

YSCP PARENT/STUDENT HANDBOOK

Young Scholars Of Central PA Charter School



Excellence in Education

2024-2025 School Year



www.yscp.org

Dear Parents/Guardians and Students

Welcome to the 2024-2025 school year at Young Scholars of Central PA Charter School (YSCP)! The administrative team is excited about this school year, and the staff at YSCP is caring, competent, dedicated, and willing to work with you to ensure that your child receives a superb education. We are working very hard to provide the best possible learning climate for our students.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. The mission of YSCP is to create a partnership among the members of this triad. Each of us is responsible for doing our part to make our school a place where we can work, learn, and play together in harmony.

YSCP is a reflection of us all. Our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule. Become an active participant in your school by getting involved in the classroom and participating in clubs and activities.

This handbook is an overview of our school's goals, services, rules, and expectations. It is an essential reference book describing what we expect and how we operate. Read it carefully, discuss it, and let it act as a guide for your effective involvement in all parts of the school. It has been written to provide you with the information that will make your year purposeful and rewarding in every respect. Keep this handbook handy as a reference throughout the school year.

On behalf of the entire YSCP staff and community, best wishes for a great 2024-2025 school year!

Sincerely,

Levent Kaya, Ph.D.
CEO-Principal
Young Scholars of Central Pennsylvania Charter School

Mission and Vision Statement

Mission: To foster the development of global citizens through inquiry, respect, and an active commitment to lifelong learning.

Vision: At YSCP, we take a differentiated approach to learning by providing rigorous instruction across all academic areas including three world languages; English, Chinese, and Spanish. Our school's commitment to embracing and encouraging multiculturalism inspires staff, students, and families to become active and caring members of the global community.

Young Scholars of Central PA (YSCP) do not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, genetic information, or any other legally-protected category. The announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990.

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STUDENTS' RIGHTS

- ✓ To feel safe in the school environment
- ✓ To take full advantage of the learning opportunities
- ✓ To work in an environment free from disruptions
- ✓ To express their opinions, ideas, thoughts, and concerns
- ✓ To have a healthy environment that is smoke, alcohol, and drug free
- ✓ To use school resources and facilities for self-betterment under appropriate supervision
- ✓ To expect courtesy, fairness, and respect from all members of the community
- ✓ To be informed of all expectations and responsibilities
- ✓ To take part in a variety of school activities
- ✓ To have the right to due process

STUDENTS' RESPONSIBILITIES

- ✓ To be caring and honest
- ✓ To do his or her best to learn and master all he or she can
- ✓ To respect school rules, regulations, and policies
- ✓ To be sure that personal expressions do not interfere with the rights of others
- ✓ To follow state law and school policies concerning substance abuse
- ✓ To respect and protect the personal and property rights of others and of the school
- ✓ To treat all members of the community with full respect, fairness, and courtesy
- ✓ To abide by all the expectations of the school and its community
- ✓ To follow the prescribed guidelines for participation in school activities
- ✓ To adhere to due process procedures

1. INTRODUCTION

To achieve our mission, every member of YSCP must respect the rights of all members of the community. This means creating an environment that is physically, emotionally, and intellectually safe, orderly, and conducive to learning. The information in this handbook provides the guidelines for the behaviors and attitudes that will create a positive environment in which each student, parent, and teacher can contribute and learn. Because this is a “Student/Parent” Handbook, it is written to you. Each section begins with a general description of the topic and then provides additional detailed information.

School Calendar

The academic school year generally parallels that of the State College Area School District—September to June, with the exception of snow day makeup days. Because each YSCP school day is longer than that of other elementary schools in the district, adding days to the end of the year is unnecessary. Classes will begin on Tuesday, August 22nd for all grades. The last day of classes will occur during the first week of June, (last day for students: June 4th). School holidays, inclement weather closings, in-service days, parent-teacher conferences, etc. generally match the school district schedule. A detailed calendar including scheduled YSCP events will be available and updated on the YSCP website, and a hard copy will be available as well.

School Closing

- If bad weather or some other emergency necessitates a school closing, it will be announced on WJAC, WPSU, and WTAJ television channels besides our school Facebook page and school website www.yscp.org.
- A telephone message from the school’s emergency alert system, Swift K12 Alerting System, will announce school emergencies and closings to the number you provide. Please keep this information updated with the school office.
- Our school number is (814) 237-9727
- Parents should always have an emergency plan in place and on record at school should there be an early dismissal.
- If the school is dismissed early due to an emergency, there are NO extracurricular activities.

Hours of School Operation

The school day runs from 8:15 a.m. to 5:15 p.m. with supervised early arrival for students of working parents beginning at 7:45 a.m. Regular instruction hours for students run from **8:15 am to 3:15 pm**. The period between 3:15 PM and 3:50 PM is study hall and snack break for students staying for the extended day. The Extended Day Program will run from 3:50 to 5:15. While the Extended Day Program is optional, parents are strongly encouraged to allow children the benefit of additional instruction, enrichment, and remediation available then. School bus transportation is available in the morning and at the end of regular hours. Children who are not staying for Extended Day must be picked up at assigned times for each grade level if they are not using bus transportation.

2. ATTENDANCE POLICY

Every student should attend school regularly unless there is a lawful reason for the student not to attend. This is critical to your child's academic success and emotional well-being. By the same token, there are reasons that a child can miss school. For example; a sick child cannot learn, exposes others to contagious illnesses, and recovers faster and better with bed rest at home.

Categorizing Absences: What is Unlawful Absence from School?

According to state regulations, YSCP is responsible for monitoring and maintaining records of the attendance of students. All absences will be treated as unlawful until YSCP receives a written excuse explaining the reason(s) for an absence. Parents/guardians must submit a written explanation within three calendar days of the absence and if they fail to provide a written excuse within three days of the absence, the absence would be permanently counted as unlawful. The Pennsylvania Department of Education recommends that schools immediately inform parents in writing upon each incident of unlawful absence. Pennsylvania law broadly defines absences as excused when a student is prevented from attendance for mental, physical, or other urgent reasons. Many school districts, including YSCP, consider **illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, and educational travel with prior approval** as the only lawful absences. Absence excuses may be hand-delivered to the school or parents may email the excuse to attendance@yscp.org.

Educational Trips

Parents/guardians who are considering travel plans that would take their child out of school for educational purposes are required to submit an Educational Trip Form to their homeroom teachers **at least two weeks in advance of the absence**. Please note that student absence for travel must be pre-approved by the CEO. The maximum number of excused educational trip days per school year is ten (10). Days in excess of ten (10) will be considered unexcused absences. Teachers may provide specific assignments to be completed during the trip. Your parent/guardian should provide a written request for such educational trips. For middle school, the homeroom teacher will provide the student with the necessary forms to be completed and to be signed by each subject teacher to make arrangements for the missed work. Upon returning from a trip, All of the assignments are due upon the first day of the student's return to school.

Tardiness

It is very important that parents get their children to school on time. For the students who arrive after 8:15 am, parents must park in the front parking lot, sign students in at the main office, and offer a valid excuse for tardiness. Valid excuses are identical to those listed above. Please do not drop your child off late without filling out the form. Unexcused tardy arrivals will add to an unlawful absence at which point the school would follow the steps taken to address unlawful absences.

Cumulative Lawful Absences

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days require an excuse from a physician. Under Section 11.24, students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence the excuse is legal.

Arrival Procedures

Due to a high level of interest expressed on the part of many parents, YSCP offers free before-school care. If you choose to bring your child to school rather than using school district transportation, staff will be on hand to supervise beginning at 7:45 AM. If you are transporting your child, please observe all traffic signs and patterns. No cars may enter the bus lane at the front of the school during posted times that buses will be using it. Between 7:45 and 8:00 or after 8:15, please pull up to the front door. Please park in the lot and walk your child into or out of the building. Between 8:00 and 8:15, please drive around the back loop and the students will enter at the MPR doors.

To limit the number of people that we have in the building at one time, parents will not be allowed to walk their children into the building on the first day of school or any other day.

For students that arrive after 8:15 am, please pull up to the front door and have your child walk in on their own. On their way through the main doors, an envelope will be outside of the main office for students to drop off late slips or doctor's excuses.

FOR SECURITY, DOORS REMAIN LOCKED DURING SCHOOL HOURS.

YSCP takes your child's safety and security very seriously. We appreciate your support of our efforts.

Dismissal Procedures

If a parent or guardian needs to pick up their child at any time other than dismissal, we are asking them to wait in their car in the front of the building and call the main office at 814-237-9727 for their child to be dismissed. For the end-of-day dismissal, all parents or guardians should refrain from entering the building and follow the normal pick-up procedures

by using the back loop while remaining in their car. If your student is not ready at their dismissal time, we may ask you to pull up in parent parking to wait for them. Parents or guardians will no longer be able to enter the lobby area to pick up their children. To help stagger the traffic coming into the parking lot, we are asking that parents:

- With children in kindergarten through 2nd grade pick up your child between 3:25-3:35.
- With children in 3rd through 8th grade pick up your child between 3:35-3:45.

If you have children in both grade spans, you can come during either time frame and pick all of your children up at once.

If you are picking up your child, you will be asked to show your child's pick-up number. The student pick-up numbers will be sent to you before school starts. Numbers are used for our dismissal system, PikMyKid, to allow for safer and faster dismissal. Attached is the information for the PikMyKid system. For any dismissal changes for the day, please email dismissal@yscp.org.

YSCP utilizes the PikMyKid system for dismissal. Every student is assigned a dismissal number and provided with a car tag and backpack tag. Parents must display the car tag during dismissal or show the staff who is directing traffic the student's name and PikMyKid number on their mobile phone to ensure a safe and efficient dismissal. Any questions regarding the PikMyKid system should be directed to support@pikmykid.com and dismissal@yscp.org. If your child needs to leave school early or if there is to be a change in transportation at dismissal time, it is important that parents make the appropriate changes to the PikMyKid system before 2:30 pm each day or utilize the PikMyKid schedule for future dismissal changes to ensure that your child is dismissed according to your specifications. Dismissal changes can also be sent to dismissal@yscp.org before 2:30 each day. Failure to make appropriate dismissal arrangements could result in students not being dismissed at the desired time or with the desired pick-up mode. Parents may delegate others to pick up their child(ren) using the PikMyKid system and/or by emailing dismissal@yscp.org. The delegate must have a copy of the car tag to verify authorization as a delegate.

If we do not receive a note or phone call from a parent, your child will be dismissed according to his/her normal dismissal plan. For your child's safety, he/she will never be released to anyone who is not delegated via the PikMyKid system or an email to dismissal@yscp.org by a custodial parent or guardian. If you plan to be out of town, please notify the school, and be sure that the person you have delegated to be called in case of emergency is available. The office must always have a number to call in case of an emergency.

School Lunch

School lunches may be ordered and will be delivered to YSCP each day. Lunch menus are sent home with students each month. Parents may pay YSCP for lunches and track each child's account via

- our online system
- by credit cards or a check made out to Young Scholars of Central PA Charter School.

Parents/Guardians pay for lunches in advance, preferably by the month. Our system

determines the meal counts by category and prevents the overt identification of students receiving meal benefits.

Free and Reduced Lunch Information: All applications and forms are sent to families after July 1st. The applications and forms are also available at yscp.org. Parents/Guardians may come to the school and request a paper copy or apply online through COMPASS. We encourage all families to apply and it must be done every year before school starts. All students will remain at school during the lunch period. Students may pack a lunch or buy lunch at school.

Field Trips

Field trips offer exciting ways to learn. YSCP students will have the opportunity to go on field trips at various times throughout the school year. For all field trips, students will be expected to follow these rules:

- Students must bring the field trip permission slip signed by parents or guardians to school by the specified date. No phone calls or emails will be accepted as permission.
- Students must abide by the YSCP Code of Student Conduct while on the field trip.
- In case of severe ongoing behavioral issues, The Behavioral Intervention Committee may decide to keep a student in school instead of sending them on the field trip.
- Families who need financial assistance for field trips may reach out to their homeroom teachers to request funding from the Helping Our Pupils Economically(HOPE) committee.

3. HEALTH AND SAFETY

Emergency Plans

Student safety is a top priority at YSCP. The following emergency procedures are practiced at regular intervals so that students and staff are always prepared. Drills take place during regular and extended hours.

