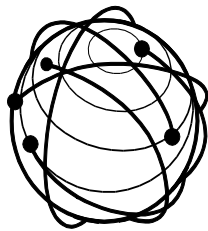


2021-2022
Parent/Student Handbook
And School Guidelines



The Laboratory Charter School
of Communication and Languages

926 Sedgley Avenue
Philadelphia, PA 19124

Dr. Andrea Coleman-Hill, CEO

Please note:	The signature page near the last page of this handbook must be signed and returned to the school.
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www.thelaboratorycharterschool.com
BOARD OF TRUSTEES MEETING SCHEDULE

2020-2021 SCHOOL YEAR

COVID-19 Virtual Meetings:

<https://zoom.us/j/2314020168?pwd=bVAvaVJVvV1E1cFFHWGY5NTArSVVGQT09>

Time: 6:00 p.m.

Wednesday, August 18, 2021

Wednesday, September 15, 2021

Wednesday, October 20, 2021

Wednesday, November 17, 2021

December 2020 – No Meeting

Wednesday, January 19, 2022

Wednesday, February 16, 2022

Wednesday, March 16, 2022

Wednesday, April 20, 2022

Wednesday, May 18, 2022

Wednesday, June 12, 2022 – Annual Meeting

Board of Trustees

Dr. Veronica Florence McPherson, President vmcpherson@labcharter.com,

Mr. Norris Benns, Esq, Vice President nbenns@labcharter.com,

Mrs. Tiffany Ferrell, Secretary tferrell@labcharter.com,

Mrs. Pinky Lucas, Treasure plucas@labcharter.com,

Mrs. Karen Slade, Member kslade@labcharter.com,

Board members may be reached through the Administrative Office at:

**926 Sedgley Avenue
Philadelphia, PA 19124**

LABORATORY CHARTER SCHOOL 2021-2022 ACADEMIC CALENDAR		
July 5, 2021	Independence Day	Schools and Offices Closed
August 16-27, 2021	Professional Development All Staff	
August 30, 2021	First Day of School for 1-8	
August 31, 2021	Middle School Back to School Night (3300 Henry Avenue Campus)	
September 1, 2021	Elementary School Back to School Night (926 Sedgley Avenue Campus)	
September 6, 2021	Labor Day	Schools and Offices Closed
September 7, 2021	Rosh Hashanah	Schools and Offices Closed
September 7-13, 2021	Kindergarten Assessment Administration	All Kindergarten Students Must Be Assessed
September 14, 2021	First Day of School for Kindergarten	
September 13-October 1, 2021	<i>Benchmark 1 Grades K-8</i>	DIBELS and Exact Path
September 16, 2021	Yom Kippur	Schools and Offices Closed
October 8, 2021	Half Day Professional Development	12:30PM Dismissal
October 11, 2021	Indigenous People Day	Schools and Offices Closed
October 12, 2021	Interim Reports	
November 2, 2021	Election Day	Schools and Offices Closed
November 11, 2021	<i>Veteran's Day</i>	Schools and Offices Closed
November 16, 2021	End of Marking Period 1/ All Grades Are Due	
November 22-24, 2021	Report Card Conferences	12:30PM Dismissal
November 25-29, 2021	Thanksgiving Holiday	Schools and Offices Closed
December 14, 2021	Interim Reports	
December 23, 2021	Half Day Professional Development	<i>12:30PM Dismissal</i>
December 24, 2021	Winter Recess	Schools and Offices Closed
December 27-30, 2021	Winter Recess	Schools Closed/Offices Open
December 31, 2021	New Year's Day (Observed)	Schools and Offices Closed
January 10-28, 2022	Benchmark 2 Grades K-8	DIBELS and Exact Path
January 14, 2022	Half Day Professional Development	12:30PM Dismissal
January 17, 2022	Dr. Martin Luther King Day	Schools and Offices Closed
January 25, 2022	Marking Period 2 Ends/All Grades Are Due	
February 18, 2022	Half Day Professional Development	12:30PM Dismissal
February 21, 2022	President's Day	Schools and Offices Closed (Snow Make-up Day 1)
February 23, 2022	Interim Reports	
March 25, 2022	Marking Period 3 Ends/All Grades Are Due Half Day Professional Development	12:30PM Dismissal
April 4-6, 2022	Report Card Conferences	12:30PM Dismissal
April 11-14, 2022	Spring Break	<i>Schools Closed/Offices Open Snow Make-up Days 2, 3, and 4</i>
April 15, 2022	Good Friday	Schools and Offices Closed
April 22, 2022	Interim Reports	
April 25-29, 2022	PSSA English Language Arts	Grades 3-8
May 2-13, 2022	PSSA Math, Science and Make-Ups	Grades 3-8
May 16-31, 2022	Benchmark 3 Grades K-8	DIBELS and Exact Path
May 17, 2022	Election Day	Schools and Offices Closed

May 30, 2022	Memorial Day	Schools and Offices Closed
June 8, 2022	Grade 8 Graduation	
June 10, 2022	Last Day for Students	12:30PM Dismissal
June 13, 2022	Last Day For Staff	

Welcome

Welcome to the Laboratory Charter School of Communication and Languages (LAB) where all students and parents are invited to be a part of making our school successful. A student in this school is expected to actively engage in learning and follow the rules that have been established for the safety and welfare of the entire student body. The policies and procedures contained in this handbook have been carefully prepared and presented to enable you to enhance your educational program. Students' success at LAB will be directly proportional to all of our efforts. We encourage you to strive to make your school experience an educationally sound and productive one.

You will also receive a complete copy of the Charter School Code of Conduct as a part of this handbook. Please review this handbook as well as the code of conduct with your child, as they will be held accountable for all rules and expectations contained in both areas.

You will also need to complete and sign and return all forms contained in this handbook as well as forms sent home in your FIRST DAY OF SCHOOL PACKET by the second day of school. These forms are important and will help us keep the school informed and your child safe.

VISION

To develop well-rounded students by providing equal and equitable access to a quality education as we prepare them to lead in society with a positive voice

MISSION

ALL students from ALL backgrounds deserve and will have a quality public education that includes equal and equitable access to academics, social-emotional learning, technology, and student agency.

CORE BELIEFS

WE BELIEVE THAT:

Through positive parental involvement, a collaborative staff, academically enriched student engagement and administrative support, our students can become anything that they aspire to be.

- **Education takes a village.**
- Accountability **is** for EVERYONE (staff, **students, teachers, parents,** and the community).
- **We should provide a consistent, fair, and nurturing environment** for our school community. **With proper planning, and a positive attitude, anything is possible.**

School Hours

The school day is from 8:30 a.m. to 3:30 p.m. During inclement weather, students are to dress appropriately, as there is no supervision for students arriving early. Students will be admitted at 8:30 unless they attend breakfast. Breakfast begins at 8:00AM.

Unless your child attends the breakfast program, please do not send your child to school before 8:30 AM. We do not offer before or after school care. THERE ARE NO ADULTS TO SUPERVISE CHILDREN BEFORE BREAKFAST BEGINS OR AFTER THE END OF DAY DISMISSAL.

For the safety of everyone: Please do not block traffic by double-parking on any of the streets surrounding the school sites. Please do not congregate on the sidewalk, steps or entranceway in front of the school as this creates a hazard for students who are entering the building. Please do not drive in the parking lot. Students are to be dropped off/picked up at the entrance of the school. Parents should not allow their children to enter or leave a car that is double parked, especially when the child must then cross a lane of traffic in order to get to the school. Once a parent has dropped off his/her child, the parent should not loiter on the school grounds.

LAB Campus Locations

ADMINISTRATIVE OFFICE AND PHONE NUMBER	926 Sedgley Avenue Philadelphia, PA 19124 (215)
SITE ADDRESS AND PHONE NUMBER	The Laboratory Charter Elementary School 926 Sedgley Ave. Philadelphia, PA 19124 (215)
SITE ADDRESS AND PHONE NUMBER	The Laboratory Charter Middle School 3300 Henry Avenue Philadelphia, PA 19129 (215)
SCHOOL CLOSING NUMBER	114 – Philadelphia and/or Montgomery County
SCHOOL OPENING LATE NUMBER	114 – Philadelphia and/or Montgomery County
SCHOOL HOURS	8:30 AM – 3:30 PM

Student Responsibilities

General Guidelines

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

All students have a voice at LAB. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others. It is the responsibility of the students to:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
2. Be willing to volunteer information in matters relating to the health, safety and welfare of the school community and protection of school property.
3. Use your voice in positive ways.
4. Dress appropriately in school uniforms.
5. If a judgment is made that the dress or appearance of a student disrupts the educational process, or constitutes a health or safety hazard, the student will be required to call home for a change of clothes.
6. Exercise proper care when using the school facilities and equipment.
7. Make all necessary arrangements for making up work when absent.
8. Return all textbooks in good condition.

Specific Guidelines

The following guidelines are intended to help clarify what is expected of students.

DUE DATES AND DEADLINES

A due date is the day when schoolwork and/or forms are to be turned in. A deadline is the last possible day work or forms will be accepted. In some cases there may be a penalty for students who turn in work or forms after the due date, but before the deadline. Absolutely no work or forms are accepted after a deadline.

EMERGENCY CLOSINGS

School is occasionally closed all day due to unsafe weather conditions or mechanical failure (e.g., electricity, water) at the school. Announcements are made over the local radio and TV stations during the mornings of unscheduled closings. Families are asked to listen to the radio and/ or TV broadcasts for this information about school closings. **Please do not call the school for this information. In order for you to receive these messages we must have a working telephone number for you at all times where you can be reached.** Please have a plan in place in advance for your child in case of emergencies. Students should know where they are to go without having to call home or use a phone if school is dismissed early for any reason.

Attendance and Truancy

The **Pennsylvania** Department of Education School Compulsory Law states that students from age 6-17 must attend school daily. The Laboratory Charter School's requirement for compulsory school attendance is 6 to 17. Once a student is enrolled in Laboratory Charter School, this includes kindergarten; they are subjected to the compulsory school attendance until he/she reaches age 17. **"School Attendance"** means that the child must go to a regular public school, a charter school, a licensed private or religious school, or an approved homeschooling program. A student can only be withdrawn if he/she transfers from The Laboratory Charter School. If a student does not attend The Laboratory Charter School, he/she is subjected to Truancy.

As required by law, The Laboratory Charter School must provide the student with a Student Attendance Improvement Plan. The following will occur: 1. Parent must attend a conference, 2. The parent and the Laboratory Charter school staff will identify barriers and develop strategies/interventions to address the issues and support the student to improve his/her daily attendance.

Laboratory Charter's Truancy Process

Truancy is any unexcused absence from school. Any student who has had three 3 or more unexcused absences from Laboratory Charter School and has not provided a valid excuse note is considered truant.

