerns they might have.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals involved with Freire Charter School.
- I will always listen to all my fellow community members and give everyone my respect.
- I am responsible for my own behavior, and I will follow the staff's directions.
- I will do whatever it takes to aim towards college.
- I promise to solve differences in a peaceful manner and to treat others with respect at all times

### STAFF COMMITMENT - *I fully commit to Freire Charter School in the following ways:*

- I will arrive at Freire Charter School every day by 7:50 A.M. (Monday-Friday).
- I will remain at Freire Charter School, or my designated location, until my obligations are complete (Monday-Friday).
- I will make arrangements to attend Freire functions during times beyond the traditional school day, with little exception.
- I will ask questions if I do not understand something.
- I will always teach and/or work in the best way I know how and I will do whatever it takes for students to learn.
- I will always make myself available to students and parents, and address any concerns they might have.
- I will always protect the safety, interests, and rights of all individuals involved with Freire Charter School
- I will do whatever it takes to move students towards college.
- I promise to solve differences in a peaceful manner and to treat others with respect at all times

### PARENT/GUARDIAN COMMITMENT - *I/We fully commit to Freire in the following ways:*

- I will make sure my student arrives at Freire Charter School every day by 7:50 A.M. (Monday-Friday).
- I will make arrangements so my student can remain at Freire Charter School until 3:00 P.M., and longer if they need extra academic work. (Monday-Friday).
- I will make arrangements for my student to attend Freire functions beyond the traditional school day, with little exception.
- I will ask questions if I do not understand something.
- I will ensure that my student completes the Freire Summer Orientation.
- I will always help my student in the best way I know how and I will do whatever it takes for him/her to learn. This means that I will
  - attend Parent-Teacher-Student conferences two times per year, or whenever necessary.
  - contact the teachers and staff if there is a concern.
  - remain active in my student's education.
  - do whatever it takes to move my student towards college.
  - read any and all papers that the school sends home to me.
- I will always make myself available to my student and the school, and address any concerns they might have.
- I will ensure that my student only misses school for excused reasons (sick, family emergency, legal issue, etc.). If my student is going to miss school, I will call and notify the school as soon as possible.
- I will allow my/our child to go on Freire field trips and participate in other off-campus events.
- I understand that my student must follow Freire Charter School rules and the Code of Conduct so as to protect the safety, interests, and rights of all individuals in our community. I, not the school, am responsible for the behavior and actions of my student.
- I will encourage and expect my student to solve conflicts only in a peaceful manner.

***Please sign below to demonstrate your commitment to excellence.***

*Failure to adhere to these commitments can lead to loss of privileges or removal from Freire*

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_  
(Required for ALL GRADES)

## **Appendix F: NO SECOND CHANCES & NONVIOLENCE POLICY CONTRACT**

Freire is a nonviolent community. This policy, written by the Freire Charter School Board, **mandates a recommendation of expulsion for all acts of violence (including acts committed in self defense)**. The recommendation will be made by the designated school personnel and will be carried out regardless of the circumstances surrounding any specific event or the disciplinary history or academic standing of any student involved.

My child and I have read, discussed and agree to the following:

- Freire Charter School is a non violent school and as a member of the school my child and I promise that he/she will not to be involved any act of violence no matter the circumstances, **including acts of self defense**.
- My child and I understand that any act of bullying is a violation of the No second chances and nonviolence policy.
- There are **NO SECOND CHANCES**. Any violation of the above policies will result in my child being recommended for expulsion.
- I understand that Freire Charter School is a school of choice and that it is my right to withdraw my child at any time. If my child is recommended for expulsion for a violation of the nonviolence policy **withdrawing them from Freire will immediately stop the expulsion process** as the school cannot move to expel a student that is no longer enrolled in the school.
- I acknowledge that Freire Charter School provides many different programs that are specifically designed for my child to learn how to solve conflict in a nonviolent way. These programs include mediation, character building, anger management, individual counseling, family therapy, and bullying prevention programs. It is my responsibility, as a parent, to contact the school and request additional support should I feel that my child requires it in order to be successful at Freire Charter School.
- I understand that Freire teachers and staff are here to support my child in any way they can so that neither my child nor I will ever use violence at Freire Charter School.

