



2018-2019

STUDENT & FAMILY HANDBOOK

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19129**

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www.euacademycs.org

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Eastern Academy Charter School

An Early College High School

www.easternacademycs.org

SECTION I

INTRODUCTION

PURPOSE OF HANDBOOK

The purpose of this handbook is to provide students and parents with basic information regarding the philosophy, goals, educational program and Code of Conduct of Eastern Academy Charter School. This handbook is subject to change as deemed necessary by the CEO/Principal or Board of Trustees of Eastern Academy Charter School.

As parents/guardians, you are the primary educators of your children. We assume that in choosing to send your child to Eastern Academy Charter School, you are in agreement with our philosophy and objectives. Because of our shared responsibility, it is essential that we maintain clear and open communication. Please make sure that you know the name of your child's Advisor (teacher) and his/her Principal. You are encouraged to personally communicate with your child's Advisor whenever questions arise regarding your child's learning and learning program. We want you to feel empowered to be an active member of your child's educational process.

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Mission Statement

The Eastern Academy (grades 7-12) seeks to provide a holistic, college-integrated learning community dedicated to the education of each student in the context of his/her unique interests. The Academy will provide students with an environment of excitement and early expectation through an integrative discovery-based learning experience that will develop logical reasoning, critical thinking, and purpose-driven global citizens. The school will graduate self-directed, self-aware learners many of whom will have successfully mastered college level work.

Motto

THINK BIG, LIVE ON PURPOSE, & EXCEL AT LIFE™

Our commitment to this mission to prepare your child for college is based on the documented belief that **every child can learn**. And we strive to fulfill this mission **one student at a time**.

Student Equal Opportunity

Eastern Academy Charter School ensures equal educational opportunity for all students and prohibits discrimination on the basis of religion, race, gender, sexual orientation, height, weight, color, national origin, socio-economic status, handicap or disability or any other protected group status in the educational programs and activities not limited to, but including course offerings, athletic programs, guidance and counseling, tests and procedures.

Partners in Success in School:

- Board of Trustees
- Staff (including Administrative and Teaching)
- Parents
- Students Meeting and Exceeding Expectations ("ME" is ME!)

**Eastern Academy Charter School
2018-2019**

BOARD OF TRUSTEES

*Chairman: James Turner
Vice Chairman: Monet Sifford-Wilson
Secretary: Carmen Finney
Treasurer: Sidney Johnson
Samuel Grannum
George James
Bryant Lee Phillips
Zakiyyah Salahudin*

SCHOOL ADMINISTRATORS

Omar Barlow

*Chief Executive Officer and Principal
obarlow@easternacademy.org*

Yvonne Turner

*Chief Operating Officer
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Taneisha Spall

*Assistant Principal
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Joseph Williams

*Dean of Students
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ADMINISTRATIVE STAFF

Martina Mitchell

*Executive Assistant/Registrar
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Danielle Thompson

*Administrative Assistant/Operations
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Christine Truitt

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Nia Ford

*Special Education Coordinator
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Fela Murray

*School Counselor/Early College Coordinator
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Laine Whitaker

*College and Career Readiness Consultant
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Darlene Rivers

*Administrative Assistant/Food Services
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Mark Blake and Eric Tindal

*School Climate Assistants
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TEACHING STAFF

Communications

Grade 7/8	Reginald Jordan	rjordan@easternacademycs.org
Grade 9	Andrea Isom	aisom@easternacademycs.org
Grade 10	Cindy Grey	cgrey@easternacademycs.org
Grade 11	Raymond Polonsky	rpolonsky@easternacademycs.org
Grade 12	Andrea Isom	aisom@easternacademycs.org

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Grade 7/8	Pamela Rockwell	prockwell@easternacademycs.org
Grade 9	Tasha Blakeney	tblakeney@easternacademycs.org
Grade 10	Kojuan Barnett	kbarnett@easternacademycs.org
Grade 11	Gardith Edouard	gedouard@easternacademycs.org
Grade 12	Danielle Hayes	dhayes@easternacademycs.org

Social Reasoning

Grade 7/8	Reginald Jordan	mmander@easternacademycs.org
Grade 9	Maurice Mander	jwilliams@easternacademycs.org
Grade 10	Isaac Dunn	idunn@easternacademycs.org
Grade 11	Kyana Hopkins-Thomas	jwinters@easternacademycs.org
Grade 12	Isaac Dunn	idunn@easternacademycs.org

Quantitative Reasoning

Grade 7/8	Andre Stokes	astokes@easternacademycs.org
Grade 9	Charles Horning	chorning@easternacademy.org
Grade 10	Jamal Pride/John Winters	
Grade 11	Jamal Pride	jpride@easternacademycs.org
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ACADEMY PARENTS

Eastern Academy Charter encourages the parents/guardians of all students to participate in the Academy Parents Association. This group will serve as the following:

- A source of information about Eastern Academy
- Support for parents seeking to help their children's learning
- An opportunity for input on school policies

The Academy Parents Association meets regularly. A typical meeting agenda might include:

- informational updates about Eastern Academy Charter School
- expert advice about how parents can support their children's learning and promote appropriate behaviors
- opportunities to provide school leaders with input, suggestions, and to ask questions
- opportunities to volunteer or participate in school activities

In addition, all parents are required to submit an Academy Parent Commitment form. On this form, parents will be given the opportunity to select which areas they will volunteer their time and/or other valuable resources. Please visit our website for a printable copy of this form.

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STUDENTS MEETING AND EXCEEDING EXPECTATIONS ("ME") . . .

Think BIG, Live on PURPOSE and Excel at LIFE”

“ME” is ME!

Student College-Ready Goals for Achievement

Student Focus:

- Demonstrate academic excellence in High School/College-Ready Competencies
- Demonstrate proficiency/advanced on PSSA/ Keystone performance
- Demonstrate proficiency/advanced performance on the assessments/end-products
- Successfully graduate or be promoted to the next grade

Internal Asset Appreciation

Social Competencies: Effective Planning and Decision Making

- Demonstrate the effective use of your planner and meet your personal learning goals

Internal Asset Appreciation

Commitment to Learning:

- **BE IN SCHOOL AND BE ON-TIME**
- Submit ALL assignments with excellence and on-time
- Be “actively engaged” in the process of learning within my advisory/seminars

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SECTION II

ATTENDANCE

ARRIVAL & DEPARTURE

Morning Arrival

School starts at 7:42 AM. Students who are not in the building and in class by 7:42 AM are considered to be late.

Dismissal

School ends at 2:25 PM. However we follow a staggered dismissal schedule as follows:

- 2:00 All middle school classes
 - 2:19 High School 9th and 10th grade
 - 2:25 High School 11th and 12th grade
-
- **The school's doors will close at 3:55 p.m.** Students not enrolled in after school activities, tutoring or in one-on-one meetings with advisors or any other staff person, should be picked up or be on public transportation by this time.
 - **Students will only be permitted to stay in the building** after 3:55pm if they are being supervised by an advisor or other staff person.
 - **After- school activities** All afterschool activities will have a designated end-time. No students will be permitted to stay in the building without being supervised by a staff person.

EARLY DISMISSALS

Students are not permitted to leave school during school hours due to sickness, appointments, or any reason without the permission of the CEO/Principal or School Nurse.

When an emergency makes it necessary for a student to leave before dismissal, the student's parent or guardian is required to send a written request or appointment card for such dismissal giving the reason for the dismissal. Contact information for verification must be presented. Students must submit the parent or guardian's written request with contact information for verification to the Attendance Clerk during the Advisory period.

If a student needs to be picked up before the normal dismissal time, his or her parent/guardian must report to the Front Desk to sign the student out. Before any student is permitted to be taken out of the building prior to regular dismissal, the early

dismissal will require approval by a member of the administration.

So that the learning process is not interrupted constantly, we ask parents/guardians for their cooperation in limiting early dismissals to emergencies.

TRUANCY POLICY

The educational program offered by Eastern Academy Charter School depends on students' regular presence, continuity of instruction and classroom participation in order for them to achieve consistent educational progress and success. A missed day of school is a missed learning opportunity.

Parent's cooperation in ensuring good attendance in school is not only critical to student learning, but also daily and punctual attendance at school for students between ages 6 and 17 is compulsory by law. Attendance in school is a serious matter, which requires reporting of students who are chronically absent without excuse and their parent/guardian. This may get the courts involved, and also may result in penalties imposed on the student, his or her parent/guardian, or both.

As defined by the Pennsylvania Department of Education, "truancy" by a student of compulsory school age is "any unexcused absence from school."

Our school complies with the Pennsylvania Department of Education "24 P.S. 13-1327 Compulsory Attendance and Truancy Elimination Plan Basic Education Circular" as it pertains to charter schools, Act 138 of 2016, and the attendance policy of the school's Board of Trustees. Therefore, Eastern Academy Charter School will report to the student's school district of residence when he or she is habitually truant as defined by 24 P.S. § 13-1333.

When a Student is Absent from School

- If a student will be absent, please call the main office before 8:30 a.m. A parent must give the student's name, grade and reason for absence. This may be left on the answering machine. A call will be placed to the parent's home or workplace notifying him or her of the absence.
- However, **oral notification of an absence is not a substitute** for submitting a note signed by the parent/guardian, which must

accompany the student upon return to school, though in no event later than three (3) days after returning to school.

- Acceptable excuse notes may be made using a confirmed email address and must include the student's name, grade, dates of absence, reason for absence, and the signature of the student's parent/guardian. Failure to submit an excuse note will result in the absence being an illegal one, and will be marked as "unexcused."
- If a student is absent for more than three (3) days, he/she must return to school with a note from a physician, as well as a note from his/her parent/guardian.
- The student's parent/guardian will discuss any work missed during the absence with the teacher. The student will be expected to make up this work according to the teacher's make-up work policy.

Excused or Legal Absences

The following are state-approved "excused absences," which are the only conditions that Eastern Academy Charter School will recognize as legal and reasonable causes for absence from school:

1. ILLNESS -- Upon written parental request, a student may be excused during school hours for the purpose of obtaining professional health care or therapy service if rendered by a licensed practitioner of the healing arts. To the maximum extent possible, however, the Academy encourages that any such appointments be made outside of school hours in order to minimize interference with the student's regular program of study.
2. QUARANTINE
3. RECOVERY FROM AN ACCIDENT

DEATH OF A FAMILY MEMBER -- In the event that a student experiences a death in the family, the student's parent/guardian should be asked to contact the School to verify the reason for the student's absence. School Administration will work with the family to ensure a reasonable return to school and assist the family, if necessary, in finding support for the student in dealing with the death.

- COURT APPEARANCE
- FAMILY EDUCATIONAL FIELD TRIP (with prior approval from the CEO/Principal)
- OBSERVANCE OF THE BOARD OF TRUSTEES-APPROVED RELIGIOUS HOLIDAYS AND ACTIVITIES -- Upon written request by parent/guardian, students may be excused from school for religious holidays observed by bona fide religious groups and to attend classes for religious instruction pursuant to Section 1546 of the Public School Code of 1949 (24 P. S. § 15-1546). Excusal for religious instruction will be limited to a total of not more than 36 hours per school year.
- OUT-OF-SCHOOL SUSPENSIONS -- A student who is suspended is absent but counted as an excused absence for reporting purposes.

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

Unexcused or Illegal Absences

The following conditions are considered by Eastern Academy Charter School to be illegal, in which case the absence will be permanently recorded as unexcused:

- No note from a parent/guardian is received by the Academy explaining the absence within three (3) days of returning to school.
- Lack of proper immunizations or waiver after the first day of school.
- Other reasons not listed as "Excused."

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

1. Woke up late
2. Out-of-town family travel

3. Family illness
4. Spending time at home with family members
5. Missing the bus (exception: if our buses are late or do not show up at designated stop) or other transportation issues

When a student is late without excuse, he or she is still considered to be truant.

When a Student is Absent Without Excuse and/or Truant (3+ Unexcused Absences)

- **Every unexcused absence** will result in a documented telephone call or other contact with the student's parent/guardian.
- The Academy will report unexcused absences directly to the Pennsylvania Department of Education through the Pennsylvania Information Management System (PIMS) system.
- At the **3rd unexcused absence**, the Academy will send the parent/guardian an official notice of the student's truancy, containing a description of the potential consequences that may ensue if the student becomes habitually truant (i.e. fines ranging from \$300 for the first offense up to \$750 for a third offense, community service, attendance at a course or program designed to improve school attendance, referral to county children and youth services, up to 3 days in jail for contempt of court, etc.).
- When the official truancy notice is transmitted to a person in parental relation to a truant student, who is not the biological or adoptive parent, the notice also will be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the Academy and the parent/guardian is not precluded from receiving the information by court order.
- From the **4th unexcused absence**, the Academy will offer, in advance and in writing, a School Attendance Improvement Conference to the student and his or her parent/guardian. At the School Attendance Improvement Conference with the Advisor, the student's absences and reasons for absences will be examined. An individualized School Attendance Improvement Plan will be developed using the same, or substantially similar, form prescribed by PDE, for the purpose of documenting the outcome of the conference. A Truancy Elimination Contract also will be

developed. Additionally, during the conference, a City of Philadelphia Department of Human Services Parent/Guardian Consent to Disclose Educational Information form will be sought from the parent/guardian, should the student become habitually truant.

- From the **6th unexcused absence of a student with an IEP**, the Academy will convene, in addition to the School Attendance Improvement Conference, an IEP meeting for revisiting the student's IEP so that goals for attendance may be established.
- If the parent/guardian of a truant student decides not to participate or fails to attend the School Attendance Improvement Conference then, after attempts to contact the parent or guardian in writing and by telephone, the Academy must still hold such conference and develop a written School Attendance Improvement Plan.

When a Student is Habitually Truant (6+ Unexcused Absences)

- For a **habitually truant student under age 15, who has accumulated 6 or more unexcused absences**, the Academy either will refer the student to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. The Academy will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held. Additionally, the student will be referred to the Dean. The Dean will employ Restorative Justice Practices (discussed in the Code of Conduct section) and will revisit the School Attendance Improvement Plan.
- For a **habitually truant student above age 15, who has accumulated 6 or more unexcused absences**, the Academy either will refer the student to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will file a citation in Truancy Court against the student or the person in parental relation who resides in the same household as the student. The Academy will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held. Additionally, the student will be referred to the Dean. The Dean will employ Restorative Justice Practices (discussed in the Code of

Conduct section) and will revisit the School Attendance Improvement Plan.

When a Student is Excessively Truant (10+ Unexcused Absences)

- **After accumulation of 10 days of absence per school year, whether excused or otherwise,** a physician's excuse will be required for any additional absences. Absences not covered by the appropriate documentation will be considered illegal.
- For an **excessively truant student under age 15, who has accumulated 10 or more unexcused absences,** the Academy will refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. The Academy will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held. In addition, the Academy may bring to court the parent/guardian of an **excessively truant student under age 15 who has accumulated 10 unexcused absences,** by filing a citation in Truancy Court. The Academy will verify that that official truancy notice was sent and a School Attendance Improvement Conference was held. Additionally, a home visit will be conducted by a school staff member to review with the student and his or her parent/guardian the potential consequences of excessive truancy.
- For an **excessively truant student above age 15, who has accumulated 10 or more unexcused absences,** and who continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or refuses to participate in a school-based or community-based attendance improvement program as recommended through the School Attendance Improvement Conference, the Academy may refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. When referring a **habitually or excessively truant student above age 15** to DHS or filing a citation with the Court, the Academy will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held. Additionally, a home visit will be conducted by a school staff member to review with the student and his or her parent/guardian the potential consequences of excessive truancy.

- Eastern Academy Charter School will follow the Charter School Truancy Intervention Protocol (TIP) of the School District of Philadelphia including, but not limited to, designation of an Attendance Designee and Court Representative, when referring habitually truant students, who reside in Philadelphia, to DHS and/or to Truancy Court.
- **While Eastern Academy Charter School will not expel, suspend, reassign, or transfer a student for truancy, consistent with the attendance policy governing school attendance in the School District of Philadelphia, excessive infractions of the policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student's referral to the Disciplinary Committee of the Board of Trustees. This may include any or all of the following:**
 - ❑ Directing that the student report for detention(s);
 - ❑ Placing the student on probation;
 - ❑ Suspending the student from noncurricular school activities or extracurricular activities;
 - ❑ Mandating attendance at an inter-session, Saturday school, or other additional session(s);
 - ❑ Retaining the student if excessive truancy results in consequent failure to achieve academic standards for promotion to the next grade; or
 - ❑ Any other interventions and/or consequences as may be appropriate in order to deter additional unexcused absence (but which do not result in any more missed classroom instruction).

TEN CONSECUTIVE UNEXCUSED ABSENCES (REMOVAL FROM ACTIVE ROLL)

Any student who is illegally absent from school for 10 consecutive school days is subject to removal from the active roll of Eastern Academy Charter School, resulting in return of the student to his or her home school district, unless either of the following applies:

- The charter school has been provided with evidence that the absence may be legally excused; or
- Compulsory attendance prosecution has been or is being pursued.

CLASS ATTENDANCE

Students who are absent from class without authorization, while being in attendance in school on the day of that absence, will be referred to their Dean. Any cuts in a course may result in disciplinary consequence (other than suspension or expulsion) and a meeting with parent or guardian. Chronic cutting may result in failure, if a student has numerous cuts in a class and has missed assignments and tests.

LATENESS

If a student is late for school, he or she must report immediately upon arrival to the Main Office, sign in and receive a pass to enter the classroom. Students are expected to be on time for class. Unexcused lateness which causes a student to miss all or a substantial part of a class period must be recorded as absent from class. The student is responsible for making up all work.

Consequences for Persistent Lateness

Again, when a student is late without excuse, he or she is still considered to be truant, and will be subject to discipline.

Therefore, in addition to the policy and procedure described above, for the purpose of discouraging chronic lateness and to encourage on-time attendance, students who arrive late to school will be given an After School Academy (ASA), to be served the following day. Students are allowed 3 ASAs for lateness per trimester before placed on a Lateness Contract.

If a student is late more than two (2) days per week or four (4) days per month, his parent/guardian will be contacted via telephone.

If a student is late more than three (3) days per week or six (6) days per month, the parent/guardian will be contacted by their Dean of Students. Suggestions and /or intervention will be made as necessary.