The Laboratory Charter School's truancy process includes:

- The parent/guardian **must submit** an absence note to the school **within three (3) days** upon the student's return to school. The principal/designee will determine the validity of the note. If note is accepted the school's administrative assistant will make the necessary change in the Student Information System to an excuse absence. **All information will be documented via a Contact Log.**
- After the 3rd unexcused absence a notice generated by the SIS will be sent to the parent/guardian informing them that the student has missed three consecutive/non-consecutive days of school.
- By the 6th absence, a Student Attendance Improvement Plan conference will be scheduled to address the student's unexcused absence and the reason for the truancy. The plan will be completed at the conference and presented to those attending. Person's attending the conference can be: Attendance Designee, intervention provider, student, parent/guardian, other people who can be a resource, (grandparent, advocates, family friend, etc.) and appropriate school personnel. If the student has a disability, members of the student's IEP or 504 Team should be included. Additionally, Behavior Health provider's case managers and probation officers may also be included.
- After the 10th unexcused absence, Laboratory Charter school will submit a referral to the School District of Philadelphia's Office of Attendance & Truancy at truancyreferrals@philasd.org. Submission of the following information includes contact log, identification of barriers, implementation of interventions that addressed the barriers and progress monitoring. Laboratory Charter school will be responsible to check for any information leading up to the status of any truancy case submitted to the Family Court/DHS by School District of Philadelphia.

NOTE: If the parent/guardian is not in attendance, The Laboratory Charter School will still hold the meeting in their absence. The Laboratory Charter School will make every effort to invite the parent documenting such efforts.

- Laboratory Charter school will ensure students referred to a regional truancy court will have been offered evidence-based interventions as listed by the school and implemented with fidelity. The effort to support Laboratory Charter students to eliminate truancy should include but not limited to DHS, internal Laboratory Charter school staff, external partners, Special Education Director or the Special Education Liaison. DHS supports include: Family Empowerment Services for grades K-3 and Truancy Providers for grades 4th to 12th. The agencies must provide the schools with a FERPA consent form in order to receive information regarding a Laboratory Charter school student.

The Laboratory Charter School's attendance coding of students:

Excused/Lawful Absences

Absences due to illness/injury of the student, death in the family, required court appearances and religious holiday may be considered as excused absences. Notes must be given to the school within three (3) days upon the student's return to school. If the note is not turned in within the required timeframe, the day(s) may not be excused. For absences that do not total three (3) consecutive days, the parent/guardian may submit a handwritten note stating the reason for the absence.

Unexcused Absences

Students absent without a valid excuse are considered an unexcused absence. Examples of unexcused absence would be a Laboratory student not attending school because a parent/guardian is involved in personal business or had car trouble, parent/guardian or student oversleeping or missing the bus, student having to babysit a sick sibling or go on vacation.

Absence Due To Pre-Approved Educational Field Trip

Parents are encouraged to plan vacations to coincide with regularly scheduled school closings whenever possible. If a child must be absent from school for an extended period, **teachers are not required to provide learning materials prior to the absence but may do so with enough advanced notice.** Such requests necessitate advanced planning on the part of the teacher, which may not coincide with the activities that take place during the child's absence. If assignments are not provided prior to the educational field trip, when the child returns to school, the teacher will provide him or her with all the necessary assignments.

Special permission to take a short (up to 5 days) trip during the school year must be requested from the Principal in advance (at least 15 school days) of the trip. The student must turn into the school office a note from the parent requesting the leave. Students who have a history of attendance issues, discipline issues, and/or who are in academic jeopardy may not receive approval from the building administrator to take an extended "family education trip". Administratively approved "family education trips" shall be recorded as excused/acceptable absences. The school administration shall approve one "family

education trip” per student per year for up to five (5) days. Students are required to submit a written essay regarding their trip. The guidelines for the essays will be distributed to the student at the time of the vacation request. The essays are due back to the homeroom teacher the day the student returns from the trip. Family education trips that are not approved by the Principal will result in the student’s absence being recorded as unexcused/illegal.

Homebound or Hospitalized Students

Any student who receives approved homebound instruction or who have been hospitalized will remain on the Laboratory Charter school rolls and marked as excused absences.

Lateness

Any student arriving to school after 8:30 a.m. is considered late. Students will be marked late at the front desk. Students who are continually late will be referred to the Guidance Counselor and/or Home and School Parent Liaison. Students coming to school two (2) hours after school begins or leaves two (2) hours before school ends will be marked as half-day unexcused absent. If the student has a note from a medical provider (doctor, dentist, etc.) the student will be marked as a half-day excused absence. If the student does not provide a note within 24 hours of the visit the absence will remain as an unexcused half-day absence.

Books and Textbooks

Every student must be prepared for work and equipped with a notebook, paper, pencils, and pens. Books must be clearly identified with students’ full name, room number, and teacher’s name in the identification block in the front of the book. Please use ink or permanent marker to label student belongings.

The LAB Charter School expects all students to maintain the textbooks issued to them in good condition and return the books when requested. Textbooks are public property and are loaned to students. Students are responsible for loss or damage of textbooks, or any other school materials. If a book is lost or damaged it must be paid for immediately. Consumable workbooks provided to students that are lost or damaged during the school year are the responsibility of the parent to replace. Consumable workbooks provided to students do not need to be returned at the end of the school year.

Electronic Devices

The LAB policy prohibits cell phones, headphones, iPads, iPods, iWatches, tablets, kindle devices and any other electronic devices. Phone calls - sending or receiving, texting, audio, or video recording and texting - sending and receiving are prohibited during the school day, including in the school yard before and after school and during the breakfast and lunch program.

1. The school will not assume any responsibility if these items are brought to school and lost or stolen.

2. Having cell phones, headphones, or other electronic devices at LAB is a Code of Conduct violation and subject to discipline.
3. If a student is on a phone and in violation of the cell phone policy, the cell phone will be taken and ONLY returned to a parent or guardian.

Medicine

Students are not to carry or ingest any medicines on school premises when not in the presence of the school nurse. If students must take any type of medication from a doctor's prescription, parents must notify the school nurse of this fact and arrange to leave the medicine with the nurse. Additionally, any child who requires prescription or non-prescription medicine, must also have a "Request to Administer Medicine" form completed by a physician on file. NO MEDICATIONS WILL BE ADMINISTERED WITHOUT THIS COMPLETED FORM.

Early Dismissal

Parents must present a PA photo ID for an early dismissal. Only the parent, legal guardian or designee can sign a student out for early dismissal. Parents/guardians are urged to leave their children in school all day. Medical or other appointments should be scheduled outside school hours and on school holidays whenever possible. If a child needs to be dismissed early **parents must present valid PA photo identification in the main office and sign the child out by 3:00 p.m. No early dismissals are permitted after 3:00 p.m. (please see additional information regarding early dismissal and attendance). There will be no exceptions. This policy is in place for the safety of ALL students.** Children will not be sent out of the building without a parent or guardian. **PARENTS MAY NOT CALL THE SCHOOL TO CHANGE DISMISSAL PROTOCOL FOR ANY STUDENT AT ANY TIME. THIS IS FOR THE SAFETY OF THE STUDENT AS THE SCHOOL PERSONNEL CANNOT IDENTIFY THE PERSON ON THE OTHER END OF THE TELEPHONE OR VERIFY THE PARENT.**

Emergency Contact

At the beginning of the school year, Emergency Contact Forms are distributed to the parents. These forms are a source of emergency information for the pupils. For the well being of your child(ren), it is important that the form be completed and returned promptly to the school. **PLEASE ADD EVERY PERSON YOU THINK MAY PICK UP YOUR CHILD TO THE FORMS. UNDER NO CIRCUMSTANCES WILL ANY CHILD BE RELEASED TO A PERSON WHO IS NOT ON THE PAPERWORK. WE WILL NOT CHANGE PROCEDURES TO ACCOMMODATE PEOPLE ON TELEPHONES AS WE CANNOT IDENTIFY THE PERSON OR VERIFY THE INFORMATION.**

Field Trips

When a field trip is scheduled, each student who is to participate will bring home a permission form giving the date and purpose of the trip and the destination. The form must be signed by a parent or guardian and returned to the teacher before the student is allowed to go on the trip. No permission forms are accepted after the deadline as bus and meal arrangements must be made in advance of the

trip. Parents who need financial assistance to help pay for field trip participation should contact the field trip sponsor or guidance office. STUDENTS WHO ARE NOT IN UNIFORMS ON A DAILY BASIS WILL BE EXCLUDED FROM THE FIELD TRIPS.

All chaperones for field trips must be pre-approved. Additionally prior to being considered as a chaperone ALL clearances (State Police, Child Abuse, and FBI) must be turned into the school and must be dated within one year of the date turned into the school in order to be considered.

Additional School Guidelines

1. Glass bottles are prohibited.
2. Card playing or dice throwing that involves gambling is prohibited.
3. Smoking or possession of tobacco and/or nicotine products is not permitted.
4. Throwing of rocks, snow or ice on school property, while walking to and from school, or at bus stops, is not allowed.
5. Pornography of ANY kind is not allowed.
6. The school is not equipped to secure valuable items. Please do not bring such items to school. This includes any electronic device.
7. No student is to remain after school unless under the direct supervision of a faculty member.
8. All students must be picked up on time.
9. Gum chewing and sunflower seeds are not allowed.

Weapons

Any student found in possession of any weapon (whether used or not), must, by law, be turned over to the police for arrest; suspended, and recommended for expulsion from Laboratory School of Communication and Languages.

Academics

Grading:

The following scale will be used for grading:

Letter Grade	Numerical Value
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Report Cards and Interim Reports

Parents and Students will receive grade reports in the form of mid-quarter Interim Reports and end of quarter report cards.

- The Interim Report will outline where the student is functioning both academically and behaviorally midway between marking periods. The interim report is provided as a checkpoint for students and will allow the school to implement tiered instruction, progress monitoring, and expand the curriculum prior to a final grade being given. Interim reports will be issued FOUR times each school year.
- The Report Card is the record of the FINAL GRADE being issued for each of the four quarters during the school year. Report Card grades how a student progressed during the reporting quarter. All report card grades are final and become a part of each student's historical grade profile. Report Cards will be issued FOUR times each school year.

Student Code of Conduct

Consequences for Disciplinary Infractions

Students who continuously fail to meet their responsibilities face certain actions: full suspension or expulsion. However, student behavior policies assume that the vast majority of LAB Charter students are cooperative young people who respect the personal property and right of others.

Commented [c1]: changed from Rhodes to Lab Charter

Those few students who behave in an unacceptable manner, which disrupts the learning environment or threatens the safety of others, subject themselves to parent conferences, detentions, out of school suspension or exclusion from school. Lab will support all students who are expelled. Students on out of school suspension are not permitted in the building or yard unless accompanied by a parent or legal guardian. All students who are suspended or expelled which includes student with disabilities will be reinstated following a conference with a parent or legal guardian. Kindergarten, first and second grade students shall not be suspended from school unless their actions result in serious bodily harm. In accordance with **PA School Code 12.8 (c)**, Lab students have the right to an informal hearing to explain the circumstances surrounding the event for which the student is being suspended or why the student should not be suspended.

The CEO shall develop administrative procedures to implement Due Process Rights in accordance with the **PA School Code 12.6 & 12.8 – Exclusion from School & Hearings**. All students who have been excluded from school for a period of more than 10 days; due process requires that the student be afforded a hearing. All students who have been expelled for approximately 30 days; due process requires the students be given a formal hearing. Additionally, students shall be given the opportunity to appeal an expulsion decision. Names of students who are disciplined shall not be a part of the Lab Charter School's Board agenda, minutes of the public meeting or public record. Students shall be identified by Student Identification number only.