Emergency Procedures: Fire Drills

A map is posted by the door in each classroom and the Multi-Purpose Room along with a student roster. The rule of thumb is that regardless of where students are in the building, they should leave by the nearest available exit. All classes move away from the building toward the playing field, where teachers double-check class lists and account for all students. The same procedures apply during Extended Day Program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Emergency Procedures: Evacuation Drills

Should the building need to be evacuated due to unsafe conditions, students may have to walk to another location off of school grounds. That location will be announced over the PA system. All other procedures are identical to those for a fire drill. If students are not permitted

to return to the building, teachers are prepared to contact parents or an emergency contact person. The same procedures apply during Extended Day Program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Emergency Procedures: A.L.I.C.E.

The school implements the Alert, Lockdown, Inform, Counter, Evacuate (A.L.I.C.E.) method in emergency situations as in the case of an intruder or crisis that may occur outside of the school. All staff and students are trained in the A.L.I.C.E. approach using age-appropriate materials, discussion topics, and/or hands-on training/drills, and we maintain communication with the Ferguson Township Police Department as well. It is our goal for every classroom to have a well-stocked “Go Bucket” and Barracuda Locking System to help ensure the safety and wellbeing of the YSCP Community. Please contact your child’s teacher if you are interested in helping us meet our goal or would like more information on the A.L.I.C.E. approach. In case of evacuation, YSCP will communicate a rendezvous point for parents/guardians and the Alert Now system will also be utilized to contact parents/guardians. The same procedures apply during Extended Day Program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Emergency Procedures: Tornado Drills

An announcement will be made over the PA system that all students should move to the interior hallways and assume a protected face-down position, on knees and elbows, hands clasped behind their necks. Lights should be turned off and doors closed by a teacher, who should be the last to leave the room. Teachers take the student roster and do a headcount once they are out of the classroom. The same procedures apply during Extended Day Program hours. The Extended Day Coordinator is responsible for teaching volunteers the procedures and checking the building.

Emergency Response Team (ERT)

YSCP utilizes an Emergency Response Team composed of staff members who are trained in de-escalation techniques and legal restraints should a crisis warrant such action. Members of the ERT are equipped with 2-way radios for immediate response and to assist in communication during all stages of a behavior crisis. The ERT can be contacted directly via the radio or through a call to the main office and will then communicate and dispatch the ERT.

4. ILLNESS, INJURY, AND MEDICATION POLICIES

Illness Or Injury During The School Day

In the case of a serious accident or injury, parents or guardians or the emergency contact person will be notified immediately and authorized medical attention will be given. For a very minor injury, the child will be treated in accordance with first aid procedures. Generally, this simply means cleaning a scrape or scratch with warm water and soap and covering it with a band-aid. You will be informed immediately of any accident or injury, no matter how minor, affecting your child's head or neck. Injuries other than those requiring minimal first aid are recorded on an accident form.

Students follow these steps if they become ill or are injured during the school day.

- Report to the school nurse.
- Parents or emergency contacts will be called if their child needs to go home. In the event of a severe emergency, a staff member will call 911 if such action is warranted for the welfare of the child.

MEDICATION ADMINISTRATION POLICY

We want to help the students of YSCP be in good health. It is always best for students to receive their medication at home. When this is not possible the administration of prescribed medication and over-the-counter medication to a student during school hours will be permitted only when failure to take such medication would jeopardize the health of the student and/or the student would not be able to attend school if the medicine were not made available during school hours. Below is YSCP's policy for medication administration.

A. In order to implement proper storage of medication, student self-medication, or the administration of prescribed or other medication during the school year:

1. The parent/guardian will notify the certified school nurse or the principal/CEO of the student's needs and supply the school with:
 - a. A completed Parental Request and Physician's Order for Medication form signed by the parent and the physician . The consent will be valid for the current school year only.
 - b. The medication in a container must be labeled by a pharmacist. The label must include:
 1. Student's name
 2. Name of physician
 3. Name of medication, dosage, route, and frequency of administration.
 4. Date of prescription
 5. The expiration date

OR

- c. A completed Parental Request and Physician's Order for Student Medication form for self-administration if an inhaler, EpiPen, or diabetic supplies are

prescribed for grades 6-8. All medication carried by a student for self-administration must be in the original labeled container.

Self-administration of medication for students in grades below 6th will be approved by the certified school nurse on a case by case basis.

2. All medications must be transported by parent/guardian.
3. The certified school nurse will file the form(s) with the student's permanent health record.
4. The certified school nurse or principal will securely store the medication in the health room. Medications requiring refrigeration will be stored in the refrigerator in the main office. Controlled substances will be stored in a locked container in a secure area.
5. Medications shall be administered, self-administered, or supervised according to written parent/guardian permission by:
 - a. The certified school nurse or licensed healthcare provider.
 - b. The student themselves, when the family and the student's physician so directs if the student is in grades 6-8 (excluding controlled medications).Self-administration of medication for students in grades below 6th will be approved by the certified school nurse on a case by case basis.
6. Medication not picked up by the last day of school will be destroyed.
7. Parents/guardians are responsible for any medication given to their student to take while in school if self-medicating (inhalers, epi-pens, diabetic supplies).
"Self-medication" means the student will take medication at their own discretion without the intervention of the school nurse or staff.

B. To allow for increased student responsibility and self-care skills as they progress through school:

1. Students in grades 6-8 self-medicating with an inhaler, epi-pen or diabetic supplies, (excluding controlled medications), must demonstrate that they are capable and will be responsible. Students must inform the nurse after each use of the inhaler, epi-pen, or diabetic medication. If a student is unable to demonstrate competence self-medication will not be permitted.
2. At the middle school level, parents requesting their students take medication at school are required to provide a completed Parental Request and Physician's Order for Student Self Medication. form and store the medication in its original packaging.
3. This self-medication option requires the submission of a signed form and does not include controlled substances listed in Schedules II, III, IV, and V (i.e. Ritalin, Vicodin, etc). Students must not share any medication being self-managed. Such behavior constitutes a drug violation and will result in disciplinary actions including the loss of the privilege of self-medication. In other situations where the provisions of this medication policy have not been followed by a student or parent (i.e., carrying medications, over the counter or prescribed, without proper forms completed), disciplinary action will be determined by the building administrator, on a case by case basis.

C. To ensure proper documentation of the administration or supervision of prescribed

medication by the school nurse or licensed healthcare provider:

1. The certified school nurse/licensed healthcare provider administering or supervising the medication will make sure the medication is used as prescribed in his/her presence.
2. A medication log or written records will be maintained indicating the name of the student, the name and dosage of the medication administered, the route of administration, the date and time of day, the duration of the order, and the name of the certified school nurse/licensed healthcare provider.
3. A record of students who are self-medicating (with inhalers, epi-pen or diabetic supplies) will be maintained per the students' self-reporting. The documentation for this option will be placed in the student's permanent health record.
4. The medication log or written documentation will be filed with the student's permanent health records at the end of the school year, or when the duration of a medication order has ended.

D. Young Scholars of Central Pennsylvania assumes no responsibility for storing or supervising medication (prescription or non-prescription), which enters the school and is intended for use by a student if the provisions of the medication policy have not been followed by the student or the parent.

HEALTH AND WELLNESS

The Pennsylvania Department of Education required all schools to have a Wellness Plan in place by September 1, 2006. This is an initiative to implement recognized nutrition, physical education, and physical activity goals in all K-12 schools. YSCP has a physical education program in place, and teachers build physical activity into their schedules throughout the day. Clubs promoting physical activity are part of the Extended Day program. Every student participates in a 25-30 minute recess at lunchtime, held outdoors unless the weather is inclement. All children are expected to participate—if your child is not well enough to go out for recess then s/he is not well enough to be in school. Please dress your child for the weather. You can support the efforts of YSCP to promote student health and wellness by sending healthy, balanced meals and snacks.

Health Screening

Students receive routine health screening annually, in keeping with PA Dept. of Education requirements.

Is Your Child Sick? Guidelines for when to keep your child home from school:

A sick child is unable to concentrate in class and effective learning is often impaired during illness. As a parent/guardian, you know your child the best. If you feel your child is sick, please keep him/her home and seek the advice of your health care provider. Doing so helps prevent the spread of germs to fellow students and faculty/staff and puts your child on the road to a quicker recovery. In general, students should be kept home when they have:

- Fever of 100 degrees Fahrenheit or above. The child should remain home until they are fever free for 24 hours without the use of fever reducing medications AND symptoms have improved.
- Vomiting/Diarrhea
- Unexplainable rash, hives, or sores
- Red eye(s) accompanied by clear or yellow drainage
- Untreated case of head lice (please note that the child must be examined by the school nurse before returning to class).

If your child becomes ill with any of the above symptoms while at school, you will be contacted to pick them up from school to be treated. It is extremely important that we have a telephone number where you can be reached in case of emergency/illness. Please remember that a school nurse is not a doctor, and may not diagnose a child's illness or injury. It is the responsibility of the parent to have the child treated by a physician/health care provider whenever necessary. Please be aware that a physician/health care provider note may be required to return to school. For more information, please contact us.

5. OTHER PROCEDURES

Lockers

Starting from second grade each student will be assigned a locker for his/her individual use at YSCP. This locker is for storing books, coats, and personal items necessary for school. The lockers shall not be used to store valuable items you bring from home. YSCP is not liable or responsible for personal items left in lockers or brought to school. To keep your school items safe, we strongly advise you to use a locker lock. Do not trade lockers with another student. Do not let another student share your locker. It is the student's responsibility to see that his/her locker is kept closed and in order at all times. Students may bring in a combination lock to secure the locker but the combination must be shared with the student's homeroom teacher. Students should report any damage, vandalism, or non/working condition of their locker to the homeroom teacher immediately. If vandalism is not reported, students will be held responsible for repairs or clean-up. Please remember that lockers are school property and remain at all times under the control of the school; however, students have full responsibility for the security of his/her locker and what is in them. Periodic locker checks will be made by YSCP staff to ensure that lockers are kept clean and orderly.

Lockers and desks are the property of the school and may be inspected at any time by the proper school authority. A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items that are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the

student by school authorities.

Prior to a locker or desk search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker or desk contains materials that pose a threat to the health, welfare, or safety of students or staff in YSCP, student lockers or desks may be searched without prior warning or notification.

Any illegal or prohibited materials seized during a locker search may be used as evidence against the student in a school disciplinary hearing or proceeding, and/or may be turned over to law enforcement authorities.

Lost and Found

If you find books, clothing, or personal items on the school grounds, please bring these items to the office. If you lose something, check the lost and found. Periodically unclaimed lost items will be sent to a charity and the school is no longer responsible for the missing items.

Labeling all removable clothing and items students bring to school will eliminate much of this problem and prevent you from having to replace expensive belongings.

Phone calls

Teachers will not allow students to make phone calls during class time from anywhere. Students may make phone calls from the main office with staff permission. If there is a phone call that needs to be made it can be done during lunchtime or after school.

Parents calling the school during normal school hours to speak with their child are restricted unless it is an emergency. Messages will be delivered by the last period. Messages taken after school hours will be given to the child whenever possible by paging the child to the main office to pick it up.

Personal Electronics

Personal cell phones, iPods, tablets, cameras, video game devices, and smart watches/watches with other capabilities other than telling time are not permitted to be used between 7:45 am and 5:20 pm unless a teacher offers a special “electronics reward”. Students may not use their devices during lunch or recess even if it is in the MPR. Devices are to be turned off and kept in a student’s locker or backpack until they leave the building.

A first offense violation of this policy will result in confiscation of the student’s personal device and it will be taken to the CEO or designee. Students may pick up their devices from the CEO or designee at the end of the school day. A second offense will result in the device being confiscated, and taken to the CEO or designee, and a parent/guardian will have to pick up the device.

Students caught using their devices during dismissal time and the device is not confiscated will still be issued a first offense. Subsequent offenses will result in confiscation and a parent will need to pick up the device.