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SECTION III

SCHOOL OPERATIONS

TRANSPORTATION

Walkers	Family Drop-Off and Pick-Up	Public Transportation
<p>Walkers use the Henry Ave entrance to enter and exit the school.</p> <ul style="list-style-type: none"> • <i>Students must follow the sidewalk along the parking garage to the school's stairwell entrance.</i> • <i>No walkers will be permitted to enter or exit using the rear (Scotts Lane) entrance due to safety concerns.</i> 	<p>Families are to drop off and receive their children using the Henry Avenue entrance (upper parking lot).</p> <ul style="list-style-type: none"> • <i>Students should then follow the same routes as all students along the parking garage sidewalk.</i> • <i>No pick-ups or drop-offs are permitted at the front entrance due to safety concerns.</i> 	<p>Students arriving by public transportation are to use the Henry Avenue entrance for arrival and departures.</p> <p>AT DISMISSAL, ALL STUDENTS ARE TO CROSS HENRY AVENUE AT FALLS CENTER ENTRANCE AND THEN WALK TO THEIR DESIGNATED BUS STOP.</p>

SEPTA Transpasses

The School District of Philadelphia provides SEPTA transpasses for all students who live more than 1.5 miles from the school. Transpasses are delivered to the school and disseminated on the first day of school, and every Friday on a weekly basis from that point forward.

UNIFORM POLICY

All students must wear tan khaki pants, white button-up shirts, and closed-toe shoes with a rubber sole—no sneakers or boots. Uniforms must be purchased from Flynn & O’Hara Uniform Company. The chart below details what students will be wearing:

	MS-FEMALE	MS- MALE	HS- FEMALE	HS - MALE
<u>Trimester 1</u>	<ul style="list-style-type: none"> Tan Khaki pant Navy Plaid Skirt Navy Blazer w/LOGO White button-up Navy Criss-Cross Tie specified by school Navy tights as needed 	<ul style="list-style-type: none"> Tan Khaki pant Navy Blazer w/LOGO White button-up Tie specified by school Black or brown shoes Solid color brown or black belt 	<ul style="list-style-type: none"> Tan Khaki pant Maroon Plaid skirt Maroon Blazer w/LOGO White button-up Maroon Criss-Cross Tie Maroon tights as needed 	<ul style="list-style-type: none"> Tan Khaki pant Maroon Blazer w/LOGO White button-up Tie specified by school Black or Brown Shoes Solid color brown or black belt
<u>Trimester 2</u>	<ul style="list-style-type: none"> Tan Khaki pant Navy Plaid Skirt Navy Blazer w/LOGO White button-up Navy Criss-Cross Tie Navy tights as needed 	<ul style="list-style-type: none"> Tan Khaki pant Navy Blazer w/LOGO White button-up Tie specified by school Black or Brown Shoes Solid color brown or black belt 	<ul style="list-style-type: none"> Tan Khaki pant Maroon Plaid skirt Maroon Blazer w/LOGO White button-up Maroon Criss-Cross Tie Maroon tights as needed 	<ul style="list-style-type: none"> Tan Khaki pant Maroon Blazer w/LOGO White button-up Tie specified by school Black or Brown Shoes Solid color brown or black belt
<u>Trimester 3</u>	<ul style="list-style-type: none"> Tan Khaki pant Navy Plaid Skirt Navy polo w/LOGO Navy tights as needed 	<ul style="list-style-type: none"> Tan Khaki pant Navy polo w/LOGO Black or Brown Shoes Solid color brown or black belt 	<ul style="list-style-type: none"> Tan Khaki pant Maroon Plaid Skirt Maroon polo w/LOGO Maroon tights as needed 	<ul style="list-style-type: none"> Tan Khaki pant Maroon polo w/LOGO Black or Brown Shoes Solid color brown or black belt
<u>Gym/Service</u>	<ul style="list-style-type: none"> Navy Gym Shorts w/LOGO Navy T-shirt w/LOGO Navy Sweat Pants w/LOGO Navy Sweat shirt w/LOGO 	<ul style="list-style-type: none"> Navy Gym Shorts w/LOGO Navy T-shirt w/LOGO Navy Sweat Pants w/LOGO Navy Sweat shirt w/LOGO Sneakers 	<ul style="list-style-type: none"> Maroon Gym Shorts w/LOGO Maroon T-shirt w/LOGO Maroon Sweat Pants w/LOGO Maroon Sweat shirt w/LOGO 	<ul style="list-style-type: none"> Maroon Gym Shorts w/LOGO Maroon T-shirt w/LOGO Maroon Sweat Pants w/LOGO Maroon Sweat shirt w/LOGO Sneakers

Notes:

- Blazers must be worn to school every day without exception in Trimesters 1 & 2.
- Blazers are required for all special events without exception.
- Ladies may choose to wear pants or skirt to school on a daily basis, but skirts are required for special events.
- Ladies will not be permitted to wear pants under their uniform skirts while in school, at internships or at special events.
- Gym uniforms are required for physical fitness activities and service learning projects.
- All students must wear navy, black or maroon socks when wearing pants.

ADDITIONAL UNIFORM REQUIREMENTS

In order to encourage students to focus during their classes, we have established the following dress code to accompany the standard uniform.

We intend to eliminate the natural tendency of students to be distracted by what other students are wearing.

GIRLS

- Skirts/Slacks: Skirts must be the make specified by the school in conjunction with Flynn & O’Hara Uniform Company. Slacks must be tan & khaki dress slacks; no cargo style pants will be permitted.
- Blouses: Must be white & button-up with a collar. Must be tucked in. Polo shirts are not permitted unless they are the official uniform Polo shirt, which can only be worn during trimester 3.
- Shoes: Black or Dark Brown closed-toe, with a rubber sole—no sneakers or boots unless required for gym or service learning
- Belts: Must be black or dark brown
- Head bands: Black, Brown, Navy or Burgundy – no exceptions.

BOYS

- Slacks: Slacks must be tan & khaki dress slacks; no cargo style pants will be permitted.
- Shirts: Must be white & button-up with a collar. Must be tucked in. Polo shirts are not permitted unless they are the official uniform Polo shirt, which can only be worn during trimester 3.
- Shoes: Black or Dark Brown closed-toe, with a rubber sole—no sneakers or boots unless required for gym or service learning
- Belts: Must be black or dark brown

RELIGIOUS ATTIRE

- Students who require an exception to the uniform policy and dress code for religious reasons must present a written note from their parent or guardian.
- Head attire must be Black, Navy (Middle School, 7th/8th Grade) or Burgundy (High School, 9th – 12th).
- This will become a part of the student’s uniform and will be expected to be worn consistently. If student arrives to school not wearing said attire, parent will be contacted and the exception may be revoked.

NOT PERMITTED

- No sleeveless shirts/blouses
- No denim
- No spandex
- No capris
- No sneakers or boots
- No earrings larger than the size of a quarter
- No bracelets

- No necklaces or chains
- No shirts (of any style) can be worn over uniform tops

Any student not in dress code in any way or dressed in a manner deemed inappropriate will not be admitted to school. The parent/guardian will be called immediately to pick up the student or bring in a suitable change of clothing. Students whose parent or guardian cannot be contacted will be sent to the Dean's office for the day. Repeat offenses may result in a break from the community. ***Eastern Academy asks each parent to actively support us with the student dress code.***

SECURITY - SIGN IN AND SIGN OUT

Eastern Academy Charter School is equipped with security cameras to ensure the safety of all. All parents, guardians and visitors are required to sign in and out at the Front Office. No parent, guardian or visitor is permitted in the building without prior approval. All volunteers and visitors are required to obtain a visitors pass to be worn at all times while in the building. Visitors will not be permitted to enter classrooms without approval from the Main Office and the advisor. If you know you would like to visit the school, we ask that you try to notify us in advance by calling 215-769-3131.

FIRE DRILLS /NATURAL DISASTERS

The evacuation protocol is posted in every room. Students must follow their Advisor outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students may not stop at the restrooms, but must proceed directly to the designated area and wait for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension. No talking is allowed during a fire drill.

EMERGENCY PROCEDURES

Weather Related

In the event that school is closed due to a weather related situation, an announcement will be posted on the charter school's website. Parents will receive an automated phone call. The school also reports closing information to KYW News.

Non-Weather Related

In the event that the school has a non-weather related emergency, the following guidelines will be followed:

- A signal notifying staff of a “Lock Down” will be given.
- Students will be held in their classroom advisory or other secured place with doors and windows secured.
- An “all clear” signal will be given when the building has been cleared.

Evacuation

- A signal notifying all staff and students will be given to evacuate the building.
- The staff and students will follow their fire drill procedures.
- In the event that further evacuation needs to take place, parents will be notified by an automated phone call.

SCHOOL CLOSINGS

If any emergency necessitates a school closing, it will be posted on the Academy's website. Parents also will receive an automated phone call.

Parents and guardians are strongly urged to have an emergency plan in case an emergency requires early dismissal of students. If weather conditions become hazardous during the school day, Eastern Academy Charter School will contact parents and will send students home. Parents are responsible for arranging transportation for their student.

LUNCH

Eastern Academy Charter School participates in the National School Lunch Program, which is administered by the Pennsylvania Department of Education, Division of Food & Nutrition. Eastern Academy has opted into the Community Eligibility Provision (CEP). Therefore, all enrolled students of Eastern Academy Charter School are eligible to receive a healthy lunch at school at no charge. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit an application.

All menu items meet the United States Department of Agriculture's established nutrition standards for meals served in the National School Lunch Program. **We ask parents to refrain from dropping off fast food items or having such items delivered to the school.**

PERSONAL BELONGINGS

Students are not allowed to have the following items at school:

- Soda or (Bottled Beverages)
- Weapons or toy weapons
- PSPs or any other electronic games/toys
- Any illegal or controlled substance
- Stuffed animals or dolls
- Hair styling equipment/tools

If a student is found to have any of these items at school, the item will be confiscated by a EUAC School staff member. These items will be returned to the parent at the school's discretion. Please review the Code of Conduct regarding bringing prohibited items above to the school.

LOST AND FOUND

To ensure that your child receives his/her clothing and personal belongings if they are lost, please label each item with his/her name. Do not let your child bring large amounts of money, expensive clothes, or expensive electronics to school. Lost items will be stored in a designated area maintained by the Dean of Students. Eastern Academy Charter School is not responsible for lost or stolen items.

TELEPHONE

Student use of a telephone in the Main Office is limited to emergencies only.

Students may not use any school phone without permission from a staff member. Students will be allowed permission to use a school phone in their respective classrooms only for Community Projects, LTI Projects, an emergency, or to inform a parent/ guardian of having to stay at school for an After School Academy detention or a special activity. Students who use a phone without permission will be subject to disciplinary action under the Code of Conduct.

Parents who need to contact their student during the school day may call the school's main number at (215) 769-3131.

EXTRA-CURRICULAR ACTIVITIES

Eastern Academy Charter School expects its students will have a wide range of interests, and that they will pursue those interests in a wide variety of ways, including their Learning Through Internships (LTI) internships, after school clubs, and project work during the school day.

Academy students have Individualized Learning Plans (ILPs) and are important members of the Learning Plan Team that sets their quarterly and yearly learning goals and activities. All Academy students are allowed and encouraged to assemble on any issue that concerns them.

No one may form an exclusive club, society (secret or otherwise), fraternity or sorority, or club requiring membership in which less than the entire student body may be eligible.

Students who violate the Code of Conduct may be removed or banned from extracurricular activities for the current school year. However, students who have been identified as eligible for special education services and/or Section 504 may have additional protections within the student discipline process.

Eastern Academy Charter School will abide by the Charter School Law as it pertains to all extracurricular activities which states the following:

The Charter School Law requires a charter school student's school district of residence to allow the student to participate in the school district's extracurricular activities if the student is able to fulfill the requirements of participation and the charter school does not provide the same extracurricular activity. The requirements of participation shall apply equally to charter school students attending schools of the school district. The student's school district of residence must accept the charter schools written confirmation, which may include providing copies of the student's attendance record and grades that the student has met the established standards for the extracurricular activity. Charter schools must inform parents that they must authorize release of such information, which may constitute the student's education record in order for the resident school district to verify that their children are eligible to participate in extracurricular activities.

School districts cannot limit participation of charter school students in the extracurricular activities on the basis that the activity is "full" with school district students. Charter school students must be given an equal opportunity to compete for "spaces" in the extracurricular activities. School districts are not required to provide transportation for a charter school student to or from the extracurricular activity. There may be additional requirements that the district of residence or charter school need to consider if the student participating or seeking to participate in extra-curricular activities is a student with a disability.

The resident school district may charge the charter school for charter student participation in extracurricular activities, since these costs were part of the per-pupil payment that is paid to charter schools. This fee is on a "cost basis", with the resident school district neither losing nor making money as determined by the school district using the expenses of each activity, including coach or director, uniforms, transportation and miscellaneous costs.

The resident school district may develop policies to establish which school building charter school students may participate in extracurricular activities, such as the building closest to the charter school or the building the student would be assigned to if he or she attended the public school district.

Disputes regarding a charter school student's participation in the school districts, extracurricular activities should be resolved between the school district and the charter school. The Department of Education, Bureau of Community and Student Services, Charter Schools team will assist where necessary in the process.

THIS SPACE IS INTENTIONALLY LEFT BLANK.

Eastern Academy Charter School

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SECTION IV

ACADEMIC EXCELLENCE

HOMEWORK

Homework versus Responsibilities: At Eastern Academy Charter, we do not give homework. Here students are responsible for their own learning. When adults have work to do, whether personal or professional, it is not called homework. Rather, adults call them responsibilities, and these responsibilities must be addressed. Adults typically have childrearing responsibilities, bills, job tasks, committee work, volunteer efforts, etc. In an effort to model the real world, our school will not use the term homework. When students have projects, papers, readings, meetings, and presentations, we will remind them that they are responsible for completing these items, and that they must do whatever it takes – working at nights, weekends, vacations, etc. – to make sure that they are done. Students at our school should constantly ask the question, “For what am I responsible?”

As a parent, you can help your child develop good work habits in the home. Try to provide a quiet, well-lit place to study away from the sounds of the television, radio or adult conversation. Also, establishing a routine is particularly important for most children. The details of each household will vary, but the support of everyone in the household is encouraged in following the routine.

MAKE-UP WORK

Upon request, we will make every effort to provide assignments for a child who is absent for more than two days. When an absence is anticipated, please let your child’s Advisor/Seminar Teacher know ahead of time so that you and your child’s teacher can work together to provide your child with his/her responsibilities during the absence.

PROMOTION REQUIREMENTS

In order for a student to be promoted from one seminar level to another in a course sequence, he or she must demonstrate mastery of defined course outcomes for the previous course in the sequence. Mastery is defined as a grade of ME (80%) or higher. By setting the bar significantly higher than district and national norms, students will understand that the school’s emphasis is not on accruing the seat time and earning credits, but on demonstrating a firm understanding of essential skills and knowledge.

Our emphasis on mastery over social promotion will help to create a culture of academic excellence and high expectations for all. The students will also know explicitly what they will need to master in a given seminar in order to progress to the next level.

GRADUATION REQUIREMENTS AND COURSE OFFERINGS

In order to qualify for graduation from Eastern Academy Charter School, students must successfully:

1. Complete a 5-year life plan
 - a. Complete a college portfolio
 - b. Visit and interview with at least three colleges
 - c. Research and apply to colleges
 - d. Create a college attendance plan
2. Write a 75- to 100-page autobiography
3. Demonstrate proficiency in reading, writing, and mathematics on state or local assessments.
4. Demonstrate heightened personal qualities and depth of work
5. Prepare for and take the SAT
6. Apply for studentships and financial aid
7. Present work and reflection at graduation Exhibition
8. Obtain at least 24 Academy credits

Proficiency on Standardized Assessment

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Beginning with the class of 2019, students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Students will be offered multiple opportunities to take the keystones throughout their high school careers after various interventions. Based upon Chapter 4 regulations, each Keystone Exam is designed in modules that reflect distinct, related academic content common to the traditional progression of coursework. The Pennsylvania Department of Education (PDE) has developed a project based assessment system (PBA) that is aligned with the modules for each Algebra I, Biology, and Literature Keystone Exam for students who are unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module. Successful completion of a project based assessment (PBA) aligned to the Keystone Exam or Keystone Exam module on which a student did not demonstrate proficiency shall satisfy the Chapter 4 Keystone Exam graduation requirements.

A student who did not score proficient on a Keystone Exam or Keystone Exam module shall be provided supplemental instruction, until the student can demonstrate proficiency in the subject area via the Keystone Exam. Beginning with the Class of 2019, student begins a project-based assessment at the beginning of their senior year. The Project Based Assessment system shall be administered by schools and scored by statewide review panels composed of evaluators: teachers, principals, and curriculum specialists assembled by PDE. The review panels shall score student projects according to scoring protocols and rubrics developed by PDE.

Eastern Academy High School Course Offerings

Course Name	Grade	Credit
English I	9	1
English 2	10	1
English 3	11	1
English 4	12	1
Algebra	9	1
Geometry	10	1
Algebra II	11	1
Physical Science	9	1
Biology	10	1
Chemistry	11	1
Arts and Humanities I	[not grade specific]	1
Arts and Humanities II	[not grade specific]	1
World History	9	1
United States History	10	1
Social Science	11	1
Spanish I	[not grade specific]	1
Spanish II	[not grade specific]	1
Life Fitness I	[not grade specific]	1
Life Fitness II	[not grade specific]	1

Graduation Requirements by Credit

Subject	Academy Graduation Requirements	PA Graduation Requirements
Reading and Language Arts	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
Arts and Humanities	2 credits	2 credits
Social Studies	3 credits	3 credits
World Languages	2 credits	2 credits
Health and P.E.	2 credits	1.5 credits
Electives	5 credits	5 credits
	24 credits	23.5 credits

FIELD TRIPS

Eastern Academy Charter’s academic program heavily relies on learning outside of the classroom, particularly Learning Through Internships (LTI). The majority of all trips will be a single day or less in duration. Occasionally, an overnight trip may be planned by an Advisor or the school. Parents will be notified of these trips in advance. They must notify their child’s advisor in writing if they do not want the student to participate in the trip. Students will always be accompanied by a staff member on trips, with the exception of LTIs. Advisors or LTI Coordinators will make regular visits to the LTI site to monitor student performance.

1. No child will be allowed on a field trip without turning in a signed copy of the school’s permission slip. This slip will be available at the beginning of school and will cover all academic trips.
2. Since field trips require cooperation and responsibility on the part of students, an advisor may ask any student not to attend if the teacher is unsure of the student’s ability or willingness to be responsible.
3. Unless stated otherwise, the dress code is enforced on all field trips, especially LTIs.