Informal Hearings Rights:

The purpose of the informal hearing is to enable the parent and student to meet with the appropriate school officials to explain the circumstances surrounding the event for which the student has been suspended or to show why the student should not be suspended. The following will occur:

- A. Notification of the suspension will be given in writing to the parent or guardian and to the student.
- B. Sufficient notice of the time and place of the informal hearing/conference.
- C. The school officials shall hold the informal hearing/conference within the first five days of the suspension no later than day three of the suspension.
- D. The parent or guardian may request to review and have a copy of the student's records and any witness statements, with other student names and information redacted. Photographs and video recordings of the incident may be shown to the parent/guardian but copies may not be provided.
- E. The school administrator will discuss the student's problem behavior and ways to correct it.
- F. The school administrators will inform the parent/guardian of any further disciplinary action.

- G. Ability of the student to produce a witness, right to speak and to question any witnesses.
- H. **Schoolwork for students with more than four (4) suspension must be provided to the parent/guardian at the conference, which is due upon reinstatement.**

Formal Hearing Rights:

The formal hearing is required in all expulsion actions. The hearing will be held before the Governing Board (GB) and Chief Education Officer (CEO) of the Laboratory Charter School of Communication and Languages. If deemed by the GB and CEO, a qualified hearing examiner may be appointed. When a hearing is conducted a majority vote of the entire committee is required to expel a student. The following due process requirements shall be observed with regards to the formal hearing:

- A. Notification of the charges shall be sent to the student's parent/guardian by certified mail.
- B. At least three days notice of the time and place of the hearing shall be given and included in the notice shall be the following: A copy of the LAB's expulsion policy, notice that legal counsel may represent the student and the hearing procedures.
- C. The hearing shall be held within 15 school days of the notification of charges unless mutually agreed to by both parties to reschedule.
- D. **Hearings may be delayed for:** 1. Laboratory reports needed from law enforcement agencies, 2. Evaluations or other court proceedings are pending due to a student invoking his rights under the Individual With Disabilities Education Act (20 U.S.C.A. 1400-1482), 3. Juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interest of the victim.
- E. Hearing will be held in private unless the student or parent/guardian requests a public hearing.
- F. The student may hire legal counsel at the expense of the parent and parent/guardian may attend the hearing.
- G. The student has the right to the names of witnesses and copies of statements and affidavits of the witnesses.
- H. The student has the right to request witnesses to appear in person and answer questions or be cross-examined.
- I. The student has the right to testify and present his or her own witnesses to testify on his or her behalf.
- J. A written or audio copy shall be kept of the hearing. At their own expense, the student is entitled to a copy. Any student who is indigent shall receive a copy at no expense.
- K. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Progressive Discipline Framework

The progressive discipline framework is divided into four levels. Each level represents progressively more serious acts of inappropriate behaviors and consequences. The level of discipline imposed is based on the severity of the misbehavior.

Commented [c2]: Added the title, Language copied directly from Lab's Code of Conduct

Level I Discipline

Level I discipline is used for minor acts of misconduct, which interfere with orderly school procedures, school functions, or student's own learning process. Students may be disciplined by the professional staff member involved.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Complete a Behavior Concern to be signed by parent
2. Call home to parent
3. Loss of free choice time
4. Isolation during lunch
5. Classroom isolation
6. Parent shadowing
7. Student participation in conference with parent/guardian and teacher
8. Participation in a school service project which enables the student to be engaged in behavior that supports our Caring School Community
9. *Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior in a Caring School Community

Level II Discipline

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated acts of minor misconduct and misbehaviors directed against people or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided. Signed Behavior Concern forms and a listing of phone call home dates are submitted to the office.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by administration, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher and/or administration via the Mandatory Parent/Guardian Meeting invitation.
2. Restriction from programs and special assemblies
3. Assignment to lunch detention
4. Partial or full day school suspension
5. Participation in cleaning/repair of damage caused to the school related environment
6. Saturday School Detention
7. Financial restitution for repair or replacement of any damage caused to the school related environment or materials.
8. *Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)
9. Participation in a school service project which enables the student to be engaged in Caring School behavior

10. Any other disciplinary technique that positively promotes the school's goals and desired Caring School behavior.

Level III Discipline

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the administration. Offenses that threaten the health, safety, or well-being of others may result in the assignment of multiple days of school suspension, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services will be given, if not already provided.

A Serious Behavior form, any new Behavior Concern forms and phone call(s) home documentation are submitted to the office.

Student guilty of a Level III offense may receive any discipline management technique appropriate for the situation as determined by the administration, including but not limited to the following:

1. Restriction from programs and special assemblies
2. Full day out of -school suspension; Number of days as determined by administration
3. Saturday Detention
4. Participation in the cleaning or repair of any damage caused to the school-related environment
5. Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials.
6. *Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and related Caring School behaviors
7. Participation in a school service project which enables the student to be engaged in the desired Caring School behaviors
8. Any disciplinary technique that positively promotes the student code of conduct, and desired Caring School behaviors

Level IV Discipline

Level IV discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to administration. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school sponsored activities, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the school administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of support services should be given if not already provided.

Certain behaviors have been identified that require an automatic office referral. In these cases, teachers should fill out a Serious Behavior form without needing to go through the steps of the classroom discipline procedure. It is the discretion of the teacher if the student is sent to the office immediately or the referral is submitted after class. This list is not all inclusive:

- ✓ Fighting or confrontational behavior
- ✓ Profanity
- ✓ Racial Slurs in class
- ✓ Refusing to surrender electronic devices
- ✓ Vandalism or defacing school property
- ✓ Non-compliance/defiance

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the administration, including but not limited to the following:

1. Restriction from programs and special assemblies
2. Suspension from school; Number of days determined by administration and county policy
3. Participation in the cleaning or repair of any damage caused to the school-related environment
4. Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials
5. *Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the Caring School behavior
6. Appearance before the Disciplinary Community for Due Process proceedings

Disruptive Behaviors	Consequence Levels			
	Level I	Level II	Level III	Level IV
Failure to follow classroom rules/Creating disruption	✓			
Failure to carry hall-pass	✓			
Truancy/Excessive tardiness/Cutting class	✓			
Possession of inappropriate personal items	✓			
Profane or obscene language or gestures	✓			
Inappropriate use of an electronic device	✓	✓	✓	✓
Mutual fighting (without serious bodily injury)	✓	✓		
Forgery of administrator, teacher, or parent's guardian's signature	✓	✓		
Alteration of grade reporting, excuse notes, and/or school documents	✓	✓	✓	✓
Destruction and/or theft of property (less than \$500)	✓	✓	✓	
Harassment (including Sexual Harassment)	✓	✓	✓	✓
Bullying/cyber-bullying	✓	✓	✓	✓

Commented [c3]: Copied directly from PSD Code of Conduct; did not include Level 5 which includes expulsion referral

Intimidation	✓	✓	✓	✓
Sexual Act (consensual)	✓	✓	✓	
Threatening students/staff with aggravated assault		✓	✓	✓
Destruction and/or theft of property (totaling \$500 or more)		✓	✓	✓
Breaking and entering school property		✓	✓	✓
Robbery		✓	✓	✓
Extortion		✓	✓	✓
Mutual fighting (with documented serious bodily injury)		✓	✓	✓
Simple assault on a school community member		✓	✓	✓
Possession of alcohol and/or drugs		✓	✓	✓
Possession and/or use of fireworks, incendiary devices and/or explosives		✓	✓	✓
Instigation and/or participation in a group assault		✓	✓	✓
Aggravated Assault		✓	✓	✓
Sexual act (non-consensual)		✓	✓	✓
Possession of a weapon				✓
Reckless endangerment		✓	✓	✓

***Please be advised that this IS NOT an all-inclusive list, as there may be infractions that are not listed but rise to the level of a suspension, expulsion, and/or police or legal involvement. Additionally, Consequence Levels are not mutually exclusive.**

Commented [c4]: add additional language for list is not inclusive and some infractions may result in suspension.

Suspensions

Level 4: Immediate Referral

1. Fighting or confrontational behavior
2. Profanity or obscenity towards any staff member.
3. Threats – any overt or verbal action towards personnel.
4. Racial Slurs
5. Refusing to surrender electronic device
6. Disrespect to any staff member.
7. Smoking in the building or on school grounds.
8. Leaving school grounds without permission.
9. Cutting class.
10. Leaving class without permission.

A student is subject to immediate suspension, expulsion and arrest for the following reasons:

1. Forgery.
2. Destruction, vandalism, graffiti, and/or theft of school property.
3. Pulling fire alarms.
4. Assault on another student or staff member.
5. Possession and/or use of illegal weapons.
6. Possession use and sale of marijuana or any illegal drugs.
7. Pornography.

Violations of these rules can result in:

1. Suspension from school for up to 10 days.
2. Placement in an alternative school.
3. Suspension of extracurricular privileges.
4. Loss of eligibility for awards.
5. Exclusion from special activities such as trips, dances, and move-up day exercises.
6. Recommendation for transfer to another educational environment or expulsion from school.

BULLYING POLICY

Pursuant to Act 61 of 2008 each school entity must adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity's Code of Student Conduct required under 22 Pa Code Section 12.3(c). The Laboratory Charter School strives to provide a safe, positive learning experience for its students. Therefore, it shall be the policy of LAB to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs); **Bullying** shall mean unwelcome verbal, written, or physical conduct directed at a student by another student; that has the effect of:

1. Physically, emotionally or mentally harming a student;
2. Damaging, extorting or taking a student's personal property;
3. Placing a student in reasonable fear of physical, emotional or mental harm;
4. Placing a student in reasonable fear of damage to or loss of personal property; or
5. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Students or parents should report bullying or cyber bullying complaints to their teacher or any staff member. Any teacher or staff member that receives a bullying or cyber bullying complaint shall gather information or seek administrative assistance to determine if bullying or cyber bullying has occurred. After the information has been gathered, the Principal shall be notified of the complaint. The Principal

will determine the need for further investigation or for appropriate intervention, which may result in administrative discipline to ensure that the conduct ceases.

Consequences:

The Laboratory Charter School does not tolerate bullying of any type whether it is conveyed verbally or physically, electronically or written. A student who violates this code will be subject to severe consequences to include: Parental conference, loss of school privileges, exclusion from school sponsored activities, suspension from school, expulsion, counseling, therapy outside of school, and referral to law enforcement officials.

Act 26 Expulsions

If a student is found with a weapon in his or her possession, on school property, or on the way to or from school, the student must be recommended for expulsion. If a student is ten years or older, the police must be called.

Act 26 Violations (K – 12): Act 26 of 1995, amended Pennsylvania’s School Code Pennsylvania law that requires the expulsion for at least one year of any student who possesses a weapon on school property, at a school function, or on a bus to and from school. A weapon is defined by Pennsylvania school law as “any knife, cutting tool, nunchaku, firearm, shotgun, rifle, and (anything else) capable of inflicting serious bodily injury”. This definition may include box cutters, kitchen knives, pen – knives on key – chains, and other common household items. Act 26 requires that the police are notified and the student is entitled to a formal hearing.

Student Offenses and Discipline Procedures for Students with IEPs and 504 Agreements

Exclusion of students shall be conducted in accordance with the Pennsylvania Public School Code of 1949, which provides:

Section 1318. Suspension and Expulsion of Pupils. Every principal or teacher in charge of a public school may temporarily suspend any pupil on account of disobedience or misconduct, and any principal or teacher suspending any pupil shall promptly notify the District CEO or Secretary of the Board of School Directors. The Board may, after a proper hearing, suspend such child for such time as it may determine or may permanently expel him/her. Such hearings, suspension, or expulsion may be delegated to a duly authorized committee of the Board.