Chromebook Policies and Violations of Expectations

The Chromebook Policies were outlined in the “Chromebook Use Policy and Procedures” document. Students who violate Chromebook policies as outlined in the document or a teacher’s specific daily policies will receive the following consequences:

- First-time rule violation: Warning
- Second-time rule violation: 24-hour loss
- Third-time rule violation: 1-week loss and parent notification form sent home
- Fourth-time rule violation: 1-month loss and parent notification form sent home
- Fifth-time rule violation: Office Referral

6. STUDENT SERVICES

Special Education

YSCP provides special education services. When a student is having difficulties either academically, socially, or emotionally, and is not making adequate progress with classroom interventions and accommodations, a parent or teacher may request an evaluation. A team will review the student's data and information and determine whether or not an evaluation is appropriate at that time. If the student does qualify for a 504 Service Plan or an Individualized Education Plan, a team, including the parents/guardians, will convene and develop a plan that is most appropriate for meeting the student's needs. For more information, please contact our Director of Student Services, Gina MacFalls macfalls@yscp.org

The Annual Public Notice of Special Education Services can be found on our school website under the Parents tab. <http://yscp.org/special-education/>

English as a Second Language

Students who learn English as a Second Language (ESL) also known as an English Language Learner (ELL) or who come to school with limited proficiency in English are evaluated for inclusion in the ESL program, which provides small group instruction in English grammar, vocabulary, writing, and other skills that support academic success. Instruction is coordinated with each student’s regular curriculum but also emphasizes essential communication skills that support social interaction.

Student Assistance Program (SAP)

S.A.P. or Student Assistance Program is a nationwide program designed to help students overcome barriers to their learning. Through SAP we are able to work together as a team to determine the best way to address the challenges being faced.

We have a SAP liaison that helps with screenings and can connect families with outside agencies as needed. At varying times during all of our lives, we have been depressed, struggled with fitting in, and may have even thought about experimenting with a controlled substance. It is at this point that a team of trained concerned professionals can lend a helping hand in a non-punitive manner. Many times the services provided are free of any charges.

There are four phases to the student assistance process:

Referral - Anyone can refer a student to SAP when they are concerned about someone's behavior or academics, or attendance -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.

Team Planning - The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success including in-school and/or community-based services and activities.

Intervention and Recommendations - The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

Support and Follow-Up - The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

Ethical Guidelines and Standards of Practice

Philosophy Statement for Student Assistance Programs

The Student Assistance Program is a school-based comprehensive prevention and intervention program for students in Kindergarten through grade 12. This professional team-based approach is a systematic process designed to provide education, prevention, early identification, intervention, referral, and support services for students exhibiting risk behaviors or obstacles that are interfering with their education. The positive influence of Student Assistance Programs encourages student success in the school environment, fosters risk reduction and positive asset development, provides a safe environment, and promotes opportunities for knowledge, skill, and attitude development. Key components are developmental curriculum and education, policy, staff and community in-service and education, early identification, development or support processes, use of community resources, and ongoing evaluation of program effectiveness.

Mission Statement for Student Assistance Programs

The Student Assistance Program utilizes a multidisciplinary team and intervention system to remove the educational and behavioral barriers which interfere with student learning and works to enhance the developmental assets of students. This goal is accomplished by providing strategies and support to the school community and parents to improve their ability to help students succeed in school. The team also arranges access to other school and community resources as necessary for

effective intervention.

This document includes ethical guidelines and standards of practice for those people involved in a Student Assistance Program in any capacity. These guidelines and standards are intended to clarify the ethical responsibilities to students, families, school staff, Student Assistance Teams, community, school support groups, and the profession of Student Assistance.

These guidelines were developed to identify the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among persons involved in Student Assistance Programs. They are meant to stimulate reflection, self-examination, and discussion of issues and practices.

A. Responsibilities to Students

Those involved in the Student Assistance Program will:

- Have primary responsibility to the student, who is to be treated with respect and dignity and with concern for confidentiality.
- Be responsible to offer Student Assistance components to all students who indicate a need for such services and include all students with evidence of risk behavior.
- Promote and enhance students' strengths, skills, and capabilities while addressing their developmental needs.
- Inform the student of the purposes, goals, and procedures under which he/she may receive - - - Student Assistance. Include the possible necessity for consulting with other professionals and legal or other authoritative restraints.
- Maintain current knowledge of laws relating to Student Assistance Program practice and ensure the rights of students are adequately protected.
- Make referrals to appropriate service providers based on students' needs and monitor student progress.
- Protect the confidentiality of student records and exchange personal data only according to prescribed laws and school policies.
- Provide and act upon only accurate, objective, and observable data regarding a student's behaviors.

Inform appropriate authorities when the student's condition or statements indicate clear and imminent danger to the student or others. This is done after careful deliberation and when possible in conjunction with other professional consultations. Provide explanation to parents/guardians and those who provide services to the students of the nature, purpose, and results of screening or assessment interviews. Account to each student referred to the Student Assistance Program by continuing devaluation of student success and needs and providing additional assistance whenever necessary.

B. Responsibilities to Families

Those included in the Student Assistance Program will:

- Have primary responsibility to the family of the student, who is to be treated with respect, dignity, and concern for confidentiality.
- Respect the inherent rights and responsibilities of parents for their children and endeavor to

establish a cooperative relationship with parents.

- Inform parents of the role of Student Assistance Programs with emphasis on the positive nature of the program and the role of confidentiality between students, staff, and families.
- Treat information received from families in a confidential and ethical manner.
- Share information about a student only with those persons properly authorized to receive such information.
- Offer ongoing support and collaboration with families for the success of their child.

C. Responsibilities to School Staff

- Those involved in the Student Assistance Program will:
- Establish and maintain a cooperative relationship with faculty, staff, and administration to facilitate the provision of optimum Student Assistance Program services.
- Promote awareness and adherence to laws and ethical guidelines regarding confidentiality and the distinction between public and private information.
- Provide staff with accurate, objective, and concise data necessary to assist the student.
- Offer appropriate in-service training and current Student Assistance Program information for all staff.
- Encourage awareness and appropriate use of related professions and organizations to whom the student may be referred.
- Provide services within their board-approved job descriptions and with an awareness of the specific areas of responsibilities and limitations.

D. Responsibilities to Student Assistance Team Members

- Those involved in the Student Assistance Program will:
- Select multidisciplinary teams based upon the goals and mission of Student Assistance - - -
- Programs/Teams as defined by appropriate state entities and implemented within the particular needs of each individual school system.
- Support the components included in a Student Assistance Program with an emphasis on prevention, asset/resilience development, confidentiality, referral, identification, intervention, support, and evaluation.

Include team members who meet the guidelines of General Education Interventions (Section 439 of General Education Provisions Act 20 U.S.C. 1232(h)) amended 1994, and Section 504 of the Rehabilitation Act of 1973 34C.F.R 104 (Federal Law)

- Select professionals with leadership, communication skills, and expertise which relates to the wide range of issues of youth and families.
- Act upon referrals to the team by collecting observable data and planning developmentally appropriate levels of interventions.
- Treat information received from school staff, students, parents, and community resources in a confidential and ethical manner.
- Maintain records according to the Federal Educational Rights and Privacy Act (20U.S.C. - 1232(g) & (34 C.F.R., 99). (Federal Law)

Provide staff with accurate, objective, and concise data necessary to assist the student.

Know and utilize community resources and services for referrals.

E. Responsibility to the School and Community

Those involved in Student Assistance Program will:

- Inform appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, students, or property.
- Work cooperatively with the community agencies, organizations, and individuals in the school.
- Delineate and promote the Student Assistance Program's role and function in meeting the needs of those served.
- Assist in the development of curricular and environmental conditions and programs appropriate for the school and community to meet student needs.
- Develop a systematic evaluation process for Student Assistance Programs.
- Offer ongoing educational opportunities for families and community members regarding issues of our youth.
- Provide an ongoing cooperative link between school and community services.

F. Responsibilities to School Support Groups

Those involved in Student Assistance Program will:

- Adhere to the Ethical Guidelines for Group Counselors and Professional Standards for -Training of Group work approved by the Association for Specialists in Group Work and promote knowledge of these guidelines among peers.
- Emphasize that school-based student support groups are psycho-educational and information groups, not therapy groups.

G. Responsibilities to the Student Assistance Profession

Those involved in Student Assistance Program will:

- Conduct themselves in such a manner as to bring credit to themselves and the Student -Assistance Program practice.
- Actively participate in local, state, and national associations that foster the development and improvement of Student Assistance programming.
- Adhere to ethical standards applicable to Student Assistance Program practice and other professional practices, school board policies, and relevant statutes established by federal, state, and local governments.
- Clearly distinguish between statements and actions made as a private individual and as a representative of the school Student Assistance Program.

H. Responsibility to the Self

Those involved in the Student Assistance Program will:

- Monitor one's own physical, mental, and emotional health and professional effectiveness.
- Refrain from any destructive activity leading to inadequate services or harm to self or a student.
- Take personal initiative to maintain professional competence and keep abreast of innovations, trends, and legal issues related to the field of Student Assistance Programs.
- Understand and act upon their commitment and responsibilities to the Student Assistance Program.

Student Assistance Program Components

Student Assistance Programs (SAP) provide a comprehensive model for the delivery of K-12

prevention, intervention, and support services. Student assistance services are designed to reduce student risk factors, promote protective factors and increase asset development. The nine SAP components described below are recommended, as the minimum requirements needed to reduce barriers to learning and ensure student success in safe, disciplined, and drug-free schools and communities.

School Board Policy

To define the school's role in creating a safe, disciplined, and drug-free learning community and to clarify the relationship between student academic performance and the use of alcohol, other drugs, violence, and high-risk behavior.

Staff Development

To provide all school employees with the necessary foundation of attitudes and skills to reduce risks, increase protective factors and foster resilience through SAP services.

Program Awareness

To educate parents, students, agencies, and the community about the school policy on alcohol, tobacco, other drugs, disruptive behavior, and violence and provide information about Student Assistance services that promote resilience and student success.

Internal Referral Process

To identify and refer students with academic and social concerns to a multi-disciplinary problem-solving and case management team.

Problem Solving Team and Case Management

To evaluate how the school can best serve students with academic or social problems through solution-focused strategies.

Student Assistance Program Evaluation

To ensure continuous quality improvement of student assistance services and outcomes.

Educational Student Support Groups

To provide information, support, and problem-solving skills to students who are experiencing academic or social problems.

Cooperation and Collaboration with Community Agencies and Resources

To build bridges between schools, parents, and community resources through referral and shared case management.

Integration with Other School-Based Programs

To integrate student assistance services with other school-based programs designed to increase resilience, improve academic performance and reduce student risk for alcohol, tobacco, other drugs, and violence.

7. EXTENDED DAY PROGRAM

The Extended Day program of YSCP is a privilege to its students. It serves students by providing quality educational, vocational, recreational, and social programs. Specifically, extended hours support children in their learning of world languages, achieving their full potential in core subjects, and enriching their lives with various activities according to their interests and talents. There is a minimal fee for Extended Day, and it is open to all students. In order to achieve the vision of global citizens who are proficient in two world languages, science, math, and the use of technology, we strongly encourage your child's participation during extended hours.

The following list is a sampling of clubs that may be offered during the year.

- Spanish, Chinese and Turkish Clubs will use a variety of games and activities to promote Spanish, Chinese, and Turkish language skills.
- Math Club will use a variety of games to promote skills and thinking strategies.
- Science Club is for students with an interest in science who will be given an opportunity to experience hands-on activities and experiments in the various areas of science.
- Martial Arts Club teaches students beginning skills and the philosophy of self-defense.
- Arts & Crafts Club is for students with an interest in art, who will work with different methods and materials not usually experienced in art class.
- Technology Club is for students with an interest in computer technology. They will learn new skills and practice those previously learned.
- Sports Clubs such as Fencing and Soccer are for those with an athletic inclination and who wish to engage in sports activities.
- Reading Club will involve various reading activities such as silent reading, book sharing, dramatic expression, etc.
- Community service activities teach social responsibility within the school and beyond.
- Turkish Folk Dance Club will introduce students to basic dance steps and prepare them to perform during school celebrations.
- Homework Club provides time with adult support available for students who prefer to do homework after school rather than in the evening.
- Other clubs may be formed throughout the year if interested parents offer to share a skill, talent, or interest with our students.

The program does not operate during weekends, school vacation or holiday periods, teacher in-service days, and other days as listed in the academic calendar.

Extended day lessons and activities will be provided by staff members, and volunteers. Some clubs will prepare children for local, regional, national, and international competitions. Students may participate in certain clubs for a set period of time and others will run for the entire year.

Extended Day Snacks

Students will be provided with a light snack, or they may bring one for an extended day snack

time. Snack examples include crackers, string cheese, popcorn, fruit, and juice. Since some students have severe food allergies, please remind your child that sharing food is not allowed. In keeping with the requirements of the YSCP Wellness Policy, please avoid sending soda or sugary snacks.