4. Distractions such as radios, CD players, and headphones are not permitted on field trips, unless permission is given by the advisor. Cell phones are not permitted.
5. Students must remain with the assigned supervisor, groups, buses, etc.

Transportation of Students by Staff, Parents and Volunteers

Staff may transport students in their own vehicles only if they are properly insured. In case of incident, the Academy's insurance is secondary and will cover costs not covered by the staff member's personal insurance.

Non-staff volunteers including parents and guardians may drive students who are not their own in personal vehicles with appropriate permission, valid proof of a driver's license, and proof of valid car insurance. The individual's own insurance will be the primary coverage with the Academy's insurance covering any excess.

Both staff and volunteers who will need to transport students must provide, on an annual basis, a copy of current Pennsylvania Driver's Record available from PennDOT. No driver may transport students on behalf of Eastern Academy if his or her driving record indicates any of the following:

- a. More than 2 moving violations and/or accidents within a 3-year period; or
- b. Reckless driving, DUI or any felony driving conviction within a 5-year period.

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SECTION V

SPECIALIZED STUDENT SERVICES

OVERVIEW OF SPECIAL EDUCATION AND STUDENT SUPPORT

This section on Specialized Student Services is intended to supplement the section on Academic Excellence expected by and for each student enrolled at Eastern Academy Charter School.

The Academy is designed to provide an individualized, academically rich and supportive environment for ALL of its students, including those with special needs. The Academy recognizes individual student's abilities, and works closely with the students and their parent/guardians to provide an appropriate curriculum. Eastern Academy Charter School operates a full inclusion model for special education students. Eastern Academy Charter provides instructional programs and supportive services to all students who are eligible for the Special Education, and evaluation services to all students who are thought to be eligible. The school will comply with applicable state and federal laws regarding the identification, evaluation and education of exceptional students.

Evaluation

Eastern Academy Charter School has procedures to locate identify and evaluate students who may be eligible for special education. These procedures involve screening activities which may include, but are not limited to: review of data and student records; hearing and vision screenings at appropriate age levels; motor screening; and speech and language screening. If a screening warrants an evaluation, the student's parent/guardian will be notified and parental permission sought for the evaluation by a certified school psychologist, who must employ a variety of tests and assessments to evaluate the student, which are administered in the student's native language or other mode of communication. All evaluations are free of cost to the student's family.

Independent Educational Evaluation

An independent educational evaluation ("IEE") is broadly defined by federal law as "an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of the child in question." 34 CFR 300.503.

A parent has a right to an IEE of his or her student, if he or she disagrees with the evaluation or reevaluation that was performed by the school's certified school psychologist. If a parent requests an IEE at public expense, the school will, without unnecessary delay, either: (a) file a due process complaint to request a hearing to show that its evaluation is appropriate; or (b) provide an IEE at public expense, unless it is demonstrated in a

hearing that the evaluation of the student obtained by his or her parent did not meet the school's criteria. If the school requests a hearing and the final decision is that the school's evaluation is appropriate, the parent still has the right to an IEE, though not at public expense.

Eastern Academy Charter School also may seek an IEE in certain situations, such as when there is lack of personnel or expertise to conduct a particular type of evaluation.

IEP

If a student is determined to be eligible for special education, and if his or her parent consents for the student to receive special education, the student's school team and parent or guardian, as a team, will develop an individualized educational plan ("IEP") for the student to ensure access to the curriculum and educational progress in the "least restrictive environment" in which the student's needs can be met with special education and related services. All students with disabilities are educated to the maximum extent appropriate with students who are not disabled.

Requesting an Evaluation and/or Other Information

Parents or guardians who believe that their student may have a disability or need of special education services may request, at any time, an evaluation to determine eligibility for special education or accommodations. Please submit such written request to the **CEO/Principal of Eastern Academy Charter School at 3 Falls Center, Suite 2; 3300 Henry Avenue, Philadelphia, PA 19129** and **keep a copy** for yourself. The school will issue a permission form to be signed giving parental consent for the evaluation to proceed.

Parents or guardians who have any questions about Eastern Academy Charter School's special education services are also encouraged to contact the Special Education Coordinator.

The Annual Public Notice on the next page provides additional information on Eastern Academy Charter School's Special Education Services and Programs.

ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS

Each school district, intermediate unit and charter school must establish and implement procedures to identify, locate and evaluate all students who may need special education and related services or other accommodations because of a student's disability. This notice, highlighting special education services and identification activities and procedures, is to help find these students, offer assistance to parents, and to describe parents' rights concerning confidentiality of information which is maintained not only during the identification process, but also throughout students' enrollment at Eastern Academy Charter School.

The content of this notice has been written in English. If a person does not understand any part of this notice, he or she should contact any individuals at the address and telephone number listed at the end of this notice and request an explanation.

Identification Activity ("Child Find")

"Child Find" or identification activities are performed to find a student who is suspected as having a disability that would interfere with his or her learning unless special education programs and related services, or other accommodations, can be provided and a free appropriate public education ("FAPE") can be made available. The types of disabilities that if found to cause a student to need services are: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness.

The identification activities are sometimes called screening activities and may include: reviewing group data, conducting hearing and/or vision screening, assessing a student's academic functioning, observing the student and determining his or her response to attempted redirection and/or remediation.

Once identified as a student who is suspected of having a disability, he or she is evaluated by the school, but only if the parent has given consent to proceed with the evaluation process. Eastern Academy Charter School cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a student's parent. For additional information related to consent, please refer the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net. Once written parental consent is obtained, the Academy will proceed with the evaluation process. Input from parents provide an important source of information for identification.

If a parent believes that his or her student may be eligible for special education, the parent may initiate evaluation procedures by forwarding a written statement to the CEO stating his or her concerns about the student, with a request for the student to be evaluated.

Child Find activities are also conducted for students who may be eligible for services or accommodations under Section 504 of the Rehabilitation Act of 1973 and Chapter 15 of Title 22 of the Pennsylvania Code.

Questions or concerns may be directed to the Special Education Coordinator or Chief Executive Officer at the address and phone number at the end of this notice.

Signs of Potential Developmental Delays and Other Risk Factors that Could Indicate Disability

Each student develops at his or her own pace and the range of normal is quite wide. However, it is helpful for parents to be aware of signs of potential developmental delays or other risk factors that could indicate disability -- and need for evaluation and/or support and services in school -- particularly if, when compared to other students of the same age, problems are noticed in one or more areas of physical development, cognitive development, communication development, social and emotional development and adaptive skills:

- Speech or Language Skills -- involving ability to express and receive information at age-appropriate levels
- Cognitive Skills -- involving ability to learn, solve problems and remember tasks
- Gross Motor Skills -- involving ability to use the large muscle groups that assist in walking, running, standing, sitting, changing positions and maintaining balance and coordination
- Fine Motor Skills -- involving ability to grasp, pinch and eat and dress
- Social and Emotional Skills -- involving ability to interact with others, understand social rules, demonstrate social reciprocity and self-regulation
- Adaptive Behavior -- involving everyday skills for functioning such as bathing, dressing, grooming, feeding one's self or performing age-appropriate skills independently

Risk factors for developmental delay are genetic, environmental or a complex mix of factors.

Questions or concerns may be directed to the Special Education Coordinator or Chief Executive Officer at the address and phone number at the end of this notice. Any parent wishing to initiate an evaluation may forward a written statement to the CEO stating his or her concerns about the student, with a request for the student to be evaluated.

Confidentiality of Information

Eastern Academy Charter School maintains records concerning all students enrolled in the school, including students with a disability or suspected of having a disability, in accordance with state law and federal law, namely, The Family Educational Rights and Privacy Act ("FERPA"). A record of the Academy's ' identification activities for a student constitutes an education record for him or her that the school maintains in the strictest confidence, as the school does for all other education records, that contain confidential and personally identifiable information including the student's name, the name of the student's parents or other family member, the address of the student or family, a personal identifier such as social security number, or a list of characteristics or other information that would make the student's identity easily traceable.

The Academy will gather information regarding a student's academic, intellectual, physical, mental, emotional and health functioning through testing and assessment, observation of the student, as well as through review of any records made available to the school from the student's physician and/or other providers of services such as any outside agencies.

Eastern Academy Charter School protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records; training provided to all persons who need to use the information; and maintaining for public inspection a current list of employees by names and positions who may have access to the information.

When information gathered is no longer needed to provide educational services to a student, the Academy will destroy the information at the request of the parent, but general information such as the student's name, address, phone number, grades, attendance record and classes attended, and grade level completed, may be maintained without time limitation.

A parent has a number of rights regarding the confidentiality of his or her student's records, including the right to inspect and review any education records pertaining to his or her student that are collected, maintained or used by Eastern Academy Charter School. The Academy will comply with a parent's request to review the records without unnecessary delay and

before any meeting regarding planning for a student's special education program or IEP, and before a hearing in the event of disagreement about a student's special education needs. In no event may The Academy take more than 45 days to furnish a parent with the opportunity to inspect and review his or her student's records.

A parent of a student with, or suspected of having, a disability, has the right: to an explanation of the records; to be provided with a copy of the records if otherwise the parent would be effectively prevented from exercising his or her right to inspect and review the records; and to have a representative inspect and review the records upon a parent's authorization. Upon a parent's request, Eastern Academy Charter School will provide the parent with a list of the types and location of education records collected, maintained or used by the Academy.

Eastern Academy Charter School will charge a fee for copies of records made in response to a parent's request for copies, but will not charge a fee if doing so will prevent the parent from inspecting and reviewing his or her student's records. No fee is charged to search or retrieve information. The fee charged for copies is \$.10 per page.

Furthermore, a parent of a student with, or suspected of having, a disability has the right to request the amendment of his or her student's education records that the parent believes are inaccurate or misleading, or violates the privacy or other rights of his or her student. Eastern Academy Charter School will decide whether to amend the records within a reasonable time of receipt of a parent's request. If the Academy refuses to amend the records, the parent will be notified of the refusal and right to a hearing. The parent will be given, at that time, additional information regarding the hearing procedures; upon request, a parent will be provided with a records hearing to challenge information in his or her student's education files.

Parental consent is required before personally identifiable information contained in a student's education records is disclosed to anyone other than officials of the school collecting or using the information for purposes of identification activities and evaluation, or for any other purpose in order to make available FAPE to the student. A school official has a legitimate educational interest in the education record if the official needs to review the education record in order to fulfill his or her professional responsibility. Additionally, Eastern Academy Charter School, upon request, discloses records without consent to officials of another school or school district in which a student seeks or intends to enroll.

When a student reaches age 18, the rights of the parent with regard to confidentiality of personally identifiable information is transferred to the student. A parent may file a written complaint alleging that the rights described in this notice were not provided to the following:

Pennsylvania Department of Education, Bureau of Special Education
Compliance Division
333 Market St.
Harrisburg, PA 17126-0333

Complaints alleging failure regarding confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Program Development and Provision of Services

Once the evaluation process is complete, a team of qualified professionals and the parent or guardian determines whether the student is eligible for special education and related services. If the student is eligible, the Individualized Education program team meets, develops the program and determines the educational placement. Once the IEP team develops the program and determines the educational placement, Eastern Academy Charter School staff will issue a Notice of Recommended Education Placement/Prior Written Notice (NOREP/PWN). A parent's written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Eastern Academy Charter School provides a continuum of placements with provision of special education services and related supports and services at no cost to the student or family.

Also, in compliance with state and federal law, Eastern Academy Charter School will provide to each student with a disability under Section 504 of the Rehabilitation Act, having a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school's program, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program (and extracurricular activities) to the maximum extent appropriate to the student's abilities.

Equal Opportunity in Educational Programs or Activities

Eastern Academy Charter School will not discriminate in educational programs or activities based on race, color, national origin, age, sex, sexual orientation, handicap, creed, marital status or disability. No student enrolled at the Academy will be denied equal opportunity to participate in age and program-appropriate instruction or activities for any reason prohibited by federal or state law.

Contact

If a parent wishes to learn more, or believes that his or her student may need to be identified, the parent is encouraged to contact:

Mr. Omar Barlow, Chief Executive Officer and Principal
Ms. Nia Ford-Cox, Special Education Coordinator

Eastern Academy Charter School
3300 Henry Avenue
3 Falls Center - Suite 2
Philadelphia, PA 19129
(215) 769-3131

ENGLISH LANGUAGE LEARNERS

As a school that not only reflects and embraces the diversity of our community, but also an Early College serving Junior High and High School students in Philadelphia, Eastern Academy Charter School recognizes its responsibility to provide a program for students whose first language is not English and/or who are English Language Learners (ELL) in order to help them to achieve proficiency in English.

Eastern Academy Charter School adopts the state policies for ELL students at Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations, and is committed to providing a high quality and equitable educational program for all students. The Academy strives to implement an appropriate and systematic instructional and support program for identified ELL students, in order to ensure equitable access to educational opportunities.

Although goal of Eastern Academy Charter School is full inclusion of ELL students as quickly as possible in regular classrooms, the school recognizes that some students will need extra support and special instruction in order to make the transition. Identified ELL students receive English as a Second Language (ESL) courses which are taught concurrently with the academic program. The Academy ensures that ELL students develop essential

language skills through Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) instruction in all content areas.

Although all teachers receive training for ELL students in their classrooms, the Academy's English as a Second Language (ESOL) program operates as a component of the language arts curriculum, with classes and/or after school tutorials in ESOL instruction by ESOL-certified teachers.

The ESOL program includes:

- Standards-based English as a second language instruction at the appropriate proficiency level.
- Content-area instruction aligned with the corresponding standards and adapted to meet the needs of the students.
- Assessment processes that reflect the academic standards and instruction.

Although content areas are incorporated into ESOL instruction, and accommodations made as appropriate during standardized testing, the emphasis of Eastern Academy Charter School on the use of projects in all content areas contribute to the success of ELL students by making it easier for them to participate in classroom learning with their fellow students as quickly as possible. Once ESOL instruction is determined to be no longer necessary for a student, the ESOL teacher provides ongoing support

As vital members of the school community who enrich the learning of all, and who enhance the vibrancy of the educational environment, Eastern Academy Charter School encourages ELL students to participate in all activities available to English-speaking students, and accommodations will be made for them to do so.

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SECTION VI

STUDENT WELLNESS

STUDENT HEALTH SERVICES AND PROCEDURES

NURSE

Eastern Academy Charter School has a registered professional nurse who is responsible for handling a variety of student health concerns, promoting student health, and for maintaining all medical records on each student. The nurse coordinates and conducts all mandated screenings and health programs, and works directly with students to provide care and to give guidance and educational support to students in health-related matters. Parents/guardians and students are asked to contact the school nurse regarding any special health problems.

IMMUNIZATIONS

The Pennsylvania Public School Code now requires all public schools, including charter schools, to determine that a student has been immunized in accordance with state law prior to admission to school. The school nurse is responsible to review each student's immunization records to ensure that he or she meets state requirements.

A student whose parent or guardian fails to provide complete and accurate immunization records to the school nurse risks exclusion from school until state immunization requirements are met.

Students in ALL Grades (K-12) need the following vaccines:

- 4 doses of tetanus, diphtheria and acellular pertussis (usually given as DTP or DTaP or DT or Td) (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given, but a 4th dose is unnecessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)
- 2 doses of measles (usually given as MMR)
- 2 doses of mumps (usually given as MMR)
- 2 doses of rubella (German Measles) (usually given as MMR)
- 3 doses of hepatitis B
- 2 doses of varicella (Chickenpox) or evidence of immunity

Students entering 7th Grade need the following vaccines:

1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade

1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade

Students entering 12th Grade need the following vaccine:

1 dose of meningococcal conjugate vaccine (MCV) on the first day of 12th grade (though if one dose was given at 16 years of age or older, that shall count as the 12th grade dose).

On the FIRST DAY OF SCHOOL, unless a student has a medical or religious/philosophical exemption, a student must have had at least one dose of the above vaccinations or risk exclusion. If a student does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the student must receive that dose within the first five (5) days of school or risk exclusion. If the next dose is not the final dose of the series, the student must also provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion. The medical plan must be followed or the student may face exclusion from school.

The school nurse will review the student's immunizations to verify the student meets the standards set by the Pennsylvania Department of Health. If a student's immunization records do not meet state requirements, the student will not be permitted to attend school.

In the event that immunization is against a student's religious beliefs or a parent has a strong moral or ethical conviction against immunization, the parent must provide the school nurse with a written statement stating the reason for the objection. If immunization is not medically advisable at a particular time, a physician must sign the "Statement of Exemption to Immunization Law" form. **If a student is exempt from immunization, he or she may be excluded from school during an outbreak of a vaccine-preventable disease.**

It is the school nurse's responsibility to ensure that all students have been properly immunized in accordance with the Pennsylvania Department of Health regulations. In the event that a student is missing the appropriate records or does not have up-to-date immunizations, the school nurse will send a letter home to notify the parent or guardian. If the up-to-date immunization records are not brought to the school within the first 5 days

of school and/or there is no documentation to support that a student received the out-of-date immunizations, the student may be excluded from school.

SCHEDULE OF REQUIRED DENTAL AND PHYSICAL EXAMINATIONS AND REQUIREMENTS FOR PHYSICIAN'S AUTHORIZATION AND OTHER FORMS

SERVICE	K	1	2	3	4	5	6	7	8	9	10	11	12	Notes
School Nurse Services	X	X	X	X	X	X	X	X	X	X	X	X	X	
Maintenance of Health Record	X	X	X	X	X	X	X	X	X	X	X	X	X	
Immunization Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	
Medical Examination	*	*					X			X				*Required on original entry- K or 1st grade
Dental Examination	*	*		X				X						*Required on original entry- K or 1st grade
Growth Screen	X	X	X	X	X	X	X	X	X	X	X	X	X	
Hearing Screen	X	X	X	X				X				X		
Scoliosis Screen							X	X						6th grade physical may be used in lieu of 6th grade screen

State law requires charter schools to provide the following health services for students who attend or who should attend an elementary, grade, or high school:

Mandated School Health Services

State law requires students to have updated health and dental examinations upon entering a school for the first time and at the following intervals:

- Updated dental assessments when starting 3rd and 7th grades
- Updated health assessments when starting 6th and 9th grades

Required medical and dental examinations and immunizations are oftentimes performed by the student's primary care provider. If so, the provider may use the school-provided evaluation forms, which are PA Department of Health (DOH)-approved. The school will accept the provider's own form, as long as comparable to the DOH-approved form.