The following guidelines are established to ensure uniformity of procedure and to comply with Commonwealth directives regarding the exclusion of students from the Laboratory Charter School. (Regulation of the State Board of Education of Pennsylvania for students with IEPs, 504 agreements, and students thought to be eligible, Chapter 12, amended December 2005). Exclusion from school may take the form of suspension or expulsion.

Definitions

Suspension — Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days.

Expulsion - Expulsion is exclusion from school by the Board of School Directors for a period exceeding ten (10) school days and may be permanent expulsion from school rolls. All expulsions require a prior formal hearing by the Board of School Directors in accordance with procedures established by the Office of the CEO, the Board Policy Statement and the CEO's Administrative Policy regarding "Expulsion Hearings" in this section, and regulations of the State Board of Education of Pennsylvania, Chapter 12.

Self-Discipline - The ability to control one's behavior in order to conform to school rules and other age-appropriate and desirable behavioral norms.

Temporary Alternative Educational Placement — A temporary setting within the school for a period of one (1) to three (3) consecutive school days where the student continues to receive educational services according to his/her IEP.

Guidelines for Developing Self-Discipline

- The development and maintenance of self-discipline is an integral aspect of learning.
- Each professional staff member, as a part of the normal teacher—learning process, shall develop and emphasize self-disciplinary procedures with students.
- Each staff member is responsible for contributing to the maintenance of these standards of behavior which are conducive to learning not only in the classroom but in corridors, the cafeteria and throughout the school site.

Disciplinary Action

Building Level

- Under these District wide guidelines, basic standards of behavior shall be developed and then reviewed annually within each building of the District.
- Appropriate and consistent action shall be taken not only in the classroom, but throughout the entire building to maintain these standards. Punishment (or consequences) will be proportional to the severity of the infraction with consideration of academic consequences associated with discipline.
- Building administrators shall be responsible for maintaining such standards building-wide.
- The individuality of each student and each incident shall be taken into consideration in any disciplinary action.
- If a student is suspended from school, a building administrator shall contact the parents or guardian by telephone or face-to-face prior to re-admittance of the student.

Suspension Procedures: General

The student shall be told the reason for the suspension and shall be afforded the opportunity to respond

to the charges before the suspension becomes effective. This shall be the responsibility of the assistant principal or principal suspending the student. The reason for the suspension also shall be stated in written correspondence to the home

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.

The student and parents/guardians are notified of the suspension in the following manner:

The student is given a copy of the suspension letter and instructed to hand carry it home to the parents/guardians, where appropriate.

The appropriate assistant principal/principal personally contacts by telephone the parents/guardians, if possible.

If the assistant principal/principal contacts the parent by telephone, a letter is sent via regular mail or electronic mail to the parent on the same day the student is suspended. A copy of that letter must be forwarded to the individual with student attendance reporting responsibilities: student's file, the Pupil Services/Special Education Office, and others at the discretion of the principal.

If the assistant principal/principal is unable to contact the parents/guardians by telephone, a letter is sent by the school via regular mail or electronic mail to the parents/guardians on the same day the child is suspended. A copy of that letter must be forwarded to the individual with student attendance reporting responsibilities; student's file; the Pupil Services/Special Education Office, and others at the discretion of the principal.

Students shall be permitted to make up exams and work missed while suspended.

One-Day to Three-Day Suspensions (One (1) to Three (3) School Days):

1. The suspension shall not be for a period longer than three (3) school days, unless the infraction involves a serious or repeated offense.
2. In the case of a less serious or isolated offense, the suspension letter shall indicate that a conference with the parents/guardians is to be arranged prior to readmission and that it is the responsibility of the parents/guardians to contact the school to arrange the conference.
3. If during the conference the principal/assistant principal determines that further suspension and/or referral to the Office of the CEO for possible expulsion proceedings is appropriate, then the principal/assistant principal shall schedule a principal's conference and offer to hold the conference within five (5) school days of the initial suspension date. At the conference, the principal shall generate the extended suspension letter, attached hereto as Attachment 1b, and deliver it to the parents/guardians before they leave the conference, if possible. If the principal is unable to deliver the letter to the parents/guardians at that time, then the letter shall be hand delivered, if possible, and sent via regular mail or email.
4. Students shall be permitted to make up exams and work missed while suspended.

Extended Suspension or Expulsion

Recommendation for suspension or expulsion when made to the CEO for action shall include:

- A chronology of the incident(s).
- Statement(s) by those involved in crucial incident(s).
- Statement(s) of student status from educators currently involved with student(s).
- A review and recommendation by the principal and Assistant CEO.

As soon as extended suspension or expulsion is considered as a possible course of action, the principal shall consult with the CEO and request legal guidance on the matter.

The CEO or designee shall review such information, including the student's file, and recommend to the Board the setting of a hearing to consider possible expulsion from school.

Suspension Procedures: (Four (4) to Ten (10) School Days)

1. Suspension beyond three (3) school days shall generally be reserved for more serious or persistent infractions of school rules. Such suspensions may be assigned only by a building principal or assistant principal in the principal's absence.
2. After reviewing a three (3) school day suspension, the principal may consider the offense serious enough to warrant further discipline, the principal may extend the suspension up to ten (10) school days and/or refer the matter to the CEO for possible expulsion proceedings. If the principal extends the suspension and/or refers the matter to the CEO, the principal must offer an informal hearing to the student and parents/guardians within five (5) school days after the suspension. Notification procedures as outlined above in Suspension Procedures: General (#2A through D) are to be followed.
3. To ensure due process, the following requirements are to be observed with respect to the informal hearing:
 - A. The principal must present to the parents/guardians and to the student a notification for the informal hearing. A copy of that letter must be forwarded to the individual with student attendance reporting responsibilities; student's file; the Special Education Office, if the student is receiving special education services or thought to be an eligible student; and others at the discretion of the principal.
 - B. Sufficient notice of the time and place of the hearing is to be given. Attempts must be made to arrange such meetings for mutually convenient times.
 - C. A student must be given the right to cross-examine any witnesses presented by the principal.
 - D. The student must be extended the right to speak and produce witnesses.
 - E. As this is an informal hearing, tape recording of the meeting is not permitted. There is no entitlement to legal representation at the hearing for either the student or the school.

- F. If, after the informal hearing, the principal deems it advisable to extend the suspension up to ten (10) school days and/or refer the matter to the CEO for possible expulsion proceedings, the principal may do so. The action must be confirmed in writing by mail or electronic mail to the parents/guardians. A copy of that correspondence must be forwarded to the individual with student attendance reporting responsibilities; student's file; the Pupil Services/Special Education Office, and others at the discretion of the principal.
4. Suspensions may not be made to run consecutively beyond the ten (10) school day period, unless the principal determines that a student's presence in his/her normal class would constitute a threat to the health, safety, morals, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, as long as the formal hearing is not unreasonably delayed. The principal may request a readmission conference at the termination of the suspension.
5. Students shall be permitted to make up examinations and work missed while being disciplined by suspensions.

Multiple Suspension Procedures

Whenever any student shall have had multiple suspensions adding up to eight days or one (1) ten-day suspension his/her case must be reviewed by the building principal (use attached sample letter #1 c). The building principal also may review any suspension offense that, in his/her opinion constitutes a threat to the health, safety, or welfare of other students or school employees. Such review may include, but is not limited to, a conference with the parents/guardians.

After such a review and conference, the principal may elect to readmit the student, extend the suspension, and/or refer the matter to the CEO for possible expulsion proceedings. In cases requiring such referral, it shall be necessary for the principal to administer a ten (10) school day suspension in order to ensure adequate time for the referral. All procedures relating to a suspension from four to ten school days (see prior sections) including an informal hearing will be followed. In cases requiring referral to the CEO, the parents/guardians must be notified of the ten (10) school day suspension and referral. A copy of that correspondence must be forwarded to the CEO, in addition to the individual with student attendance reporting responsibilities; student's file; the Pupil Services/Special Education Office and others at the discretion of the principal. After a conference, if the CEO does not elect to readmit the student, the student must be referred to the Board of School Directors for an exclusion hearing in accordance with the procedures established for such proceedings in the Board Policy Statement and the CEO's Administrative Policy Regarding Expulsion Hearings in this section.

In accordance with School Code Section 1317.2 - Exclusion for Possession of Weapons

1. A "school district or area vocational-technical school shall expel, for a period of not less than one year, any student who is determined to have brought a weapon onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity." Refer to Board Policy Statement Regarding "Weapons — Prohibition" in the Community Relations Section.
2. Expulsion shall be conducted pursuant to all applicable regulations as outlined in Board Policy Statement and the CEO's Administrative Procedure Regarding Expulsion Hearings in this section.

3. The CEO of a school district or an administrative director of an area vocational-technical school may recommend discipline short of expulsion on a "case- by-case basis." The CEO, in the case of an exceptional student, will take all steps necessary to comply with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400, et seq.).
4. The CEO can make an alternative assignment or provide alternative educational services during this period of expulsion.
5. The CEO shall report the discovery of any weapon prohibited by this section to local law enforcement officials.
6. The CEO shall report to the Department of Education a || incidents relating to expulsions for possession of a weapon on school grounds, school-sponsored activities or public conveyances providing transportation to a school or school- sponsored activity. Reports shall include all information as required under School Code Sections 1302-A and 1303-B.

In-School Suspension Procedures/Temporary Alternative Educational Placement

1. No student may receive an in-school suspension or temporary alternative educational placement 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. (See Attachment #1d.)
2. Communication to the parents/guardians shall follow the suspension action taken by the school.
3. In-school suspension beyond three (3) school days shall generally be reserved for more serious or persistent infractions of school rules. Such suspensions may be assigned only by a building principal or assistant principal in the principal's absence.
4. Students shall be provided with appropriate school work while on in-school suspension.
5. During the period of in-school suspension or, the student shall be recorded as in attendance.

Suspensions of Students with Disabilities

Typically, students with disabilities and students determined to be handicapped under Chapter 15, may not be suspended beyond ten consecutive school days and fifteen cumulative school days ("the 10/15 day limits") allowed by State Board of Education regulations, 22 Pa. Code §14.143. The exception to this general rule is where the IEP team determines that the student's conduct was not a manifestation of the student's disability. No later than the day on which the decision to take disciplinary action is made, the district shall notify the parents of the decision and of all procedural safeguards under the IDEA.

When discipline is to be imposed upon a student with disabilities, school personnel have the authority to (1) remove the child from his/her current placement to an appropriate temporary alternative educational setting or suspension for a period of not more than the 10/15 day limits to the extent such discipline would be applied to students without disabilities; (2) assign the student to an alternative educational setting for the same period as such discipline would be imposed upon children without

disabilities if there has been a determination that the conduct at issue was not a manifestation of the child's disability or (3) assign the student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the conduct at issue was a manifestation of the child's disability if the special circumstances for emergency placement.

When a student with a disability has committed an act that would result in a suspension from school, all regular disciplinary procedures must be followed. If the proposed suspension is longer than ten (10) consecutive school days, or longer than fifteen (15) cumulative school days when added to prior suspensions in the school year, or involves the exclusion of a student with intellectual disabilities, it is considered a change of educational placement as defined in 22 Pa. Code 14.143. Any recurring part-day removals may constitute a change of placement, just as recurring full day removals of the student from the class constitute a change in placement.