**There are NO SECOND CHANCES for students  
who break this policy.**

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix A: Code of Conduct & Handbook Contractual Agreement

Please Read Below and write your initials next to each statement and sign below.

I \_\_\_\_\_ have read and understand the Code of Conduct and the Freire  
(Print Student Name)

Charter School Student/Parent Handbook. I agree to follow all the rules and regulations outlined in the Code of Conduct and the Student/Parent Handbook which have been defined by the Freire Community.

\_\_\_\_\_ I realize it is my responsibility to take the code of conduct home and give it to my parents to review.

\_\_\_\_\_ I understand there are NO second chances for breaking the nonviolence policy.

\_\_\_\_\_ I understand that verbally harassing/abusing another person may be considered an act of violence.

\_\_\_\_\_ I understand that electronic devices of any type (including cell phones) are prohibited. I also realize that if I bring one of these items to school I do so at my own risk and the **school will not take financial responsibility for lost/stolen items.**

\_\_\_\_\_ I understand that I must dress appropriately.

\_\_\_\_\_ I understand that I must Always Be Kind and Respectful.

\_\_\_\_\_ I understand that I must keep the Grounds Neat and Clean.

\_\_\_\_\_ I understand that I must be ON Time and Ready to Learn.

\_\_\_\_\_ I understand that I must be Safe myself and with others.

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix B: Freire Charter School Attendance Agreement

Please Read Below and write your initials next to each statement and sign below.

\_\_\_\_\_ I understand that an excused absence is only an absence for official business like a court date, death in family, doctor or dentist appointments. I understand that I MUST bring in proof of these events with back to work slips and/or other documentation to prove my absence was for official business.

\_\_\_\_\_ I understand the attendance policy of Freire Charter School. I realize that if I reach 20 unexcused absences I will attend a mandatory meeting with my parent.

\_\_\_\_\_ I understand that after 25 unexcused absences I will be retained in my current grade, regardless of my academic standing or passing grades.

\_\_\_\_\_ I understand that after 31 unexcused absences I will be retained, regardless of my academic standing or passing grades, and asked to leave Freire Charter School.

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Date

## Appendix C: Freire Charter School Locker Contractual Agreement

Please Read Below and write your initials next to each statement and sign below.

I \_\_\_\_\_ have read and understand the locker policy as set forth in the Code of Conduct and the Freire Charter School Student/Parent Handbook. I promise to keep my locker in good shape as it is the property of the school. In addition, I will keep my school-issued lock on the locker.

\_\_\_\_\_ I understand that no one else may use my locker at any time.

\_\_\_\_\_ I understand I am responsible for the contents of the locker at all times.

\_\_\_\_\_ I understand that the contents of my locker may be searched at anytime.

\_\_\_\_\_ I understand that if my locker is left unlocked, the contents will be emptied and I may forfeit my right to have a locker.

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Locker Combination

\_\_\_\_\_  
Locker #

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Date

## Appendix D: Freire Charter School Anti-Bullying Policy/Contract

Bullying is defined as “actions (or threats of action) either physical or verbal which instill fear or which serve to demean an individual, committed by a community member over a period of time”. Bullying includes verbal and physical taunting or intimidation for any reason. Examples include, but are not limited to race, religion, sexual orientation, and so on. Bullying can occur in person, over the Internet (Myspace, Facebook, etc.), or through cell phones, cameras and video. Students and staff alike can be victimized. Similar to sexual harassment, bullying can occur regardless of the intentions of the bully(s); it is the perception of the victim that must be taken into consideration. Bullying often involves more than one person; bystanders (the “audience”) can take a passive role by encouraging the bully or by willingly not doing anything to prevent the abuse from occurring.

Freire takes a firm stance against bullying and resolves to address this negative behavior as it is detrimental to the well being of an individual, and it is a major disruption to the learning environment. To that end, FCS reserves the right to hold an “anti-bullying” policy.

In the event that a community member is found to be bullying (either as an aggressor or as a bystander) a member of the Freire community, the following steps shall be implemented effective immediately:

The student(s) involved will be suspended for a minimum of two days. Also, any student found to be in violation of local, state, or federal law will be referred to the local law enforcement agency and, if deemed necessary by said authority, arrests will be made.