If assistance is needed to fulfill medical requirements for enrollment and continued attendance, then it is the responsibility of the student's parent or guardian to notify the Principal of such need. Otherwise, it is the responsibility of parents/guardians to make sure their students have fulfilled the necessary requirements for enrollment and continued attendance.

A doctor's authorization also is required for any of the following:

- Any medication given;
- Any controlled drug;
- Emergency medication kept on hand; i.e., inhalers, EpiPens (physician instructions required); and
- Annual update of doctor's authorization for long-term care.

Upon return to school after major surgery or hospitalization, a physician's release must be presented to the school nurse, specifying any necessary restrictions or concerns.

When a student is excused from participation in physical education for medical reasons, he/she must provide the school nurse with a written excuse from a doctor or his or her parent/guardian.

Students participating in school-sponsored athletic programs must complete a physical examination every year of participation.

We recommend that you submit a copy of updated health and dental assessments every year after your student sees his or her physician and/or dentist, so that the school nurse will have current information.

Please contact the school office to obtain the necessary health forms. Your student's health provider must complete the forms, which may be returned to the school nurse in person or by mail or fax.

ILLNESS DURING SCHOOL HOURS

If a student becomes ill during the school day, he or she should ask the teacher for a pass to go to the nurse's office. The nurse will determine what care procedure will be followed.

The school nurse will:

1. Provide first aid in emergencies. The nurse will notify parents/guardians when a student has been hurt or suddenly becomes seriously ill and needs immediate care from a doctor and/or hospital.
2. Notify parents/guardians when a student can no longer remain in class and needs to be taken home because of injury, illness or a communicable condition, such as the following: fever of 100.4 or more, suspected contagious disease, vomiting, diarrhea, head lice, cannot remain comfortably in class, and undetermined rash.

A parent/guardian will be called to pick up a sick student during the school day if:

- The student becomes ill or injured during the school day, and
- The school nurse, after examining the ill student, confirms that the student is not well enough to stay in class, and
- The school lacks capacity to watch over and care for the ill student.

The Academy must have updated emergency contact numbers on file in the school office in the event that no one can be contacted at home.

MEDICATION

Students are not allowed to bring any kind of prescription or over-the-counter medication to school, except for management of Asthma, Diabetes or severe allergic reactions (see below for additional information about these exceptions). All medications should, if possible, be given by the parent/ guardian at home.

No medication, including aspirin, is administered at school unless the following criteria have been met:

1. A consent form, available in the main office, has been properly filled out and signed by the parent/legal guardian.
2. A signed and dated set of instructions from the student's physician must be presented, with the prescription medicine **in its original container**, to the main office. Medications must be brought to school properly labeled and packaged by a registered pharmacist. The medication bottle must have Safe-T-Closure cap and the label must include:
 - Patient Name
 - Name of Prescribing Doctor
 - Pharmacy Name
 - Pharmacy Telephone Number
 - Prescription Number
 - Name of Medication and Dosage
 - Instructions for Administration

If it is necessary for a student to take daily medication or non-prescription medicine of any kind, the school nurse must be contacted and provided with the required items stated above. When the school nurse is not in school, the Principal may administer only certain emergency medications under the guidelines established by the Pennsylvania Department of Health.

All unused medication must be picked up by the last day of school or will be discarded.

Students are absolutely forbidden from making their medication available to other students. Any student who does so will be in violation of, and therefore subject to discipline under, the Student Code of Conduct.

All health and medication policies are established for the safety of students and are strictly enforced. In case of questions, please contact the school nurse or CEO/Principal.

ASTHMA INHALER

Students with asthma should bring an inhaler prescribed by their doctor to school each day in accordance with Act 187. This law permits students who, with a physician's diagnosis of asthma, medication orders, parental permission, and demonstrable responsible behavior, to carry and self-administer their own medication via an asthma inhaler. In this situation, the school nurse will communicate the exception in writing to the appropriate staff members, so they are aware that a particular student is permitted to carry his/her inhaler. As supported above, exceptions also must be approved by the CEO, though the school nurse may make an exception on a temporary basis when unusual circumstances exist.

The Academy is relieved of any responsibility for the benefits or consequences of the prescribed medication, and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the student must notify a staff member as soon as breathing becomes difficult, and following each use of the inhaler, the student must notify the school nurse.

The student is prohibited from making medication or any medical equipment available to other students. Any student who does so will be in violation of, and therefore subject to discipline under, the Student Code of Conduct. Violation of school policy and procedures also may result in restriction of the student's privilege to self-administer medication or equipment.

SELF MONITORING AND/OR MANAGEMENT OF DIABETES

Eastern Academy Charter School recognizes that a number of students may have medically certified diabetes requiring medication, equipment or machinery to be administered during school hours in order to maintain health and to function in the school setting.

Diabetic students may possess on their persons, including bookbags and handbags, all necessary supplies, equipment and prescribed medication to perform self-monitoring and treatment.

Upon written consent of a student's parent/guardian, the student with diabetes will be permitted to perform blood glucose checks, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the student has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

The Academy is relieved of any responsibility for the benefits or consequences of the prescribed medication, and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the student must notify the school nurse following each use of medication or equipment for the student's diabetes-related condition.

The student is prohibited from making medication or any medical equipment available to other students. Any student who does so will be in violation of, and therefore subject to discipline under, the Student Code of Conduct. Violation of school policy and procedures also may result in restriction of the student's privilege to self-administer medication or equipment.

SEVERE ALLERGIC REACTIONS

Upon written consent of a student's parent/guardian, a student at risk for severe and life-threatening allergic reaction will be permitted to carry and self-administer EpiPen or other epinephrine auto injector. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the student has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

Parents/guardians of students with severe allergies are requested to provide the school nurse with an extra EpiPen or other epinephrine auto injector in case of an emergency. The School is under no obligation to maintain a supply of Epipens or other epinephrine auto injectors, and is relieved of any responsibility if a student's parent/guardian has not provided the school nurse with an extra EpiPen or other epinephrine auto injector for his or her student, or for the benefits or consequences of self-administration thereof, and bears no responsibility.

As part of responsible behavior, the student must notify the school nurse following each use of an EpiPen or other epinephrine auto injector.

The student is prohibited from making the EpiPen or other epinephrine auto injector available to other students. Any student who does so will be in violation of, and therefore subject to discipline under, the Student Code of Conduct. Violation of school policy and procedures also may result in restriction of the student's privilege to self-administer medication or equipment.

ILLNESS OR INFECTIOUS CONDITION

A student may not attend school if any of the following symptoms are present or suspected by a physician or the school nurse:

- Fever: Students should remain home or be sent home if they have above-normal temperature.
- Conjunctivitis ("pink eye"): A student may return only after discharge discontinues and 24 hours of treatment is completed.
- Rashes: Unidentified rashes must be diagnosed by a health care provider.
- Impetigo: Your student must be seen by a health care provider.
- Diarrhea: The student experiences diarrhea two days in a row or three times in one day.
- Vomiting: The student experiences repeated forceful evacuation with other symptoms or the student's inability to eat.
- Lice (see below).

- Ringworm (see below).
- Any other contagious condition: measles, chickenpox, mumps, whooping cough, or streptococcal infections that are still contagious.

In addition, a student shall not attend school if he or she is experiencing any unusual discomfort such as an earache or other pain that causes the student to cry or to experience significant pain.

Cooperation of parents/guardians with this policy, as mandated by state law, will minimize the number of days that students and staff are sick, thus helping to maintain a healthy learning environment.

Source: 28 Pa Code §§ 27.71 - 27.73

LICE AND RINGWORM

Title 28, Chapter 27 of the Pennsylvania Department of Health's Regulations of Communicable and Non-Communicable Disease, governs the exclusion from school and readmitting to school of students regarding infectious conditions such as lice and ringworm. If a student has been so diagnosed by a physician or is under such suspicion by the school nurse, the student will be excluded from school for the period of time until he or she is judged noninfectious by the school nurse or by the student's physician.

A student with lice should be treated with a lice shampoo, and the school nurse must be notified of appropriate treatment.

A student with ringworm of the body must be treated with an anti-fungal ointment and covered. Ringworm of the scalp requires treatment prescribed by a physician, and must be covered while at school. The school nurse must be notified of appropriate treatment.

The student will be readmitted to school if the nurse is satisfied that the live infestation is noncommunicable, or when the student presents a certificate of noninfectiousness from a physician.

BED BUGS

While bed bugs are not known to transmit disease, their occasional transport into school can cause annoyance. It is sometimes possible for a

few bed bugs to be carried to school from a home by hiding in clothing or a backpack. Below are several steps that you can take to help reduce the risk of bed bugs hitchhiking to school:

1. Please keep all clothes, shoes, backpacks, lunch boxes, coats, homework, books and laptops away from beds and upholstered furniture.
2. Any items that are stored near beds or other furniture should be placed in a clear plastic bin or plastic bag until the student needs to take them outside the home.
3. If you suspect that these items have been in contact with beds or other furniture, please place these items in a dryer on medium-high heat for at least 20 minutes. If any of these items can be laundered, washing and drying on the hottest settings that the fabric can safely withstand (at least 113 degrees F for at least 1 hour) is recommended to kill bed bugs. The higher the temperature, the shorter the time needed to kill bed bugs at all life stages.
4. Use a protective cover that encases mattresses and box springs. Check the cover regularly for holes.

The Academy will help by discretely conducting its own check of items that are brought to school if there is information or reasonable suspicion that bed bugs were carried into school. This check will be accomplished without interruption to student's education.

ONGOING NEED FOR CURRENT INFORMATION

If a student has any chronic health problems, parents/guardians must update his/her health status yearly.

There may be instances when it would be essential for the school nurse to be able to immediately contact a student's parent or guardian. It is very important that the nurse have current telephone numbers in order to contact a parent, guardian or designated person in case of an emergency.

TRANSPORTATION

It is the responsibility of a student's parent/guardian to provide transportation home, to a doctor, or by ambulance if such a need arises. It is their responsibility to obtain medical attention unless an emergency is so serious that the student must be taken immediately from school to a doctor. In case of such an emergency, the parent/guardian will be notified

as soon as possible and a school employee will remain with the student until the parent/guardian arrives at the school or treatment site. The Academy is not responsible for any costs of emergency care or transportation.

RETURN TO SCHOOL AFTER ACCIDENT

If a student returns to school following an accident with restrictions, a physician's note outlining the restrictions must accompany the student. The student or the student's parent/guardian is required to deliver the physician's note outlining the restrictions to the school nurse on the first day the student returns to school following an accident.

HOMEBOUND INSTRUCTION

The purpose of homebound instruction is to provide students with some level of instructional services during a temporary period of absence so that, on return to school, they can re-engage successfully with their instructional programs.

A student may be eligible for homebound instruction if he or she is confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The term, "urgent reasons," will be strictly construed and does not permit irregular attendance. The student's condition must be temporary in nature, and the temporary condition must be anticipated to last more than four (4) weeks. Additionally, the student's need for homebound instruction must be formally documented by a physician or psychiatrist.

Any parent/guardian who wishes to enroll his or her student in homebound instruction should contact the school counselor for additional information.

CHILD ABUSE REPORTING POLICY

All employees of Eastern Academy Charter School are mandated by the Commonwealth of Pennsylvania to report suspected child abuse. They are required to make a report when they have reason to suspect that a student is being physically abused, emotionally abused, neglected, or sexually abused. When teachers suspect child abuse, they are required to notify the Commonwealth's child abuse hotline, either via telephone or

online. Following the report, staff members are required to notify the school social worker who is the school staff member responsible for following up on child abuse reports. After a call to Childline is made, the school social worker may choose to alert the parents/guardians that a report was made or may choose to not alert them, depending on the circumstances. There is no law requiring parental notification of reports of suspected child abuse. All school staff members are mandated to keep confidential any discussions regarding suspected child abuse; however, the school social worker may share some information with staff members on a need-to-know basis only if this information will benefit the believed victim.

EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS (ECYEH)

Eastern Academy Charter School is committed to ensuring that all students experiencing homelessness have the opportunity to succeed in school consistent with the Education for Children and Youth Experiencing Homelessness (ECYEH) program, which is an initiative of the Pennsylvania Department of Education.

Based on the McKinney-Vento Homeless Education Assistance Act, some of the main objectives of ECYEH and the Academy include increasing awareness about the needs of homeless students, assisting them to overcome possible educational barriers, and to provide support to students and their families.

To implement this policy, a Homeless Liaison has been designated who may:

Assist students in homeless situations regarding:

- Enrollment and placement in school
- Participating in all applicable school programs
- Remaining in school if the student moves
- Transportation to and from school
- Receiving free school meals
- Receiving assistance with school-related expenses such as supplies or uniforms
- Ensuring that students receive all school services needed
- Social services/community referrals and/or coordination

Assist families regarding:

- Ensuring students are enrolled in school immediately, even without all paperwork ordinarily required

- Getting immunizations, immunization records or other medical records if necessary
- Informing parents/guardians and students about transportation services and setting up transportation
- Informing parents/guardians and students about all the programs and services available at Eastern Academy Charter School
- Social services/community referrals and/or coordination

EVERY STUDENT SUCCEEDS ACT (ESSA)

Eastern Academy Charter School is committed to ensuring that all students, including those in foster care, have the opportunity to succeed in school in accordance with the Every Student Succeeds Act (ESSA).

As the "school of origin" for a student in foster care, the Academy will:

- Designate a Foster Care Liaison to serve as the primary link to, and to work collaboratively with, Philadelphia Department of Human Services ("DHS") including Child Welfare Operations staff and Education Support Center, to ensure that a student in foster care remains in his or her school of origin in order to ensure educational stability and provision of necessary and related support and services including transportation, even while any disputes are being resolved, unless it is determined not to be in the student's best interest to remain in the school of origin;
- Make every effort to encourage a student in foster care to succeed in school, and reasonable efforts to eliminate existing barriers to attendance and education, in compliance with federal and state law;
- Ensure that students in foster care have equal educational opportunities with provision of services comparable to those offered to other students attending the Academy including, but not limited to, transportation services, school nutrition programs, programs for students with limited English proficiency, and educational services for students who meet eligibility criteria such as students with disabilities, programs for disadvantaged students, and gifted and talented students; and
- Maintain student confidentiality, except to the extent necessary to collaborate with DHS and other agencies for support and services including transportation, and/or to facilitate enrollment/records

transfers to DHS and/or any new school, so that educational stability can be maintained and student success can be achieved.

SUICIDE AWARENESS AND PREVENTION

The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students and the entire school community are significant. The Board of Eastern Academy Charter School is committed to: maintaining a safe school environment; protecting the health, safety and welfare of its students; promoting healthy development; and safeguarding against the threat or attempt of suicide among school-aged youth. Therefore, in order to ensure the safety and welfare of its students, Eastern Academy Charter School will take a multi-faceted approach to educate students and staff on the actions and resources necessary to prevent suicide and promote mental well-being.

Prevention Education for Students

Students in grade 6 and above will receive age-appropriate lessons in their classrooms through health education or other appropriate curricula such as the importance of safe and healthy choices, help seeking strategies for self and/or others, promoting a climate that encourages peer referral and emphasizes school connectedness, and addressing possible precursor problems such as depression and other mental health issues, anger, and drug use.

Intervention/Prevention

Staff, students, parents or guardians who suspect that a student may be contemplating suicide, or who becomes aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened, should immediately notify the CEO/Principal, who will ensure immediate involvement of the school's crisis response team and implementation of emergency response protocols.

If an expressed suicide thought or intention is made known to member of the school community during an internship or afterschool program and the CEO/Principal or other school administrator is not available, call for help:

- 215-686-4420 (Crisis Intervention Hotline in City and County of Philadelphia)
- 1-800-SUICIDE (1-800-784-2433) (Crisis Services of the Treatment Advocacy Center, National Hopeline Network)

- I-800-273-TALK (8255) (National Suicide Prevention Lifeline/[suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org))

Thereafter, as soon as possible, inform the CEO/Principal of the incident and actions taken.

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SECTION VII

STUDENT RECORDS

CONFIDENTIALITY OF STUDENT RECORDS

Eastern Academy Charter School maintains education records for every student containing confidential, personally identifiable information ("PII") such as the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable. All academic records are located, under lock, in the main office. Student medical files are securely stored and maintained by the school nurse. All special education records are located, under lock, in the Special Education Department.

Eastern Academy Charter School must obtain parental consent before disclosing PII to anyone not entitled to see it under law. "Consent" means: the parents have been fully informed regarding the activity requiring consent in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time.

Student educational records may be forwarded without parental/guardian consent to a school in which the student intends to enroll or has applied for admission.

It is the annual obligation of Eastern Academy Charter School to inform students and parents of their rights concerning confidentiality of student records below.

ANNUAL NOTICE OF RIGHTS UNDER FERPA

Students and their parents have an expectation that their personal information is safe, properly collected and maintained, and that it is used only for appropriate purposes and not improperly disclosed.

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day that Eastern Academy Charter School receives a request for access.

A parent or eligible student should submit to the Principal a written request that identifies the records that he or she wishes to inspect. The Principal will make arrangements for

access and will notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A parent or eligible student who wishes to ask Eastern Academy Charter School to amend a record should write to the Principal and clearly identify the part of the record sought to be changed, and specify why it should be changed. If the Academy 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 of his or her 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 provide written consent before disclosure of PII from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Pursuant to Sec. 99.31 of FERPA, Eastern Academy Charter School may disclose PII from the education record of a student without consent, as long as the disclosure meets one or more of the following conditions:

- (a) The disclosure is made to school officials who have specific, legitimate educational interests including professional staff of Eastern Academy Charter School such as, but not limited to, teachers, administrative personnel, counselor, psychologist, support staff members, school nurse or person serving as a member of the school's Board of Trustees. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or other volunteer serving on an official committee such as a disciplinary or grievance committee; or a parent or other volunteer assisting another school official in performing

his or 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.

- (b) Law enforcement and judicial authorities may receive from the school a report of a crime committed by a student. Eastern Academy Charter School is not prohibited from reporting a crime committed by a student with a disability to appropriate authorities or to prevent law enforcement or judicial authorities from exercising their responsibilities with regard to the application of federal and state law.
 - (1) When reporting a crime committed by a child with a disability, the school shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to which it reports the crime.
 - (2) When reporting a crime under this section, the school may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.
- (c) The officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
- (d) Federal and state officials for the purpose of an audit and evaluation of federally supported education programs or for enforcing or complying with federally legal requirements, which relate to these programs. Information provided shall contain the minimum necessary information that is personally identifiable, and such information shall be destroyed upon completion of such audit, evaluation, enforcement or compliance.
- (e) Persons or agencies in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other persons.