If proposed discipline would result in a change in placement, then in addition to other applicable procedures, within ten (10) school days of any decision to change the placement of a student with a disability, the relevant members of the IEP team must conduct a manifestation determination as set forth below.

Emergency Exclusions for Students with Intellectual Disabilities

The protection afforded students with intellectual disabilities in the Commonwealth concerning suspension is greater than the protection afforded other students with disabilities. For students with intellectual disabilities, any suspension is a change in placement; however, the regulations provide a mechanism for emergency exclusions of students with intellectual disabilities, where necessary.

If a discipline problem with a student with intellectual disabilities is so immediate or severe as to warrant immediate action, District, via the Assistant Director of Special Education, with the approval of the Pennsylvania Secretary of Education or a designee, and after consultation with the Solicitor or Solicitor's designee, may implement an interim change in educational placement, including exclusion from school, as long as notice is provided to the parents/guardians and a due process hearing is scheduled as soon as possible. The Secretary approval process is available only for an exclusion of a student with intellectual disabilities for ten (10) days or less. A school district proposing to exclude a student with intellectual disabilities must first notify the student's parents/guardians in writing requesting approval. If the approval is not given, the parents/guardians and/or school district have the right to a due process hearing to determine whether a change in placement is appropriate.

IEP/Multidisciplinary Team Consideration

Within ten (10) school days after the decision to change the placement, the relevant members of the IEP team, as determined by the parents/guardians and the Administration, must consider whether the student's behavior is attributable to the student's disability. In making this determination (hereafter called the manifestation determination), the IEP team must review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine: (a) whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability and (b) whether the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines that the answer to either of these questions is "yes," then the conduct shall be deemed a manifestation of the student's disability.

Conduct Deemed a Manifestation

If the conduct is deemed a manifestation, then the IEP team must (a) conduct a functional behavioral assessment of the student unless such an assessment was previously conducted and develop and implement a behavior intervention plan, unless such a plan has already been developed; or (b) if a behavior intervention plan was previously developed, then the IEP team must review the plan and modify it as necessary to address the behavior.

The behavioral intervention plan will provide the foundation in the determination of what constitutes a change in educational placement for each student's program. If the IEP team has included certain school responses to student behavior in the behavior intervention plan, the application of the agreed upon procedures will not constitute a change in educational placement.

Additionally, if the conduct is deemed a manifestation of the student's disability, then the student must be returned to placement from which the student was removed unless (a) the parents/guardians and the District agree to a change in placement as part of a behavioral intervention plan or (b) the special circumstances for emergency placements set forth in this SAP apply. If the conduct in question involved any of these special circumstances, then the District may assign the student to an alternative educational setting for not more than forty-five (45) school days, regardless of whether the conduct was a manifestation of the student's disability.

If the conduct is deemed a manifestation but the District believes that maintaining the current placement is substantially likely to result in injury to the child or others, then the District may request an expedited due process hearing which must be scheduled within twenty (20) school days of the request. The student must remain in the current placement pending the hearing officer's decision, unless the District and the parents/guardians agree to an alternative placement.

Conduct Not a Manifestation

If the conduct is not deemed a manifestation of the student's disability, then the District may proceed with the disciplinary measures applicable to students without disabilities in the same manner and for the same duration as they would apply to students without disabilities. The District is still required to provide a free appropriate public education to the student through implementation of the student's IEP, but it may provide the education in an alternative setting. If a hearing before the Board is necessary, the Board must receive the complete special education and disciplinary records of the child.

If the parents/guardians disagree with a determination that the behavior was not a manifestation of the student's disability, then the parents/guardians have the right to an expedited hearing to challenge the determination. During the appeal, the student must remain in the interim alternative educational setting until the disposition of the appeal or until the expiration of the period of exclusion, whichever occurs first, unless the District and the parents/guardians agree otherwise.

If the conduct is not deemed a manifestation, then the District must conduct a functional behavioral assessment of the student and develop a Positive Behavior Support Plan; or if a Positive Behavior Intervention Plan was previously developed, then the IEP team must review the plan and modify it as necessary to address the behavior.

Special Circumstances for Emergency Placements

An eligible student may be removed to a 45-school-day interim alternative educational setting without the required manifestation determination if the student: 1) carries a weapon or possesses a weapon at school, on school premises, or to or at a school function; 2) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or 3) inflicts serious bodily injury upon another person while at school, on school premises, or at a school function. 34 C.F.R. § 300.530(g).

Weapons

A student with a disability who carries or possesses a dangerous weapon to or at school, on school premises or to or at a school function may be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the 46th day unless a mutually agreed upon new placement has been identified). Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Controlled Substances

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function may be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the forty-sixth (46th) day unless a mutually agreed upon new placement has been identified). The term “illegal drug” means a controlled substance but does not include a substance that is being administered in school under the supervision of a licensed healthcare professional. A “controlled substance” is a substance as defined in the Controlled Substances Act (21 U.S.C. § 812(c).) Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a Positive Behavior Support Plan still apply.

Serious Bodily injury

A student with a disability who has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function may be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the forth-sixth (46th) day unless a mutually agreed upon new placement has been identified).

Serious bodily injury is defined as “bodily injury, which involves a substantial risk of death; extreme physical pain, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.” Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a Positive Behavior Support Plan still apply.

For any of these special circumstances for emergency placements, if a student’s conduct is deemed not to be a manifestation of the student’s disability, then the District may impose discipline beyond the forty-five (45) school days to the extent and for the duration that it would impose such discipline on

students without disabilities. If the District proposes such a placement beyond the forty-five (45) school day alternative placement, then the District must offer a Board hearing as it would for students without disabilities.

Procedures for suspensions of one to three (1 to 3) school days and four to ten (4 to 10) school days for all students with disabilities, except those who have intellectual disabilities, follow procedures used for regular education students set forth in this SAP. In addition, the principal should notify and consult with the appropriate special education supervisor and Assistant Director of Special Education of the suspension and the readmission date.

For special education students who are being suspended or otherwise excluded for periods of time longer than ten (10) consecutive school days or more than fifteen (15) cumulative school days, the following procedures apply:

1. Prior to the student actually serving any suspension in excess of ten (10) consecutive or fifteen (15) cumulative school days, the relevant members of the IEP team must conduct a manifestation determination
2. If the IEP team determines the conduct was a manifestation of the student's disability, then the IEP team must conduct a functional behavioral assessment, unless one was already conducted and develop/modify a behavior intervention plan. Additionally, the student may not be suspended in excess of the 10/15 school day limits unless the special circumstances for emergency placement set forth above apply (dangerous weapon, illegal drugs/controlled substance, inflicted serious bodily injury on another). If special circumstances do not apply and the District believes that maintaining the current placement is substantially likely to result in injury to the student or others, then the District may request an expedited due process hearing.
3. If the IEP team determines the conduct was not a manifestation of the student's disability, then the student may be suspended in excess of the ten/fifteen (10/15) school day limits. The decision of the team need not be unanimous and can be made over the parents/guardians' objections subject to the parents/guardians' right to contest the determination at an expedited due process hearing.
4. If the conduct is deemed not a manifestation, then the District issues a NOREP/PWN with a copy of the Procedural Safeguards Notice indicating the alternative educational placement as the placement and (under "Reasons for the Recommendations") indicating that the IEP team determined that the conduct was not a manifestation of the student's disability.
5. If the student's parents/guardians do not reject the NOREP or otherwise request a hearing, the suspension or expulsion and alternative placement may be implemented as if the student were in regular education. If the suspension is in excess of ten (10) consecutive school days, the District must offer a hearing before the Board of School Directors in the same manner as it would for any regular education student. This hearing may be waived by parental consent. If the conduct involved special circumstances for emergency placement, then a Board hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days.
6. If parents/guardians reject the NOREP/PWN, then the student may be assigned to the interim alternative educational placement and an expedited due process hearing on the manifestation determination must take place within twenty (20) school days of the date of the request and must result in a determination within ten (10) school days after the hearing. The student will remain in the interim

alternative educational placement during the appeal. If the removal exceeds ten (10) school days and the conduct involved does not involve the special circumstances for emergency placements, then a hearing before the Board of School Directors must be offered as it would be for students without disabilities. If the conduct involved the special circumstances for emergency placement, then the Board hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days.

7. If the District prevails in the due process proceedings, then it can continue to implement the alternative placement for the duration of the exclusion as if the student were in regular education (subject to the Board hearing requirement, if applicable).

Protections for Students Who Are Not Yet Eligible for Special Education

1. The District may suspend the child for more than ten school days to the same extent that it would suspend a nondisabled child for the same offense, provided, however, that

- a. The District did not have knowledge that the child was a child with a disability before the violation occurred; and
- b. If an evaluation is requested after the violation occurs, the District conducts the evaluation in an "expedited manner."

2. The District will be deemed to have knowledge of a disability if, prior to the violation,

- a. The parent expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the child that the child requires special education and related services; or
- b. The teacher of a child has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Assistant Director of Special Education or other supervisory personnel; or
- c. The parent has requested an evaluation.

3. The District will not be deemed to have knowledge of a disability if:

- a. The parent of the child has not allowed an evaluation; or
- b. The parent of the child has refused services; or
- c. The child has been evaluated and it was determined that the child was not a child with a disability under the IDEA.

Curriculum

In each grade, students are taught four major subjects (English/Language Arts, Mathematics, Social Studies and Science). They also receive additional Mathematics and Reading Instruction depending on individual needs. Students also receive classes in Physical Education, Art, Music and Foreign Language. All students are required to participate in a complete physical and health education program.

The Individuals with Disabilities Education Act and Section 504

The Child Find Mandate: What Does It Mean to You?

by Pamela Wright & Pete Wright, Esq.

What is Child Find?

The Individuals with Disabilities Education Act includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

The IDEA requires all States to develop and implement a practical method of determining which children with disabilities are receiving special education and related services and which children are not. (20 U.S.C. 1412(a)(3); *Wrightslaw: Special Education Law*, pages 72, 206-207).

Who is Covered by Child Find?

Schools are required to locate, identify and evaluate **all children** with disabilities from **birth through age 21**. The Child Find mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 U.S.C. 1412(a)(3))

This includes all children who are suspected of having a disability, including children who receive passing grades and are "**advancing from grade to grade**." (34 CFR 300.111(c)) The law **does not** require children to be "labeled" or classified by their disability. (20 U.S.C. 1412(a)(3)(B); 34 CFR 300.111(d)).

Note: You will find the Child Find requirements in *Wrightslaw: Special Education Law*, pages 72, 206-207]

Why is Child Find Necessary?

The primary purpose of the Individuals with Disabilities Education Act is to ensure that all children with disabilities receive a free appropriate public education, including special education and related services that are "designed to meet their unique needs and prepare them for further education, employment and independent living ..." (20 U.S.C. 1400(d); *Wrightslaw: Special Education Law*, pages 48, 207)

Another purpose of the law is to help each State implement a statewide, comprehensive, coordinated multi-disciplinary system of Early Intervention Services for infants and toddlers with disabilities. Young children with disabilities must receive appropriate early intervention services to "prepare them for further education, employment, and independent living."

Congress encourages states to provide Early Intervention Services so children with developmental delays and other disabilities will receive treatment early. Congress enacted the Early Intervention Program for Infants and Toddlers to provide interagency coordination of services to children from birth to two years of age. Under IDEA, states must ensure that children with disabilities are eligible for special education services by age three.