Registration for Clubs and Other Activities

There will be an online registration for activities for kindergarten through eighth grade students which will be communicated to parents via email by the end of August.. After this initial period, the registration will close unless the individual clubs can adequately serve additional students. If a preferred club is full, students can be put on a waiting list and given the opportunity to choose from other clubs depending on their needs and interests. All the club's payments should be completed online by using a credit card before the program starts. Participation in the Extended Day Program is highly recommended, though not compulsory. However, once a child has enrolled in a club, regular attendance is mandatory to maintain enrollment. Missing more than 3 sessions may result in the child being removed from the club so that other students may have an opportunity to participate. Parents who choose not to have their children participate pick them up promptly at 3:25. It is important to remember that the Extended Day Program is not childcare, and YSCP does not offer after-school childcare. Students who demonstrate by their behavior that they really do not wish to participate in clubs and disrupt the program for other students, teachers, and volunteers will be **expelled**. The Extended Day Coordinator is responsible for making this decision and will consult with parents or guardians should the need arise.

8. VOLUNTEERS

YSCP has an active and extensive volunteer program for extended hours activities (3:50-5:15 daily), and depends upon the interest and participation of parents and other adults to provide enrichment and club activities for students. The Extended Hours Coordinator and staff will provide training and guidance for volunteers as needed. Volunteers need to sign in at the front desk and get a volunteer tag each day. While regular volunteering is most appreciated, occasional participation is also helpful. Please consider participating in this vital part of the YSCP program. Under Act 15 of 2015 (the Act), which amends the provisions of the Child Protective Services Law, volunteers who are responsible for the child's welfare or who have "direct volunteer contact" with children at a school— meaning the care, supervision, guidance, or control of children and routine interaction with children will be required to have background checks. The Act clarifies that "routine interaction" means "regular and repeated contact that is integral to a person's employment or volunteer responsibilities."

Visitors are not normally required to obtain background checks to the extent that such visitors are not responsible for a child's welfare or are visiting the school irregularly and not providing for the care, supervision, guidance, or control of children. Some examples of situations where such visitors normally would not be required to have background checks would include but are

not limited to Back-to-School nights, parent/teacher conferences, school assemblies, school concerts, assisting with school birthday parties, parent guest readers, Halloween parades, collecting tickets to sporting events, working concession stands, participating in “Career Day,” etc. In this capacity, school visitors do not need clearances. By contrast, persons who are responsible for the child’s welfare or who wish to visit the school regularly to serve as volunteers and to provide for the care, supervision, guidance, or control of children would be required to have background checks. Some examples of persons needing background checks would include but not be limited to regular classroom volunteer assistants, recess and library volunteers, chaperones for field trips and dances, and volunteer coaches/club advisors. All prospective volunteers must submit clearances prior to the commencement of service. All prospective volunteers must obtain the following clearances:

1. Report of criminal history from the Pennsylvania State Police (PSP); and
2. Child Abuse History Clearance from the Department of Human Services (Child Abuse).

Additionally, a fingerprint-based federal criminal history (FBI) submitted through the Pennsylvania State Police or its authorized agent is required if the volunteer has lived outside the Commonwealth of Pennsylvania in the last 10 years. If the volunteer is not required to obtain clearances, they must swear or affirm in writing that they are not disqualified from service based upon a conviction of an offense under §6344. A link to the disclosure statement form for volunteers can be found here:

http://keepkidssafe.pa.gov/cs/groups/webcontent/documents/document/c_160267.pdf

All volunteers will be required to obtain clearances every 60 months. Time frames for renewed clearances are based upon the date of each individual clearance. If an individual or agency elected to renew all clearances at the same time, the date of the oldest clearance rather than the most recent would be used.

9. VISITORS

All visitors and volunteers will need to follow all health and safety requirements.

Visitors are welcome to observe school activities but must first obtain approval from the CEO for access to the school facility during school hours and for school-sponsored activities during and after school hours. Please be advised that School Administration has the discretion to disallow a parent/guardian’s presence if the same has caused disruption or problems at the school previously. Please understand and respect that teachers may not be able to meet with parents who just walk in to speak with them in the morning, at lunch, or during dismissal. These are transition times when teachers need to have their full attention on the students for the safety of all our students. Please make an appointment so teachers can give their full attention to you. You may arrange an appointment to talk with your child’s teacher by calling the school office, sending a note with your child, or emailing the teacher. If you bring something for your child during the day, please leave it at the front desk. If you are here to visit or work in a classroom, please stop by the front desk to sign in and obtain a visitor or volunteer tag. Visitors for educational reasons are welcome at YSCP. Visitors must register with the office when they arrive. Parents also must check in at the office. Parents/students wishing to bring visitors to YSCP must complete the Student Visitor Form and receive approval from the office at least one (1) school day in advance. Do not bring guests to school without prior arrangements.

VISITATION TO SCHOOL/CLASSROOM POLICY

The Board of Trustees of Young Scholars of Central Pennsylvania Charter School (“Charter School”), encourages parents and guardians to make informed decisions about the programs and services recommended for, or to which the Charter School has assigned their children. It also encourages parents and guardians who may potentially enroll their children in the Charter School to make informed decisions as well. Informed decision-making can involve visiting a recommended or assigned classroom or program site. The Charter School also encourages parents to become involved in the ongoing education and development of their children and recognizes that occasional classroom or program site visits can promote effective parental involvement. The interest that parents and guardians often have in visiting classrooms and program sites must, however, be weighed against the disruption and distraction that often accompanies such visitations. Many children require a high level of consistency and predictability and low levels of visual and auditory distraction to learn and develop. The purpose of this policy is to establish rules that recognize the need of parents and guardians to inform their decisions about the education of their children without compromising unnecessarily the rights of other children to a stable, safe, and disruption-free learning environment.

Classrooms and Program Sites That are Subject to Visitation

A parent or guardian, or a person with appropriate professional expertise, designated by a parent or guardian, may visit a classroom or program site when (a) the Charter School has specifically recommended that classroom or program for their child; (b) the Charter School has assigned the child to that classroom or program; or (c) the child is currently placed in that classroom or program. The provisions of this policy shall apply to all programs and activities including those located in off-site locations or before or after school hours if at a school-sponsored event or activity.

Scheduling-Advance Notice

Parents or guardians must arrange visitations at least 2 school days in advance with the CEO/Principal of the building in which the classroom or program is located or in the case of a special education program or service, with the responsible Administrator for special education. The parent or guardian must state the reason for the visitation. Nothing in these guidelines shall require the Charter School to schedule a visitation within 2 days of receipt of a request unless it is required to do so by law, regulation, or order.

Scheduling-Time

The following shall apply to the timing of visitations, other than visitations that are by teacher invitation as part of a planned parent activity:

- Visits shall not exceed two (2) hours of silent observation in areas in which children are receiving instruction or are participating in activities.
- The total number of visits to any one classroom or program site shall not exceed six (6) for any one child during any twelve-month period.
- Parental participation in classroom activities or programs such as classroom parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit

for purposes of this policy.

- Timing of visits shall be determined by the Charter School, in its sole discretion, depending on such factors as the type and intensity of planned instruction or activities, the susceptibility of individual students to the disruption known or likely to be caused by the visit, the stated purpose of the visit, the number of adults the visit will place in the room at the same time, and the total amount of traffic in the classroom at or near the time of the visit.

Conditions of Visitations

The following conditions shall be observed for all visits:

Visitors shall consist of not more than two (2) parents, legal guardians, grandparents, or surrogate parents, or one (1) appropriately-qualified professional designated by the parents/guardians, at any one time. Parents or guardians must identify, in writing, the name, address, telephone number, and professional credentials of, and must sign a release permitting the disclosure of personally identifiable information to any appropriately qualified professional that they have designated to visit the classroom or program site of their child. Such professionals must provide all mandated state and federal child abuse and criminal clearances prior to the date of the visit to the Charter School.

Upon arrival at the Charter School, all visitors must register at the main office where they will sign in and receive a badge. Visitors may be asked to present a form of ID (i.e., driver's license) prior to being admitted to the school building. Visitors who enter the school during the school day shall only be permitted to enter through one (1) entrance. All other entrances shall be locked.

A Charter School staff member other than the teacher, assistant teacher, or related services providers working with the child shall accompany the visitor at all times that the visitor is in the Charter School facility. All staff members shall be responsible for requiring a visitor to demonstrate that s/he has a visitor's pass if it is not visible. If a visitor does not have a visitor's badge, the staff member must escort the person to the office or immediately call the office and request assistance.

Visitors shall refrain from the conversation and from interaction with children or staff during the period of classroom or program observation.

The CEO/Principal or the staff member responsible for the classroom or program may, in his or her sole discretion, terminate a visit at any time if, in the judgment of that CEO/Principal or staff member, the visit is significantly disrupting children, staff, or the learning process or becomes a threat to the health, safety, or welfare of children or staff. Failure to leave when asked or repeated, documented disruptions may result in loss of further classroom visitation privileges.

During the visit, all visitors shall remain in such locations within the classroom or program site as are designated by the CEO/Principal or the staff member responsible for the classroom. At the conclusion of the appointment, the parent/guardian or designated professional must report

to the Charter School office to sign out in the visitor's log.

Questions or concerns about a visit or about anything observed during a visit must be addressed to the CEO/Principal or to the staff member responsible for the classroom/program by appointment, before or after the visit, and outside the presence of children or working staff members.

Charter School staff shall not share with any visitor personally identifiable information concerning any students other than the student who is the subject of the observation.

The photographic reproduction, filming, or videotaping of school programs, students, or physical facilities by any visitor and/or any non-Charter School employee is prohibited unless prior permission is obtained in writing from the CEO/Principal.

In response to extraordinary circumstances, or to comply with the requirements of law, regulation, or order, the Charter School may waive any timeline or condition established in these guidelines. No waiver given in accordance with this section shall be deemed to establish a revision or modification or to establish a policy, practice, or custom contrary to the terms and conditions of these guidelines.

Lunch Visitations

For the safety of our students, parents/guardians are not permitted to have lunch with their child/children during the school day in the school building. An exception to this policy may be made if the CEO/Principal elects to participate in a celebration, such as National Lunch Week. If the Charter School is participating in a celebration where parents/guardians are invited to have lunch with their child, the CEO/Principal will establish specific guidelines for parents/guardians. Parents/Guardians electing to participate in this celebration will not be permitted to bring in restaurant food from outside sources.

Prohibition of Visitations

Persons who arrive at the school without an established appointment will not be permitted beyond the school's main office. Parents/Guardians who come to the Charter School to drop off an item for a student must leave the item in the main Charter School office. Parents/Guardians are not permitted to walk the item to the student, nor are they permitted to walk a student to his/her classroom. Failure to comply with the procedures outlined above, as incorporated into a procedure to be included in the Parent/Student Handbook, shall result in more limited access to the Charter School as determined by the CEO/Principal.

The CEO/Principal has the authority, in accordance with Charter School rules and federal and state law and regulations, to exclude any visitor who is considered to be disruptive or will cause disruption to the educational program, disturbing students or staff, or intent on committing an illegal act. Wherever possible, the CEO/Principal shall specifically indicate the circumstances under which a parent may return. The CEO/Principal will implement this policy and control

access to the school building(s), classrooms, and school-sponsored events/programs through written procedures distributed annually to Charter School families through the Parent/Student Handbook.

Emergency Situation

Should an emergency require that a student be called to the school office to meet a visitor, the CEO/Principal or available Administrator shall be present throughout the meeting.

10. HOMEWORK GUIDELINES

Homework reinforces what has been learned in class, prepares students for upcoming lessons, extends and generalizes concepts, teaches responsibility, and helps students develop essential study habits. Assignments are adjusted as necessary to meet the needs of individual learners and learning styles. Homework is one vehicle for home-school communication, and parents can assist in making it a positive experience for their children. It is recommended that a consistent time and space are reserved for completing homework.