- (f) Persons or agencies in compliance with a judicial order or any lawfully issued subpoena. Eastern Academy Charter School will provide written notice to the parent or eligible student of the order or subpoena and, if possible, in advance of the disclosure of educational records or PII. The parent or eligible student may receive a copy of the information released, if desired. Copies will be provided at the actual cost of reproduction.
 - (g) The disclosure is to authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities.
 - (h) The school may provide anonymous directory information from its records, including the official student record, for research purposes without consent under conditions where there is no likelihood of identifying any individual.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Eastern Academy Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

FERPA permits Eastern Academy Charter School to disclose appropriately designated “directory information” without prior parental consent, unless the school is advised to the contrary in accordance with its procedures. Directory information means information contained in the educational record of a student which is generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow the Academy to include this type of information from a student’s education records in certain school publications. Examples of directory information include, but are not limited to:

- Student name
- Address
- Telephone number
- Photograph

- Participation in officially recognized activities, clubs and sports
- Honors and awards received
- Grade level
- Dates of attendance
- Date and place of birth
- Weight and height of athletic teams
- Graduation date

Examples of how Eastern Academy Charter School may reveal directory information include disclosing the directory information in the following, by way of example:

- Annual yearbook
- Newsletters, newspapers or other news sources
- Class lists
- Activities or sports sheets
- Honors or other recognition lists
- Staff and/or Student Directories and/or listings
- A playbill showing student's role in a drama production
- School Website
- School Bulletin Board

These examples are for illustration, only, and do not constitute an exclusive list of the manner in which directory information may be disclosed. This notice provides a parent or eligible student with an opportunity to object in writing to any or all of those types of information that the Academy has designated as directory information.

Any refusal with the types of information subject to disclosure as directory information must be submitted in writing to the Principal.

Officials Responsible for Ensuring Confidentiality

Mr. Omar Barlow, Chief Executive Officer/Principal
 Ms. Yvonne Turner, Chief Operating Officer
 Ms. Nia Ford-Cox Special Education Coordinator

Eastern Academy Charter School
 3300 Henry Avenue
 Philadelphia, PA 19129
 215-769-3111

PARENT OR GUARDIAN REQUESTS FOR EDUCATIONAL RECORDS AND TRANSCRIPTS

In order to receive a student's educational records or transcripts, parents or guardians must submit a written request to the school registrar. Although Eastern Academy Charter School has up to 45 days to respond to a request to access records, the School will make every effort to respond sooner, and requests a minimum of 72 hours from receipt of a parent/guardian's request for records or transcripts to be available for pick-up or mail delivery. The student must return all equipment and property belonging to the school and/or pay any outstanding fees before records can be released.

To the extent that this policy is in conflict with federal, state or local law, such law shall supersede this policy.

THIS SPACE IS INTENTIONALLY LEFT BLANK.

Eastern Academy Charter School
An Early College High School
www.easternacademycs.org

SECTION VIII:
STUDENT CODE OF CONDUCT

PURPOSE OF STUDENT CODE OF CONDUCT AND INCORPORATION OF MISSION AND CORE VALUES

Eastern Academy Charter School believes it is important to set forth the expectations of all community members. This Code of Conduct is designed to support the mission of the Academy to provide a college preparatory learning environment with a focus on the individual avenues of communication, empirical reasoning, social reasoning, quantitative reasoning, personal development, and character development.

MISSION STATEMENT: The mission of Eastern Academy Charter School is to provide a holistic, college-integrated learning community dedicated to the education of each student in the context of his/her unique interests. The school will provide students with an environment of excitement and early expectation through an integrative discovery-based learning experience that will develop logical reasoning, critical thinking, and purpose-driven global citizens. The school will graduate self-directed, self-aware learners, many of whom will have successfully mastered college level work.

CORE VALUES: Core Values direct the strategic implementation of the mission and are key to conduct and discipline at all levels of the organization. Therefore, we who are part of the Academy value:

1. Relationships at all levels of the organization characterized by respect, empathy, integrity, acceptance of diversity, and a willingness to work through conflicts to resolution.
2. Effective teaching and guidance counseling that prepares students for academic success in college.
3. Ongoing professional development of staff and faculty for the purpose of maximizing their contribution to the school, their careers, and society at large.
4. Access to resources that empower and enable students to discover, display and directly use their knowledge and skills.

5. A physical plant that reflects our commitment to create an academically comprehensive and safe learning environment
6. Partnerships with individuals and institutions beyond the school that empower our ability to expand and extend our mission.

SCOPE OF CODE OF CONDUCT

The Code of Conduct is not limited to the hours that school is in session or occurrences on school property. The Code of Conduct also applies to students and their conduct outside of school hours and/or off school property in the following circumstances:

- The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school-furnished transportation
- When a student is engaged in or traveling to/from internship activities off school grounds
- The student is a member of an extracurricular activity
- Student expression or conduct that materially and substantially disrupts the operations of Eastern Academy Charter School, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
- The conduct has a direct nexus to the Academy or a school-sponsored activity (for example, a continuation, retaliation or initiation of any event or pertaining to another individual related to the school)
- The conduct involves theft or vandalism of school property
- There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
- Student is in the Academy uniform.

HABITS OF SUCCESSFUL STUDENTS

In addition to appreciation of the Academy's Mission and Core Values, students are expected to develop the following Habits of Successful Students:

1. **A successful student immediately does what any adult in the school requests without complaint.** A successful student recognizes that an Advisor, Eastern professor, a

staff member or any other adult in the school has the best interest of the student in mind. Therefore, if an adult asks a student to sit down, pay attention, maintain silence during a writing assignment, tuck in his/her shirt or any other request, he or she will do as asked without delay. A student may ask politely if he or she can finish a task before responding to a request, but if the adult says “no,” the student is expected to do what he or she is asked without complaint, eye-rolling or showing other signs of displeasure.

2. **A successful student is in his or her seat every day, on time, prepared to learn.** A student cannot learn unless he or she is present and ready to begin class. So being on time and ready when class begins is essential. This means that coats, book bags and other things not essential to the class are stowed in a locker, and that the student has all the materials he or she needs for learning that day (Learning Plan, planner, pen, paper, etc.).
3. **A successful student turns in all assignments complete and on time.** Turning work in on time and complete creates the academic work habits necessary for success in middle school, high school and college. Advisors or teachers will set deadlines for all projects, drafts and other kinds of homework. If, for some reason, a student is unable to complete assignments at the stated deadline due to health or family issues, he or she should speak with the teacher well in advance of the deadline, so appropriate adjustments can be made.
4. **A successful student treats every student, Advisor, teacher staff member and adult in the school and outside school politely and courteously.** Regardless of one’s feelings toward another person, students should treat others with respect and courtesy. This means never making fun of another person, saying hurtful things or cursing at another person. It also means not “talking behind their back” and gossiping about others in ways that influences fellow students to think of this person in negative or hurtful ways. These behaviors are expected in school, on field trips, at

athletic events, on internships and serving learning outings, social events and all other school-related activities.

GUIDELINES FOR BEHAVIOR

The following guidelines are expected to additionally govern and characterize student behavior at Eastern Academy Charter School:

- Attendance: Students are expected to attend school on a regular basis, as required by state law, and to come to school on time.
- Safety: Students are expected to behave in ways that are safe for themselves and others. Students, parents, faculty and staff are expected to follow the rules that the Academy has adopted to ensure the safety of all in the school. Likewise, all persons involved with the school are expected to respect other people's property.
- Cooperation: Students are expected to cooperate fully with Advisors in their classrooms and to cooperate fully with administrators, Advisors and other adults in the school when they are in the cafeteria, hallways, stairways and other common areas. Students are expected to always be polite and helpful when dealing with others.
- Orderly movement: Students are expected to move between classes and other activities in common areas, inside or outside of the school, in an orderly and timely manner.
- Entering the building: When entering the building, students should remove hats and visors and keep their voices low. An adult-type behavior should prevail. Student should not run, wrestle, push, or shove. The "no hats" policy applies to girls as well as boys. All backpacks and coats must be put in advisories upon entering the building.
- Electronic Devices: No electronic devices (cell phones, iPods/MP3s, beepers, computers, video games, etc.) are allowed in the classroom, or on the person of a student while in class or on a school-sponsored activity, unless specifically permitted by an advisor or staff member for educational purposes. If a faculty or staff member sees a student in possession electronic devices while school is still in

- session, these will be confiscated. The equipment will not be returned until the end of the school day.
- Illegal drugs and alcohol: Illegal drugs and alcohol are strictly forbidden at all times. If a student is taking medication for health reasons, he or she should notify the school nurse and Advisor of the need for medication use.
 - Dress Code: Students will wear the school uniform in a clean and well groomed appearance at all times when on school grounds. Accommodations to dress code rules will be made for those who must follow certain dress requirements based on religious grounds. Exceptions to the dress code policy must be made by written request of the student's parent/guardian to the Principal.

RESTORATIVE PRACTICES

In the event that a student fails to abide by the Academy's Core Values, Habits of Successful Students, Guidelines for Behavior, or otherwise violates school rules or policies, Eastern Academy Charter School utilizes the “restorative practices” approach to discipline, pioneered by Ted Wachtel at the SaferSanerSchools Program at the International Institute for Restorative Practices (IIRP).

Restorative practices have their roots in “restorative justice” -- a new way of looking at wrongdoing that focuses on repairing the harm done to people and relationships, rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them. The most critical function of restorative practices is restoring and building relationships. With the facilitation by the Dean, an offender meets with the person who was wronged, they explore what happened, and the offender makes necessary amends. The restorative practices process can happen in groups as small as three and as large as an entire class.

Restorative Practices (RP) Principles:

- I. RP focuses on harms rather than rules or persons and the consequent needs of victims, offenders and communities.

2. RP addresses obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
3. RP uses inclusive and collaborative processes.
4. RP involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. RP seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.¹

Restorative Discipline:

1. Acknowledges that relationships are central to the building of the school community;
2. Must establish policies and procedures for harm and misbehavior in a way that strengthens relationships;
3. Focuses on harms done rather than rules broken;
4. Gives voice to the person who was harmed;
5. Engages in collaborative problem solving;
6. Empowers change and growth for all involved; and
7. Enhances responsibility for actions and attitudes for all involved.²

Goals for Restorative Practices:

1. For the Academy to be a safe, friendly and enjoyable learning environment;

¹ Amstutz and Mullet (2005). *Restorative Discipline for Schools*, pp. 25-26

² Amstutz and Mullet, pp. 26-29

2. For the Academy to foster an environment where everyone feels valued, respected and included; and
3. For the Academy to be a school where students are motivated to learn, and faculty and staff enjoy meaningful and fulfilling work.³

The Restorative Practices Process (RPP)

The RPP is designed to incorporate the principles, concepts and goals of restorative practices into the disciplinary system and practices at Eastern Academy Charter School. While the process outlined below is designed to provide a “map” for how Advisors, students and staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community, all are advised to use their best judgment as to what is restorative, respectful and appropriate in each individual instance. Thus, the RPP outlined below is a guide for decision-making, not a hard and fast set of rules.

The Respect Agreement: At the beginning of the school year, each Advisor will lead his/her class in the development of a “Respect Agreement” for the class. The Respect Agreement’s purpose is to have students and teachers agree on the guidelines for behavior that will create a safe, cooperative and constructive classroom setting. Respect Agreements also must include school rules outlined in the Code of Conduct. Once developed, Respect Agreements are posted in a prominent place in the classroom visible to all in the room.

The Respect Agreement is critical and central to the success of restorative practices at Eastern Academy Charter School. Each class develops its own agreement according to the following lesson plan:

Step 1: The teacher provides a brief overview of the Respect Agreement focusing on the meaning of respect in four areas:

- Students respecting other students
- Students respecting the teacher
- Teachers respecting the students

³ Adapted from Hopkins (2004), *Just Schools: A Whole School Approach to Restorative Discipline*, p.28

- All class members respecting the school equipment and facilities

Step 2: Each student brainstorms potential rules in each of the four areas.

Step 3: Students meet in groups of 4-5 and share their ideas. Each group selects 4 rules they want to propose for the whole class

Step 4: Ideas for each category are written on newsprint and discussed by the class. The class then votes or comes to consensus on the rules of respect they want to govern their class.

Step 5: The Respect Agreement is written up and placed in visible place in the classroom. Any school-wide rules are automatically included in the agreement.

Step 6: Each morning for two weeks, the Teacher reviews the Respect Agreement

Sample Respect Agreement⁴

We can create a respectful and cooperative classroom and school by”
The Teacher Respecting Students

- Talk in a calm voice.
- Be careful not to embarrass students.
- Help when someone needs help.
- Problem solve – don’t give dirty looks.
- Guide discussion and decide how all will participate and be heard.
- Be careful when using a whistle
- Be polite.
- Be prepared.
- Pay attention to students and their ideas.

Students Respecting the Teacher

⁴ This sample Respect Agreement is taken from *Discipline That Restores* by Ron and Roxanne Clasen, pp.47-48. While this sample breaks the agreement into the four categories, this is not necessary. This sample is give en to see how the four categories are included in the overall agreement.

- Listen without talking; pay attention.
- Don't talk during a test.
- Be careful not to embarrass the teacher.
- Listen with an open mind.
- Be prepared and ready to learn.
- Problem solve –don't give dirty looks.
- Be polite and nice.
- Ask if you need to borrow something and return it.

Students Respecting Themselves and Other Students

- Don't talk during a test.
- Do your own work.
- Ask before you borrow something and return it
- Treat others the way you want to be treated (with respect).
- Avoid profanity, gum or seeds.
- Listen to each other; pay attention.
- Keep your hands to yourself.
- Stay quiet for each other.
- Pick up after yourself.
- Show new students around the school.
- Be polite and nice.
- Respect the property of others.

All Respecting the School Facilities and Equipment

- Put trash in trash cans

- No chewing gum or eating seeds.
- Don't run in the classroom.
- Take good care of the books.
- Don't write on furniture or walls.
- Repair, replace or clean what you ruin

I am willing to be respectful and cooperative

Signature(s) of all students and Teacher.

In-Class Issues. As issues of misconduct arise in the class, Advisors will seek to handle the misconduct by reminding students of their need to follow school guidelines by offering students constructive reminders. If students admit their infraction and immediately seek to correct their behavior, student and Advisor will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the Advisor will seek to handle the issue in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the teacher will handle the issue in class using an appropriate method, such as a class circle. In-class issues might include:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of Advisors and/or other students
- Sleeping or chewing gum in class (according to advisor discretion)
- Excessive playfulness in class
- Overt signs of sexual affection.
- Academic honesty
- Gambling

- Minor dress code violations (e.g. wearing a hat, not having shirt/blouse tucked in).
- Bathroom misconduct or failure to follow procedure
- Raising one's voice in a verbal conflict

Respect Agreement Issues. If the Advisor's attempt to use a constructive reminder does not resolve the issue, Advisors and students will refer to the class Respect Agreement for guidance. Advisors will remind students of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the issue until a mutually agreed upon resolution is reached.

Conferencing and Circles. If an incident occurs between students of different classes, or attempts to resolve an issue in class has proven to be unsuccessful, students will be given one of three options:

- (1) The student may elect to have the Advisor decide an appropriate resolution to the incident;
- (2) Students may request that the Dean serve as a mediator to work with students or to come to a resolution; or
- (3) Students may choose to work at resolving the issue without a mediator.

If the incident involves a student and an Advisor, and an appropriate resolution has not been reached, the Advisor can then refer the student to the Dean for a restorative conference. If the incident involves a number of students, the Dean may choose to hold a restorative circle with students and adults involved in the incident. Who to include in the conference or circle will be up to the discretion of the Dean. While the decision to refer a student to the Dean is up to the Advisors and/or Principal, common conferencing and circle issues might include the following:

- Failure to wear school uniform to school
- In class possession of electronic devices (cell phones, iPods, computers, etc) not being used in the learning process
- Lying to Advisors or other staff
- Bullying behavior toward Advisors or other students

- Throwing objects at anyone at anytime
- Loitering in the hallways, not having a hall pass or leaving class without permission.
- Littering anywhere on school grounds – inside or outside.
- Eating in class without adult permission or supervision.
- Unexcused absences, lateness's or cutting class (Three or more unexcused absences must be reported to the Pennsylvania Department of Education)
- Disrespectful or abusive language or gestures
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right? ⁵

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed:

- What did you think when you realized what had happened?

⁵ These restorative questions are provided by the International Institute for Restorative Practices, www.iirp.org

- What impact has this incident had on you and others?
- What been the hardest thing for you?
- What do you think needs to happen to make things right?⁶

In the course of discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by the Dean and other persons involved. A notice will be place in the offending student’s file of the infraction with notation of the restorative action that was agreed upon. Restorative actions that might be suggested could include the following:

- Verbal or written apology to person harmed or community as whole
- Community service
- Action plan for correction of student behavior
- Notice being sent home to student’s parents

In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed:

- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, principal, other students, community members, law enforcement officials, and the offender’s family members. The participants in the conference will be determined by the Dean in consultation with the offender and primary victims of the misconduct.
- The restorative conference shall be facilitated by the Dean.

⁶ Institute for Restorative Practices.

- The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include repairing and/or paying for damage done) and shall be determined in the context of the restorative conference.
- The Dean will oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the DEAN and the offender will sign the document, and it shall be placed in the student's file.
- The student will then be released from any further obligations to community service, and a message will be sent by the Dean to the Principal, victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his/her community service.

TAKING A BREAK FROM THE COMMUNITY

In those instances when the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community, and not come to school for a period of one to three days. Prior to being asked to take a break, the student will be asked to think about the reasons for his/her temporary break from the community, and to write a 1-3 page paper addressing the four restorative questions (above). When the break time is over, the Dean will meet with the student and his/her parent(s) to review what the student has written, and to discuss appropriate measures for restoring the offending student to the community. Depending on the nature of the misconduct or harm done, the student may be asked to take additional actions in order to be fully restored. Once those actions are completed, the student will be formally welcomed back into his/her classroom as a full participant. During the time away from school, the student is also responsible for completing any assignments that would be due during his/her time away.

If a student continues to be uncooperative, or engages in repeat behaviors of a nature similar to the initial misconduct, he/she may be asked to take a second break from the community from 4 to 10 days. In addition to writing the paper addressing the four restorative questions, the student

will need to write a formal letter of apology to the Principal explaining the nature of the wrongs done, and the concrete steps that will be taken to address the unacceptable behaviors in question. Prior to returning to the classroom, the Dean will meet with the student and his/her parent(s)/guardian(s) to discuss the items discussed in the letter and the steps necessary for restoring the student to full inclusion in the community. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away.