How is Child Find Implemented?

The Child Find mandate requires each state to devise a practical method to determine which children are receiving the needed special education services, and which children are not. After identifying children who may need services, all necessary evaluations must be completed on these children, at no cost to parents.

The Individuals with Disabilities Education Act mandates "general public notice obligations", i.e., using notices to inform and educate the public about the need to locate and identify all children with disabilities.

What methods should school districts use to identify and locate children who may need special education services?

In one case, the Court compared estimates of children with disabilities in the general population to the number of youngsters who had been identified by the school district to determine if the district had made adequate efforts to identify children under the Child Find mandate. See *Akers v. Bolton*, 531 F. Supp. 300 (D. Kan 1981).

The Office for Civil Rights (OCR) of the Education Department has accepted plans that include door-to-door surveys, brochure mailings, public education programs and other public meetings, physician referrals, contacts with day care providers, and surveys of private school personnel. See *Luling, TX Indep. School Dist.*, 1975-1985 EHLR 257:417. [Note: EHLR is now known as the Individuals with Disabilities Education Law Reporter (IDELR) and is available in many school district and law libraries. It is published by LRP Publications.

Section 504

Section 504 is a Federal (Civil Rights) law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal **access** to an education. The child may receive accommodations and modifications.

Unlike the Individuals with Disabilities Education Act (IDEA), Section 504 does not require a public school to provide an individualized educational program (IEP) that is designed to meet a child's

unique needs and provide the child with educational benefit. Under Section 504, fewer procedural safeguards are available to the child with a disability and the child's parents than under IDEA.

- All public schools and school districts, as well as all public charter schools and magnet schools, that receive Federal financial assistance from the Department must comply with Section 504.
- Section 504 provides a broad spectrum of protections against discrimination on the basis of disability.
- All qualified elementary and secondary public school students who meet the definition of an individual with a disability under Section 504 are entitled to receive regular or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.
- Section 504 also requires, among other things, that a student with a disability receive an equal opportunity to participate in athletics and extracurricular activities, and to be free from bullying and harassment based on disability.

The Meaning of Disability Under Section 504

Below is a discussion of what it means to be a student or individual with a disability, and of related terms that help to comprehensively define disability as it is used in Section 504 and its implementing regulations.

Disability. Under Section 504, an individual with a disability (also referred to as a student with a disability in the elementary and secondary education context) is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case by case basis. In addition, when determining if someone meets the definition of a disability, the definition must be understood to provide broad coverage of individuals.

Physical or mental impairments: Section 504 defines a physical or mental impairment as any • physiological disorder or condition, • cosmetic disfigurement, or • anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine.

The Section 504 definition of physical and mental impairment also includes any mental or psychological disorder. The definition does not include all specific diseases and conditions that may be physical or mental impairments because of the difficulty of ensuring the completeness of such a list.

Major bodily functions are also major life activities under the law, and these major bodily functions include functions of the bowel, bladder, and brain; normal cell growth; and the immune, endocrine (for example, thyroid, pituitary, and pancreas), respiratory, reproductive, circulatory, digestive, and neurological systems.

These lists, however, do not provide every possible major life activity or bodily function; therefore, if an activity or bodily function is not listed in the Amendments Act, it might still be considered a major life activity under Section 504.

For example: (1) a student with a visual impairment who cannot read regular print with glasses is substantially limited in the major life activity of seeing; (2) a student with an orthopedic impairment who cannot walk is substantially limited in the major life activity of walking; and (3) a student with diabetes who requires insulin injections is substantially limited in the operation of a major bodily function, the endocrine system. These students would have to be evaluated, as described in the Section 504 regulations, to determine whether they need special education and/or related services.

Additionally, a student who has dyslexia and is substantially limited in reading finds it challenging to read the required class material in a timely manner. Alternatively, a student who has been diagnosed with depression may be substantially limited in her ability to concentrate while completing school assignments. In both of these cases, the student spends far more time preparing for class than other students and earns good grades because of the student's intelligence and extreme efforts. The student would still be substantially limited in the major life activity of reading despite earning good grades and may require a multi-sensory approach to learning, and additional time to complete in-class tests or quizzes, even if that student earns mostly A's.

Homework

Homework (written, study and project types) is assigned appropriately to the subject and topic. Teachers assign homework daily. Even when a student does not have a written assignment, parents and guardians are encouraged to take an active interest in homework by:

1. Asking about homework every day.
2. Providing a definite time and suitable place for study or home activities.
3. Making resource materials available.
4. Checking the work for correctness and neatness.
5. Arranging with the teacher for homework assignments when the student's physical condition necessitates an absence.
6. Homework will only count for a maximum of 5% of the grade.

How to Study

Attitude is important! Think positively; work independently; seek help only when you have exhausted your own resources; then ask questions and use library and online resources.

Learning requires concentration – keep your mind on what you are doing. It will take less time.

At home, have a definite, well-lighted, quiet place to study. You will have to study at home each day.

Read the entire assignment rapidly to grasp the basic content. Reread slowly to understand content, details, explanations, and directions. If the assignment is not written, make notes of your own; outline what you have learned and work with classmates.

If the assignment is a long-term project, do a little of it each day. It will be easier and you will do a better job. Do not let it go until the last minute.

Honor Roll and Perfect Attendance

A student qualifies for Distinguished Honors by having no grade less than "A" in all subjects, as well as no unsatisfactory mark in behavior. Students have perfect attendance when they are never absent or late regardless as to whether they are excused or unexcused.

Report Cards

Parents are expected to attend parent teacher conferences when scheduled. Parent conference notices will be sent home. An informed parent produces a successful student.

Visitors

COVID-19

Visitors will be EXTREMELY limited in the school building for safety reasons.

All visitors must first report to the Main Office. All visitors **MUST** present a proper state ID or driver's license in good standing. Expired ID's will not be accepted. Legal action will be taken against any person on school grounds or in the building who has not made the proper arrangements for visitation. Students may not bring younger children or friends to school.

Nurse/Health Suite

It is important for LAB to have every student's emergency information on file so that we may contact parents/guardians quickly if necessary. Students who become ill at school may be picked up and signed out in the main office.

Immunizations

Students are to be immunized in accordance with Pennsylvania laws before enrolling in a Pennsylvania public school. Please check with the school nurse if you have any questions about immunizations or health records.

IMMUNIZATION OF STUDENTS

All students must be completely immunized or exempted before admission to any public, private, or parochial school in Pennsylvania. The Pennsylvania Department of Health, the Philadelphia County Board of Health, and The Laboratory Charter School require this.

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

There are two exemptions:

1. Religious Exemption - Pupils need not be immunized if the parent or guardian objects in writing to the immunization on religious/ethical grounds.
2. Medical Exemption - Pupils need not be immunized if a physician or his designee provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the medical exemption ceases to be valid and the child must be immunized.

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

Disposition of Immunization Records

When transferring from one school to another, the parent should request the Certificate of Immunization from the current school and take it to the new school. The Certificate of Immunization will go with the pupil when s/he transfers, graduates, withdraws, or otherwise, leaves The Laboratory Charter School.

IMMUNIZATION CHART

Disease	Required Number of Doses	Grades K to 8
Diphtheria, Tetanus and Acellular Pertussis-DTap	Four Doses	All Grades
Poliomyelitis/IPV	Four Doses	All Grades
Measles, Mumps, and Rubella	Two Doses	All Grades
Hepatitis B	Three Doses	All Grades
Varicella/Chicken Pox	Two Dose	All Grades
In addition to the immunizations listed above, before entering 7th grade , Philadelphia students must receive the additional vaccines listed below. All doses must be given at the appropriate age and Interval. Parents should talk with their pediatrician for more information.		
Meningococcal conjugate (MCV4)	One Dose	
Acellular Pertussis-DTap	One Dose	

The following health services will be provided by the Laboratory Charter School of Communication and Languages for all attending students Kindergarten to grade Eight:

1. Medical examinations
2. Dental examinations
3. Vision screening test
4. Hearing screening test
5. Height and weight measurements
6. Maintenance of medical and dental records
7. Threshold Screening Test
8. Special examinations
9. Scoliosis Screening

Parents who need vaccines or additional services for their children can visit any of the listed Philadelphia City Health Centers. To schedule an appointment call: 215.685.2933.

Philadelphia Health Centers

Health Center 2 - 1700 S. Broad Street
Health Center 3 - 555 S. 43rd Street
Health Center 4 - 4400 Haverford Ave
Health Center 5 - 1900 N. 20th Street
Health Center 6 - 301 Girard Ave
Health Center 9 - E. 131 E. Cheltenham Ave
Health Center 10 - 2230 Cottman Ave
Health Center 12 - 2840 W. Dauphin Street (Strawberry Mansion)

PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONS IN SCHOOL

Parents who wish to have prescription medications given to their child during school hours should ask the designated school staff member for a "Request for Administration of Medication" (Form MED-I). The form must be filled out and signed by the child's doctor and the parent. The parent, not the child, should bring the medication to the school.

Medication will only be retained by the school if it has been packaged and labeled by a Registered Pharmacist according to accepted pharmaceutical standards. The medication label must include: patient's name, pharmacy name, pharmacy address and phone, prescription number, prescription date (current), name of medication, dosage, form, and expiration date, instructions for administration, and name of prescribing health care provider. Medication must be packaged with a safety cap.

If your child has any health problems or is taking prescription medication for any reason, even though it does not have to be given in school, it is important for you to inform the school. Many medications have side effects that school staff can help you look for.

Over the counter (non-prescription) medications must also be brought to school by the child's parent or guardian. It must be accompanied by a written confirmation by a qualified health care provider on a prescription form or letterhead. This confirmation must contain the proper dosage and the time the

medication is to be taken. Written parental approval is also required. If there is no note from a parent, supplying the necessary information, the child will not be permitted to take the medication. Over the counter medications must be in the original manufacturer's container with directions for use intact on the label or box.

Health Suite Information

1. No student will be admitted to LAB Charter School until the state mandated immunization requirements are met.
2. Board of Education policy states first aid is only to be given for school injuries at the time they occur.
3. Injuries and illnesses that happen at home must be cared for at home.
4. Students who become ill while in school will get a pass to the nurse from the staff in charge. The nurse will notify the home.
5. No sick student will be sent home unless accompanied by a parent or legal guardian.
6. Students do not leave the building to go home at anytime without being signed out by the parent.

Telephone Use

Parents should make all necessary plans and arrangements for after school dismissal before leaving home each morning so that the school telephones can be used for business purposes only. Students may not receive phone calls while in school. **Parent/guardians should not try to contact their child by cell phone, as all mobile communication devices are not allowed in school.** Any cell phone that is seen or heard by a staff member will be confiscated and the appropriate consequences assigned. Cell phones will only be returned to parents. All parents must sign a form acknowledging receipt of the returned cell phone.

Parent and School Associations

We encourage all parents to become active members of our LAB Parent **Organization**, Parents As Partners In Education. . Flyers will be distributed throughout the year with information regarding drives, meetings, and other activities.

Commented [c5]: changed from Association to Organization

School Cleanliness and Sanitation

COVID-19

The school facilities will be cleaned and sanitized multiple times daily in accordance to the COVID-19 guidelines for sanitation. Below are suggestions to assist with these efforts.