Upon returning to school after the suspension, the student and a parent/guardian will meet with a school administrator (Dean) to outline the conditions for the student’s return. These conditions will be enumerated in a Student Contract. Those conditions can be, but are not limited to:

- A formal letter of apology written by the bullying student(s) to the victim and the victim’s family, if appropriate.
- A supervised project on bullying, including a research paper and daily public announcements about the topic.
- Mandatory counseling of the bullying student’s family.
- Mandatory appearance before the Board of Trustees for an official reprimand.
- An Informal Hearing and Contract will be issued to the bullying student, stating that any future infraction for bullying will result in the school’s recommendation of expulsion to the Board.
- Mandatory attendance at the bullying seminar

I have read the Freire Charter School Bullying Policy and agree to abide by the policy at all times.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Date

## Appendix E: Commitment to Excellence

### STUDENT COMMITMENT - *I fully commit to Freire Charter School in the following ways:*

- I will arrive at Freire Charter School every day by 7:50 A.M. (Monday-Friday).
- I will remain at Freire Charter School up until 4:30 P.M. when necessary, and longer if I need extra academic work (Monday-Thursday.) On Fridays, I'll be dismissed at 3:00.
- I will make arrangements to attend Freire functions during times beyond the traditional school day, with little exception.
- I will complete Freire Summer Orientation, as well as the summer reading assignment.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow students and me to learn.
- I will only be absent for excused reasons (sick, family emergency, legal issue, etc.) and I will call school to let the staff know. Also, I will bring an official doctors note, court notice, etc.
- I will ask questions if I do not understand something.
- I will always make myself available to my parents/guardians and school staff, and address any concerns they might have.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals involved with Freire Charter School.
- I will always listen to all my fellow community members and give everyone my respect.
- I am responsible for my own behavior, and I will follow the staff's directions.
- I will do whatever it takes to aim towards college.
- I promise to solve differences in a peaceful manner and to treat others with respect at all times

### STAFF COMMITMENT - *I fully commit to Freire Charter School in the following ways:*

- I will arrive at Freire Charter School every day by 7:50 A.M. (Monday-Friday).
- I will remain at Freire Charter School, or my designated location, until my obligations are complete (Monday-Friday).
- I will make arrangements to attend Freire functions during times beyond the traditional school day, with little exception.
- I will ask questions if I do not understand something.
- I will always teach and/or work in the best way I know how and I will do whatever it takes for students to learn.
- I will always make myself available to students and parents, and address any concerns they might have.
- I will always protect the safety, interests, and rights of all individuals involved with Freire Charter School
- I will do whatever it takes to move students towards college.
- I promise to solve differences in a peaceful manner and to treat others with respect at all times

### PARENT/GUARDIAN COMMITMENT - *I/We fully commit to Freire in the following ways:*

- I will make sure my student arrives at Freire Charter School every day by 7:50 A.M. (Monday-Friday).
- I will make arrangements so my student can remain at Freire Charter School until 3:00 P.M., and longer if they need extra academic work. (Monday-Friday).
- I will make arrangements for my student to attend Freire functions beyond the traditional school day, with little exception.
- I will ask questions if I do not understand something.
- I will ensure that my student completes the Freire Summer Orientation.
- I will always help my student in the best way I know how and I will do whatever it takes for him/her to learn. This means that I will
  - attend Parent-Teacher-Student conferences two times per year, or whenever necessary.
  - contact the teachers and staff if there is a concern.
  - remain active in my student's education.
  - do whatever it takes to move my student towards college.
  - read any and all papers that the school sends home to me.
- I will always make myself available to my student and the school, and address any concerns they might have.
- I will ensure that my student only misses school for excused reasons (sick, family emergency, legal issue, etc.). If my student is going to miss school, I will call and notify the school as soon as possible.
- I will allow my/our child to go on Freire field trips and participate in other off-campus events.
- I understand that my student must follow Freire Charter School rules and the Code of Conduct so as to protect the safety, interests, and rights of all individuals in our community. I, not the school, am responsible for the behavior and actions of my student.
- I will encourage and expect my student to solve conflicts only in a peaceful manner.