While the decision to require a student to take a break from the community will be up to the discretion of the Principal, some behaviors requiring students to take a break from the community, the length of which is dependent upon the severity of the behavior include, but are not limited to:

- Coming to school under the influence (but not in possession of) of alcohol or illegal substances
- Bullying, cyberbullying, harassment (cyber or sexual) hazing or retaliation
- Academic dishonesty
- Abuse of computer privileges
- Destruction or defacing of school property
- Voluntary sexual acts while in school
- Theft of school or personal property
- Truancy or leaving school property without permission
- Smoking on school grounds or school-sponsored events
- Possession and/or use or transfer of matches, lighters, or any incendiary devices
- Tampering with fire alarm/extinguishers
- Arson
- Terroristic threats

- Counterfeiting, forging another’s signature on school-related documents, or presenting another’s student’s work as one’s own
- Fighting, encouraging fighting or other violent behavior
- Failure to abide by previously decided resolutions
- Actions which challenge the teacher's authority
- Actions that endanger or threaten the safety or wellbeing of any member of the school community

Certain infractions are explained separately in greater detail in this section including, but not limited to, Bullying, Cyberbullying, Possession of a Weapon, and Substance Abuse.

The Infraction Grid on the next page shows examples of potential disciplinary consequences that may be imposed for a number of infractions of school policy, and is subject to change as deemed necessary by the administration.

While the grid alone does not list every possible offense, the Code of Conduct in its entirety lists not only acceptable behavior, but also the types of behavior and conduct that violate school policy and, in some instances, the law. It is the school's intent to impose disciplinary consequences commensurate with the severity of the infraction, utilizing Restorative Practices when appropriate. In instances of severe misconduct, however, Restorative Practices may be inadequate to redress the wrongdoing and to deter repeated misconduct in the future, in which case the student may be subject to other administrative action up to expulsion.

INFRACTION GRID

ACTION	TYPICAL DAYS ASSIGNED TO ACTION
FIGHTING	10 DAYS (REVIEWED BY CEO)
HORSE PLAYING	1-3 DAYS
GROSS DISRESPECT TO STAFF	1-5 DAYS
GROSS DISRESPECT TO PEERS	1-5 DAYS
THEFT-STEALING OR TAKING PROPERTY	3-5 DAYS

POSSESSION OF WEAPON	10 DAYS (EXPULSION HEARING)
HARRASSMENT	3-5 DAYS
BULLYING	3-10 DAYS
OTHER: Repeat offenses, cutting, lateness, uniform violation, inciting a fight, etc.	DAYS MAY VARY

If the student’s misconduct continues, and he/she does not appear in the CEO/Principal’s judgment to be acting in good faith to change his or her offending behavior, the CEO/Principal may recommend to the school's Board of Trustees to permanently exclude the student from the Academy community through expulsion. A decision to permanently exclude a student is decided by a majority vote of the Board. This process is further explained in greater detail in this section.

Although the Academy seeks to be a non-violent, safe and reconciling community, the CEO/ Principal is expected to refer a student to the Board of Trustees to consider permanent exclusion from the community or expulsion, even for first time offenses, in the following circumstances:

1. Arson or attempted arson;
2. Assault and/or battery of an employee or student;
3. Possession, use or sale of a firearm or dangerous weapon;
4. Manufacturing, growing, distribution, and/or sale of drugs and/or paraphernalia;
5. Extortion, attempted extortion, robbery, and/or larceny;
6. Immoral conduct which is harmful or threatens to be harmful to another individual;
7. Severe instances of bullying, cyberbullying, harassment (including cyber or sexual) or hazing;
8. Unlawful assembly and/or riot;
9. Possession, use, distribution, sale, lighting, or discharge of explosive devices; or
10. Student is determined to have committed an offense punishable as a crime, which resulted in or could have resulted in injuries to other students or staff, regardless of where the offense occurred.

ANTI-BULLYING,CYBERBULLYING, HARASSMENT (INCLUDING SEXUAL AND CYBER) AND HAZING POLICY

Eastern Academy Charter School will not tolerate bullying, cyberbullying, harassment, sexual harassment, cyberharassment, hazing or retaliation for such behaviors. Each Pennsylvania public school is required to have a policy regarding the class of bullying behaviors and the discipline of students who are found to have engaged in such conduct. This policy will be reviewed with students and posted where all can see it.

Definitions

"Bullying" means an intentional electronic, written, verbal or physical act, or a series of acts:

1. directed at another student or group of students;
2. which occurs in a "school setting" or outside of school and materially and substantially interferes with the educational process or program at the school such as to create a sufficient nexus with the school, as allowed by law;
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
 - substantially interfering with a student's education;
 - creating a threatening environment; or
 - substantially disrupting the orderly operation of the

school.

Bullying takes many forms and can include a variety of behaviors and may include, but is not limited to:

1. Physical -- touching, hitting, kicking, pushing, shoving, or causing or encouraging another person to hurt someone.
2. Verbal -- slurs, name-calling, teasing, taunting, gossiping or spreading rumors.
3. Nonverbal -- threatening, intimidation, obscene gestures, isolation, exclusion, stalking or cyberbullying.

It is the intent of this policy that the term "bullying" include, but not be limited to, incidents that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, physical appearance, socioeconomic status and/or political beliefs.

"Cyberbullying" means the use of electronic communication technologies with the intention of harming another person or with reckless disregard to the well-being of another person. Cyberbullying can

occur through an electronic or communication device including, but not limited to, a telephone, cellular phone or computer, through e-mail, instant messaging, text messaging, blogging, photo and video sharing, chat room messaging, posting on message boards or social networking sites, or any other medium of communication.

As a form of bullying, even if occurring off school premises, cyberbullying is subject to discipline under the Code of Character, if it materially and substantially disrupts the operations of the school, or if the School Administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

"Harassment" means unwelcome verbal, written, graphic or physical conduct relating to a person's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not depend on intent to harm, need to be directed at a specific target, or entail repeated incidents. Harassment creates a hostile environment when it:

1. is directed at another student or group of students;
2. has the purpose or effect of substantially or unreasonably interfering with a student's education; or
3. otherwise adversely affects a person's learning opportunities, health, safety or wellbeing.

"Sexual harassment" is unwelcome conduct of a sexual nature. Forms of sexual harassment include, but are not limited to, the following:

1. Verbal Harassment, such as derogatory comments, jokes, slurs, sexually oriented sounds or remarks;
2. Physical Harassment, such as unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement; or
3. Visual Harassment, such as derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures.

Formal complaints of sexual harassment must be in writing and signed by the complainant. The CEO/Principal or designee will investigate complaints of sexual harassment promptly. If the charge is substantiated, corrective disciplinary action will be taken for this serious violation of the school policy. Confidentiality will be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.

"Cyberharassment" means direct use of electronic communications or electronic social media service to inflict harm to a student, including threats to inflict harm or making seriously disparaging statements or opinions about the student's physical characteristics, sexuality, sexual activity, mental or physical health. Though similar to cyberbullying, cyberharassment of a student, whether on school grounds or not, is a crime to warrant notification to the Police Department. This may result in a criminal investigation and criminal charges to be filed against the student.

"Hazing" means:

Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

Hazing of a student, whether on school grounds or not, is a crime if committed by any person or by a student in grades 7 and up -- to warrant notification to the Police Department. This may result in a criminal investigation and criminal charges to be filed against the student or person.

EASTERN ACADEMY CHARTER SCHOOL HAS NO TOLERANCE FOR ANY INSTANCES OF BULLYING, CYBERBULLYING, HARASSMENT (INCLUDING SEXUAL OR CYBER) OR HAZING. ALL SUCH ALLEGED CONDUCT WILL BE PROMPTLY INVESTIGATED AND, IF FOUNDED, DISCIPLINARY SANCTIONS WILL BE IMPOSED ON THE OFFENDER. DEPENDING ON THE NATURE AND SEVERITY OF THE INFRACTION, REPORT WILL BE MADE TO LAW ENFORCEMENT OFFICIALS AS WARRANTED.

Prevention of Bullying, Cyber-Bullying, Harassment, Cyberharassment Hazing, and Retaliation

At the beginning of each academic school year, the policy prohibiting such conduct is presented to students by their Deans. Each student must sign an Acknowledgement Form attesting that she/he understands the intent and content of the policy; the definitions of bullying, cyber-bullying, harassment, cyberharassment and hazing; and that retaliation also is prohibited.

Reporting of Bullying, Cyberbullying, Harassment, Cyberharassment, Hazing or Retaliation

ALL INSTANCES OF BULLYING, CYBERBULLYING, HARASSMENT (INCLUDING SEXUAL OR CYBER) OR HAZING SHOULD BE REPORTED IMMEDIATELY TO THE DEAN OR CEO/PRINCIPAL, WHETHER SUFFERED AS A VICTIM OR WITNESSED.

Anyone who believes that he or she is the target of bullying, cyber-bullying, harassment, cyberharassment or retaliation, or who witnesses or knows of any such incident prohibited by this policy, where the alleged aggressor is a student, should promptly report the matter orally or in writing to a Dean or staff member, or send an email to **nobullyzone@easternacademycs.org**.

Anyone who believes that he or she is the target of bullying, cyber-bullying, harassment, cyberharassment or retaliation, or who witnesses or knows of any such incident prohibited by this policy, where the alleged aggressor is a staff member, should promptly report the matter orally or in writing to the administration.

Any staff member who is not a member of the Counseling Department with information regarding a potential violation of this policy is required to report it immediately to the CEO/Principal. Any relevant information

brought to the Counseling Department where the student is reluctant to make a report under this policy must be documented with the name of the alleged aggressor. The Counseling Department will encourage all parties involved to report the behavior for further investigation.

No staff member may make promises of confidentiality to a student or parent who informs him/her of an allegation of a possible violation of this policy.

Responding to a Report of Bullying, Cyberbullying, Harassment, Cyberharassment, Hazing or Retaliation

A. Preliminary Considerations

When a complaint of bullying, cyberbullying, harassment, cyberharassment, hazing or retaliation is brought to the attention of the Dean's Office, an assessment may be made whether any initial steps need to be taken to protect the wellbeing of students and to prevent disruption of their learning environment while the investigation is being conducted. As appropriate, strategies such as increased supervision may be implemented to prevent further prohibited behavior during an investigation.

B. Investigation

The following is an outline of the procedure that, when necessary, may be pursued once a complaint has been brought to the attention of the Dean's Office.

An impartial investigation of the complaint will be conducted by the Dean. The investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint, the student who was the target of the alleged bullying, cyberbullying, harassment, cyberharassment, hazing or retaliation, person(s) against whom the complaint was made, and any students, faculty, staff or other persons who witnessed or who may otherwise have relevant information about the alleged incident(s).

Depending on the circumstances, the Dean may choose to consult with additional health and educational professionals.

C. Resolution

Depending on the severity of the conduct, the Dean will determine if the matter warrants reporting to the Principal. Any of the following actions, or a combination thereof, may be taken by the Dean and/or the Principal:

- a. Requiring the offender to attend counseling;

- b. Requiring the offender to do classwork or to receive education pertaining to the conduct;
- c. Restricting or removing the offender from athletics or extracurricular activities;
- d. Imposing an out-of-school suspension;
- e. Requiring the offender to enter into a bullying contract; and/or
- f. Referring the offender to a formal expulsion hearing

Upon completion of the investigation, the Dean and/or Principal will meet individually with: (i) the targeted student(s), and (ii) the student(s) against whom the complaint was made and their parents to report the results of the investigation and, where disciplinary or other corrective action is determined to be appropriate, to inform them of the steps that will be taken to correct the situation. All meetings are conducted in accordance with requirements regarding student confidentiality. Follow-up contacts will be made with any targeted student and his/her parent to inquire whether there have been any further incidents and what, if any, support the student may require.

Depending upon the severity of the infraction, report may be made to law enforcement officials as may be appropriate.

WEAPONS -- ACT 26

Possession of weapons in the school setting not only poses a threat to the safety of students and staff, but also is prohibited by law. Act 26 (24 P.S. Section 13-1317.2) is a Pennsylvania law that requires the referral for expulsion of any student who possesses a weapon on school property, at a school function, or going to or from school.

The term “weapon” will mean any object, device, or instrument designed as a weapon or capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury. This definition includes, but is not limited to: any firearm, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agent such as pepper spray or mace; laser pointer; stun gun; incendiary device; any other tool, instrument or object used or intended to be used to inflict serious bodily harm to another. The term “weapon” will also include any simulated, replica, toy, or look-alike weapon.

Students are prohibited from possessing and bringing any weapon within 100 feet of any school building, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or to a school-sponsored activity.

A student is regarded as in possession of a weapon when the weapon is found on the person of the student; in his or her locker; or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school or a school-sponsored activity.

Being in possession of a weapon is not limited to using it or intending to use it. Merely carrying the weapon, keeping it in a locker, backpack or purse, or even holding it for a friend, is sufficient.

As required by Act 26, Eastern Academy Charter School will notify the Police upon discovery of any weapon covered by the Act.

Any student who violates this weapons policy, which is an egregious offense, will be subject to a referral for expulsion, which constitutes the appropriate disciplinary consequence. However, under Act 26, the CEO may, after a hearing, decide to allow the student who brought a weapon to school to remain in school.

TERRORISTIC THREAT

Eastern Academy Charter School recognizes the danger that terroristic threats by students present to the safety and welfare of other students, staff and community, even if the result is fear or disruption without physical injury. Therefore, the Academy will not tolerate any such conduct by any student, which is prohibited.

“Terroristic threat” is defined as a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Any student whom the CEO/Principal determines, after investigation, to have engaged in such conduct, alone or having any part thereof, will have committed the offense of “terroristic threat.” Such student may be recommended for expulsion, with report made to law enforcement officials.

ASSAULT ON SCHOOL PERSONNEL

A student will be recommended for expulsion, with report made to law enforcement officials, if he or she commits an assault against a teacher, administrator, a member of the Board of Trustees of Eastern Academy

Charter School, or other employee who is acting within his/her duties in a situation where his/her authority to act is apparent, or as a result of his/her relationship with the school.

SUBSTANCE ABUSE

The Board of Trustees of Eastern Academy Charter School recognizes that substance abuse and the misuse of alcohol are serious social problems that have far-reaching implications for both the user and the entire community. The Board of Trustees is committed to the prevention of drug and alcohol abuse and accepts the responsibility for instructing students in the nature of these substances.

The use, possession, sale, distribution, or possession with intent to sell or distribute any substance as defined below (a) on school property, (b) at any place where interscholastic activity and/or athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by or under the supervision of the school, its Board of Trustees or authorized agents, or (e) upon school transportation vehicles at any time is prohibited, as well as (f) the use of any substances prior to participation in the activities listed in (a)-(e) above.

Likewise, no student will aid, abet, assist, or conceal the possession, consumption, purchase, or distribution of any substance by any other student or students (a) on school property, (b) at any place where an interscholastic activity and/or athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by or under the supervision of the school, its Board of Trustees or authorized agents, or (e) upon school transportation vehicles at any time.

Any student found engaging in any of the foregoing prohibited activities will be subject to suspension/ expulsion from school pursuant to administrative procedures for the discipline of students and any other applicable provisions of the law. A student whom school officials have reasonable suspicion of having committed a criminal act also will be reported to law enforcement officials.

In the event that a student is known or suspected to be under the influence of any prohibited substance, Eastern Academy Charter School will call the student's parent/guardian and request that the parent/guardian take the student home or seek medical attention.

Use by a student in proper amounts, of a drug authorized by a medical prescription for the student from a licensed physician will not be considered a violation of this rule.

***Definition:** For the purpose of this policy, “substance” will mean alcoholic beverages, anabolic steroids, controlled dangerous substances as defined in Section 2 of P.L. 1970, c. 266 (C.24; 21-2) or any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined in Section 1 of P.L. 1965, c. 41 (C.2A: 170-25: 9), and any prescription drugs, except those for which permission for use in school has been granted. (Refer to the School’s policy on the use of medication.)

USE OR POSSESSION OF TOBACCO

The Board of Trustees of Eastern Academy Charter School recognizes that smoking presents a health hazard which can have serious consequences, both for the smoker and nonsmoker. Thus, smoking will not be permitted anywhere on school property.

The use of tobacco is defined as the possession and/or use of any cigarette, pipe, cigar, chewing tobacco, snuff or other smoking or tobacco product, smokeless tobacco in any form, e-cigarette and/or paraphernalia associated with tobacco use such as rolling papers, matches and lighters. Smoking means the burning of a lighted cigarette, pipe, cigar, or any other matter of material that contains tobacco, or use of a tobacco-free product such as, but not limited to, an e-cigarette.

Students will not use or possess any product containing tobacco, or a tobacco-free product such as an e-cigarette, while on school property or at a school-sponsored events. School functions will be defined as (a) on school property; (b) at any place where an interscholastic activity and/or athletic contest is taking place; (c) during the course of any field trip; (d) during the course of any trip or activity sponsored by or under the supervision of the school, its Board of Trustees or authorized agents; or (e) upon school transportation vehicles at any time.

CARE OF SCHOOL PROPERTY

Eastern Academy Charter School believes that it must help students learn to respect property and develop feelings of pride in community institutions. The school also recognizes the relationship between effective use of property and the school’s financial solvency.

The Board of Trustees of Eastern Academy Charter School charges each student with the responsibility for the proper care of school property and school textbooks, supplies, computers and other equipment entrusted to his/her name.

Students who willfully cause damage to or deface school property will be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under the law. Parents or guardians of students will be held accountable for their student's actions. The Board of Trustees may report to the appropriate authorities any student whose damage of school property has been serious or chronic in nature.

PHYSICAL RESTRAINT

Physical restraint of students by school personnel will be considered a reasonable use of force when used in the following circumstances:

- As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
- As reasonably needed to maintain order or prevent or break up a fight.
- As reasonably needed for self-defense.
- As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.
- As reasonably needed to escort a student safely from one area to another.
- If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.
- As reasonably needed to prevent imminent destruction to school or another person's property.

Physical restraint will be considered a reasonable use of force when used solely as a disciplinary intervention/ preventative measure. Nothing in this subsection may be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

***Please Note:

- Use of prone restraints is strictly prohibited.

- Restraints will be performed by trained/ certified crisis response team members.
- The restraint process is in accordance with The Crisis Prevention Intervention Model (CPI).
- Should the use of restraint become necessary for a student with an IEP, the school will follow regulations regarding reporting and notification promulgated by the Pennsylvania Department of Education's Bureau of Special Education.