A simple way of calculating how long homework should take is to allow approximately 10 minutes multiplied by your child's grade level beyond kindergarten. Thus, for everyday assignments a first grader may have approximately 10 minutes of homework, a third grader may have 30 minutes, and a sixth grader may have up to 60 minutes. If, after that allotted time of consistent effort your child has not completed his or her assignments, please ask the child to stop and make a note to that effect directly on the homework assignment or in the assignment notebook. If this becomes a consistent pattern, please get in touch with your child's teacher to inform him/her. It is the child's responsibility, with parental guidance, to complete long-term assignments over a given time span, not at the last minute. A daily minimum of 15-30 minutes of at-home recreational reading (or being read to) is strongly advised for all students.

PARENT-TEACHER COMMUNICATION

Parents are advised to contact the classroom teacher directly should a concern or issue arise, in the belief that most problems are best solved by those directly involved. A simple phone call is enough to clarify or resolve most matters. If a concern is not addressed to everyone's satisfaction, the Administration will provide further assistance. The staff welcomes your input and feels strongly that education is a team effort.

FORMS AND PERMISSION SLIPS

A number of important forms are sent home at the beginning of the school year. These are required to assure the health and safety of your child, and to make your preferences known to the school with respect to optional opportunities and activities. Please return all required forms immediately and keep the others on file for use as needed. If an additional copy of a form is needed, please contact the main office or homeroom teachers immediately.

11. SCHOOL WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS SYSTEM(SWPBIS)

YSCP values the dignity of all members of the school community at all times. We respect the rights of students to make choices and help students to understand the consequences of those choices. Students are taught decision-making, problem-solving, and conflict resolution skills to develop their ability to make sound choices. YSCP utilizes a school-wide behavior plan known as SWPBIS. There are several goals of this program. The first goal of this program is to have a defined set of expectations that are clear and consistent, consistently conveyed to students, and consistently enforced. We now have four basic rules at YSCP. They go along with the acronym “OWLS” and are as follows:

- O**wn Your Actions
- M**ake **W**ise Choices
- L**ead the Way
- P**ut **S**afety First

The defining characteristics of each of these expectations in different locations in the school have been defined by the SWPBIS Committee and taught to the students. You will see “OWLS” signs up all over the school reminding students of the expectations in each location. These expectations are the same for students throughout the building and are well known by all staff. Students can be acknowledged for their conduct by any staff member anywhere in the building with OWLS tickets which may lead to other subsequent rewards. This helps ensure consistency in rule enforcement by all staff members and students are aware that they can be caught meeting our expectations no matter who is watching. Expectations specific to the OWLS are detailed on the following pages.

YSCP Behavior Matrix- YSCP OWLS give a hoot about behavior!

	Location of expectation	
OWLS Expectation	Remote learning	In-person Learning
Own your actions (responsibility)	<ul style="list-style-type: none"> • Mute yourself when not speaking • Complete activities and assignments • Take turns when working together 	<ul style="list-style-type: none"> • Wear your mask over your nose & mouth • Be aware of where & how to turn things in • Keep your mask on unless told otherwise • Tell an adult immediately if you're not feeling well
Wise choices (respect)	<ul style="list-style-type: none"> • Be on time or let your teacher know if you cannot attend scheduled class times • Use kind words & actions on the 	<ul style="list-style-type: none"> • Maintain personal space - 6ft • Be sure not to cough, sneeze, blow towards others

	<ul style="list-style-type: none"> chat & with your voice Remove other distractions during classroom time Wear school appropriate clothing 	
Lead the way (best effort)	<ul style="list-style-type: none"> Participate fully in virtual classroom Ask for help when needed Do your best with your learning activities 	<ul style="list-style-type: none"> Keep yourself from touching unnecessary things Clean up after yourself Be aware of your surroundings
Safety first	<ul style="list-style-type: none"> Ensure you have a safe & appropriate learning environment Do not go on inappropriate sites Report any inappropriate online behaviors 	<ul style="list-style-type: none"> Keep your hands away from your face Stay home if you're sick or have a fever Do not share supplies, food, etc. Wash your hands frequently - for at least 20 seconds

OWLS Expectations	Location of Expected Behavior		
	Classroom/Parent Pick Up Dismissal	MPR/Hallway - Bus/Van Dismissal	Bus/Van Riding
Own Your Actions (responsible)	<ol style="list-style-type: none"> Pack up your backpack with all of your materials. Put on your coat, hat, gloves, and any other clothing. Watch the PikMyKid screen for your name. Listen for an announcement. Let your teacher know when you have been dismissed. Walk to the MPR to be dismissed through the playground door. 	<ol style="list-style-type: none"> Pack up your backpack with all of your materials. Put on your coat, hat, gloves, and any other clothing. Use a voice level 1. Listen for your bus/van announcement. Line up quietly in the hallway or take a seat quietly in the MPR for attendance. Walk safely to the van/bus. Board the van/bus and take your assigned seat. 	<ol style="list-style-type: none"> Sit in your assigned seat. Use a voice level 1 while on the bus. Listen for all announcements and directions. Keep hands, feet, and belongings to yourself.
Wise Choices (respectful)	<ol style="list-style-type: none"> Let your teacher know when you have been announced for dismissal. Respect personal space Use please, thank you, and your welcome Raise your hand if you 	<ol style="list-style-type: none"> Listen for your name and respond during attendance. Greet the bus driver and say thank you. Stand quietly in line for attendance. 	<ol style="list-style-type: none"> Use voice level 1 to be able to hear all announcements and directions. Use kind words when greeting and say thank you to the

	<p>need help</p> <ol style="list-style-type: none"> Use voice level 1. Quietly inform others when they have been announced for dismissal. 	<ol style="list-style-type: none"> Sit quietly in the MPR for attendance. Keep hands, feet, and belongings to yourself. 	<ol style="list-style-type: none"> bus/van driver. Inform bus/van driver of students not meeting the expectations.
Lead the Way	<ol style="list-style-type: none"> Be polite and use kind words Quiet conversation Have a positive attitude 	<ol style="list-style-type: none"> Use kind words Be positive and helpful to the teacher assisting you during dismissal. Keep voice level 1 to be able to hear all announcements and directions. 	<ol style="list-style-type: none"> Model appropriate bus/van riding behavior to others. Use kind words. Stay in the seat with the bottom on the seat and feet on the floor. Use voice level 1. Keep hands, feet, and belongings to yourself.
Safety First	<ol style="list-style-type: none"> Walk at all times Keep hands, feet, and objects to yourself Stay in your seat Sit on your bottom Keep your feet under the desk. 	<ol style="list-style-type: none"> Report all accidents or injuries to an adult immediately Stay in your seat with your bottom on the seat and feet on the floor. Keep hands, feet, and all objects to yourself. Stand in your assigned spot until it is time to board the bus/van. Stay in the building until you are dismissed. 	<ol style="list-style-type: none"> Report all accidents or injuries to an adult immediately Dress for the weather! Wear secure shoes Stay in your seat in a proper riding position until the bus/van stops and you are dismissed. Keep hands, feet, and objects to yourself.

OWLS Expectations	Location of Expected Behavior		
	Lunch	Indoor Recess	Outdoor Recess
Own Your Actions (responsible)	<ol style="list-style-type: none"> Make your lunch count choice as soon as you get to homeroom Wait patiently and carry your food carefully Eat your lunch Clean up after yourself Be attentive and 	<ol style="list-style-type: none"> Be aware of your surroundings and others Use voice levels 1 - 2 Keep activities and equipment in the appropriate area Be attentive and follow directions Line up quickly and quietly when you are 	<ol style="list-style-type: none"> Be aware of your surroundings and others Keep activities and equipment in the appropriate area Be attentive and follow directions Line up quickly and quietly when you are asked or hear the whistle

	<p>follow directions</p> <ol style="list-style-type: none"> Use voice level 1 	<p>asked</p> <ol style="list-style-type: none"> Return all equipment at the end of recess Stay in the designated area- get permission from an adult before you leave 	<ol style="list-style-type: none"> Return all equipment at the end of recess Stay in the designated area- get permission from an adult before you leave Listen to adults
Wise Choices (respectful)	<ol style="list-style-type: none"> Choose your seatmates carefully Respect personal space Make healthy meal choices Up to one minute of microwave time Use please, thank you, and your welcome Raise your hand if you need help 	<ol style="list-style-type: none"> Use equipment only as it is intended Take care of equipment and keep it in working order Share space and equipment with others Take turns 	<ol style="list-style-type: none"> Use equipment only as it is intended (go down the slide, not up, etc.) Be careful with the swings-sit on your bottom, no twisting, don't walk in front/behind Take care of equipment and keep it in working order Share space and equipment Take Turns Respect the wetlands, plants, and animals
Lead the Way	<ol style="list-style-type: none"> Be polite and use kind words Only take the food you are going to eat Quiet conversation when finished eating Have a positive attitude 	<ol style="list-style-type: none"> Include others Use kind words Keep games positive, fun, and safe Use school-appropriate themes 	<ol style="list-style-type: none"> Include others Use kind words Keep games positive, fun, and safe Use school-appropriate themes What is on the ground stays on the ground Show good sportsmanship-it's just a game!
Safety First	<ol style="list-style-type: none"> Walk Keep hands, feet, and objects to yourself Stay in your seat Sit on your bottom Keep feet under the table Only eat your food Report spills promptly 	<ol style="list-style-type: none"> Report all accidents or injuries to an adult immediately Play in a way that does not endanger others Keep hands, feet, and all objects to yourself 	<ol style="list-style-type: none"> Report all accidents or injuries to an adult immediately Dress for the weather! Wear secure shoes Play in a way that does not endanger others Keep hands, feet, and objects to yourself Don't talk to strangers; report strangers to school staff

OWLS Expectations	Location of Expected Behavior				
	Library/Tech Class	Field Trips	Extended Day	Office	Assemblies
Own Your Actions	<ol style="list-style-type: none"> 1. Use sticks only for marking book spots 2. Clean up your area 3. Return books on time 	<ol style="list-style-type: none"> 1. Follow directions 2. Electronics only with permission 	<ol style="list-style-type: none"> 1. Leave things as you found them 2. Use kind words 3. Keep hands, feet, and all objects to yourself 4. Leave only through main doors with permission 	<ol style="list-style-type: none"> 1. Make sure your items go with you 2. Come to the office only with the teacher's permission 3. Get a pass at the office to return to class 	<ol style="list-style-type: none"> 1. Stay in your seat 2. Use kind words 3. Wait for your class to be dismissed
Wise Choices	<ol style="list-style-type: none"> 1. Treat books and equipment properly 2. Use kind words 3. Use only clean hands 4. No food/drink 5. Respect teacher areas 	<ol style="list-style-type: none"> 1. Use kind words and appropriate language 2. Respect ALL chaperones 3. Follow bus/transportation rules 	<ol style="list-style-type: none"> 1. Put your belongings in an appropriate place 2. Follow adult directions 3. Report problems to an adult 	<ol style="list-style-type: none"> 1. Be respectful of office staff 	<ol style="list-style-type: none"> 1. Stay silent during presentations 2. Respect personal space 3. Respond appropriately
Lead the Way	<ol style="list-style-type: none"> 1. Voice level 1 2. Help others who need it 3. Follow teacher directions 4. Be ready to learn 	<ol style="list-style-type: none"> 1. You represent your school with your actions 	<ol style="list-style-type: none"> 1. Go directly to assigned area after clubs 2. Raise your hand 3. Appropriate use of approved materials 	<ol style="list-style-type: none"> 1. Students may use the back phone only with permission 	<ol style="list-style-type: none"> 1. Pay attention to speaker 2. Raise your hand to speak