***Please sign below to demonstrate your commitment to excellence.***

*Failure to adhere to these commitments can lead to loss of privileges or removal from Freire*

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_  
(Required for ALL GRADES)

## **Appendix F: NO SECOND CHANCES & NONVIOLENCE POLICY CONTRACT**

Freire is a nonviolent community. This policy, written by the Freire Charter School Board, **mandates a recommendation of expulsion for all acts of violence (including acts committed in self defense)**. The recommendation will be made by the designated school personnel and will be carried out regardless of the circumstances surrounding any specific event or the disciplinary history or academic standing of any student involved.

My child and I have read, discussed and agree to the following:

- Freire Charter School is a non violent school and as a member of the school my child and I promise that he/she will not to be involved any act of violence no matter the circumstances, **including acts of self defense**.
- My child and I understand that any act of bullying is a violation of the No second chances and nonviolence policy.
- There are **NO SECOND CHANCES**. Any violation of the above policies will result in my child being recommended for expulsion.
- I understand that Freire Charter School is a school of choice and that it is my right to withdraw my child at any time. If my child is recommended for expulsion for a violation of the nonviolence policy **withdrawing them from Freire will immediately stop the expulsion process** as the school cannot move to expel a student that is no longer enrolled in the school.
- I acknowledge that Freire Charter School provides many different programs that are specifically designed for my child to learn how to solve conflict in a nonviolent way. These programs include mediation, character building, anger management, individual counseling, family therapy, and bullying prevention programs. It is my responsibility, as a parent, to contact the school and request additional support should I feel that my child requires it in order to be successful at Freire Charter School.
- I understand that Freire teachers and staff are here to support my child in any way they can so that neither my child nor I will ever use violence at Freire Charter School.

**There are NO SECOND CHANCES for students  
who break this policy.**

\_\_\_\_\_  
Parent Signature  
(Required for 5<sup>th</sup> – 9<sup>th</sup> grade)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix G: Bus Behavior Contract (5<sup>th</sup> & 6<sup>th</sup> grade only)

I realize that the bussing service provided by Freire Charter Middle School is a privilege given by the school. Outlined below are the rules and consequences for the bus as stated in the student handbook.

### **Bus Behavior and Expectations**

Students who take a school bus are expected to act according to the Freire Code of Conduct and related policies (including but not limited to, No Second Chances/Nonviolence policy, Anti-Bully policy, Bus Behavior Contract etc.) these rules apply whenever a student is on a school bus, at the bus stop or traveling to/from the bus stop. Any student who does not follow the code of conduct will be subject to the appropriate consequences for their behavior as outlined in the code. Freire Charter School reserves the right to suspend a students bus privilege at any time as a result of their behavior.

### **Consequences for inappropriate bus behavior**

**Since school officials do not ride the bus, the school considers the bus driver to be an agent of the school during transportation. The bus driver is the main disciplinarian while students are on the bus. All disciplinary write ups from the bus driver will be investigated and students will face consequences as outlined below.**

- **Minor Incidents** – Warning Letter & Phone Call to Parent
  - Examples
    - Not sitting in seat
    - Eating on the bus
    - Teasing, vulgarity or mild cursing
    - 1 write up will result in a lunch detention
    - 2 write ups will result in a parent phone call
- **Moderate Incidents** – **One week minimum suspension from the school bus** and assigned seat upon reinstatement. **Mandatory Parent/Student reinstatement meeting** to review the incident and the expectations.
  - Examples
    - Not following instructions of the bus driver/disrespectful to the driver
    - Throwing objects
    - Standing on the seat or moving around the bus
    - Horseplay
    - Severe cursing and obscene vulgarity
    - Being loud and unruly
    - Upon the 3<sup>rd</sup> disciplinary write up student will be suspended for a minimum of one week from the school bus

- **Severe Incidents – Dismissal from the school bus for the remainder of the school year** (child may not ride the school bus). Mandatory Parent/Student meeting to review the parent’s alternate transportation plan for the remainder of the school year.
  - Examples
    - Destruction of school bus property
    - Endangering self or others
    - Shouting from the bus at pedestrians/throwing objects off the bus
    - **Upon the 4<sup>th</sup> write up in a quarter student will be dismissed from the school bus for the remainder of the quarter and the following quarter. Upon the 6<sup>th</sup> overall write up the student will be dismissed from the school bus for the remainder of the year.**

**I acknowledge that I have read, understand and agree to the following rules and procedures as they pertain to busing services.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date