Help keep our school neat and clean by carrying out these suggestions:

1. Clean Classrooms – Keep the floors clean. Empty desk of papers regularly at the end of each period and deposit in the trashcan.
2. Clean Corridors – Keep halls clean. Discarded paper should be put in the nearest hall trashcan.

3. Clean Water Fountains – Use the water fountains for drinking only. The place where we drink should be kept free from paper and dirt. Water fountains will not be in use during COVID-19. Single use water will be provided.
4. Clean Bathrooms – Do not loiter in the bathroom. Help keep the bathrooms clean and neat.

Universal Breakfast and Lunch Programs

Under Federal guidelines of Title I, LAB Charter School operates a free breakfast and lunch programs for all students. Parents do not need to complete breakfast or lunch applications.

Breakfast will be served from 8:00 a.m. to 8:30 a.m. each morning.

Unless your child attends the breakfast program, please do not send your child to school before 8:15 AM. We do not offer before or after school care.

Fire Drills

Monthly fire drills are required by state law. Signs are posted in each room giving emergency evacuation procedures. The following must be observed when the bell sounds signaling a fire drill:

1. Close windows and leave lights on.
2. Classroom doors unlocked and closed.
3. Follow the staff member in charge.
4. Walk rapidly. **Do Not Run.**
5. Stay with your class or group.
6. Talking is prohibited.
7. Do not re-enter the building until given the “all clear” signal.

EMERGENCY EVACUATION (SHELTER-IN-PLACE) DRILLS

We will have at least one shelter in place drill each school year. The reason for this drill is to make the students aware of the procedure in case of a school lockdown for any reason. This drill will teach the children what to do and where to report to in the case of a lockdown emergency.

School Uniform

The LAB Charter School has a mandatory uniform policy that will be enforced by the school.

LAB Charter School's uniform is as follows:

LONG OR SHORT SLEEVE LIGHT BLUE POLO SHIRT WITH OR WITHOUT SCHOOL MONOGRAM

NAVY BLUE KHAKI BOTTOMS, (pants, skirts, knee length shorts, skirt/skorts or jumpers).

BLACK OR BLUE DRESS SHOES OR SNEAKERS

GYM UNIFORMS AND SNEAKERS ARE REQUIRED ON PHYSICAL EDUCATION DAYS.
(navy blue t-shirt, sweatshirt, sweat pants or shorts)

No oversize shirts, baggy pants, hoodies, sandals, or flip flops. Students WILL be excluded from school activities and special programs SUCH AS ASSEMBLIES, PROMOTION CEREMONIES, FIELD TRIPS, SCHOOL DANCES, SCHOOL CARNIVALS, SCHOOL MOVIES, SPECIAL AWARDS, MOVE-UP DAY, ETC. if not in uniform ON A DAILY BASIS. Students who need assistance with uniforms should contact the Home and School Visitor/Parent Liaison.

IF STUDENTS ARE NOT IN UNIFORM PARENTS WILL BE CONTACTED AND REQUIRED TO BRING THE STUDENT A PROPER UNIFORM.

NCLB: Parent's Right to Know Qualifications of Child's Teachers

Note: Congress has reauthorized the Elementary and Secondary Education Act (ESEA), the statute formerly known as No Child Left Behind. The new statute, **Every Student Succeeds Act**, was signed into law by President Obama on December 10, 2015.

Did you know you have a right to know the qualifications of your child's teachers and paraprofessionals? Did you know that your school district must notify you of your right to request information about the qualifications of your child's teachers and paraprofessionals?

At the beginning of the school year, the school district must notify parents of all children who attend Title I schools of their right to request information about the qualifications of your child's teachers and paraprofessionals, including:

- (1) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- (2) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- (3) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (4) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Qualifications of Substitute Teachers

Is your child being taught by a substitute teacher? If your child has been taught by a teacher who is not highly qualified for 4 consecutive weeks, your school district must notify you of this fact. This requirement applies to substitute teachers, many of whom do not meet "highly qualified" requirements. [Source: NCLB, Title I, Section 1111(h)(6)]

How to Request Information about Teacher Qualifications

If you want to learn the qualifications of your child's teachers and paraprofessionals, you need to write a letter to request this information from the school.

Since people often lack confidence in their ability to write letters, we wrote a sample letter that you can use as a template. Just change the identifying information - your name, address and phone number, your child's name, school, and principal, etc.

The letter to request teacher qualifications is in two formats:

In pdf: <https://www.wrightslaw.com/info/nclb.ltr.teacher.qual.pdf>

In Word: <https://www.wrightslaw.com/info/nclb.ltr.teacher.qual.doc>

You may want to print a copy of the article, Teacher Quality: Frequently Asked Questions from the U. S. Department of Education, and include this with your letter. [no longer available]

Learn how to write effective letters - and why you need to learn this skill.

If you have our book, Wrightslaw: From Emotions to Advocacy, look at the two chapters about writing letters. These chapters include more than a dozen letters to the school that you can tailor to your circumstances.

LAB CHARTER SCHOOL

SCHOOL-WIDE RULES

Be Safe

Be Prepared

Be Respectful

Be Responsible

Be a Problem Solver

Be On Time for School

Complete All Assignments

Always Wear the School Uniform

Keep Hands and Feet to Self at All Times

Do Not Engage in Bulling or Fighting

**Do Not Bring Cell Phones, Head Phones or
Other Electronic Devices to School**

RESOURCES FOR PARENTS OF IEP AND 504 STUDENTS

THE ARC OF PENNSYLVANIA
101 South Second Street Suite 8
Harrisburg, PA 17101
800-692-7258

www.thearcga.org

PARENT EDUCATION NETWORK (PEN)

2107 Industrial Highway

York, PA17402-2223

717-600-0100 (Voice/TTY)

800-522-5827 (Voice/TTY)

800-441-5028 (Spanish in PA) 717-600-8101 (Fax)

www.garented.net.crg

PARENT EDUCATION AND ADVOCACY LEADERSHIP CENTER (PEAL) 1119 Penn Avenue

Suite 400

Pittsburgh, PA15222

412-281-4404 (Voice)

866-950-1040 (Voice)

412-281-4409 (TTY)

412-281-4408 (Fax)

www.pealcenter.org

HISPANICS UNITED FOR EXCEPTIONAL CHILDREN (HUNE, INC.)
202 West Cecil B. Moore Avenue Philadelphia, PA 19122
215-425-6203 (Voice)

215-425-6204 (Fax)

www.huneinc.org

THE MENTOR PARENT PROGRAM, INC.

P.O. Box 47 Pittsfield, PA 16340 814-563-3470 (Voice)
888-447-1431 (Voice in PA)

800-855-1155 (TTY)

814-563-3445 (Fax)

www.mentorgarent.org

DISABILITIES RIGHTS NETWORK 1414 North Cameron Street Suite C
Harrisburg, PA 17103

800-692-7443 Toll-Free Voice)

877-375-7139 TDD)

717-236-8110 Voice)

717-346-0293 TDD)

717-236-0192

www.drngabrg

PENNSYLVANIA BAR ASSOCIATION
100 South Street

Harrisburg, PA 17101

800-932-0311

www.pabar.org

BUREAU OF SPECIAL EDUCATION'S CONSULTLINE, A PARENT HELPLINE - 800-879-2301

Consult Line personnel are available to parents and advocates of children with disabilities or children thought to be disabled to explain federal and state laws relating to special education; describe the options that are available to parents; inform the parents of procedural safeguards; identify other agencies and support services; and describe available remedies and how the parents can proceed.

OFFICE FOR DISPUTE RESOLUTION

6340 Flank Drive

Harrisburg, PA 17112-2764

717-541-4960 (Phone)

800-222-3353 (Toll free in PA only) 800-654-4984 (TTY)

717-657-5983 (Fax)

<http://ODR.gattan.net>

The Office for Dispute Resolution administers the mediation and due process systems statewide, and provides training and services regarding alternative dispute resolution methods.

THE PENNSYLVANIA TRAINING AND TECHNICAL ASSISTANCE NETWORK (PaTTAN)
Harrisburg 800-360-7282 King of Prussia 800-441-3215 Pittsburgh 800-446-5607 www.gattan.net



The Laboratory Charter School of Communication and Languages

Title I LEA and School Parent and Family Engagement Policy 2021-2022

The Laboratory Charter School is dedicated to the philosophy that parent involvement is integral to the success of each student, and that forging a strong partnership between school and the home is essential in order to provide a quality education to all students.

Therefore, Lab will implement programs, activities, and procedures for the involvement of parents in accordance with Title I of the Elementary and Secondary Education Act of 1965 (ESEA). This federal statute defines "parent and family engagement" as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

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

Laboratory Charter School has developed this Title I School Parent and Family Engagement Policy in conjunction with our Parent Involvement Committee on February 15, 2017 to inform our school community. This policy will be posted on Lab's website for accessibility to parents and members of the community, will be distributed at the annual Title I meeting and will be in the Student-Parent Handbook.

School Responsibilities

In order to involve parents in the Title I Program, The Laboratory Charter School will:

- Convene an annual Title I meeting to inform parents of The Laboratory Charter School's participation in the Title I Program, the Program's requirements and parents' involvement and rights.

- Hold parent meetings at various times throughout the school year in order to familiarize parents with The Laboratory Charter School's Title I Program. In addition, conferences with the Principal and teachers may be scheduled as needed in order to facilitate open communication.
- Involve parents in an organized, ongoing and timely way, in the planning, review and improvement of the Title I Program, Parent Compact, and Parent Involvement Policy.
- Provide parents with a description and explanation of The Laboratory Charter School's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet.
- Communicate with parents through fliers, calendars, student folders, website postings, letters/notices, and electronic means.
- Provide parents with timely information about the Title I Program.
- Provide assistance to parents in understanding the State's academic content standards and student achievement standards, academic assessments, and how to monitor a child's progress, with encouragement to work with teachers to improve the achievement of their children
- Provide materials and training to help parents to work with their children to improve their academic achievement and, as appropriate, to foster parent involvement.
- Disseminate to parents data regarding their child's achievement, progress reports, and classroom and standardized assessment results, to enable parents to know of, and to remain actively engaged in, their child's educational progress.
- Provide, if requested by parents, opportunities for additional meetings for solicitation of suggestions from parents and to participate, as appropriate, in decisions relating to the education of their child. The Laboratory Charter School will respond to any such suggestions as soon as practically possible.
- Provide a written agreement (School-Parent Compact) explaining the roles of parent, student and staff to be signed by all parties responsible for academic achievement in an effort to improve his/her skill levels as a student enters the Title I Pull-out Program.
- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State academic standards
- Inform parents that their children will be taught for four or more consecutive weeks by a teacher who is not highly qualified, should the need arise

- Employ teachers who meet Pennsylvania’s statutory and regulatory requirements, will be provided with professional development, and will continually update resources and maintain an environment that facilitates learning
- With regard to professional development, provide training to school staff to strengthen parental involvement efforts relating to:
 - The value and utility of contributions of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - Implementing and coordinating parent programs
 - Building ties between parents and The Laboratory Charter School
- Ensure full opportunities for participation of all parents, regardless of whether they or their children have disabilities, migratory status, or limited English proficiency, by providing information about The Laboratory Charter School’s Title I Program and other programs, school meetings and associated activities to all participating families in an understandable and uniform format and language that parents can understand

Parent Involvement

- Parents will be involved in the planning, review and improvement of The Laboratory Charter School’s Title I Program and the Parent and Family Engagement Policy, through feedback, suggestions, the Annual Title I Parent Meeting, additional parent meetings and parent-teacher conferences.
- Parent representatives will serve on a committee to review, develop, and update the Title I policies, School-wide Improvement Plan, forms, and the Title I Program.
- A Title I Parent Survey will be conducted annually to evaluate the effectiveness of the Title I Program, and to assess levels of parent involvement and barriers. The evaluation findings will serve as the basis for planning and the improvement of the Program.
- Report cards distributed six times annually and trimester Title I progress reports will allow parents to monitor their child's progress and take steps to improve individual academic achievement level as needed.
- Periodic Parent Partnership meetings will provide recommendations, materials, and training to help parents work with their child to improve academic achievement and to help parents better understand the State’s academic standards and results of local assessments.