Safety First	<ol style="list-style-type: none"> 1. Sit properly 2. Close computers gently 	<ol style="list-style-type: none"> 1. Stay together 2. Be sure your chaperone knows where you are 	<ol style="list-style-type: none"> 1. Do not leave clubs without permission 2. Do not enter room without an adult 	<ol style="list-style-type: none"> 1. Be aware of your surroundings 	<ol style="list-style-type: none"> 1. Follow teacher directions
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OWLS Expectations	Location of Expected Behavior			
	Classroom	Hallway	Stairwell	Restroom
Own Your Actions	<ol style="list-style-type: none"> 1. Be supportive of peers 2. Help put away materials 3. All personal electronics (cell phones, iPods, ect.) put away from 8:10-your dismissal 	<ol style="list-style-type: none"> 1. Use voice level 1 2. Go directly to assigned area 	<ol style="list-style-type: none"> 1. Keep hands, feet, and objects to yourself 	<ol style="list-style-type: none"> 1. Clean up after yourself 2. Flush the toilet
Wise Choices	<ol style="list-style-type: none"> 1. Follow directions the first time 2. Follow teacher instructions on voice level 	<ol style="list-style-type: none"> 1. Quiet feet 2. Walk 3. Use Appropriate language (use kind words) 4. Speak politely 5. Respect personal space 6. Wait for an adult before entering classroom 	<ol style="list-style-type: none"> 1. WALK! 2. Use kind words 3. Be considerate of others 	<ol style="list-style-type: none"> 1. Respect yours and others' privacy-check stalls before entering 2. Use voice level 1 3. Wait your turn 4. Use only assigned bathroom 5. Respect your school property 6. Restrooms are not for hiding/playing in
Lead the Way	<ol style="list-style-type: none"> 1. Be attentive 2. Try your best 3. Raise your hand and wait to be called on 4. Use kind words 5. Complete your 	<ol style="list-style-type: none"> 1. Be aware of surrounding and others- do not block others' way 2. Set a good example for others 3. After the bell has rung, if the teacher is not 	<ol style="list-style-type: none"> 1. Use voice level 1 	<ol style="list-style-type: none"> 1. Be in your own space 2. Get back to class quickly 3. Report supply needs to an adult

	work (on time)	present, inform another adult 4. Smile and wave (elementary)		
Safety First	<ol style="list-style-type: none"> 1. Keep chairs flat on the floor 2. Sit in your seat 3. Keep hands, feet, and objects to yourself 4. Always walk 5. All medications must be checked into the office when you arrive at school 	<ol style="list-style-type: none"> 1. Walk on the right 2. Stay with class 3. Keep hands, feet, and objects to yourself 4. Do not open outside doors 5. Face forward 6. Close lockers quietly 	<ol style="list-style-type: none"> 1. One step at a time 2. Stay to the right 3. Hallway and outside doors stay closed 4. Lights stay on 	<ol style="list-style-type: none"> 1. Wash your hands with soap and water 2. Feet are the only body part on the floor 3. Place paper product in appropriate containers 4. Walk to the bathroom 5. Keep water in the sink 6. Use 2 pumps of soap

OWLS Expectation	Location of Expected Behavior	
	Art/Music/PE/CE	Computer Carts
Own Your Actions	<ol style="list-style-type: none"> 1. Be on time 2. Be supportive of your peers 3. Help put away materials 4. Bring assigned materials to class 5. Wear safe and appropriate clothing 	<ol style="list-style-type: none"> 1. Plug in computers when returned 2. Put computers in assigned spots 3. Sign out computers as needed
Wise Choices	<ol style="list-style-type: none"> 1. Follow directions the first time 2. Use assigned voice level 3. Listen to adults 4. Sit in assigned seats 	<ol style="list-style-type: none"> 1. Use both hands to carry one computer at a time 2. Carry computer by itself, not with other books, binders, or headphones 3. Walk 4. Only use with clean hands 5. 2 at a time at the cart, wait in line against wall

Lead the Way	<ol style="list-style-type: none"> 1. Be attentive 2. Try your best 3. Help others 4. Be ready to participate 5. Raise your hand and wait to be called on 	<ol style="list-style-type: none"> 1. Follow directions
Safety First	<ol style="list-style-type: none"> 1. Use and handle materials appropriately (equipment, instruments, etc.) 	<ol style="list-style-type: none"> 1. Close cart doors when cart is not being accessed 2. No food or drinks around the computers

A second goal of the SWPBIS Committee is to address and acknowledge positive behavior displayed by our students. When a staff member sees a student following the rules they may give that student an online ticket and praise them for the specific behavior that earned them a ticket. Teachers also use their own classroom management systems to support SWPBIS.

The third responsibility of SWPBIS is addressing inappropriate behaviors. Behaviors that do not follow school-wide expectations are as follows:

Minor Behaviors

Level 1 Infractions (Parent Notifications)

- Defiance/Disrespect/noncompliance-low intensity, work refusal, not following directions, talking back, arguing, lying, recurring class disruption, dress code violation, failure to attend teacher detention (1st offense)
- Disruption- low-intensity noises/talking out
- Inappropriate Language- low intensity verbal or written, lewd notes
- Physical Contact/Aggression- non-serious but inappropriate- kicking, hitting
- Technology violation- off task with technology, other non-serious but inappropriate use of technology
- Property misuse- low-intensity misuse of property, including improper use of technology and the internet.
- Tardy to class
- Other- minor problem behaviors including eating, drinking, or chewing gum.

Major Behaviors (Office Referrals)

Level 2 Infractions

- Defiance/Disrespect/Insubordination/Non-Compliance on or off school property during school hours

- Disruption of Class/School- sustained and serious disruption
- Abusive/Inappropriate Language/Profanity-swearing, name calling, etc. on or off school property during school hours
- Inappropriate location/Out of bounds area- off school boundaries w/o permission, loitering
- Use/Possession of Tobacco
- Skip Class/truancy- leaving class/building w/o permission or failure to attend a class without permission
- Technology Violation- serious and inappropriate use of technology
- Other- Repeated failure to attend teacher detention, gambling
- Lying/cheating to faculty/staff-failure to identify self
- Inappropriate display of affection- inappropriate verbal or physical gestures or contact of a sexual nature, consensual or non-consensual

Level 3-Infractions (Office Referrals)

- Property Damage/Vandalism
- Forgery/theft/repeated deliberate plagiarism
- Use/Possession of Alcohol/Drugs
- Arson
- Bomb Threat/False Alarm
- Sexual Harassment - Repeated inappropriate verbal or physical gestures or contact of a sexual nature, consensual or non-consensual.
- Harassment/Bullying-disrespectful threats, intimidation, obscene gestures, notes, hazing, threatening behaviors, etc.
- Fighting/Physical Aggression- serious physical contact where injury may occur (assault)
- Use/Possession of Weapons- combustibles or explosives, or other dangerous objects
- Other Behavior: Animal abuse, gross misconduct, technology violations, repeated disruptions

Major Behaviors (continued)

For minor behaviors that are unsuccessfully deterred in the classroom by the teacher, students may receive a teacher-imposed consequence and/or a Parent Notification form. This form is filled out by the staff member, the student may give an account, and then the staff may send it home via email or the student may take it home to get it signed by the parent. The forms do not become part of a student's permanent record.

If a student commits a major infraction, staff will fill out an office referral form. This form is filled out by a staff member, the student may write an account, and then the form is sent to our Behavior Intervention Committee (BIC). The BIC committee includes members of the school administration team, the school counselor, and the behavior intervention specialist. The Behavior Intervention Committee (BIC) then meets to discuss the infraction and decide on a consequence. Parents are then informed of the referral and the consequence. The forms do not become part of a student's permanent record.

PARENT DISAGREEMENT REGARDING CONSEQUENCES

While a parent may express disagreement regarding a consequence, school law states that the student must serve a consequence issued by the school for an infraction. If a parent opts to avoid the consequence by keeping the child home from school, the absence will be considered an unexcused absence, and the student will serve the consequence when they return to school. Support of consequences imposed by the school for behavior infractions is imperative to encourage a good relationship between the student, school, and family.

SUSPENSION/EXPULSION PROCEDURES

In-school suspension

- a. A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- b. Communication to the parents or guardian shall precede the suspension action taken by the school.
- c. When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the CEO shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in the Pennsylvania Code.
- d. The student's school entity has the responsibility to make provision for the student's education during the period of the in-school suspension

Out-of-School Suspension or Expulsion

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

- a. Suspensions may be given by the Behavior Intervention Committee (BIC).
- b. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
- c. The parents or guardians shall be notified immediately in writing when the student is suspended.
- d. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.
- e. Suspensions may not be made to run consecutively beyond the maximum period of 10 school days
- f. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.

Expulsion is an exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

- a. During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
- b. If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
- c. Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
- d. The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.
- e. Within 30 days of action by the board, the parents or guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004 ("IDEA").
- f. If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Ch. 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See 22 Pa. Code § 12.1 (relating to free education and attendance).

Hearings

- (1) *General.* Students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (2) *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
 - (a) Notification of the charges shall be sent to the student's parents or guardians by Certified Mail.
 - (b) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an

- extension.
- (c) The hearing shall be held in private unless the student or parent requests a public hearing.
 - (d) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 - (e) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - (f) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - (g) The student has the right to testify and present witnesses on his own behalf.
 - (h) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - (i) The proceeding shall be held within 15 school days of the notification of charges unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (i) Laboratory reports are needed from law enforcement agencies.
 - (ii) Evaluations or other courts or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § 1400—1482).
 - (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, the delay is necessary due to the condition or best interests of the victim.
 - (i) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
 - (j) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.
 - (k) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians, and school officials to discuss ways by which future offenses might be avoided.
 - (l) The following due process requirements shall be observed in regard to the informal hearing:
 - (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - (ii) Sufficient notice of the time and place of the informal hearing shall be given.
 - (iii) A student has the right to question any witnesses present at the hearing.
 - (iv) A student has the right to speak and produce witnesses on his own behalf.
 - (v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension

All hearings will take place before a qualified hearing examiner or an authorized committee of the Board who will consider the evidence presented by the Administration and the student in connection with a formal hearing and will make a recommendation to the Board of Trustees.

STUDENT DRESS CODE

The purpose of a dress code is to protect the health and safety of children. Because physical activity is encouraged every day, appropriate clothes and shoes should be worn at all times. Most student attire is acceptable, within the following guidelines:

- When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh. Any strap on a top must have a width of 3 fingers. At no time may any part of a student's buttocks or undergarments be exposed.
- No full face paint should be worn to school.
- Hats are encouraged for protection from the sun, but wearing hats or hoodies indoors is up to teachers' discretion.
- No suggestive, disrespectful, or violent words or pictures are allowed to be visible on a student.
- Whenever masks are mandated by the school, masks are to be worn throughout the day except when eating or drinking.
- Students should wear sneakers and athletic attire for PE class

The staff will determine if the attire is appropriate. Students that arrive at school with inappropriate attire will have the opportunity to call home for a change of clothing. If a parent/guardian cannot be reached, the student will have access to spare clothing available in the school. If a change of clothing is still not available, the student will not be permitted to return to class. Students will be responsible for any school work missed while out of class due to a dress code violation.

12. UNLAWFUL HARASSMENT/BULLYING

Anti-Bullying Policy

Purpose

It is the policy of the Young Scholars of Central PA Charter School (YSCP) to provide a safe

and orderly educational environment that is free from harassment and/or bullying and conducive to the mission of the organization to provide each and every student the best opportunity to receive the education to which s/he is entitled under state and federal law. The organization asserts that it has a compelling interest in promoting an educational environment that is safe and conducive to learning. It is the intention of YSCP, consistent with state and federal law, to strive to maintain a learning environment that is free of harassment and/or bullying since the organization finds that incidents of harassment and/or bullying prevent students from receiving the education to which they are entitled, materially disrupt the mission of the organization to educate the children, substantially interfere with a student's educational performance and foster incidents of violence.

It is the purpose of this policy to prohibit and prevent acts of harassment and/or bullying and violence. YSCP does recognize that students retain certain rights under state and federal law, including freedom of expression, although such rights are not necessarily coextensive with the rights of adults in society at large. It is not the purpose of this policy to impinge upon the legitimate rights of students or school personnel under state and federal law in the school environment. This policy defines harassment and/or bullying and violence, specifies and described prohibitions, outlines reporting procedures, provides for the undertaking of appropriate remedial actions calculated to stop the harassment and/or bullying and/or violence, and prohibits retaliation against those who, in good faith, report harassment pursuant to this policy.

Definitions

"Bullying" is any repeated and pervasive written, verbal or electronic expression, physical acts or gestures, or a pattern of behavior that is intended to cause distress upon one or more students in the school, on school grounds and school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, harassment, hazing, intimidation or menacing acts of a student which may, but need not be based on the student's sex, race, color, ethnicity, religion, national origin, disability, or sexual orientation.

"Harassment" means knowingly pursuing a pattern of conduct that is intended to threaten, alarm or terrorize another person. "Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in, or receipt of benefits, services, or opportunities in the School. Harassment and Disability Harassment include, but are not limited to:

- Verbal acts, teasing, inappropriate use of sarcasm or demeaning jokes;
- Name-calling, belittling;
- Nonverbal behavior such as graphic or written statements;
- Conduct that is physically threatening, harmful, or humiliating; or
- Inappropriate physical restraint by adults

"Racial Harassment" consists of physical or verbal conduct relating to an individual's race when the conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;

- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
- Otherwise adversely affects an individual's academic opportunities.