SEARCH AND SEIZURE

Various types of school property including, but not limited to, lockers, storage bins and computer terminals are assigned to students for their convenience of storage or educational usage. School property remains the property of Eastern Academy Charter School. School property is not to be construed as belonging to, or for the sole use of a student, even though he or she assumes full responsibility for the security of such property.

In the interest of maintaining an educational environment and providing for the health and safety of all students, Eastern Academy Charter School reserves the right, when necessary, for the CEO/Principal or designee to search, without a warrant, a student, his or her locker, purse, book bag or backpack, or school computers, if there are reasonable grounds for suspicion that the student has violated or is violating state or federal laws, city codes, or school policies.

If a school official has reasonable suspicion that a student's locker contains illegal or unauthorized materials, the school may conduct a locker search upon notification to the student, who will be given opportunity to be present during the search. When school officials have reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in school, the locker may be searched without prior warning.

Without notice or consent of the student or his or her parent, a student's person and/or personal effects (i.e., purse, book bag, backpack or athletic bag, electronic devices) or computer may be searched, whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized material, contraband, evidence of a crime or evidence of a violation of the school's rules and policies.

Parents will be immediately contacted if a dangerous or missing item is found on or in the possession of their student. Also, parental presence will be required if there is good reason to believe that an item of

importance or value may be concealed in such a manner as not to be revealed by the above search procedures.

If items of importance or value are missing and there is a reasonable chance they have not left a defined area, that area and persons in that area may be searched.

If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities for ultimate disposition. Additionally, illegal or prohibited materials seized during a search may be used as evidence against the student in a school disciplinary proceeding.

To summarize:

Personal Searches - A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

School Computers - School computers and any data they contain remain under control of Eastern Academy Charter School, and are subject to inspection at any time.

Locker Searches - Lockers may be searched if a school official has reasonable suspicion that the locker contains illegal or unauthorized materials. The student assigned to the locker will be notified, and opportunity to be present during the search will be given. When there is reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in school, the locker may be searched without prior warning or opportunity to be present during the search.

SUSPENSION AND EXPULSION

The Board of Trustees of Eastern Academy Charter School recognizes that exclusion from the educational program of the school, whether by out-of-school break from the community (suspension) or permanent exclusion from the community (expulsion), is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Chief Executive Officer may, after a proper hearing, suspend a student for such time as he/she deems necessary or may recommend expulsion to the Board of Trustees.

Referral to the CEO/Principal or Designee

In the following cases, disciplinary referrals must be made to the CEO/Principal or designee:

1. Bullying, cyberbullying, harassment (including cyber or sexual) or hazing;
2. Fighting or other violent behavior;
3. Abusive language directed towards the teacher or another student;
4. Student actions which challenge the teacher's authority, and which thereby disrupt the class;
5. Student actions which are indicative of the use of drugs, alcohol or other altering substances;
6. Student actions which present a danger to the safety and well-being of anyone in school; or
7. Criminal acts in violation of any local, state or federal laws.

The CEO/Principal may recommend expulsion for the following first-time offenses:

1. Arson or attempted arson;
2. Assault and/or battery of an employee or student;
3. Possession, use or sale of a firearm or dangerous weapon;
4. Manufacturing, growing, distribution, and/or sale of drugs and/or paraphernalia;
5. Extortion, attempted extortion, robbery, and/or larceny;
6. Immoral conduct which is harmful or threatens to be harmful to another individual;
7. Severe instances of bullying, cyberbullying, harassment (including cyber or sexual) or hazing;
8. Unlawful assembly and/or riot;
9. Possession, use, distribution, sale, lighting, or discharge of explosive devices; or
10. Student is determined to have committed an offense punishable as a crime, which resulted in or could have resulted in injuries to other students or staff, regardless of where the offense occurred.

Suspension - In-School Break from the Community

Students may be removed from class and placed in an alternative resource room as a result of misconduct or disobedience that does not warrant an out-of-school break from the community. Before a student can be given an in-school break from the community for a violation of school rules, however, the student must be informed of the reason for such discipline and be given a chance to explain. The student's parent must be notified.

Suspension -- Out-of-School Break from the Community

- The CEO/Principal or designee may impose an out-of-school break from the community upon any student for willful misconduct for a period of one (1) to ten (10) consecutive school days.
 - **Note: School days are counted as days that school is in session.**
- No out-of-school break from the community may be imposed on a student without notice of the reasons for which he or she is being excluded, with opportunity to tell his or her side of the story. Written notice to the student's parent must be given, which may or may not be accompanied by verbal contact from the school representative.
- When the out-of-school break is for more than three (3) school days, the student and parent/guardian will be given the opportunity for an informal hearing with the designated school official.
- Any suspension five (5) or more days must be approved by the Principal.
- Students are permitted to make up missed examinations while on suspension. Suspended students are required to make up missed assignments. Students will be provided with assignments to perform at home.
- Prior to suspension or expulsion for certain infractions, Eastern Academy will document at least one (1) strategic instruction or intensive intervention such as Restorative Practices for certain infractions such as, but not limited to: profane language or gestures, mutual fighting (without serious bodily injury), forgery of an administrator's or parent's name, cheating, intimidation and bullying (including cyberbullying) behaviors (unless severe in nature and/or frequency), and sexual act (consensual).
- Following an informal hearing with the Principal or designee, additional out-of-school exclusion may be imposed not to exceed ten (10) cumulative school days.
- Continual out-of-school exclusions from the community may result in an administrative review requiring the student to appear

before the Board of Trustees or a committee of trustees designated to hear disciplinary matters.

Informal Hearing

Students given an out-of-school break from the community for a period of time longer than three (3) days will be afforded an informal hearing. The purpose of the informal hearing is an opportunity to meet with the appropriate school official regarding the circumstances for which the student is being suspended or why the student should not be suspended.

Expulsion -- Permanent Exclusion from the Community

The Board of Trustees may vote to permanently exclude a student from the community, which is also known as expulsion. If the Board so votes, a student whose misconduct and/or disobedience is such as to warrant this sanction will be removed from the rolls of Eastern Academy Charter School. No student will be expelled, however, without a formal hearing before a duly authorized committee of the Board of Trustees and, if the committee recommends expulsion, opportunity to comment upon the matter before the full Board of Trustees votes upon the matter.

Formal Hearing

- The Board of Trustees requires that each formal hearing shall be closed to the public.
- A student involved in a formal hearing may be restored to a regular educational program pending the outcome of the hearing except, when in the opinion of the Chief Executive Officer/Principal, the presence of the student in school poses a danger to himself/herself or others that would warrant continued absence.
- The formal hearing will observe the due process requirements of notification described below.

NOTICE OF SUSPENSION OR RECOMMENDATION TO EXPEL

A letter from the CEO/Principal or designee will be issued to the student's parent/guardian when the student is assigned an out-of-school suspension or is recommended for expulsion.

For suspensions of three (3) or fewer days, the notification will communicate the following:

1. Reason(s) for the suspension and date(s) of suspension;
2. A parent/guardian is expected to participate in a conference with the Principal in order for the student to be readmitted to the regular classroom;
3. The student will not be allowed to participate in classroom and school activities during the suspension period; and
4. The student is not allowed on school property pending the suspension.

For suspensions of greater than three (3) days or expulsions, the notification will communicate the following:

1. Reason(s) for the suspension and date(s) of suspension;
2. Sufficient notice of the date and time for an informal hearing for the student's parent or guardian, accompanied by the student, to come to the school to meet with the CEO/Principal/Assistant Principal or designee regarding the circumstances for which the student is being suspended or why he or she should not be suspended.
3. A student has the right to question any witnesses present at the informal hearing
4. A student has the right to speak and produce witnesses on his or her own behalf; and
5. The school shall offer to hold the informal hearing within the first 5 days of the suspension.

Delay of such hearings will not operate to delay return to school. The student will not be allowed to participate in classroom and school activities during the suspension period. Except for attending the informal hearing, the student is not allowed on school property pending the suspension.

Following the informal hearing, if the infraction so warrants and the CEO/Principal moves forward with a recommendation for expulsion, the CEO/Principal will notify the Board of Trustees and will send a letter to the student's parent/guardian about the scheduling of a formal hearing in accordance with the following due process notice requirements, which also inform the family about their rights and how the formal hearing will be conducted:

1. Notification of the charges shall be sent to the student's parent or guardian by certified mail.

2. At least 3 days' notice of the time and place of the hearing will be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures will be included with the hearing notice. A student may request the rescheduling of the hearing upon showing good cause for an extension.
3. The hearing will be held in private unless the student or parent requests a public hearing.
4. The student may be represented by counsel, at the expense of his or her parent or guardian, and may have a parent or guardian attend the hearing.
5. The student has the right to be presented with the names of witnesses against him or her, and copies of the statements and affidavits of those witnesses, if any.
6. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
7. The student has the right to testify and present witnesses on his or her own behalf.
8. A written or audio record will be kept of the hearing. The student is entitled, at the family's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

The formal hearing usually occurs before completion of the 10th day of suspension, but may be held within 15 school days of the notification of charges, unless a longer time period is mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

- (i) Laboratory reports are needed from law enforcement agencies.
- (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400-1482).
- (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

Notice of the right to appeal the results of the formal hearing will be provided to the student with the expulsion decision. If a student is expelled, his or her parent or guardian has thirty (30) days to find another educational program.

ADMINISTRATIVE BOARD REVIEW

Any student whose actions or offenses represents a willful excessive disruption of the learning environment, causing actual or potential harm to person or property, or which reflects that a student is nonresponsive to progressive efforts to modify his or her behavior such as repeated breaks from the community or chronic truancy, may be referred to the Board of Trustees for administrative review, upon recommendation of the School Administration.

DISCIPLINE OF STUDENTS WITH DISABILITIES

There are special rules in Pennsylvania for excluding students with disabilities for disciplinary reasons.

Suspension of a special education student identified as Intellectually Disabled may occur only with either written agreement of his or her parent/guardian or written approval of the Bureau of Special Education.

For other disabled students, including those with 504 Service Agreements, out-of-school suspension may be imposed with cessation of educational services for up to five (5) consecutive days without providing special education procedural safeguards. For a student with a disability who is excluded for more than 10 consecutive school days, or subjected to a series of removals that constitute a pattern because the removals cumulate to more than 10, and up to fifteen (15), school days in any one school year, a change in placement has occurred and prior written notice is required.

In addition, a “manifestation determination” must be conducted by the IEP team to decide if the student’s behavior was caused by the student’s disability or is a “manifestation” of the disability. In order to determine that a behavior was not a manifestation of the disability, the team must decide that the current IEP and placement are appropriate and have been put into place; that the student was able to understand the consequences of the behavior, and that the student could have controlled the behavior. Students with disabilities cannot be punished for behaviors that are related to, or are manifestations of, their disabilities. If the IEP team decides that the student’s behavior was not related to the disability, the student’s placement may be changed for disciplinary reasons and the student may be subject to the appropriate disciplinary consequences for his or her actions.

Students with IEPs are required to follow Eastern Academy Charter School's Code of Conduct, except as described below.

1. Instead of a Behavior Contract that a student without an IEP might be given, a student with disabilities, with agreement of the IEP team, may be given a Positive Behavior Support Plan based upon a Functional Behavioral Assessment, or if such interventions are already in place, these should be revisited for possible revision and linked, if possible, to Restorative Practices, to enable the student to connect his or her conduct with the Respect Agreement in which he or she had participated in developing in class.

2. A student with disabilities who receives special education services cannot be suspended for more than 10 consecutive days or 15 total days in a school year, unless his or her parent agrees or a special education hearing officer (appointed by the state, not the school system) approves such suspension.

3. In any case where Eastern Academy Charter School, as a disciplinary measure, proposes to change a special education student's placement (exclusion from school for more than 10 consecutive school days or more than 15 cumulative school days or transfer to an alternative educational program absent "special circumstances" below), then within 10 days of any decision to change the placement, the relevant members of the IEP team including the student's parent must conduct a manifestation determination to determine: (1) if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) if the conduct was the direct result of the local educational agency's failure to implement the IEP. A formal invitation for the manifestation determination meeting will be sent to the student's parent stating the purpose; parent also will be provided with notice of procedural safeguards.

4. If the answer to both questions above is "no," the student may be disciplined as a regular education student including out-of-school break from the community and/or permanent exclusion from the community;* however, any alternative educational program must implement the student's IEP and as appropriate, Eastern Academy Charter School must provide a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur. The parent has a right to request an expedited special education due process hearing to challenge the manifestation determination and/or any change in placement.

5. When a student with a disability is excluded for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern because the removals cumulate to more than 10 school days in any one school year, a change in placement has occurred and a Notice of Recommended Placement/Prior Written Notice is required.

6. If the answer is “yes” -- to either the question whether the conduct in question was caused by or had a direct and substantial relationship to the student’s disability, or whether the conduct was the direct result of the local educational agency’s failure to implement the IEP -- then the IEP team must: (i) conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavior plan exists, review the plan and modify it as necessary to address the behavior; and (ii) return the student to the placement from which the student was removed, unless (a) the parent and Eastern Academy Charter School agree to a change in placement; or (b) “special circumstances” in number (6) exist.

7. A special education student can be transferred to an alternative educational placement for up to 45 school days, regardless of whether or not the conduct was a manifestation of disability, if any of the following “special circumstances” exist: (i) the student brings or possesses a dangerous weapon* at school, to or from school, or to any school function, (ii) knowingly possesses, uses, buys, or sells a controlled substance other than a controlled substance legally possessed or used under the supervision of a licenses health care professional in school, at school, on school premises, or at a school function or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

* Change of placement of student with a disability, on account of possession of a "dangerous weapon" at school, to or from school, or to any school function, means a weapon, device instrument, material or substance that is used for, or is readily capable of causing death or serious bodily injury. However, in the case of a pocketknife, blades less than two-and one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a “dangerous weapon.”

8. While any decision to transfer a student must be discussed and is usually made by his or her IEP team, Eastern Academy Charter School may

ask for an expedited hearing conducted by a special education hearing officer to seek a 45-day interim placement, if the behavior has been determined to be a manifestation of the student's disability and special circumstances do not exist, but the Academy believes that maintaining the current placement is substantially likely to result in injury to the student or others. A parent also can ask for an expedited, special education due process hearing if he or she believes that the transfer or proposed change of placement is inappropriate.

9. The Academy will hold a manifestation determination for students diagnosed with an intellectual disability who are excluded for any amount of time. In other words, for students with an intellectual disability, a disciplinary exclusion for any length of time amounts to a change in placement, to trigger a manifestation determination.

PROTECTIONS OF “THOUGHT TO BE ELIGIBLE” STUDENTS

If disciplinary procedures are brought against a student who has not been identified as being eligible for special education and related services, Eastern Academy Charter School may impose an out-of-school break from the community for more than 10 consecutive days up to 15 total days in a school year, or recommend permanent exclusion from the community, to the same extent that as for a non-disabled student for the same offense, provided, however, that:

1. The Academy did not have knowledge that the student was a student with a disability before the violation occurred; and
2. If an evaluation is requested after the violation occurs, the Academy must conduct the evaluation in an expedited manner and, in the event that a disability is found, then the process for manifestation determination is to be completed, the outcome of which will determine whether discipline may be imposed or if special education and related services will be initiated with parental consent.

Eastern Academy Charter School will be deemed to have knowledge of a disability and the student is entitled to the procedures applicable to students with IEPs if, prior to the violation:

1. The parent expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the student that he or she may require special education and related services; or

2. The student's teacher and/or other school staff has expressed specific concerns about the student's academic and/or functional performance directly to the Special Education Coordinator or other supervisory personnel; or
3. The parent has requested an evaluation; or
4. The student has a 504 plan or the school is in possession of information indicating that he or she has or may have a disability which could have been a causal factor for his or her conduct.

Eastern Academy Charter School will not be deemed to have knowledge of a disability if:

1. The parent of the student has not allowed an evaluation despite the school's request; or
2. The parent of the student has refused services; or
3. The student has been evaluated and it was determined that he or she is not a child with a disability under the IDEA; or
5. No circumstances exist to establish that the school had or should have had knowledge of a disability that could have been a causal factor for the conduct in question.

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SECTION IX

USE OF CELL PHONES, ELECTRONICS AND TECHNOLOGY

CELL PHONES AND ELECTRONIC COMMUNICATIONS

Use of cell phones and electronic communications including, but not limited to, chat, e-mail, texting, and social networking, are prohibited during the entire academic day.

If cell phones are not checked in upon morning entry, they must be turned off and put away. Cell phones, headphones, and any other electronic devices that are seen during community meetings, transitions, or any other time will be confiscated. Eastern Academy Charter School is not liable for any cell phone, headphones, or any other personal electronic devices that are lost, damaged or stolen before or after being confiscated.

Additionally:

- Students are not allowed to use cell phones during lunchtime.
- All calls should be made after school.
- Students who need to make calls regarding internships should see the Learning through Internship Coordinator during acceptable hours, who will also communicate with the Advisor and/or Team Leader as necessary.
- Students may be given permission to use the telephone in the main office for **emergencies only**.

Parents who need to contact their student during the school day may call the school's main number at (215) 769-3131.

Consequences of Violation of Cell Phone Policy

1. The first (1st) time that a student's phone is confiscated, the student will receive a warning, before his/her phone is returned at the end of the day. This will be the only warning during the school year that a student will receive before disciplinary consequences are imposed. This policy does not contemplate that a student will be given one warning per day, per week or per month.
2. The second (2nd) time that a student's phone is confiscated, the student will receive an After School Academy detention. The parent(s)/guardian is required to pick up the student's cell phone and to sign a copy of the cell phone policy.

3. The student will be given a one (1) day break from the community if:
- The student has this same infraction for the third (3rd) time; or
 - The student refuses to serve his/her After School Academy detention; or
 - The student refuses to hand over his/her cell phone.

Parents must accompany their student when returning from being sent home for the day or break from the community, unless otherwise specified by the CEO/Principal and/or Dean.

4. The fourth (4th) time that a student's phone is confiscated, the student will be given on a 30-day behavior contract by the Dean, and the Principal will be notified.

TECHNOLOGY USE

School electronic devices should be used in the building following guidelines that promote the utmost respect of decency, civilized behavior, and common courtesy. Devices should not be used to conduct audio/video conversations except in authorized areas or with the specific permission of an adult.

Use of Eastern Academy Charter School's computers and network is a privilege. Inappropriate use will result in cancellation of such privilege.