- The Laboratory Charter School will provide programs or activities throughout the year encourage parents to become active participants in increasing student achievement and learning such as Back to School Night, Parent Partnership Meetings, Kindergarten Readiness Workshops, High School Readiness Meeting, and Parent-Teacher Conferences.

School-Parent Compact

Incorporated as a component of the Title I Parent and Family Engagement Policy, The Laboratory Charter School distributes to parents of participating children the attached School-Parent Compact. The Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways that The Laboratory Charter School and families will partner to help children achieve the State's high academic standards. It addresses not only items suggested by parents of Title I students, but also the following legally required items:

- The ways parents will be responsible for supporting their child's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their children's class; and opportunities to observe classroom activities.

This policy was adopted by The Laboratory Charter School for the 2021-2022 school year, and will be in effect for the period of one year. This policy will be placed on the school website so that all parents of participating Title I, Part A children have access to it. Please direct any questions to the building principals at each site.

Parents can always contact our Parent Coordinator at parents@labcharter.com, or at 267-817-4720 with any feedback, comments, questions, or concerns as well as to volunteer, join the parent group, (Parents As Partners In Education), or simply ask questions about the school curriculum and operations.



The Laboratory Charter School of Communication and Languages

SCHOOL-PARENT COMPACT (2021-2022)

THE LABORATORY CHARTER SCHOOL, and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement. The compact also outlines the means by which the school and parents will build and develop a partnership that will help children achieve the state's academic standards.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

THE LABORATORY CHARTER SCHOOL will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to achieve his/her potential and meet Pennsylvania's student academic achievement standards as follows:

- ☐ All teachers are required to meet Pennsylvania's statutory and regulatory requirements related to appropriate certification of school personnel.
- ☐ Title I Support services include participation in small group direct instruction using a pull-out or push-in model as well as differentiated classroom instruction.
- ☐ Classroom teachers will collaborate with achievement support teachers to determine instructional methods, strategies, and skill development of students served in the Title I programs.
- ☐ The achievement support teachers and instructional assistants will provide quality curriculum and instruction in a positive learning environment that will help children to meet with success.

The Achievement Support Teacher will:

- ☐ Respect and acknowledge every child's strengths and differences.
- ☐ Believe that the child can learn if given appropriate time, quality instruction, and specific expectations for learning.
- ☐ Provide challenging and interesting educational experiences at their instructional level and those that will maximize learning.
- ☐ Acknowledge that parents play an important role in their child's education and are vital to their success.

THE LABORATORY CHARTER SCHOOL will hold parent-teacher conferences biannually. They will occur as follows:

- ☐ Parent-teacher conferences will be held after the first and third report card periods.

THE LABORATORY CHARTER SCHOOL will provide student reports as follows:

- ☐ Parents receive a report card at the end of every marking period. There are a total of six marking periods and parents will receive a report card approximately every six weeks.
- ☐ Parents receive a Habits of Work and Behavior Report in the Fall and Spring.
- ☐ In addition to the regular report cards, parents will receive Trimester progress reports from the achievement support teacher if the student is receiving pull-out instruction during the school year.

THE LABORATORY CHARTER SCHOOL staff will be available for consultation with parents as follows:

- ☐ Before and after school conferences that must be scheduled through the office on an as needed basis.
- ☐ Conferences will also be offered to parents at the end of each trimester.
- ☐ Parents may contact teachers, staff, or principal by telephone, letter or email.

Parent Responsibilities

Parents want and expect that their children will receive the best possible education. The school personnel and parents must work together in a partnership that is beneficial to the child. Parents are asked to provide an appropriate learning environment at home.

Parents will support their children's learning in the following ways:

- ☐ Return documents and forms promptly.
- ☐ Send the student to school on time, well-fed, and well-rested on a regular basis .
- ☐ Monitor school assignments and give support where needed.
- ☐ Create a home atmosphere that supports learning.
- ☐ Limit and monitor television viewing.
- ☐ Encourage the child to show respect to all members of the school community and school property.
- ☐ Promote positive use of their child's extracurricular time.
- ☐ Stay informed about their child's education by reviewing all school communication and responding promptly.

- ☐ Attend school functions and conferences.
- ☐ Make sure that their child participates in Saturday school tutoring sessions if offered.

Student Commitment

Students are responsible, in part, for their own success and recognize that education is important.

Students will:

- ☐ Demonstrate a positive attitude toward learning and school.
- ☐ Be responsible completing homework on time that reflects quality and accuracy.
- ☐ Follow teacher instruction in a cooperative manner.
- ☐ Seek help and assistance when needed.
- ☐ Do daily work that is neat and reflects the student's best effort.
- ☐ Be respectful to all school members and to school property.

Parents can always contact our Parent Coordinator at parents@labcharter.com, or at 267-817-4720 with any feedback, comments, questions, or concerns as well as to volunteer, join the parent group, (Parents As Partners In Education), or simply ask questions about the school curriculum and operations. Parents may also complete the Parent Survey at any time during the year.

Title I Parent Survey 2021-2022

Dear Parent or Guardian: We are in the process of conducting an evaluation of our parental involvement program for the 2021-2022 school year. We are hoping to stay in-person for learning this year and we would like your input into our Title 1, 2, 3, and 4 Federal Programs. The Federal Programs fund things such as academics, professional development, parent activities, technology, and interventions for students. Please take a few minutes to complete this survey. The responses will be used to improve the Federal Programs Parental Involvement Program.

		Yes	No
1	Do you feel welcome in your child's school?		
2	Does your school encourage you to be involved in your child's education?		
3	Do you know what it means to be a Title I School and what your rights are?		
4	Do you know how additional help with reading and/or mathematics is given to students through the Title I program?		
5	Do you know what your child should know and be able to do in reading and/or mathematics for the grade he/she is in? (Academic Content Standards)		
6	Does the Title I School-Parent Compact help to remind you about things you can do to help your child do better in school?		
7	Do you have any suggested changes for the Parent Involvement Policy?		

Prior to Covid-19, did you participate in any of the following activities offered this year?

Please check all that apply:

	Annual Meeting of Federal Programs		Family Reading/Math Nights
	Parent Advisory Committees/Councils		Development of School-Parent Compact
	Federal Programs Planning/Evaluation for the 2020-2021 school year		Explanation of Adequate Yearly Progress, School Improvement, Interventions, Healthy and Safe Schools, Professional Development, Parent Programs, Student Data
	Explanation of State Standards/Curriculum		Volunteering in the Classroom, Understanding what your child is being taught
	Feedback of Parent Involvement Plan		Parent-teacher Conferences

Did you receive a copy of the following three documents this year:

	Yes	No
LAB Parent Involvement Policy		
LAB Right to Know Letter		
LAB Parent/Student Compact		
LAB Parents as Partners In Education Information		

Please List Any Additional Questions, Comments, Concerns You Have In Order Too Improve The Federal Programs At LAB Charter:

Name (Optional) _____ Campus _____

Do you wish to be contacted by a LAB Charter Staff member to discuss this survey?

If so please provide:

Name: _____

Email: _____

Phone Number: _____

Child(ren): _____

Campus: _____

If you have further feedback or wish to contact the school, Mr. King, Parent Coordinator is always available to assist you. He can be reached at parents@labcharter.com, or 267-817-4720. Please return all surveys to LAB Charter.

Thanks for your time,

The LAB Charter School Staff

Federal Programs (Title 1, 2, 3, & 4) Talking Points

Discussion on the Parent Compact and the importance of providing input into the 2021-2022 School-Parent Compact in the following areas:

- **School/Teacher Responsibilities**
- **Parent Responsibilities**
- **Student Responsibilities**
- **Communication about Student Learning**
- **Activities to Build Partnerships**

Discussion on the Parent Engagement Policy and the importance of providing input into the 2021-2022 Parent & Family Engagement Policy

- **Annual Title I Meeting**
- **Use of Parent Engagement Funds**
- **Training: Staff and Parents**
- **Communication between Parents and Staff**
- **Parent Set Aside**
- **Back to School Night**
- **Building Capacity of Parents**
- **Building Capacity of School Staff**

2021-2022 Family Engagement Planning

Preliminary Budget Submission

Parents can contact our Parent Coordinator at parents@labcharter.com, or at 267-817-4720 with any feedback, comments, questions, or concerns.

Parent and Family Handbook

Signature Page

I, _____ have read, understand, and

(Parent-please print your first and last name.)

agree with what the School and Parent Handbook and School Guidelines outlines. I discussed it with my child to ensure that he/she understands it as well.

Parent's Signature

Date

Child's Signature

Date

Contact Information: _____
Phone # 1 Phone # 2

email address

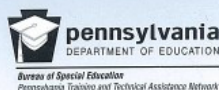
Child's Name: _____ Grade: _____

Teacher: _____

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Are you on-track to graduate? Check your A-B-Cs!

Graduating from high school takes more than just passing classes.



A

Attendance

Am I missing two or more days a month of school?

How can I improve my attendance?

- ☐ Talk to your teachers/counselor about your school's attendance requirements/rules.
- ☐ Seek help when you need support to improve your attendance.
- ☐ Prepare the night before: clothes, books, set alarm, do not stay up too late.
- ☐ Make plans to arrive at school on time each day.
- ☐ Schedule doctors' appointments and trips after school hours or when school is not in session.
- ☐ Discuss a plan with your teachers for making up missed assignments.

B

Behavior

Is my behavior interfering with my success at school?

How can I improve my behavior?

- ☐ Talk to an adult at school if you are having problems with friends.
- ☐ Reflect on how you are getting along with others and work on ways to improve relationships.
- ☐ Get involved in activities such as clubs, sports, or work that interests you.
- ☐ Share with an adult any changes or problems that may affect your behavior.
- ☐ Report any bullying behavior.

C

Course Performance

Am I passing all of my classes?

How can I improve my course performance?

- ☐ Know the requirements and credits needed for graduation.
- ☐ Seek additional help from adults if you are not passing a class, and ask about additional supports such as tutoring and/or credit recovery.
- ☐ Ask a friend to help you study for tests and quizzes.
- ☐ Take elective courses that interest you.
- ☐ Complete assignments on time and make up any missed work.
- ☐ Review your grades online on an ongoing basis so you know how you are doing.

Check off ways that lead to success and graduation!

For additional information to increase graduation rates, including an Early Warning System Data Analysis Protocol for Individual Students: www.dattan.net

You have 75% chance of dropping out of school if:
you are absent two or more days a month, you fail language arts and/or math,
and your behavior is interfering with your success at school.