"Sexual Orientation Harassment/Homophobic Bullying" consists of physical, verbal, electronic communication or gestures relating to an individual's sexual orientation when the conduct is intended to threaten, alarm, or terrorize the person.

"Sexual Harassment" means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
- Submission to or rejection of that conduct or communication by an individual is used to factor decisions affecting that individual's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile or offensive educational environment.

"Hazing" means committing an act against a student (or a group of students), or coercing a student (or a group of students) into committing an act that creates a risk of harm to a person. This would include initiation practices connected with student organizations. This also applies to any and all GANG imitation activities or practices. Hazing includes but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens that student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or School policies.

Notice of Prohibition against Bullying and Anti-Bullying Interventions

"Bullying" behavior by any student at YSCP is strictly prohibited and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Bullying includes any behavior that a reasonable person under the circumstances should know will have the

effect of:

- Placing a student in reasonable fear of physical harm or damage to the student's property.

The CEO or designee is **REQUIRED** to make a reasonable effort to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff, and consequences that may result from further acts of bullying.

Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying and hazing, is prohibited. The right to confidentiality for both the complainant and the accused shall be preserved whenever possible. Confidentiality, however, cannot be guaranteed at the onset of an investigation as it cannot be predicted what will be discovered or what kind of hearing will result.

If harassment or bullying continues, the (alleged) aggressor will be immediately suspended and removed from the school, pending a long-term hearing.

YSCP will comply with applicable federal and state laws relating to bullying, including but not limited to those requirements delineated in the Charter School Law, Chapter 12 of Title 22 of the Pennsylvania Code and the applicable House Bill 1067 Public School Code amendments relating to bullying.

In regards to Special Education students, Special Education procedure and/or protocol will be followed. IEP and/or behavior management plans will also be consulted as a determinant for consequences, and for interventions to address the issue. YSCP will comply with applicable federal and state laws, including Chapter 711 of Title 22 of the Pennsylvania Code and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

YSCP will further comply with applicable federal and state laws, regarding protected handicapped students and applicable sections of Section 504 of the Rehabilitation Act and its applicable implementing regulations.

To the extent permitted under the Family Educational Rights and Privacy Act (FERPA), school staff are **REQUIRED** to make a reasonable effort to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

Investigating Intimidation, Harassment, or Bullying Behavior

The CEO or his/her designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated. The

following are key points to consider during the investigation process:

- The administrator/designee(s) will make a reasonable effort to inform the parents/guardians of the victim, and the accused, of any formal report of harassment, intimidation, bullying or hazing as required by applicable law.
- The administrator/designee(s) will inform them at that time whether or not an investigation will take place.
- The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigators.
- The School may take immediate steps to protect the complainant, students, teachers, administrators or other school personnel pending the completion of an investigation.
- The investigation shall be completed as soon as possible. The school will be responsible for processing and maintaining a file of all formal incidents. Said reports may be reviewed by the School administration and may also be used to compile data regarding the extent of bullying within the School.

Consequences for Bullying

Verified acts of bullying shall result in intervention by the CEO or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.

Bullying behavior can take many forms and may vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is not a single disciplinary response to bullying. Conduct that rises to the level of "bullying" as defined above may warrant disciplinary action against the (alleged) aggressor of such bullying. The extent to which to impose disciplinary action is a matter of professional discretion of the CEO/designee(s). Consequences may include detention, in or out-of-school suspension, alternative placement or expulsion. Other interventions may include Restorative Justice, mediation or the involvement of other programs adopted by the school to address bullying behaviors. Special Education students will be subject to disciplinary action specified within their IEP or Behavior Management Plan.

Consequences for Knowingly Making False Reports

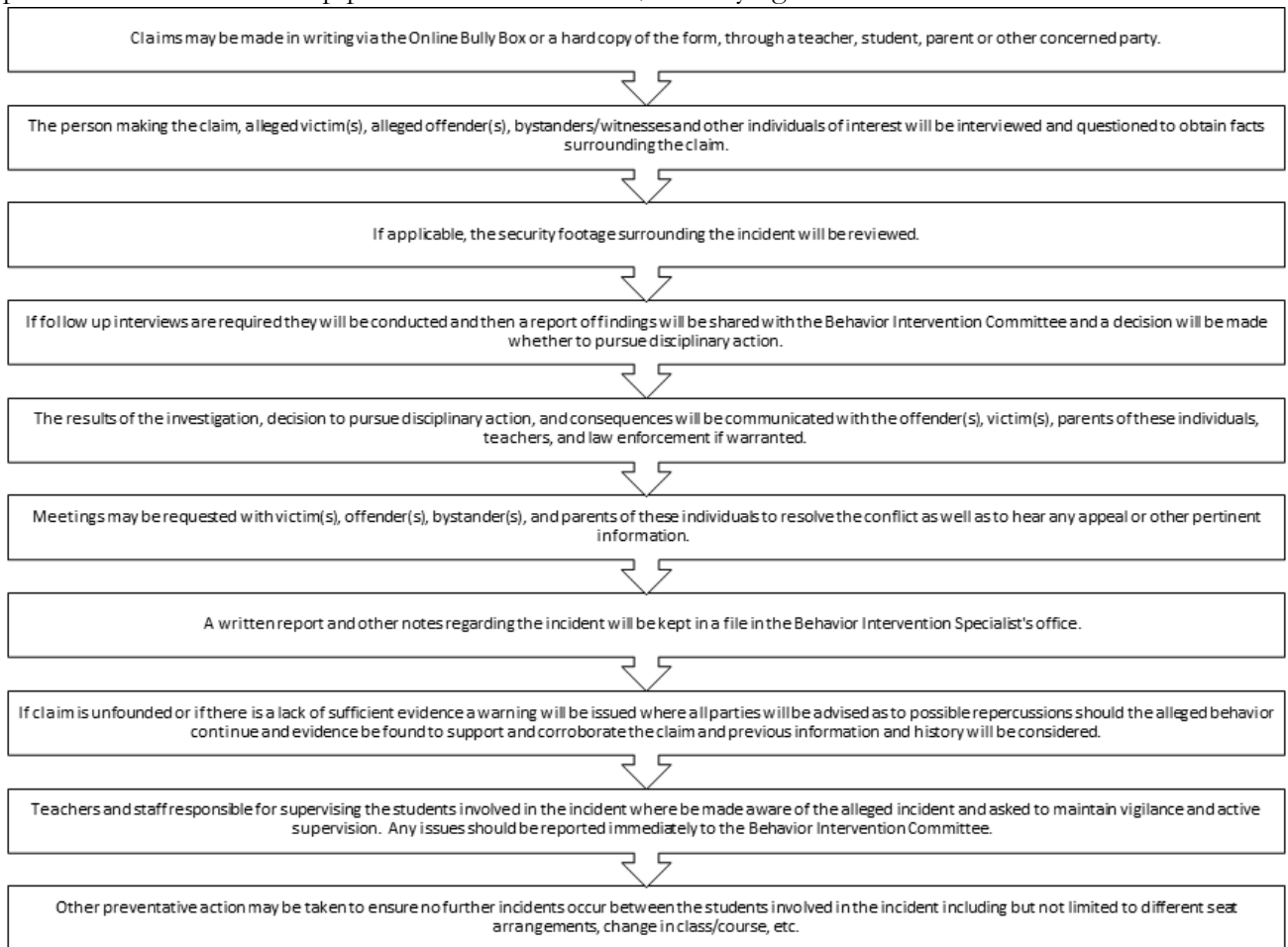
False reports of bullying behaviors will be regarded as serious offenses and will result in disciplinary action or other appropriate sanctions.

Procedures for Notification:

YSCP shall inform students, parents and personnel that harassment and/or bullying will not be tolerated by means of one or more of the following:

- a. Distribution of policy through the school website.
- b. Publication in handbooks.
- c. Assembly presentation. Bully awareness week to be set by the PBIS team.
- d. Training session(s).
- e. Posting of notices/signs.
- f. Other means of notice to be implemented by the school.
- g. Use Online Reporting System for Bullying and Suicide Prevention found on school website.

The school shall use its discretion in developing and initiating age-appropriate programs to effectively inform students, parents and personnel about the substance of the policy and procedures in order to help prevent harassment and/or bullying.



WITS/LEADS Programs

The WITS Programs bring together schools, families and communities to create responsive environments

that help children deal with bullying and peer victimization. WITS has two parts:

The WITS Program teaches children in Kindergarten to Grade 5 to make safe and positive choices when faced with peer conflict. The WITS acronym – **W**alk away, **I**gnore, **T**alk it out, and **S**eek help – provides a common language that children and the adults in their environments can use to talk about and respond to bullying and to resolve conflicts successfully.

The WITS Program was created *by* educators *for* educators with an understanding that effective bully prevention programs should enhance learning environments – not workloads. Program resources are designed to weave comfortably into the daily life of the learning environment.

The **WITS LEADS** Program provides strategies and resources that are developmentally appropriate for older Middle School aged students so that they can become **WITS LEADerS**. Like the WITS Program, **WITS LEADS** is a literature-based program with over 30 dynamic activities that may be integrated throughout a variety of subject areas.

The **WITS LEADS** Program teaches five problem-solving strategies to help children deal with conflict and keep safe: **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? and **S**eek help.

All of the teachers at YSCP complete an online course/training so they are familiar with the programs and they are able to develop and implement the WITS/LEADS programs in their classrooms.

Although the WITS Programs are introduced at school, parents have an important role to play at home as well. Talking about WITS at home teaches children to apply these strategies beyond the school walls. If you would like more information on how to use WITS at home please see your child's classroom teacher and check out the following link: <https://witsprogram.ca/families/>.

For our students: Remember that telling is not tattling. If you're faced with bullying and you walk away to get help, you are helping to make your school and your community a safe and fun place for kids to be!

YSCP Zero Tolerance for Violence Policy

YSCP has as its goal to help every student *fulfill his or her intellectual, social, physical and emotional potential*. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can **learn** effectively and pleasantly. In keeping with the school's mission to promote acceptance and respect for each other, Young Scholars of Central PA Charter School has an established policy of zero tolerance for deliberate acts of aggression or violent behavior which result in a student harming another student, him or herself, or school or personal property. This policy is applied consistently, across all grade levels. Violent behavior results in an immediate referral.

Threats of Violence

- Threats of violence toward other students, school staff, or facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.
- All employees and students are required to report evidence of threats of

violence to the principal or designee. Such reports shall be investigated by CEO/designee(s). Reporting procedures shall follow the standards outlined above.

- In cases of threats that may constitute a violation of criminal law, the CEO/designee(s) shall notify law enforcement authorities.

Discipline Procedures For Special Education Students

The complete text of the YSCP Discipline Procedures for Special Education Students complies with state regulations and is available at the Reception Desk for your examination upon request.

13. STUDENT RIGHTS AND RESPONSIBILITIES

A. Participation In School Activities

All students have the following rights:

- To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability.
- To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

B. Records

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the CEO.

C. Freedom Of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the school dress code, violations of which are punishable as stated in the Disciplinary Code. Student participation in the publication of school

sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities. No person shall distribute any printed or written materials on school property without the prior permission of the CEO. The CEO may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The CEO may also regulate the time, place, manner and duration of such distribution.

D. Search And Seizure

A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school. Prior to a locker or desk search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker or desk contains materials that pose a threat to the health, welfare or safety of students or staff in YSCP, student lockers or desks may be searched without prior warning or notification.

A student's person and possessions may be searched by a school official or representative provided that the individual has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

Any illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary hearing or proceeding, and/or may be turned over to law enforcement authorities.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when

there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.

- Searches shall be conducted under the authorization of the CEO/Principal or his/her designee.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

E. Off-Campus Events

Students at school sponsored off-campus events shall be governed by the YSCS Student Disciplinary Code, all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

F. Discipline

Prohibited conduct and acceptable school responses to such conduct are set forth in the Student Code of Conduct. In disciplinary matters, students shall have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.

Complaint (Grievance) procedure

Any complaints regarding forms of harassment, discrimination or violation of federal law pertaining to civil rights matters should be addressed through the following procedure:

Step 1: Meeting at the Building Level

Complainants may try to resolve problems promptly through informal dispute resolution with the person immediately involved. If such is not possible or the result is unsatisfactory, the complainant shall meet informally with the CEO. This administrator/supervisor will investigate and will reply to the complainant verbally or in writing, as the complainant prefers within five business days of the initial meeting.