Student Activities Strictly Prohibited

- Illegal installation or transmission of copyrighted materials;
- Any action that violates existing policies of Eastern Academy Charter School, its Board of Trustees or public law;
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials;
- Use of chat rooms, sites selling term papers, book reports and other forms of student work
- Messaging services such as MSN Messenger, ICQ, etc.;
- Internet/Computer Games;
- Changing settings without authorization except for font size and brightness;
- Unauthorized downloading of any material;
- Unauthorized creation and use of passwords;

- Spamming (sending mass or inappropriate emails);
- Gaining access to other students' files and/or data;
- Use of Eastern Academy Charter School's Internet or email accounts for financial or commercial gain or for any illegal activity;
- Use of anonymous and/or false communications through any medium;
- Disclosure of personal information, for any reason, over the Internet. This includes, but is not limited to, setting up Internet accounts including those necessary for chat rooms, eBay, email, etc.;
- Participation in credit card fraud, electronic forgery, or other forms of illegal behavior;
- Vandalism of school equipment (any malicious attempt to harm or destroy hardware, software or data including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components);
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients; and
- Bypassing the Academy's web filter through a web proxy.

Students who are unsure of what constitutes inappropriate use of technology should check with their Advisor or a Dean.

The network security is designed to allow access to certain areas by designated users; however, the files stored on the network are not 100% private. Academy administrators will decide what is inappropriate and their decisions are final. The system administrators may close the access of any user at any time as required. **Any student found to have created a “tunnel” to get to web sites off limits to Academy Students will be given a 3 day break from the community.**

Students should be aware that they are responsible and will be held accountable for what they post, re-post, tweet, re-tweet, favor or like on public websites. Students may not pose as faculty/staff online or create accounts (Twitter, Facebook, etc.) using another person's identity or personal information. Anything inappropriate and not in line with the values and beliefs of the Academy will be referred to the Dean of Students, and is subject to receiving an After School Academy detention, a break from the community or recommendation for expulsion.

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SECTION X:

TITLE I

SCHOOL-PARENT COMPACT

Title I is a federally funded program intended to improve students' academic achievements by expanding learning opportunities and supplementing basic skills instruction in reading and math for students who have need for improving such skills.

The staff, students and parents/guardians of Eastern Academy Charter School agree that this compact outlines how they will all share the responsibility for improved student academic achievement and the means by which the Academy and families will build and maintain a partnership to help student achievement.

School Responsibilities

The Academy will:

- Provide high-quality curriculum and instruction in an effective learning environment that supports students in meeting the Commonwealth's high academic achievement standards.
- Establish high expectations for staff, students, and parents/guardians by ensuring a rigorous and challenging curriculum, implementing programs targeted at increasing academic achievement, and committing to recruit, retain, and train qualified staff.
- Highlight ways that parents/guardians can extend and advance the learning environment at home.
- Implement programs, activities, and procedures that will be planned and operated at various times throughout the school year to engage parents/guardians as active participants in increasing student achievement, such as training activities with parents/guardians, and other activities and workshops.
- Ensure regular progress updates to parents/guardians by holding regular Report Card Conferences, which serve as opportunities for families to participate in discussions relating to the education of their student.
- Offer flexible scheduling times for meetings with parents/guardians, and parent/guardian workshops.
- Use, when appropriate and necessary, the school's Title I funds to pay reasonable fees for childcare to enable parents/guardians to participate in school related Title I meetings and training sessions.
- Offer flexible tutoring and intervention programs.

- Administer family satisfaction questionnaires every Spring.
- Administer family needs/interests surveys every Fall.
- Otherwise support a partnership between the Academy, parents/guardians, and the community to improve academic achievement; including helping parents/guardians understand the following topics: Pennsylvania’s academic content standards, State academic assessments, the School Report Card, and how to monitor their student's progress.
- Provide materials and training to help parents/guardians improve their student's academic achievement including extended learning opportunities through parent/guardian involvement and take-home activities and books.
- Ensure that information related to all school and family programs, meetings, and other activities will be sent home in a format and language that parents/guardians can understand, and honor requests for alternate formats, to the extent appropriate, in a language that parents/guardians can understand.
- Maximize parent/guardian involvement and participation in their student's education by offering Title I meetings at different times, distributing surveys and questionnaires asking parents/guardians for suggestions and recommendations for continued school program effectiveness and/or improvement, and responding to all suggestions and recommendations as soon as practicably possible.
- Provide parents/guardians with regular reports on their student’s academic and behavioral progress through progress reporting during Parent-Teacher conferences, samples of student work, and updates on reading, writing and math assessments. The Academy will initiate parent/guardian contact whenever a pattern of behavior emerges that interferes with student learning.
- Provide parents/guardians with opportunities to become engaged with their student’s educational program and progress, through volunteering and observing classroom activities.
- Provide parents/guardians reasonable access to staff.

Parent/Guardian Responsibilities

Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication about student academic learning and other school activities. This is to ensure that:

- Parents/Guardians play an integral role in assisting in their

- student's learning; and
- Parents/Guardians are encouraged to be actively involved in their student's education at school.

Also, parents/guardians agree to support their student's learning in the following ways:

1. Establish routines to support their student's success in school:
 - appropriate bed time
 - homework & reading
 - nutrition
 - grooming and hygiene
2. Communicate the significance of success in school and its relationship with success in life.
3. Volunteer time to the school during the school year.
4. Ensure that their student attends school on a regular basis and arrives at school on time.
5. Make sure that their student completes and returns homework on time.
6. Remain informed about their student's education and communicate with the school by promptly reading all notices from the school and responding as appropriate.

Student Responsibilities

Students will share the responsibility to improve their academic achievement and achieve the State's high standards. Specifically, students agree that they will:

- Attend school regularly and arrive at school on time.
- Complete all daily homework and return it to school on time.
- Support the Academy's community and Restorative Practices.
- Follow the Code of Student Conduct.
- Be responsible for giving family members all information sent home from school.
- Plan a portion of each day for a period of uninterrupted reading time.

PARENT AND FAMILY ENGAGEMENT POLICY 2018 - 2019

Eastern Academy Charter School is committed to providing a quality education for every student. Academic success increases significantly when parents/guardians are engaged and form strong partnerships with their student's school. The Academy therefore will implement programs, activities, and procedures for the involvement of parents/guardians in accordance with Title I of the Elementary and Secondary Education Act of 1965 (ESEA). This federal statute defines "parental involvement" as the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents/guardians play an integral role in assisting their student's learning;
- that parents/guardians are encouraged to be actively involved in their student's education at school;
- that parents are full partners in their student's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their student; and
- the carrying out of other activities, such as those described in Section in 1118 of the ESEA.

The Academy adopts this Title I Parent and Family Engagement Policy, which will be distributed to parents/guardians at the Annual Title I Parent Meeting, and is intended to be revised and/or refined with input from parents/guardians. This policy will be posted on the Academy's website for accessibility to parents/guardians and members of the community, and will be placed in the Student Handbook.

Communication with Parents/Guardians

Ongoing communication providing information about the Academy's curriculum, state and local assessments, measurement of individual progress, intervention program and how students are selected for intervention services will be conveyed to parents/guardians through:

- Back to School Night
- Workshops tailored to student and parent/guardian needs

- Meetings at various times throughout the school year and at different times of the day
- Parent - Teacher Conferences, and availability of additional conferences with the CEO/Principal and teachers as needed in order to facilitate open communication
- Regular communication by the classroom teacher
- Other contact by email, phone or letter
- Report cards
- Website postings

Parent/Guardian Involvement

Eastern Academy Charter School will take the following actions to involve parents/guardians in Title I planning, review and improvement of school programs:

- By convening an annual Title I meeting to inform parents/guardians of the Academy's participation in the Title I program, program overview and requirements, and parents/guardians' involvement and rights.
- Including parent/guardian representatives to serve on a committee to plan, review and update the Academy's Title I program including development of all school plans such as the Parent Involvement Policy and the School-Parent Compact, which outlines how responsibility for learning will be shared. The Parent Involvement Policy and the School-Parent Compact will be reviewed annually and updated as needed.
- Holding Parent/Guardian Partnership meetings to provide recommendations, materials, and training to help parents/guardians work with their student to improve academic achievement, and to help parents/guardians better understand the State's academic standards and results of State and Local assessments.
- Providing opportunities throughout the school year in which parents/guardians will be encouraged to participate in school events and volunteer in activities.
- Ensuring full opportunities for participation and involvement of all parents/guardians, regardless of whether they or their student have disabilities, migratory status, or limited English proficiency, by providing information about the Academy's Title I Program and other programs, school meetings and activities to all participating

families in an understandable format and language that parents/guardians can understand.

- When appropriate and necessary, allowing use of Title I funds to pay reasonable and necessary expenses associated with parental involvement activities including transportation, childcare, or home visits to enable parents/guardians to participate in school-related meetings and training sessions.

School-Parent Compact

Incorporated as a component of the Title I Parental Involvement Policy, Eastern Academy Charter School distributes to parents/guardians of participating students the School-Parent Compact, which will be signed by all parties responsible for academic achievement. Jointly developed with parental input, the School-Parent Compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement, and describes specific ways that the Academy and families will partner to help students achieve the State's and the Academy's high academic standards. It addresses not only items suggested by parents/guardians of Title I students, but also the following legally required items:

- The Academy's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State academic standards;
- The ways that parents/guardians will be responsible for supporting their student's learning; and
- The importance of ongoing communication between parents/guardians and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff for additional conferencing in person, by telephone or email; and opportunities for parents/guardians to volunteer and participate in the school.

Parent/Guardian Input

The Academy's Title I program welcomes input from parents/guardians, and will take the following actions:

- Administer family satisfaction questionnaires every Spring, not only to evaluate the effectiveness of the Title I program, but also to assess levels of parental involvement and barriers, which will serve as a basis for planning and the improvement of the program

- Administer a family needs/interest survey during the school year
- Offer a variety of parental meetings and workshops
- Obtain feedback from parents/guardians of workshop content and delivery, with opportunity for parents/guardians to suggest workshop topics

Building Capacity Through Parent/Guardian Training and Support

In order to build the capacity of the Academy and parents/guardians for strong parental involvement, to support a partnership among the school, parents/guardians and the community to improve student academic achievement, the Academy will provide, as appropriate, assistance, training and materials to parents/guardians in order to assist in their understanding of:

- Title I program overview, including an explanation of the program requirements and the rights of parents/guardians to be involved
- The Academy's curriculum
- The Academy's report card
- State and Local academic assessments used to measure student progress, and expected proficiency levels
- Common Core standards
- How to monitor student progress
- Strategies for helping students learn, especially in literacy and mathematics

In addition to the annual Title I meeting, Parents/Guardians will be invited to attend:

- Back to School Night
- Report card conferences at least twice a year
- Parent/Guardian Partnership meetings and workshops tailored to specific grade levels

The Academy will provide, if requested by parents/guardians, additional meetings for the school to receive suggestions from parents/guardians, and will respond to these as soon as practically possible.

The Academy will disseminate to parents/guardians data regarding their student's achievement, progress reports, and classroom and standardized assessment results, to enable parents/guardians of participating students to know of, and to take steps to improve, as needed, individual academic achievement levels and to remain actively engaged in their student's educational progress. Parents/guardians also will be provided with

materials and training to help them to improve their student's academic achievement through use of parental home activities and materials.

Building Capacity Through School Staff

To support a partnership with Parents/Guardians for improving student academic achievement, the Academy will:

- Employ highly qualified teachers who will be provided with professional development, and will continually update resources and maintain an environment that facilitates learning; and
- Provide professional development training to school staff to strengthen parental involvement efforts relating to:
 - The value and utility of contributions of parents/guardians
 - How to reach out to, communicate and work with, parents/guardians as equal partners
 - Implementing and coordinating parental programs
 - Building ties between parents/guardians and the Academy

Community Outreach/Collaboration

The staff and families at the Academy will seek ideas and suggestions from, and will develop appropriate roles for, community-based organizations and/or businesses, and will coordinate parental involvement with such community outreach efforts.

PARENT RIGHT TO KNOW

In 2001, the Elementary and Secondary Education Act (ESEA) was reauthorized as the No Child Left Behind Act, which requires all schools receiving Title I funds to inform parents and guardians of their right to ask schools about the qualifications of their child's classroom staff.

Eastern Academy Charter School receives Title I funds to assist students in meeting state achievement standards. At any time, a parent/guardian may ask:

- If the teacher meets state qualifications and certification requirements for the grade level and subject that he/she is teaching;

- If the teacher has received an emergency or conditional certificate through which state qualifications were waived;
- What undergraduate or graduate degrees is held by the teacher, and his/her major(s) or area(s) of concentration; and
- Whether your child receives help from a paraprofessional and, if so, his/her qualifications.

In 2015, ESEA was reauthorized as the Every Student Succeeds Act (ESSA), which contains additional parent/guardian right-to-know rights including:

- Information on policies regarding student participation in assessments and procedures for opting out; and
- Information on required assessments including:
 - subject matter tested
 - purpose of the test
 - source of the requirement (if applicable)
 - amount of time it takes students to complete the test
 - time and format of disseminating results

Requests for information may be directed to the CEO.

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SECTION XI:

**RESOLUTION PROCESS FOR
COMPLAINTS AND CONCERNS**

RESOLUTION PROCESS

One of the great advantages of the design of Eastern Academy Charter School is the ability of a single Advisor to manage nearly all aspects of a student's education over a period of several years. The relationship that develops between the Advisor and the student should result in few unanticipated problems and a strong, on-going dialogue about how best to work through any concerns that a parent might have regarding his or her student.

In the event that a parent, guardian or community member has a concern or disagreement about the school that cannot be resolved through informal discussion among the parties involved, the Academy follows a three-step resolution process:

Step 1: Unresolved complaints should be presented in writing to the student's Advisor (signed and dated) with a copy sent to the CEO/Principal. Within (3) three working days, the parent/guardian or community member and Advisor will meet to discuss the problem. A written response from the Advisor will be sent to the parent/guardian or community member and the CEO/Principal within (2) two working days of the conference.

Step 2: If a parent/guardian or community member is not satisfied with the disposition of the complaint or if no decision has been rendered within (2) two working days following the conference, he or she should notify the Advisor of intent to initiate Step 2. A notice is then sent to the CEO/Principal by the parent/guardian or community member within (5) five working days after the conference with the Advisor, attaching a copy of the Advisor's disposition if it was rendered in writing. The CEO/Principal will hold a conference with the parent/guardian or community member within two (2) working days of receipt of the notice. Within (5) working days of that conference, the CEO/Principal will submit to the parent/guardian or community member in writing his/her recommended disposition with supporting reasons, with a copy to the Chairperson of the Board of Trustees.

Step 3: If the complaint is not resolved or if no decision has been rendered within (5) five working days after the conference, the parent/guardian or community member may submit the complaint to the Personnel Committee which is appointed by the Board Chairperson. The parent/guardian or community member will submit to the Chairperson of the Personnel Committee copies of the original statement of complaint, the disposition of the Advisor and the disposition of the CEO/Principal.

The Personnel Committee is to meet within five (5) working days of receipt of the parent or community member's correspondence. Within (5) five working days of this hearing, the Committee is to send its findings, in writing, to the Board of Trustees, the CEO/Principal and the parent or community member. A Board meeting will be scheduled to consider and vote on the recommendation of the Personnel Committee. The vote of the Board will be final. It will be the responsibility of the CEO to implement this decision.

Parents/guardians and community members may address any grievances to the chartering authority or the Pennsylvania Department of Education, should they feel their concern was not been handled in a satisfactory manner at the school level.

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SECTION XII:
FUNDRAISING POLICY

FUNDRAISING POLICY

Any fundraising (whether it is to be undertaken by parents, students, or advisors) must receive the prior approval of the CEO/Principal.

The following is established as a guide to school/student fundraising accounting. This is to ensure that efficient procedures are in place for the planning and implementation of all school/student fundraising events. Regardless of the methods used to finance school activities, it is the person(s) in charge of the fundraiser/project that is ultimately responsible for the funds.

It is the intent of these guidelines to present a system of procedures for handling the money. All funds raised as a result of a school/student fundraiser or project **MUST** be part of the school's revenue/expense records, and all of the money raised **MUST** be accounted for within the school year's financial record, and accordingly will be subject audit at the end of each fiscal year (June 30th).

These Guidelines provide a system of bookkeeping procedures for handling the money, and ultimately to provide the Business Office with an accurate accounting of the collection and use of all funds.

Collection & Deposit of Cash/Checks

All monies/donations collected from any source must be documented using a pre-numbered duplicate-copy receipt, or a letter from the organizer certifying receipt of the donation.

- Receipt books will be provided by the Main Office. A receipt should be issued immediately for all donations. The first copy of the receipt should be given to the person from whom the money was received. The second copy should be kept with the fundraiser records. **All checks received should be made out to Eastern Academy Charter School.**
- If a letter is required for tax purposes, please see the Administrative Coordinator for a donation form. Upon receipt of this form a letter will be sent to the donator, and a copy sent to the person managing the fundraiser.

All monies collected should be submitted to the Main Office on a daily basis to be deposited into the *Student Activity Funds* account. Money should **NEVER** be left in the school overnight or over weekends or holidays. Money should **NEVER** be taken home.

Documentation of Expenses

All monies spent from the *Student Activity Funds* account must be documented with a receipt, including the date of purchase, amount spent, and a description of the item purchased.

Final Accounting of the Fundraising Activities

It is the responsibility of the person(s) in charge of the fundraiser to submit a full accounting of the monies collected and spent to the Main Office within 2 weeks of the end of the activity.

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SECTION XIII

SCHOOL CLOSINGS AND HOLIDAYS

Labor Day Monday, September 3, 2018

Columbus Day – Monday, October 8, 2018

Thanksgiving – November 21, 22, & 23, 2018

Winter Break – December 24, 2018 – January 2, 2019

Martin Luther King Day – Monday, January 21, 2019

Spring Break – April 17 – April 23, 2019

Memorial Day – May 27, 2019

ACKNOWLEDGMENT PAGE
SCHOOL YEAR
2018-2019

PLEASE SIGN THIS PAGE, REMOVE IT FROM THE STUDENT HANDBOOK AND RETURN THE SIGNED PAGE TO STUDENT'S HOMEROOM

We have read this Handbook and have reviewed it as a family. We understand the written policies and procedures of Eastern Academy Charter School. We will work to support them as well as the mission of the Academy.

Student's Name:

Signature of Student: _____

Signature of Parent/Guardian: _____