Step 2: Written complaint

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written

grievance with the CEO within ten business days of disposition at Step 1. The written complaint must include:

- A clear statement of the alleged violation
- The remedy sought by the complainant
- The complainant's signature and date

The CEO will conduct a full investigation of the grievance and will prepare a written report of the investigation that will include:

- A clear statement of the allegations of the grievance and remedy sought.
- A statement of the facts as contended by each party

- A statement of the facts as found by the CEO and evidence to support each fact
- A list of witnesses interviewed and documents reviewed during the investigation
- A narrative describing attempts to resolve the grievance if valid

If the CEO believes the grievance is valid, she/he will recommend appropriate action to the Board of Trustees (Board). The report will be filed with the Board within fifteen (15) days of receipt of the written grievance. A copy of the report will be provided to the complainant.

The Board will make necessary findings based upon the investigation and report of the CEO. If the grievance is valid, the Board may accept the CEO's recommendations at their discretion. Any and all recommendations of the Board shall immediately be implemented by the Charter School. A copy of the Board's findings and/or recommendations will be provided to the complainant.

Step 3: Appeal

At any stage in this grievance procedure, the complainant has the right to file a formal complaint with the:

**Philadelphia Office
Office for Civil Rights
U.S. Department of Education
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323**

G. Homeless Students

Education for Children and Youth Experiencing Homelessness (ECYEH) is intended for parents/guardians/staff/community members to utilize if experiencing homelessness or in crisis. This resource also provides guidance and training and is updated as needed. If you or someone you know is in need of assistance — please reach out to the regional office at 724-463-5300 Ext 1203 or Young Scholars at 814-237-9727 Homeless Liaisons: Sarah Schroth (Regional Coordinator) & Cherri Hunt (Young Scholars of Central PA Homeless Liaison)

Liaison Responsibilities:

The homeless liaison shall coordinate with:

1. Local service agencies that provide services to homeless children, youth, and families.
2. Other school districts on issues of records transfer and transportation.
3. Staff responsible for the provision of services under Section 504 of the Rehabilitation Act and Individuals with Disabilities Act.
4. State and local housing agencies responsible for comprehensive housing affordability strategies.

The homeless liaison shall provide public notice of the educational rights of homeless students on posters in the school. The homeless liaison shall provide reliable, valid, and comprehensive data to the coordinator of Pennsylvania's Education for Children/Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state law regulations.

Definition of Homelessness:

Homeless students are defined as individuals lacking a fixed, regular, adequate nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional, or domestic violence shelters.
4. Abandoned in hospitals.
5. Whose primary nighttime residence is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
7. Living as migratory children in conditions described in previous examples.
8. Living as run-away children.
9. Abandoned or forced out of homes by parents/guardians or caretakers.
10. Living as school-aged parents if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed. When the student completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools. Unaccompanied youth is defined as a homeless child or youth not in the physical custody of a parent or guardian.

Enrollment/Placement:

To the extent feasible and, in accordance with the student's best interest, a homeless student shall continue to be enrolled in his or her school of origin while he or she remains homeless or until the end of the academic year in which he or she obtains permanent housing.

Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the school's liaison will assist the student with placement and enrollment decisions and give priority to the views of the student in determining where he or she will be enrolled. If after such consideration, the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the district shall provide the parent/guardian or unaccompanied youth with a

written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal. The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The homeless liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy. Homeless families are not required to prove residency regarding school enrollment.

School/Health Records:

The receiving school district may contact the district of origin for oral confirmation that the student has been immunized but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin without delay after the enrollment process is initiated and should not be delayed until the procedure is completed. The district may assist with transportation.

Placement/Disputes/Complaints:

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement. If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the homeless liaison, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the school's liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute. If disputes or complaints of noncompliance rise regarding the education of homeless students, the following steps shall be taken:

1. The person filing the complaint shall first contact the school through the school's liaison to present their concerns to the people closest to the situation and, most likely, to be able to resolve it quickly.
2. If Step 1 is not successful or is not possible under the circumstances, contact should be made with the district liaison who will accept complaints directly through the Education for Homeless Children and Youth Program.
3. Individual cases may be referred to the PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator. PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school district letter or on the Dispute Letter Form, if given directly to a Liaison of the Homeless Initiative.

Education Records:

Information about a homeless student's living situation shall be treated as a student education

record subject to the protections of the Family Educational Right and Privacy Act (FERPA) and shall not be deemed to be directory information.

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to: transportation services, school nutrition programs, vocational programs and technical education, preschool programs, programs for students with limited English proficiency, and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

Transportation:

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district. If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.

Young Scholars Transportation Coordinator: Cherri Hunt 814-237-9727

Fiscal Responsibilities:

The following guidelines will be followed in cases when the education of the student is provided by the district where the homeless student is temporarily living. The guidelines shall also apply in cases when the district of prior attendance, where that is not the district the student attended when permanently housed, will educate the student:

1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, or doubled-up with a resident family, shall be reported and reimbursed as resident students.
2. For homeless individuals in temporary shelters, the educating school district will send a form for the determination of district residence for students in facilities or institutions to the presumed district of residence.
3. If the form is acknowledged by the resident district, the educating district will enter the student on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to state child accounting procedures.
4. If the form is disclaimed and a district of residence cannot be determined, the student will be considered a ward of the state. The educating district will enter the student on its rolls as a nonresident ward of the state and will report membership according to state child accounting procedures. The Department of Education will pay tuition to the educating district based on membership reported to child accounting.

In cases when the education of the student is provided by the district of origin, where that is the district, the student attended when permanently housed, the district will continue to educate a homeless student for the period of temporary displacement and should maintain the student on its rolls as a resident student. In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not the district of new residence, the educating district will continue to educate the formerly homeless student on its rolls as a nonresident student.

Training:

Offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program. The district's liaison shall arrange professional development programs for school staff, including office staff. School personnel providing services to homeless students, including enrollment staff, shall receive professional development and support to:

1. Improve identification of homeless students.
2. Understand the rights of such children, including requirements for immediate enrollment and transportation, and
3. Heighten the awareness of, and capacity to respond to the educational needs of children.

Free and Reduced Meals:

Apply online for free/reduced benefits. Financial assistance is available for families that need assistance paying for school meals. Eligibility for free/reduced meals must be established each school year, regardless of eligibility in previous years.

Family Engagement:

Families are a valued member of our community and an essential part of a child's success. Opportunities for participation in school and building sponsored events are communicated in a variety of ways throughout the school year. If you need assistance to participate, please contact your appropriate assistant principal, Crystal Confer for K-3rd Grade or Baris Yilmaz for 4th-8th Grade.

Community Partnerships:

The District partners with community agencies to support families through collaboration. Some community partnerships include but are not limited to:

- Homeless Resources in Your Region:
- Finding Your Way In PA App: <https://findingyourwayinpa.com>

Food:

- Food Bank of State College - (814) 234-2310 - 1321 S Atherton St, State College, PA 16801
- FaithCentre Food Bank -(814) 355-0880 - 131 S. Allegheny St. Bellefonte PA 16823
- Penns Valley Family Service Center - (814) 349-5850 - 337 E. Aaron Sq. Aaronsburg PA 16820
- YMCA Lunch Programs -
<https://www.ymcaofcentrecounty.org/programs/youth-development/feeding-our-children/>

Safety & Mental Health:

If you or someone you know is in immediate danger, please [call 911](#)

- Center for Community Resources 1-800-643-5432 - 2100 E. College Ave. State College PA 16801
- PA Mental Health Support Line 1-855-284-2494
- National Suicide Prevention Lifeline 800-273-TALK (8255)
- Crisis Text Line - Text HOME to 741741
- National Domestic Violence Hotline -1-800-799-7233
- Centre Safe, formerly Women's Resource Center -814-234-5050

- Centre Helps - (814)-237-5855 - <https://www.centrehelps.org/>
- The Tides Program <https://tidesprogram.org/>
- [A Guide to Mental Health Services and Supports](#)

Counseling Providers:

- CenClear - 1-800-525-5437, 814-342-5678

Childcare:

- Children and Youth Services 814-693-3130
- PA Child Support 1-800-932-0211
- Childcare Works Helpline 1-877-472-5437
- CenClear - 1-800-525-5437, 814-342-5678

Housing & Utility Assistance:

- Centre Safe, formerly Women's Resource Center - 814-234-5050 - <https://ccwrc.org/>
- Centre House Homeless Shelter -814-237-5508 -217 E Nittany Ave, State College, PA 16801
- Out Of The Cold - 814-852-8864 - <http://www.ootc3.org/>
- Centre County Youth - 814-237-5731 - <https://ccysb.com/services/> - 325 West Aaron Drive State College, Pennsylvania 16803
- Centre County Adult Services -814-355-6768 Option 1
- Salvation Army - 814-861-1785
- Penns Valley Hope Fund <http://pennsvalleyhopefund.com/>

Clothing:

- Salvation Army - 814-942-8104
- Goodwill - 814-237-8006
- St. Vincent de Paul - 814-867-3131

Employment

- PA CareerLink Portal - www.PAcareerlink.pa.gov

Unemployment

- PA unemployment information and claims: www.uc.pa.gov

Transportation

- CATA Bus Schedules - <https://catabus.com/catabus/bus-schedules/>

Medical:

- Compass Online Portal - <https://www.compass.state.pa.us>
- Mount Nittany Hospital - 1800 E Park Ave, State College, PA 16803 -814-231-7000
- MedExpress Urgent Care - 1613 N Atherton St Suite B, State College, PA 16803 - (814) 238-1066
- PA Department of Health - 724-357-2995
- CHIP Health Insurance - 1-800-986-5437

Academic Supports:

Students have access to numerous academic supports — based on the need of each individual student. Examples include but are not limited to:

- Title 1 services
- Multi Tiered Intervention Supports
- McKinney Vento Homeless Education Assistance Improvements Act

H. Grade Promotion Policy

The decision to retain a student at the elementary level is made by the homeroom teacher and the assistant principal in consultation with the parent. In middle school level, students should receive successful grades from five core subjects out of six core subjects in order to promote the next grade level. The core subjects are English/Language Arts(Language and Literature), Math, Science, Social Studies(Individuals and Societies), Chinese and Spanish. If a student fails two or more core subjects, Student should attend an approved summer remedial program in pursuance of promotion. A student who fails the same core subject consecutively, is required to attend Summer School.

In any case of student retention, the CEO/ Principal will make the final decision. YSCP urges parents to keep in touch with homeroom or subject teachers regularly and to monitor grades constantly on PowerSchool.

Notice Of Smoke Free School

To promote a healthier environment Charter School is a smoke-free school. As a matter of policy, smoking IS NOT permitted in the school building or on school grounds at any time or at School sponsored activities. Please cooperate by extinguishing and disposing of smoking materials prior to entering upon school grounds or school sponsored activities.

The YSCP Staff, Board, and Administration look forward to a wonderful school year. With your participation and support, we expect each student to develop academically, socially, and emotionally.

I. Title I School – Parent Compact

Under Every Students Succeeds Act (ESSA), each Title I school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the

responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the State's high standards.

As a school, we will:

- Provide a high-quality effective learning environment that is safe and that enables the student to meet the State's student academic achievement standards
- Provide ongoing two-way communication between teachers and parents through parent-teacher conferences and report cards/progress reports
- Provide reasonable access to staff through an "open door" policy
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers)

As a parent, I will:

- Support my child's learning by ensuring that he/she has proper rest and nutrition and attends school on time and on a regular basis
- Support my child's learning by reading and/or working on math with him/her
- Help set a positive tone for learning with my child
- Strive to make positive use of my time with my child
- Participate in decisions relating to the education of my child through a mutually respectful relationship with school staff
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers)
- Provide a time for homework completion
- Support my child's class/school (i.e. helping in class/school, volunteering in my child's classroom/school, communicating with my child's teachers, attending school events when possible, etc.)

As a student, I will:

- Proudly follow the OWLS expectations at school
- Ask questions when I am not sure about a lesson or an assignment
- Make good choices like paying attention in class, staying on task, doing my best, and working hard at my schoolwork
- Be the very best "Young Scholar" that I can be each and every day

Let's Strive to Be Wise!